

Organisation of the education system in

Turkey

2009/2010

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22,96	90
-	90
12.116	90
16.068	90

-	90
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1. Political, Social and Economic Background and Trends

In this chapter, the political, social and economic background and trends in Turkish Republic since its foundation up to present day are summarized and relevant statistical data are provided.

1.1. Historical Overview

1.1.1. Political and Social Evolutions

Anatolia had been the heart of the Ottoman Empire, one of the most powerful states of Europe, Middle East and Africa for more than 600 years (1299-1920). The Ottoman State had lost its territorial integrity with the Mondros Mütarekesi (Armistice of *Montrose*) (October 30, 1918); signed at the end of World War I, lost its sovereignty on the Bosphorus and Dardanelles Straits and encountered economic, military and political restrictions. Within this process, endeavors for founding a new state had been initiated. These initiatives that could be characterized as the Turkish independence movement had evolved to be Independence War on May 19, 1919 as Mustafa Kemal stepped in Samsun.

A new state was founded in Anatolia on the basis of national sovereignty upon acceptance of Misak-i Milli (National Oath) (January 28, 1920) and consequent establishment of TBMM (Turkish Grand National Assembly) in Ankara (April 23, 1920). The Turkish War of Independence gaining acceleration upon foundation of the new state was won despite grueling conditions and foundation of the new Turkish state was also recognized by the Western States upon conclusion of Lozan Barış Antlaşması (Lausanne Peace Treaty-July 24, 1923). The Lausanne Treaty superseded and renders null and void the Sevr Antlaşmasını (Sevres Treaty) concluded on August 10, 1920 by and between the Entente Powers and the Ottoman State.

Subsequent to the conclusion of Lausanne Peace Treaty, arrangements in domestic policies were prioritized. In this context, Ankara is declared as the new capital at the very end of 1923 and subsequently, probably the most significant revolution of the Turkish political history was realized. With the declaration of the Republic on October 29, 1923, the regime of the new Turkish state founded during the War of Independence had been denominated. The characteristics of the young Republic had been crystallized by three significant reform laws adopted and put into force on the very same day (March 3, 1924), which are:

- *The Law regarding Abolishment of Ministry of Religious Affairs and Pious Foundations* (Şeriye ve Evkaf Vekâletinin Kaldırılması)
- *Law on Unity of Education Education* (Tevhid-i Tedrisat (Öğretimin Birleştirilmesi) Kanunu)
- *The Law Regarding Abolishment of Caliphate* (Halifeliğin Kaldırılması Hakkında Kanun)

Within the framework of the foregoing laws; the national sovereignty and secular characteristic of the Republic is introduced and the foundations of an education system based on national culture, national solidarity and scientific principles were settled.

During the early years of the Republic, Atatürk and his colleagues initiated the modernization efforts in order to ensure eternal existence and independence of the new Turkish State. Some of these efforts could be mentioned as; adopting the Anayasa 1924 (Constitution) based on national sovereignty, Türk Medeni Kanunu (Turkish Civil Code-February 17, 1926), adopting the new Turkish alphabet composed of Latin letters (*The Law Regarding Acceptance and Application of Turkish Alphabet-Türk Harflerinin Kabul ve Tatbiki Hakkında Kanun*-November 1, 1928) etc. Within approximately 15 years between the foundation of the Republic and

death of Atatürk, the reforms undertaken regarding social life, jurisprudence and education ensured significant progress in making of secular and democratic society.

The new world order formed after the World War II also led to significant social and political transformations in Turkey. Transition to multiparty political system as a requirement for democracy should be mentioned among these transformations (1946). Subsequent to this development, the 27-years rule of People's Republican Party (CHP) ended and the Democrat Party (DP) came in the power in 1950. The multiparty era ensured a more liberal and democratic atmosphere in Turkey.

In the course of integration with the world, Turkey is member to many international organizations at global and regional levels. Some of these international organizations are; UNESCO, OECD, NATO, European Council, European Union (candidate state 2003), Organization of Islamic Conference (OIC) Standing Committee on Economic and Trade Cooperation (COMCEC), Economic Cooperation Organization (ECO), Organization of the Black Sea Economic Cooperation (BSEC), etc. Turning its face towards the "Western World" upon foundation of the Republic, Turkey established close relationships with USA and the European countries. At the same time, Turkey maintains well built relations with the Middle Eastern and Eurasian countries depending on deep historical and cultural connections.

Relations between Turkey and the European Union have been started on 31 July 1959, when the former applied to the European Economic Community for partnership. It was followed by Ankara Agreement dated 12 September 1963 and European Council Final Document dated 17 December 2004. Turkey, as "candidate country" is still maintaining its relations with the European Union.

Turkey has prepared three Constitutions and put into force in 1924, 1961 and 1982 so far. Turkish Constitution of 1982 is still in effect.

Although there had been three military coups in Turkish political history, Turkey maintained survival of the fundamental characteristics of the Republic ("The Republic of Turkey is a democratic, secular and social state governed by the rule of law"), multiparty political system and parliamentary system. The last elections in Turkey were held in 2007. After the elections, *Adalet ve Kalkınma Partisi –AKP* (Justice and Development Party) came into power solitarily and currently hold the power alone. As of March 2010, distribution of deputies to the political parties currently represented in TBMM (Turkish Parliament) is as follows:

- Adalet ve Kalkınma Partisi (Justice and Development Party) (AKP): 337
- Cumhuriyet Halk Partisi (Republican People's Party) (CHP): 97
- Milliyetçi Hareket Partisi (National Movement Party) (MHP): 69
- Barış ve Demokrasi Partisi (Peace and Democracy Party): 20
- Demokratik Sol Parti (Democratic Leftist Party): 6
- Demokrat Party (Democratic Party): 1
- Türkiye Partisi (Turkey Party): 1
- Independents: 11
- Total: 542

[The Law regarding Abolishment of Caliphate](#)

[Lousane Peace Treaty](#)

[Law on Unity of Education](#)

[The Law Regarding Acceptance and Application of Turkish Alphabet](#)

[The Law regarding Abolishment of Ministry of Religious Affairs and Pious Foundations](#)

1.1.2. Economic Developments

With respect to the developments in economy; the economics of Turkey in years following 1923 was in ruins as the state of Turkey was founded after a long-lasting war. The inadequacy of capital holding class, technical infrastructure and education caused the industrial production fail to even the most fundamental needs. The economy was to a great extent dependent on agriculture and agricultural sector fell short of meeting the requirements of modern age. During the period of 1923-29, liberal policies were implemented in accordance with the Lousane Peace Treaty (Lozan Barış Antlaşması) and the private sector was subsidized in order to develop the industry.

The first import substitution policies were started to be implemented in Turkey during the period after foundation of the state and state-protectionist industrialization policy was pursued during the period 1930-39. The first and second industrialization plans were implemented during this period, which played a major role in formation of a national capital with state taking after the control of capital accumulation. The state centralism understanding dominated the economy until the end of World War II.

As World War II ends, Turkey sought ways to become integrated with the world economy upon transition to the multiparty system and under the rule of Democrat Party. In this context, Turkey become closer to USA, included into the Marshall Plan, enrolled for membership to International Monetary Fund (IMF) and entered into cooperation with the World Bank. During this period (1945-1962), first a rapid economic development, then a period of economic recession and a significant economic deterioration had been experienced. Due to industrialization policies and deterioration of agricultural sectors, a major trend for migration from rural to urban areas started and the economic recession led to coming up of policies based on import substitution again by early 1960s.

The military coup on May 27, 1960 following the collapse in economic, social and political fields laid the foundations for planned development era, a new Anayasa 1961 (Constitution) was adopted and entered into force, the Devlet Planlama Teşkilatı (DPT) (State Planning Organization) is established (1960) and the First Five-year Development Plan is started to be implemented in 1963. The economy of Turkey have grown in stability between years 1963-1977 with an annual average of 6,8%. The economic crisis and stagnation stroke the country again between years 1978-79.

The resolutions passed on January 24, 1980 stipulated rectification of the balance of payments and reduction of the inflation rate in the short run, while transition to market economy and export-oriented economic policies in the long run. The military government which has come into power by the beginning of 1980's formed the social conditions necessary for implementation of the structural reforms and a new TC Anayasa 1982 (Constitution) was adopted and entered into force. During this period, the state centralism approach gradually started to leave its place for market economy. During the early years of this period characterized with high inflation rates (1980-87), the economy demonstrated stable growth, however in the subsequent years public expenditures increased accompanied with economical stagnation, the inflation rate could not be reduced and deteriorations were observed in distribution of income. Although an innovative structural adjustment period was initiated with the resolutions passed on April 5 pursuant to the economical recession encountered in 1994 and recalled with the high devaluation, Years 1994, 1999 and 2001 have been the years of significant reductions in national income levels.

The economic reforms implemented after the crisis in the banking sector in 2001 achieved significant success and therefore, the economy recovered for a stable growth period, as the liberal policies again dominate the market. At the same time, the privatization projects that could not be accomplished for long years were started to be implemented. Annual average growth rate of GDP was about 7,4% during 2002-2007. The annual growth in GDP reached 8,4% in 2005, while the inflation rate decreased to 8,76% in 2007, the lowest rate of the last 33 years. Although the foregoing economical gains during 2002-07 were partly attributed to the investors increasing interests in the emerging markets, these gains were realized on the basis of tight

fiscal policies at large. (See 1.7.5.)). Starting from 2008 Turkish economy faced serious economic problems resulting from the global crisis which has strated in developed financial markets..

State Planning Organization

Constitution 1961

Constitution 1982

Lousane Peace Treaty

1.2. Main Executive and Legislative Bodies

According to the 1st Article of Anayasa (Constitution) 1982 of Republic of Turkey; state of Turkey is a Republic. The Republic of Turkey is a democratic, secular and social state governed by the rule of law respecting human rights; loyal to the nationalism of Atatürk (Article2). Within the framework of unitary insight The Turkish state, with its territory and nation, is an indivisible entity. Its language is Turkish. (Article 3).

The Republic of Turkey is a "state of law". Both 1961 and 1982 constitutions characterized the Turkish Republic not only as a state of law but also as a "social state of law" (Yönetim Hukuku p.17).

The Turkish public administration is regulated according to the principle "separation of powers". This principle is first introduced in the 1876 Constitution and also adopted in 1924, 1961 and 1982 constitutions. 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.

Yönetim Hukuku

Turkish Grand National Assembly

Constitution 1961

Constitution 1982

1.2.1. The Legislative Body: Grand National Assembly of Turkey (TBMM)

The organization, functioning and functions of TBMM (Grand National Assembly of Turkey) executing the legislative power are determined with the Anayasa 1982, (Constitution Articles 75-100).

The legislative power in the Republic of Turkey is assumed by TBMM and this authority cannot be delegated (Constitution, Article 7). The TBMM comprises 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.

Turkish Grand National Assembly

1.2.2. The Executive Body and its Functions

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

The administrative structure of Turkish Republic is handled in two groups as general administrative institutions (central and provincial organization) and local administrative institutions within the framework of central administration and local administration principles (Anayasa 1982, Article 123).

1.2.2.1. General Administrative Bodies

1.2.2.1.1. Central Bodies

President: The President is the head of the state and represents the Turkish Republic and the unitary structure of the nation. The President is elected by Turkish Grand National Assembly (Türkiye Büyük Millet Meclisi-TBMM) with majority of two thirds of the deputies. The term of office is 7 years. No individual is eligible for election as the President for twice (1982 Constitution, Articles 101-106). The President and the Council of Ministers constitute two elements of the executive body, however the President is irresponsible from political aspect (Article 8).

The Prime Minister and the Board of Ministers: The Council of Ministers comprise of the prime minister and the ministers. The other wing of dual executive power is the Council of Ministers (also called as the "Government"). The Council of Ministers assumes an important role in the parliamentary system. The Council of Ministers is politically responsible towards the legislative body and is the actual driving force of execution (Yönetim Hukuku, p. 134). 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).

Ministries: The services assumed by the central administration are realized by means of ministries. Each ministry is commissioned with fulfillment of specific public services. According to 3046 Numbered Law (Bakanlıkların Kuruluş ve Görev Esasları Hakkında Kanun-The Law Regarding Establishment and Duty Principles of Ministries); every ministry comprises of central organization, provincial organization and foreign organization. Currently, there are 23 Ministries (7 of which are state ministries).

Ministers: Every ministry is governed by a minister. The ministers can be appointed from or out of the TBMM. The Ministers furnish the relations of the Ministry with the government and the legislative body.

1.2.2.1.2. Provincial Bodies

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 regulated by 5442 numbered Law (İl İdaresi Kanunu-The Law for Provincial Administration) and bases on the principle, "span on authority".

Province administration (named as *il*): 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 *ilçe*): The secondary department among the civil authority departments is the districts. 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 the sub-districts. The head of the county administration is the Sub-province Director (named as *Bucak Müdürü*).

Regional Organization: According to the Constitution 1982 (Anayasa) (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. Depending on the foregoing provision, 3046 numbered Law indicates the possibility of regional organization by the central government. On the other hand, Council of Ministers adopted resolution regarding abolishment of regional organizations of some public organizations in 2002 and 2003 (12.01.2002 dated and 2002/3849 numbered resolution; 4.4.2002 dated and 2002/3894 numbered resolution). Today; it is possible to mention the regional organizations of Ministry of Labour and Social Security, Ministry of Forest and General Directorate of Highways for limited regional organization.

1.2.2.2. Local Administration Bodies

Local administrative organizations: The local administrative organizations are an integral part of democratic way of living and ensure fulfillment of local services. 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: private provincial administrations, municipalities and the villages (Anayasa 1982, Article 127). The private provincial administrations are regulated The Law for Provincial Administration (İl Özel İdaresi Kanunu) No. 5302; the municipalities are regulated by The Law for Municipalities (Belediye Kanunu), No. 5215 and The Law for Metropolitan Municipalities (Büyükşehir Belediye Kanunu), No. 5216, while the villages are regulated by The Law for Villages (Köy Kanunu), No. 442. Currently there are more than 35.000 villages in Turkey.

Service institutions: These are the autonomous institutions such as tertiary education institutions, Radio-TV institutions, public enterprises, etc.

Vocational institutions: Vocational organizations such as Chambers of Industry and Commerce, Body of Lawyers, Engineering Chambers, etc.

1.2.2.3. Supervision and Advisory Bodies

In addition to the foregoing organizations, 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.

1.2.2.4. Autonomous and Neutral Public Corporations

Some of the autonomous and neutral public corporations established under the scope of restructuring of the Turkish public administration system are as follows: Radio and Television Supreme Council, Competition Board, Banking Regulation and Supervision Agency, Public Procurement Authority, Energy Market Regulatory Authority, Capital Markets Board, etc.

1.2.3. Jurisdiction and Bodies

The judicial power can be exercised by the independent courts for and on behalf of the Turkish nation (Anayasa 1982, Article 9). According to the 125th article of the Anayasa 1982 (Constitution); the acts and actions of the government is subject to the judicial supervision. According to the 138th article; 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. The Turkish judicial system encloses Supreme Courts, such as Constitutional Court, Supreme Court of Appeals and State Council.

Within the framework of basic structuring of Turkey summarized above; competent bodies that are responsible for education affairs are as follows: Ministry of National Education (Milli Eğitim Bakanlığı-MEB); all formal and non-formal education bodies except for higher education institutions (See 2.6.); Higher Education Council (Yükseköğretim Kurulu-YÖK); all higher education institutions (See chapter 6.) and Ministry of Labor and Social Insurance; duties such as identifying professional proficiencies, undertaking training and conferring titles in work place as an institution regulating business life.

Yönetim Hukuku

Ministry of National Education

Higher Education Council

Ministry of Labour and Social Security

Constitution 1982

The Law regarding Establishment and Duty Principles of Ministries

The Law for Municipalities

The Law for Metropolitan Municipalities

The Law for Villages

The Law for Provincial Administration

The Law for Provincial Administration

1.3. Religions

Great majority of the Turkish Nation are Muslims (99%). However, each and every Turkish citizen is denominated as "Turk", regardless of religious or ethnic origin. Turkey is a secular state (Constitution-Anayasa 1982, Article 2). The freedom of faith is under the protection of the Constitution. Each and every individual has the freedom of conscience, faith and contentment. The Presidency of Religious Affairs (Diyanet İşleri Başkanlığı) serves as an organization affiliated to the Prime Ministry for the purpose of supervision of religious affairs by the government (Anayasa 1982, Article 136).

In Turkey there are also various communities belonging to different religious beliefs. These are comprised of Christian denominations (Greek Orthodox, Armenian Apostolic, Syriac, Chaldean), Judaism, Yezidism and various others. The rights of the non-Moslem minorities are secured with the Lozan Barış Antlaşması (Lausanne Peace Treaty) and they are allowed for establishing their own temples and the religious services of these minorities are regulated by their community.

Secularity is one of the fundamental principles of the Turkish national education system (Basic Law of National Education-Milli Eğitim Temel Kanunu, Article 12). Education on religious affairs is conducted under

the supervision and audit of the State. The religious affairs and ethics education is among the compulsory subjects thought in primary and secondary education institutions (Constitution-Anayasa 1982, Article 24).

The Presidency of Religious Affairs

Constitution 1982

Lousane Peace Treaty

Basic Law of National Education

1.4. Official and Minority Languages

The official language of Turkey is Turkish language. (Constitution-Anayasa 1982, Article 3). 42nd Article of the Constitution 1982 stipulates teaching of Turkish language 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.

Teaching and educating foreign language is regulated with The Law on Foreign Language Education (Yabancı Dil Eğitimi ve Öğretimi Kanunu), No. 2923. The Law determines the principles associated with the foreign languages to be taught in educational institutions of all levels and the principles that the education institutions teaching in foreign language shall be subject to. According to the 2nd article of the Law (2):

- The foreign languages to be taught in Turkey are determined with the resolution of the Board of Ministers,
- History of the Revolution and Principles of Atatürk, Language skills, Turkish Literature, History, Geography, Social Issues, Religion and Ethics courses and other courses relating to Turkish Culture cannot be taught in foreign language,
- The courses and the schools to offer education in foreign language amongst the primary, secondary and non-formal education institutions are determined by the Ministry of National Education (Milli Eğitim Bakanlığı-MEB); while the subjects to be educated and taught in foreign language in the tertiary education institutions and the tertiary education institutions to offer education and teaching in foreign language are determined by the Higher Education Council (Yükseköğretim Kurulu-YÖK).

Taking into consideration all educational levels, it is possible to mention the following regarding the foreign language education: The foreign language education starts during the early years of primary education (since 4th grades in schools with suitable conditions and infrastructure) and perpetuates until graduation from the tertiary education. Furthermore, it is possible to establish educational institutions or curricula for teaching in foreign language in upper secondary education and tertiary education stages (excluding subjects such as History, Turkish Language etc.).

The rights of the minority schools and foreign institutions based on the Lausanne Peace Treaty (Lozan Antlaşması) are protected with the Constitution (Anayasa) and these schools offer education in their native tongue. The schools included under this scope are the private foreign schools established by the French, German, Italian, Australian and Americans and these schools admit Turkish pupils for enrolment. There are 15 foreign high schools. On the other hand, there are also the minority schools established by the Greek, Armenian and Jewish minorities (primary and secondary education schools). The pupils of Turkish Republic nationality and members of the minority class can attend to these schools and the schools are authorized to educate in their own language except Turkish and Turkish culture related courses. There are 41 minority schools as 22 Armenian, 22 Greek and 3 Jewish schools. Additionally, there are 12 international private schools for foreigner students (MEB 2009 Yılı Bütçe Raporu). Turkish courses and courses related with Turkish culture are taught in Turkish at all schools providing education in foreign languages.

It is possible to establish private courses in order to educate 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 (Law of Private Education Institutions-Özel Öğretim Kurumları Kanunu). Accordingly, the Council of Ministers decides on which languages and dialects will be educated and instructed in Turkey. Such courses and subjects admit pupils enrolled to and graduated from primary and upper secondary education institutions, as minimum, and pupils and adults departing from upper secondary education institutions. The individuals not attending to school at the age of primary education are not admitted to the school. The age and educational status of the disabled children of pre-school or primary education age are not taken into consideration. The courses offer coeducation (Regulation on Foreign Language Education in Higher Education Institutions and Rudiments to Conform within Foreign Language Education-Türk Vatandaşlarının Günlük Yaşamlarında Geleneksel Olarak Kullandıkları Farklı Dil ve Lehçelerin Öğrenilmesi Hakkında Yönetmelik).

[MEB 2010 Yılı Bütçe Raporu](#)

[Higher Education Council](#)

[Ministry of National Education](#)

[Constitution 1982](#)

[Higher Education Law](#)

[Law of Private Education Institutions](#)

[Lousane Peace Treaty](#)

[Regulation on Foreign Language Education](#)

[Regulation on Foreign Language Education in Higher Education Institutions and Rudiments to Conform within Foreign Language Education](#)

[The Law on Foreign Language Education](#)

[The Regulation on Teaching Turkish Citizens Different Languages and Dialects](#)

1.5. Demographic Situation

The surface area of Turkey is 769.604 km² (excluding the dams and lakes). Turkey is divided into 81 administrative provinces and 7 geographical regions. The first census in Turkey had been conducted in 1923; the census had been conducted in every year ending with 0 and 5 digits during the period falling between years 1930-1990. According to the results of the last 2009 Address Based Census(<http://tuikapp.tuik.gov.tr/adnksdagitapp/adnks.zul>), the population of Turkey is 72.561.312. Population density is 93,4. 0-29 age group constitutes 52.8% of the country population. The population in pre-primary and compulsory education age group (5-14 ages) is 12.694.000.

The population structure of Turkey is characterized with continuous growth during 1923-1985 and continuous decline at the population growth rate and rapid urbanization for the period after 1985. The three major provinces (Istanbul, Ankara and Izmir) demonstrate differences when compared to the country with respect to population structures.

Distribution of population by age groups is as (2009): 0-14 age group 26,4% and 15-64 age group 66.8%. On one hand; Turkey is characterized with its young population; share of age groups 15-64 and 65+ within overall population is gradually increasing.

Proportion of urban population is 75% and, and its share is increasing gradually. As for some regions, urban population growth rate is above average in Turkey. For example; 29.3% in İstanbul, 38,8 in Middle East Anatolia and 36.6% in Southeastern Anatolia.

Upon going through migration statistics regarding Turkey, one can see that 6 million 692 thousand persons moved between 1990 and 2000. Of these, 3 million 868 thousand moved from one city to another. The number of those migrating from rural to urban areas reached 1 million 168 thousand. Geographical distribution of immigration indicates regions and cities that receive highest rates of migration, which are as follows (For further details, see 1.7.3.): İstanbul (407 thousand), Ege (184 thousand). On the other hand, the regions that have the highest emigration rates are Western Black Sea Region (-232 thousand) and Southeastern Anatolia (-210 thousand). Doubtlessly, in regions that allow highest rates of migration in, there is considerable stress on capacity of schools and thus more buildings are being built newly.

As for emigration movements (For further details, see 1.7.3.); number of those living abroad is 3 million 521 thousand as of 2006. Of these, 3 million 122 thousand live in European countries. Number of foreigners living in Turkey is 200 thousand.

1.6. Economic Situation

In terms of 2008 GDP ranking, Turkey stands as the 17th largest economy throughout the world and 7th in Europe (excluding Russia). Turkey is one of the founding members of OECD and G-20 countries. The rapidly developing economy of Turkey is an open economy. The economy of Turkey comprises of modern industrial and commercial sectors, as well as traditional agricultural sector.

The economy of Turkey displays a dynamic structure and is growing with high speed in recent years, however suffered from decline in output during the crisis years encountered in 1994, 1999 and 2001. The stabilization program started to be implemented pursuant to serious decline in year 2001 led to important positive developments in economy during years 2002 - 2006 and the economy displayed high rate of growth during each of these years. GDP growth rate has fallen in 2007 and more in 2008, and in 2009 economy has shrunk due to the effect of global crisis.

The basic objective of the economy policies and structural reforms implemented by Turkey is to rapidly accomplish the full membership process to EU. The performance rating of Turkish economy in recent years is considered to assist attaining permanent stability in economics and thus, achievement of the social policies currently implemented.

Global crisis which had started in developed financial markets in August 2007, has shown its effects on the Turkish economy starting from mid-2008. Turkish economy has not been severely influenced from the financial dimension of the crisis. However, decrease in growth rates, increases in unemployment rates and increases in foreign exchange rates have reached serious stages. As of the year 2009, the major economic concern was over the measurements that should be taken in order to cope with the effects of the crisis.

1.6.1. Inflation

Pursuant to period when high inflation rate prevailed for years in Turkey, the economic program started to be implemented in 2001 succeeded in reducing the inflation rate and by the end of 2005; the inflation rate decreased below 10% (2005 GNP deflator, 7,1%). In 2005 WPI increased at 10,14%, while CPI increased at 8,24% according to 12-months averages. In 2002, 2003, 2004 and 2005, the WPI inflation rate is realized below the target. This development can be attributable to the tight monetary policy implemented and not making concessions from fiscal discipline. In 2007 inflation rates have decreased to the lowest figures for last 33 years; but shown increase in 2008. (See 1.7.5.). The inflationist atmosphere in the global markets, which

was resulted from increases in raw materials and food prices, has not lead to much increase in inflation rate in Turkish economy due to decrease in demand. In contrast, the decline in the economy has caused inflation to fall further to %6,5 for CPI, and to 1,23% for WPI in 2009.

1.6.2. Growth

Annual average rate of growth of Gross Domestic Product (GDP) has been 7,4% between 2002-2007. Gross Domestic Product (GDP) growing at rate of 5.8% in 2003 demonstrated a growth of 9,0% through increases in private consumption and private sector fixed capital investments in 2004. The growth rate of 9,0% recorded in GNP in 2004 has been the highest rate of growth achieved since 1966. In 2005 Turkey again grew by 8,4% In following years until 2008 growth rate has fallen and no better estimates are available for 2009 (See 1.7.5.). Growth rate for the third quarter of 2009 was -2,3%. A huge decline is expected for the fourth quarter. GDP per capita, which was 2.146 USD in 2001 rose to 10.436 USD in 2008. However, increase in USD together with the decrease in GDP show that 2009 per capita GDP may fall to a level of 6300 USD. In constant TL prices per capita GDP at the end of third quarter of 2009 is about ¾ of 2008 per capita GDP.

1.6.3. Foreign Trade (Current Account)

The deterioration observed at the current accounts balance beginning from 2002 currently continues and the current accounts deficit in 2008 increased to 51,5 billion USD. Proportion of current account deficit to GDP has risen to 7,9% in 2006 and decreased to %5,4 in 2008 (See table 1.7.5.). As a result of the global economic crisis current account deficit is expected to decrease to a great extent.

1.6.4. Labour Market, Employment and Unemployment

The most striking point upon evaluation of the developments in the labour market is the fact that the level of employment which has been decreasing since 1999 entered into a trend of rise beginning from the second quarter of 2004. Due to the stability achieved in recent years, the economic growth has reflected its effects on the employment. However, during 2002-2007 while economy has grown at an annual average rate of 7,4%, newly created employment has grown at an average rate of 1%. The limited increase in the employment level has been caused largely by decrease in the employment in agricultural sector. Similarly unemployment rates could not be decreased significantly, and started to increase by 2008. In 2009 approximately 660 thousand people were added to 2,6 million unemployed of 2008.

Information about Turkish labor market can be summarized as follows (For further information, see 1.7.4.): number of employed people is 21 million 741 thousand. 24,6% of employment is occupied in agriculture, 26,0% in industrial sector and 49,5% is in services sector. Share of the agricultural sector is gradually decreasing. The rate of participation in labor force is about 48%. This rate is 70% among males while it is 26% among females. Although in small increments women's participation in workforce has been gradually increasing.

Unemployment rate was recorded as 13,0% in November 2008. This rate means a 2% deterioration compared to previous year. Unemployment rate in 15-24 age group is 24,4%. The highest unemployment rate by education level is seen among graduates of high school (16,5%). The rate is 13,1% among graduates of higher education (For further information, see 1.7.4.).

1.7. Statistics

1.7.1. Population Statistics

1.7.1.1. Population Statistics

Indicator	2000	2005	2007	2008	2009
Population (mid-year, 000) ¹	64.259	68.582	70.256	71.079	71.897
Population by age group (0-14) (%)	29,8	..	26,4	26,7	26,4
Population by age group (15-64) (%)	64,5	..	66,5	66,5	66,8
Population by age group (65+) (%)	5,7	..	7,1	6,8	6,9
Median age	24,83	..	28,3	28,5	28,8
Sex ratio ²	1,026	..	1,005	1,005	1,005
Urban population ratio (%) ³	64,9	..	70,5	75,0	75,5
Annual growth rate of population (‰)	13,8	12,3	11,8	11,5	11,3
Population density ⁴	83,5	89,1	91,3	92,4	93,4
Ratio of foreign nationals (%)	0,39	..	0,14	..	..

Notes:

(1) 2000 data are based on census; 2007, 2008 and 2009 data are based on address based census (ADNKS). 2005 and 2006 data have not been updated by TURKSTAT by February 2009.

(2) Ratio of males to females in total population.

(3) Surface area of Turkey is 769.604 km² (lakes and dams are excluded).

1.7.1.2. Geographical Distribution of Population (2009)

Statistical Classification of Regions (SRE) Level 1	Total population ¹	Urban population ²	Rural population	Sex ratio ³			Population density
				Total	Urban	Rural	
Turkey	72.561.312	75,53	24,47	1,010	1,014	0,999	92,39
Istanbul	12.915.158	98,98	1,02	1,013	1,013	1,029	2430,86
West Marmara	3.129.772	62,16	37,84	1,031	1,040	1,016	72,80
Aegean	9.517.153	72,32	27,68	1,004	1,005	1,000	105,45
East Marmara	6.701.343	83,82	16,18	1,006	1,009	0,993	135,70
West Anatolia	6.875.349	89,02	10,98	0,989	0,992	0,970	91,23
Mediterranean	9.252.902	70,24	29,76	1,016	1,014	1,020	102,41
Central Anatolia	3.831.373	68,83	31,17	1,003	1,007	0,994	41,73
West Black Sea	4.512.288	58,28	41,72	0,984	0,991	0,975	61,11
East Black Sea	2.526.619	55,17	44,83	0,989	0,994	0,982	71,85
North East Anatolia	2.198.061	53,28	46,72	1,052	1,077	1,024	30,96
Middle East Anatolia	3.638.401	55,82	44,18	1,041	1,066	1,009	43,86

South East Anatolia	7.462.893	68,28	31,72	1,020	1,035	0,988	97,00
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Notes:

- (1) Prepared according to the results of 2009 Address Based Census.
- (2) Settlements with a population over 20.000 are regarded as urban.
- (3) Male/female.
- (4) Surface area of Turkey is 785.347 km².

Adrese Dayalı Nüfus Kayıt Sistemi (ADNKS)-2007-2008-2009 Nüfus Sayımı Sonuçları

Statistics Institution of Turkey

1.7.2. Demographic Indicators

1.7.2.1. Demographic Indicators

Indicator	2000	2005	2007	2008	2009
Total fertility rate (per woman)	2,27	2,19	2,17	2,14	2,12
Gross reproduction rate (per woman)	1,11	1,07	1,06	1,04	1,04
Net reproduction rate (per woman)	1,06	1,03	1,02	1,02	1,01
Mean age of childbearing	27,2	27,1	27,1	27,3	27,2
Crude birth rate (‰)	20,2	18,9	..	17,9	17,7
Expectation of life at birth (year)	70,4	71,3	71,7	73,6	73,7
Male	68,1	68,9	69,3	71,4	71,5
Female	72,8	73,8	74,2	75,8	76,1
Crude death rate (‰)	6,2	6,2	...	6,4	6,4
Infant mortality rate (‰)	28,9	23,6	21,7	16,0	15,3
Male	32,3	26,4	24,3	18,6	17,8
Female	25,4	20,6	19,0	13,3	12,7
Crude marriage rate (‰)	6,84	8,90	9,09	9,03	..
Crude divorce rate (‰)	0,52	1,33	1,34	1,40	..
Crude suicide rate (‰)	0,0267	0,0375	0,0398	0,0396	..

Adrese Dayalı Nüfus Kayıt Sistemi (ADNKS)-2007-2008-2009 Nüfus Sayımı Sonuçları

Türkiye İstatistik Yıllığı 2006, 2007

İstatistik Göstergeler 1923-2007

Statistics Institution of Turkey

1.7.2.2. Population's Education Indicators

Indicator	2000	2005	2007	2008	2009
Adult literacy rate (15+ yaş) (%)	86,5	88,1	..	83,22	84,76
Male	94,4	96,0	..	88,03	89,40
Female	78,5	80,3	..	78,46	80,15
6+ age group population (1000 people)	59.859	..	63.609	64.241	65.049
Illiterate	12,68	..	8,1	7,67	7,13
Literate but does not have a	21,53	..	..	21,17	20,74
Elementary school diploma (5 years)	37,03	..	..	27,79	27,99
Primary school diploma (8 years)	10,07	..	..	14,47	15,63
High school diploma	13,39	..	..	15,33	15,81
Higher education diploma	5,27	..	..	5,89	7,14
Unknown	0,02	..	..	6,53	5,56

Adrese Dayalı Nüfus Kayıt Sistemi (ADNKS)-2007-2008-2009 Nüfus Sayımı Sonuçları

Türkiye İstatistik Yıllığı 2006, 2007

İstatistik Göstergeler 1923-2007

1.7.3. Migration Statistics

1.7.3.1. Internal Migration Data

Indicator	2000 ¹	2005	2007	2008	2009
ADNKS / residence population	60.752.995	..	70.586.256	71.517.100	72.561.312
Migration among settlements	6.692.263	..	..	..	..
Migration among provinces	4.788.193	..	..	2.273.492	2.236.981
0-14 age group/Total (%)	..	..	..	21,88	20,34
15-24 age group/Total (%)	..	..	..	26,06	29,75
Male/Female	1,277	..	..	1,029	1,008
Migration among regions	4.098.356	..	..	1.903.234	1.876.673
0-14 age group/Total (%)	..	..	..	21,82	20,28
15-24 age group/Total (%)	..	..	..	26,02	29,40
Male/Female	1,311	..	..	1,044	1,020

Note: 2000 data indicate 1995-2000 years

1.7.3.2. Geographical Distribution of Internal Migration (2000)¹

Statistical Classification of Regions (SRE) Level 1	2009 ADNKS population	In-migration	Out-migration	Net migration	Net migration rate
Istanbul	72.561.312	1.876.673	1.876.673	0	0
West Marmara	12.915.158	388.467	348.986	39.481	3,06
Aegean	3.129.772	95.350	82.777	12.573	4,03
East Marmara	9.517.153	181.459	164.896	16.563	1,74
West Anatolia	6.701.343	193.578	151.008	42.570	6,37
Mediterranean	6.875.349	206.580	175.036	31.544	4,6
Central Anatolia	9.252.902	193.231	188.441	4.790	0,52
West Black Sea	3.831.373	103.713	122.883	-19.170	-4,99
East Black Sea	4.512.288	149.115	159.957	-10.842	-2,4
North East Anatolia	2.526.619	98.282	96.697	1.585	0,63
Middle East Anatolia	2.198.061	62.445	95.033	-32.588	-14,72
South East Anatolia	3.638.401	85.842	119.049	-33.207	-9,09
Total	7.462.893	118.611	171.910	-53.299	-7,12

Note:

(1) Migration among provinces within regions is not covered.

1.7.3.3. External Migration Data

Indicator	2000	2005	2006	2007
Foreigners in Turkey	168.047	178.964	200.058	234.111
Residing	...	131.594	151.322	..
Studying	...	25.242	26.100	..
Working	...	22.128	22.636	..
Turkish citizens abroad ¹	3.571.771	3.659.967	3.520.040	..
Working	1.180.420	1.343.594	1.180.550	..
Turkish citizens in Europe ¹	3.170.466	3.100.117	3.127.691	..
Working	1.036.262	1.035.658	1.047.842	..

Note:

(1) Those who have double citizenship status are included in number of citizens abroad.

[Ekonomik ve Sosyal Göstergeler 2007](#)

[Göç İstatistikleri](#)

[Türkiye İstatistik Yıllığı 2006, 2007](#)

[Çalışma ve Sosyal Güvenlik Bakanlığı İstatistik Bülteni 2006](#)

[Ministry of Labour and Social Security](#)

1.7.4. Employment and Unemployment

1.7.4.1. Employment and Labour Force Structure

Indicator	2000	2005	2007	2008	2009
Non-institutional population (000)	66.187	67.227	68.901	69.724	70.841
15 ≥ age population (000))	46.211	48,359	49.994	50.772	52.007
Labour force (000)	23.078	22,455	23.114	23.805	25.011
Employed (000)	21.581	20.067	20.738	21.194	21.741
Agriculture	7.769	5.154	4.867	5.016	5.342
Industry	5.174	5.285	5.545	5.682	5.647
Services	8.637	9.628	10.327	10.495	10.752
Unemployed (000)	1.497	2.388	2.376	2.611	3.270
Unemployment rate (%)	6,5	10,6	10,3	11,0	13,0
Male	6,6	10,5	10,0	10,7	12,7
Female	6,3	11,2	11,0	11,6	14,0
Not in labour force (000)	23.133	25.905	26.879	26.967	26.996
Labour force participation rate (%)	49,9	46,4	46,2	46,9	48,1
Male	73,7	70,6	69,8	70,1	70,6
Female	26,6	23,3	23,6	24,5	26,4
Rate of employment (%)	46,7	41,5	41,5	41,7	41,8
Male	68,9	63,2	62,7	62,6	61,5
Female	24,9	20,7	21,0	21,6	22,8
15-24 age labour participation rate (%)	42,5	37,7	37,7	38,1	38,4
Male	57,6	51,7	51,6	51,7	51,6
Female	28,1	24,5	24,4	25,1	25,8
15-24 age unemployment rate (%)	13,1	19,9	20,0	20,5	24,4
Male	13,7	19,5	19,6	20,1	24,5
Female	11,9	20,5	20,8	21,2	24,2
Unemployment rate by education (%)	6,5	10,6	10,3	11,0	13,0
Illiterate	3,4	4,5	5,0	7,0	6,5
Schooled below high school	5,7	9,6	9,3	12,2	12,3
General and vocational high school	10,6	13,6	12,8	14,6	16,5
Higher education	7,0	10,2	9,6	11,1	13,1

Note: 2005-2008 data were updated by ADNKS data. 2009 data are as of November.

Türkiye İstatistik Kurumu-TÜİK

<http://www.tuik.gov.tr>

Türkiye İstatistik Yıllığı 2006, 2007

1.7.5. Basic Economic Indicators

1.7.5.1. Basic Economic Indicators

Indicator	2000	2005	2007	2008	2009
GDP (current, million TL) ¹	166.658	648.932	843.178	950.098	700.958
Agriculture	16.817	60.714	64.332	72.561	60.215
Industry	38.389	131.637	168.502	187.040	131.788
Services	100.817	379.364	521.551	594.548	449.972
GDP growth rate (current, TL, %)	59,3	16,1	11,2	12,7	-2,3
GDP deflator rate of change (%)	49,2	7,1	8,1	11,6	5,7
GDP (1998 constant, million TL)	72.436	90.500	101.255	102.164	71.294
GDP growth rate (1998 constant, TL, %)	6,8	8,4	4,7	0,9	-8,4
GDP (current, million USD)	267.209	483.992	647.846	741.754	447.076
GDP growth rate (current, USD, %)	7,2	23,3	22,2	14,5	-23,6
GDP per capita (TL)	2.594	9.462	12.002	13.367	9.749
GDP per capita (1998 constant TL)	1.127	1.320	1.441	1.437	992
GDP per capita (USD)	4.130	7.021	9.234	10.436	6.302
Exports (million USD, FOB)	27.775	73.476	107.272	132.027	102.165
Imports (million USD, CIF)	54.503	116.774	170.063	201.964	140.775
Current accounts (million USD)	-9.920	-22.088	-38.219	-41.689	-13.854
Foreign debt stock (million USD)	118.602	169.726	249.439	278.146	273.454
Domestic debt stock (million TL)	36.420	244.782	255.310	274.827	330.005
Consumers price index rate of change (%) ²	54,9	10,14	8,76	10,44	6,25
Producers price index rate of change (%) ³	51,4	8,24	6,31	12,71	1,23
Budget expenditures (million TL) ⁴	51.344	159.687	204.068	227.031	267.275
Budget revenues (million TL) ⁴	38.228	152.784	190.360	209.598	215.060
Average foreign exchange rate (USD/TL) ⁵	0,62370	1,34079	1,30151	1,29291	1,54706
Average foreign exchange rate (Euro/YTL) ⁵	0,57394	1,66953	1,77818	1,89577	2,15052

Notes:

- (1) GDP by expenditure approach.
- (2) WPI, rate of change according to 12 months averages, 1994 = 100.
- (3) Urban areas CPI, rate of change according to 12 months averages, 1994 = 100.
- (4) TURKSTAT has updated GDP data by publishing new 1998 based data which was prepared after the recommendations of European National Accounts System (AHS-95). Ministry of Finance has updated public expenditures data for 2000-2005 period in accordance with the new GDP data.
- (5) TCMB foreign Exchange purchase rate annual average.
- (6) 2009 data are provisional. 2009 GDP data are as of third quarter.

[Kamu Hesapları Bülteni 2007](#)

[Türkiye İstatistik Yıllığı 2006, 2007](#)

[İstatistik Göstergeler 1923-2007](#)

[Central Bank of the Republic of Turkey](#)

2. General Organisation of the Education System and Administration of Education

In this chapter, the historical background of the educational policies and reforms in Turkey, currently implemented reforms, legal arrangements associated with education, organization and administration of education system, compulsory education, administration of education (central and local levels), internal and external participation in educational institutions, financing of education and educational statistics are explained.

2.1. Historical Overview

2.1.1. A Brief Glance to Pre-Republican Period (Ottoman Era)

As in almost every public domain; the leadership of the state in administrative domain of education can be observed from the very first era of Turkish history.

Prior to proclaiming of Turkish Republic in October 29, 1923; the contribution of the state regarding establishment, management and development of educational institutions in Anatolia during the era of Seljuk's (1071 - 1299) and the Ottomans was significant.

Naturally, the distinguishing influence of the state on the educational institutions was also explicitly demonstrated in the administration of these institutions and as a clear reflection of this influence, the 'centralized administration' principle is designated as the fundamental insight and functioning method ab initio.

The most significant educational institutions of the Ottoman Empire are observed as sıbyan mektepleri (primary schools), medreseler (The madrasas) and Enderun Mektebi (The Palace School).

Generally, Sıbyan mektepleri (elementary schools) were established by the sultan or senior administrators of the state in the form of külliye (complex of various buildings adjacent to a mosque) attached to a mosque or as independent institutions (Ottoman Civilization, p. 345). These educational institutions were the most prevalent educational institutions of the Ottoman Empire and were predominantly managed by the foundation system.

Similarly, medreseler (The madrasas) were also foundation-based institutions and constituted one element of a külliye (complex of various buildings adjacent to a mosque), mostly comprising of a mosque, guesthouse and other various charity guilds (Osmanlı İmparatorluğu Klasik Çağ, p. 177). The trustee of the külliye (complex of various buildings adjacent to a mosque) was put under the command of the müderris (chancellor) in charge of the sources allocated for the medrese (the Madrasa). Müderris (chancellor) was responsible from selection of pupils to the institution, distribution of the allocated sources to the pupils and servants and general administration of the medrese (the Madrasa). In this context, medrese (the Madrasa) was the self-administered unit within the foundation, which was also an autonomous institution. Müderris (chancellors) were commissioned with the written mandate of the sultan.

The authentic school mentioned with the name of Enderun which means the internal section of the Palace (Topkapı) was intended to educate children with superior attributes from intellectual and physical aspect

principally recruited from Christian families as decent and trustworthy senior administrators and soldiers. The children admitted to this school are educated as boarding and beneficiary students.

During the recent epoch of the Ottoman Empire, the Sultan adopted and proclaimed the Constitution (Kanun-i Esasi), restricting his autocracy and starting the Constitutional Monarchy period with Parliament (December 23, 1876). Three provisions contained in the mentioned Constitution were associated with educational matters. One of the provisions expressed that all educational institutions are under the supervision of the State and the primary education is compulsory for every individual (Türk Eğitim Tarihi, pp. 204-205). Following this very short period, the Sultan abolished the Parliament in 1878 and ensuing an Autocratic government lasting for 30 years, the Constitutional Monarchy was proclaimed for the second time in July 23, 1908. In both of the Constitutional Monarch epochs, it is possible to observe legal arrangements associated with education, although not implemented in proper sense at large, such as rendering primary education gratis in state schools, addition of some new courses to the curriculum of educational institutions, innovative approaches and insights associated with training of teachers, offering educational services for the citizens accommodating in rural areas, nationwide education, allowing teachers to organize under professional organizations for the first time and restructuring of the organizational structure of the Ministry of Education (Türk Eğitim Tarihi, pp. 206-274).

[Osmanlı İmparatorluğu Klasik Çağ: 1300-1600](#)

[Ottoman Civilization I](#)

[Türk Eğitim Tarihi](#)

2.1.2. Developments in Education During Republican Era

Immediately after proclaiming of Republic on October 29, 1923; the new Constitution (Anayasa) is adopted and entered into force in 1924. Constitution 1924 reiterated compulsory and free primary education for Turkish citizens in state schools (article 87).

The main features of the general organization and administration of the education system during the Republican Period are determined with the Law on Unity of Education (Tevhid'i Tedrisat Kanunu), No. 430 into force on March 3, 1924. Regarding the organization and administration of the education, the law bearing the meaning 'Unification of Education' stipulated abolishment of the Madrasas, attachment of all education – teaching and scientific institutions to the Ministry of Education in order to assure centralized execution of educational affairs and all arrangements associated with administration of education were assigned to the authority of the Ministry of Education.

Law on Organization of the Ministry of Education (Maarif Teskilatina Dair Kanun), No. 789 adopted on March 22, 1926 is of importance in the historical background as the law is the first legal arrangement regulating the administrative structure of the education system implemented in the Republican Period. Chair of Turkish Education Board (Talim ve Terbiye Kurulu-TTK), assuming an important place and function within the existing structure of the Ministry of National Education (Milli Eğitim Bakanlığı-MEB) is mentioned in this Law for the first time under the name of Talim ve Terbiye Dairesi.

November 1, 1928 dated Law introduced the new alphabet (Latin Alphabet). The law stipulated implementation of Latin letters used in majority of the other states and indicated to be easier with respect to learning and usage in lieu of the Arabic letters that are not suitable for usage with the Turkish language.

Law on Village Institutes (Köy Enstitüleri Kanunu), No. 3803 dated April 17, 1940 stipulated formation of an authentic educational institution (teacher training model) under the name of Köy Enstitüleri (Village Institutes). These institutions established on the basis of pragmatic education philosophy intended for offering educational services for the community accommodating at rural parts of the country and forming

majority of the population of the country in that period, as well as earning the rural community fundamental knowledge and skills related to production in order to improve the welfare level of both the rural community and the country. At the preliminary stage, 14 institutes are established in 1940, which gradually increased to 21. The curricula of these authentic institutions are subjected to partial modification in 1947 and these institutions were merged with [İlköğretmen Okulus](#) (High School for Training Primary Teachers) with 6234 numbered Law entered into force on February 1954.

The Primary Education Law (İlköğretim ve Eğitim Kanunu), No. 222 adopted and entered into force in 1961 is of importance as it is the first law adopted separately for ilköğretim (primary education). The law also reiterated compulsory and free primary education in state schools and regulated matters such as organization, primary education officials in provinces, times for starting and finishing education in primary education institutions, admission and enrollment affairs, attendance to school, building plot affairs for schools, incomes and expenditures of primary education, etc.

Basic Law of National Education (Milli Eğitim Temel Kanunu), No 1739 adopted and entered into force in 1973 regulates the Turkish education system in integrity. According to Article 18 of this law, the Turkish national Education System is formed with two main sections as formal education and non-formal education. The formal education encloses pre-school education, okul öncesi eğitimi, ilköğretim, ortaöğretim ve yükseköğretim (primary education, upper secondary education and tertiary education) institutions. The non-formal education includes all of the educational activities organized besides or out of formal education.

The law that could be characterized as the reform law for vocational and technical education is Vocational Education Law (Mesleki Eğitim Kanunu), No. 3308 introduced in 1986. According to the Law which constitutes the legal ground for all arrangements in vocational education; [Mesleki Eğitim Kurulu](#) (Vocational Education Board) is established under the structure of the Ministry. The functions of the Board are to adopt resolutions for planning, development and evaluation of the vocational education in formal, apprenticeship and non-formal education schools and institutions of all type and levels implementing vocational and technical education curricula and the enterprises and deliver opinion to the Ministry. The resolutions adopted by the Board are executed by the Ministry and relevant enterprises. Similarly, [İl İstihdam ve Mesleki Eğitim Kurulu](#) (Provincial Employment and Vocational Education Boards) are formed at province levels.

After 789 numbered Law on Organization of Ministry of Education (Maarif Teşkilatına Dair Kanun) adopted in 1926, Law on Organization and Duties of Ministry of National Education (Milli Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun) No. 3797 entered into force in 1992 comprehensively considered and amended the organizational structure of Ministry of National Education (Milli Eğitim Bakanlığı-MEB). According to the Law, MEB comprised of four sections, which are 'central organization, 'provincial organization, 'foreign organization" and 'affiliated organizations". Bakanlık merkez örgütü (The central organization of the Ministry) comprises of The Authority of Minister, Turkish Board of Education (Talim ve Terbiye Kurulu-TTK), principle services units, counseling and supervision units and auxiliary units. The provincial organization comprises from directorate of national education established in every province and district. Primary Education Inspectors Department is established under the structure of the Provincial Directorate of National Education. The Law authorizes the Ministry to establish foreign organizations. The affiliated organizations of the Ministry comprise of National Education Academy (Milli Eğitim Akademisi) and Higher Education Credit and Hostels Institution (Yüksek Öğrenim Kredi ve Yurtlar Kurumu).

4306 numbered Law dated 18.08.1997 stipulates increase in the duration of compulsory education (primary education) to 8 years and introduces various sanctions for implementation. Furthermore, the Law also undertakes amendments at relevant provisions of 488 numbered Stamp Tax Law, 492 numbered Charges Law and 6802 numbered Excise Tax Law and allocated 25% of the duties and charges collected in accordance with these laws as share of MEB (levy contributions for education) until 31.12.2010 in order to be used for eight-year continuous primary education services (Provisional article – 1).

4702 numbered Law adopted in 2001 undertakes amendments in some provisions of existing Laws. The first article of the Law stipulates formation of **Mesleki ve Teknik Eğitim Bölgeleri** (Vocational and Technical Education Zones) comprising of vocational and technical upper secondary education institutions associated in the integrity and continuity of one or more vocational tertiary education institution and curricula. The second article of the Law stipulated the possibility for placement of graduates from Vocational and Technical Secondary Education Institutions to the **Meslek Yüksekokulları** (vocational tertiary education institutions) located within or out of the vocational and technical education zone where the curricula considered sequel to the graduated curriculum or proximate curricula are implemented without being subject to any examination. Article 24 of the law stipulated utilization of the upper secondary education level from the additional sources furnished for the primary education by means of 4306 numbered Law.

Milli Eğitim Şurası: (The National Education Councils) are organized with the purpose of steering the Turkish Education System in a broader sense by presenting and deliberating opinions and proposals. The structure and studies of the Council are regulated with Law. The first Milli Eğitim Şurası convened in 1939. The meetings of the Milli Eğitim Şurası currently perpetuates, even if organized in irregular intervals (once per approximately 4 - 5 years). The latest meeting was held on 2006 as the 17th Milli Eğitim Şurası and is considered to be the Supervisory body of the Ministry where the resolutions adopted in the meetings are not binding, but guiding for the Ministry.

Development Plans: The planned development period in Turkey commenced after 1963. Recently, the Eight Five – Year Development Period (2001 - 2005) ended and preparatory studies for the ninth five - year development plan are in progress. The development plans undertake the “education” sector in separate section, as for all other sectors. For example, the Eighth Five – Year Development Plan expressed that the national education system will be rearranged within the system integrity aiming to educate the methods and manners of acquiring knowledge, allowing horizontal transitions in all stages of education, focusing on production-oriented education adequate for professional standards of the market, respecting opportunity equality for all pupils, enclosing effective guidance services and taking devolution of power as basis. The plan requested for undertaking service-based restructuring at the central organization of the Ministry of National Education (Milli Eğitim Bakanlığı-MEB) and arrangements for transfer of authority and responsibility to the provincial organizations. It was mentioned in MEB 2007 Yılı Bütçe Raporu that The Ninth Five Year Development Plan (comprises the years between 2007-2013) was prepared with a vision of development of the Country in stability, sharing of the national income in equality and in justice, having a universally competitive economy, transformed into information society and completed to the process of adaptation to the EU (<http://www.meb.gov.tr>). It was also mentioned the strategies to develop the education system in line with the Ninth Development Plan Strategy.

During the Republican Era, 2252 numbered Kanun (The Law on Universities-Üniversiteler Kanunu) adopted and entered into force in May 1933 introduced reformist amendments on tertiary education. Darülfünun (University) established in Istanbul in 1970 upon entry into force of Maarif-i Umumiye Nizamnamesi (Statute on General Education) in 1869 was abolished and Istanbul University was established (Türk Eğitim Tarihi, p. 326).

In July 1973, The Law on Universities (Üniversiteler Kanunu) No. 1750 was published. The law determined the functions of the universities in detail. The functions of the universities elaborated in the law are briefly; educating pupils, undertaking scientific researches and studies, collaborate with national and international scientific and research institutions and disseminate scientific data to improve level of general culture in the society.

In November 6, 1981; Higher Education Law (Yükseköğretim Kanunu) No. 2547 stipulated comprehensive modifications on the structure and functioning of tertiary education. The Law regulates the objectives and principles related to tertiary education; organization, functioning, functions, authorities and responsibilities of tertiary education institutions and administrative organizations and matters related to education, research, publications, instructors and students. 2547 numbered law designates administrative organizations to

regulate tertiary education as Higher Education Council (Yükseköğretim Kurulu-YÖK) and Inter-University Council (Üniversitelerarası Kurul-ÜAK).

YÖK is autonomous public organization regulating all tertiary education and steering the activities of tertiary education institutions. Higher Education Supervision Board, Student Selection and Placement Center (Öğrenci Seçme ve Yerleştirme Merkezi-ÖSYM) and relevant units associated with planning, research, development, budget, investment and coordination activities are attached to the YÖK. The fundamental functions of the YÖK can be summarized as ensuring realization of educational activities, training of instructors required by institutions, supervising and controlling effective utilization of sources allocated for the universities and ensuring connective, supplemental, continuous, harmonious and developmental cooperation and coordination between tertiary education institutions in accordance with the principles and objectives set forth in the Law.

ÜAK formed with the law is an academic agency. The functions of the Board includes coordination of educational, scientific research and publication activities of the universities within the framework of planning of tertiary education, evaluate practices, deliver opinion and recommendations to YÖK and universities, propose measures to cover instructor necessities of universities and engage with educational, scientific research and publication activities.

Constitution (Anayasa) 1982 stipulates arrangements associated with tertiary education institutions and administrative organizations (Articles 130 and 131). The provisions of these articles briefly stipulates establishment of public Universities with scientific autonomy by the State, establishment of non-profit tertiary education institutions by foundations, and commissioning of members of the YÖK and chancellors by the President.

[MEB 2007 Yılı Bütçe Raporu](#)

[Türk Eğitim Tarihi](#)

[Higher Education Council](#)

[Higher Education Credit and Hostels Institution](#)

[Inter-University Council](#)

[Ministry of National Education](#)

[Student Selection and Placement Center](#)

[Turkish Education Board](#)

[2252 numbered Law on Universities](#)

[4306 numbered Law](#)

[4702 numbered Law](#)

[Basic Law of National Education](#)

[Constitution 1982](#)

[Higher Education Law](#)

[Law on organization and Duties of Ministry of National Education](#)

[Law on Organization of the Ministry of Education](#)

[Law on Unity of Education](#)

[Law on Village Institutes](#)

Primary Education Law

Vocational Education Law

2.2. Ongoing Debates and Future Developments

Subjects associated with the Turkish Education System focusing on the structure and administration of the central organization and provincial organization of the Ministry, teaching periods, furnishing additional financing, improving the quality of service and ensuring quality assurance are briefly summarized in the following paragraphs:

Studies on restructuring Ministry of National Education (Milli Eğitim Bakanlığı-MEB): Law on Organization and Duties of Ministry of National Education (Milli Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun), No. 3397, the Eight Five – Year Development Plan and the 15th National Education Council highlighted necessity of focusing on studies related with issues such as undertaking new structuring in the MEB based on services, commissioning of the central organization of the Ministry with strategic planning at macro level, determination of curricula and coordination a fortiori and transferring the authority and responsibility regarding issues other than the mentioned senior level matters to the provincial units of the Ministry and local administrations.

The Urgent Action Plan introduced within the 57th Government Program also mentioned the study on "Continuous Institution Development Project: Strategic Management Module" Protocol conducted in 2004 in cooperation with the Turkish Institute for Industry Management (TUSSIDE) for the purpose ensuring restructuring of the MEB in order to establish of a dynamic structure intended to realize the objective of the organization of the Ministry due to common outcomes obtained from the development plans and national education councils, determine the authorities and responsibilities at all levels, and determine the interrelations of the units.

It is possible to mention about the following structuring studies under the scope of the **restructuring** in question:

- Restating the main servicing and support units of the Ministry and their functions,
- Accelerating the decision - making processes and work flows,
- Avoiding function – authority confusion and overlapping,
- Enhancing intercommunication of the units,
- Taking necessary precautions to increase efficiency and efficacy for resource utilization,
- Bringing in new approaches and practices to the educational policies in line with the advancing technology,
- Generalizing the practices to enhance the quality of education – teaching applications and relevant administrative services in line with the advancing technology,
- Orienting the pupils in accordance with their interests, will and skills.

Lengthening of term of secondary education (high schools) to four years: Within the framework of structures intended for restructuring of the upper secondary education, 07.06.2005 dated and 184 numbered resolution of the Turkish Education Board (Talim ve Terbiye Kurulu-TTK) stipulates increase in academic term of three - year vocational and technical high schools and general high schools gradually to 4 years beginning from the 9th grades as of 2005-2006 academic year. The Ministry of National Education (Milli Eğitim Bakanlığı-MEB) Secondary Education Institutions Weekly Timetable developed in accordance with these developments is approved with the 14.07.2005 dated and 193 numbered resolution of the TTK and started to be implemented gradually as of 2005-2006 academic year. Considering the decisions taken in the 17th [Milli Eğitim Şurası](#) meeting held in November 2006 and European Union acquisitions for the purpose of empowering Turkish students to compete with the students of European Union member countries the term

of secondary schools is lengthened to four years (previously three) (MEB 2008 Yılı Bütçesine İlişkin Rapor, p.18).

Modifications in academic terms in tertiary education: By means of a study initiated in 1996 by Authority of Higher Education Council (Yükseköğretim Kurulu-YÖK) associated with the function of teacher training in Faculties of Education in the universities and currently in progress in collaboration with the Ministry of National Education (Milli Eğitim Bakanlığı-MEB), an innovative arrangement is developed in order to implement as of 1998 - 99 academic year.

One of the amendments undertaken by the new arrangement is associated with training of branch teachers for upper secondary education. The arrangement stipulates training of branch teachers for upper secondary education by means of graduate studies (without dissertation) differing from the former practice enclosing overall 4 year education. Accordingly, the duration of the training programs for branch teachers in upper secondary education is indulged to 5 years within the structure of the *eğitim fakültesi* (faculties of education). Furthermore, the arrangement also stipulated graduate programs with 1.5 year duration for the graduates of faculties other than *eğitim fakültesi* (faculty of education) (for example, faculty of sciences, faculty of literature) wishing to become teachers. (Eğitim Fakülteleri Öğretmen Yetiştirme Programlarının Yeniden Düzenlenmesi Dokümanı March 1998). (<http://194.78.211.243/Eurybase/Application/> – Programlarının Öğretim Süreleri ve Puan Türleri - Table: 4).

Changes in Teacher Formation Programs of Education Faculties: Some changes have been made in Teacher Formation Programs of Education Faculties by the Higher Education Council in 2008.. These are; increasing the numbers and credits of general knowledge and elective courses, give the authority to faculties to decide 25% of the courses to be taught. The Council has also pointed out that it was necessary to relate the content of the courses to the curricula prepared by the Ministry of National Education for primary and secondary schools. The Council has highlighted that these courses should also be enriched with the examples extracted from daily practices. An additional course called “Community Services Practices” has also included in the program. (http://www.yok.gov.tr/egitim/ogretmen/yeni_programlar_ve_icerik).

Lowering the Starting Age of Primary (Compulsory) Education: The 17th Milli Eğitim Şurası gathered in 13-17 November 2006 has proposed that the studies must begin as early as possible to lower the beginning age of primary education as making the last year of pre-primary education (the era 60th - 72th months) compulsory <<http://www.ttkb.meb.gov.tr>>. Parallel to the recommendation, MEB is considering to lower the starting age to primary schools from 6 to 5, beginning with the 2008-2009 Education Term. It is planned that the implementation of the initiation will be completed by the year 2013, as proposed in 9th development plan.

Taşınabilir Okul and Taşımali Öğretmen Projects (Transportable Schools and Mobile Teachers Projects): MEB has initiated a project for the purpose of giving opportunity to the pupils in remote rural areas with no school. It is reported that pre-fabric mobile schools built in one week are available (MEB 2008 Yılı Bütçesine İlişkin Rapor, p. 8). These schools have almost every facility in it. Additionally, the project will provide economical saving. Similarly, MEB initiates a new project called “Mobile Teacher Project”. The main purpose of the project is to prevent having some schools where lectures can not be thought due to lack of teacher, especially in remote rural areas.

Action Plan for Reducing and Preventing Violence in Educational Settings (2006-2011): According to the report by the Ministry, the efforts have been made to have better conditions for the students in every kinds of educational settings, collaboration with UNICEF (MEB 2008 Yılı Bütçesine İlişkin Rapor, p.9).

e- State Project: The Ministry has been started e-State Project with the main purpose of providing easy access for the information on education to education administrators, teachers, students, parents, etc. (MEB 2009 Yılı Bütçe Raporu, s.15). Some of these are stated below:

e-Personnel Project: Project will provide opportunity for teachers and students. Teachers may make easy applications for their personal requests related to the profession. Students are able to apply to all kinds of centrally administered examinations and information about the displacement and personnel affairs of teachers can be collected through the project .

e- Graduate Project: The project primarily designated for students who are graduated from vocational and technical secondary schools. They now are able to follow employment opportunities and higher education availabilities on web basis.

e- Registration Project: Parents now are able to register their child (children) to schools in their neighbourhood through internet. First it became common in primary education institutions and extended to secondary education institutions in greater cities in 2007-2008 education year. This implementation will cover all school vey soon.

e-School Project: Through the project all kinds of information about students will be available for all provinces. Afterwards the content of the project will include information about planning and application of centrally administered examinations, the distribution of free school books to students and the required norm employment positions for education personnel. It is also stated that the main aim of the project is to provide contribution to the bigger project "e-Transformation Turkey" (MEB 2008 Yılı Bütçesine İlişkin Rapor p.16).

ADSL Connection to All Schools: It is reported by the Ministry that all schools with required infra structure for the connection have already ADSL connection and the rest will utilize the opportunity by the end of the year 2008 (MEB 2008 Yılı Bütçesine İlişkin Rapor, 2007 p.15).

New Style Aesthetic Schools: It is reported by the Ministry that instead of old fashioned school buildings, 41 new types of school building project, comprising also timeless aesthetic styles, was developed (MEB 2008 Yılı Bütçesine İlişkin Rapor, p.14).

The new Social Sciences and Sports High Schools: New fifteen social sciences and twenty-two sports high schools were opened as an initial step of training high quality scientists and qualified manpower for producing social development projects in the fields of literature and sports (MEB 2009 Yılı Bütçe Raporu, p. 21).

Conferences on Examples of Good in Education: Ministry of National Education has organized meetings for the purpose of introducing the examples of good in every sub-fields of education within the last five years. These meetings were held both centrally and on provincial bases. It was announced that two of them were held in 2008 and these conferences would go on (MEB 2009 Yılı Bütçe Raporu, p.22).

Formation of Educational Campuses by the Ministry of National Education: MNE has intruduced a new directive on education campuses, dated March 2009, numbered 2618. The main purpose of the directive is to determine the guidelines for the formation, development, and management of new education campuses (item,1).

e-twinning: As a part of 2007-2013 Lifelong Learning Program of European Comission and a basic activity of e-Learning Program, e-twinning program has been introduced in February 2009. The main purpose of the program is to establish, empower and develop a web among schools by using information communication technologies.

Pestalozzi Inservice Education Program: As a Cooperation Program of Council of Europe, the Pestalozzi Inservice Education Program is to be used more effectively by introducing seven sub-project under the general project of "educating the educators" by the MNE (2010 Budged Report, p.240).

Changes in University Entrance Examination: It is decided by the Higher Education Council that there will be two-stage centrally administered university entrance examination beginning with the year 2010. The first stage is called "transition to higher education exam". This will be a common and a single exam to measure

candidates' general abilities and capabilities. The second one may be called as "placement exam" and will consist of five different exams. These are; mathematics, natural sciences, Turkish language and literature, social sciences and foreign language examinations. Candidates may choose which one(s) to take. (http://www.yok.gov.tr/duyuru/universite_giris_29_ocak_2009).

[MEB 2008 Yılı Bütçesine İlişkin Rapor](#)

[MEB 2009 Yılı Bütçe Raporu](#)

[MEB 2010 Yılı Bütçe Raporu](#)

[Higher Education Council](#)

[Ministry of National Education](#)

[Turkish Education Board](#)

[4306 numbered Law](#)

[Directive on Education Campuses](#)

[Law on organization and Duties of Ministry of National Education](#)

[Law on Public Financial Administration and Control](#)

[Regulation on School–Parent Association](#)

2.3. Fundamental Principles and Basic Legislation

The Turkish Education System runs within the framework of numerous legal arrangements at various levels. The legal arrangements currently in force are as follows:

Law on Unity of Education (Tevhid'i Tedrisat Kanunu), No. 430 adopted and entered into force on March 3, 1924 designates the main features for general organization and administration of educational system.

Primary Education Law (İlköğretim ve Eğitim Kanunu), No. 222 entered into force in 1961 is of importance as it is the first law adopted for primary education.

The law undertaking the Turkish education system in integrity is Basic Law of National Education (Milli Eğitim Temel Kanunu) No. 1739 entered into force in 1973. The law undertakes the formal and mass education system and pre-school education, primary education, upper secondary education and tertiary education in integrity.

The Law regulating vocational and technical education issues is Vocational Education Law (Mesleki Eğitim Kanunu), No. 3308, 19.6.1986 dated.

The law regulating the organizational structure of MEB is 1992 dated and 3797 numbered Law on organization and Duties of Ministry of National Education (Milli Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun).

Higher Education Law (Yükseköğretim Kanunu), No. 2547, regulates objectives and principles of tertiary education, administrative bodies and matters such as education, research, publication, financial issues, etc. 28.03.1983 dated Law on Organization of Higher Education Institutions (Yükseköğretim Kurumları Teşkilat Kanunu), No. 2809 published in regulates principles associated with organization of higher education institutions.

Law on Public Financial Administration and Control (Mali Yönetimi ve Kontrol Kanunu), No. 5018 stipulates arrangements associated with organizations and also undertakes significant arrangements related to budget and financial management of the institutions. The arrangements also bind the *Ministry of National Education*.

The **fundamental principles** of Turkish national education are as follows: (Basic Law on National Education; articles 4 - 17): 'universality and equality', 'individual and social needs', 'orientation', 'right to education', 'equality of opportunity', 'continuity in education', 'Atatürk's Reforms and Principles and Atatürk's Nationalism', 'education for democracy', 'secularism', 'scientific approach to education', 'planned education', 'coeducation', 'school – parent cooperation' and 'education everywhere'.

There are also some other laws and regulations associated with arrangement and functioning of the organization and management of Turkish National Education System effective besides the foregoing Laws such as *Directive on Education Zones and Education Boards* (Eğitim Bölgeleri ve Eğitim Kurulları Yönergesi), Regulation on Pre-school Education Institutions (Okul Öncesi Eğitim Kurumları Yönetmeliği), Regulation on Secondary Education Institutions (Ortaöğretim Kurumları Yönetmeliği) Regulation on Primary Education Institutions (İlköğretim Kurumları Yönetmeliği) Regulation on School-Parents Association (Okul Aile Birliği Yönetmeliği), Ministry of National Education Regulation on Supervisory Board (Milli Eğitim Bakanlığı Teftiş Kurulu Yönetmeliği) Regulation on Precedency of Primary Education Supervisors (İlköğretim Müfettişliği Başkanlıkları Yönetmeliği).

[MEB 2008 Yılı Bütçesine İlişkin Rapor](#)

[Ministry of National Education](#)

[Basic Law of National Education](#)

[Directive on Education Zones and Education Boards](#)

[Higher Education Law](#)

[Law on Organization and Duties of Ministry of National Education](#)

[Law on Organization of Higher Education Institutions](#)

[Law on Public Financial Administration and Control](#)

[Law on Unity of Education](#)

[Ministry of National Education Regulation on Supervisory Board](#)

[Primary Education Law](#)

[Regulation for Primary Education Institutions](#)

[Regulation on Pre-primary Education Institutions](#)

[Regulation on Precedency of Primary Education Supervisors](#)

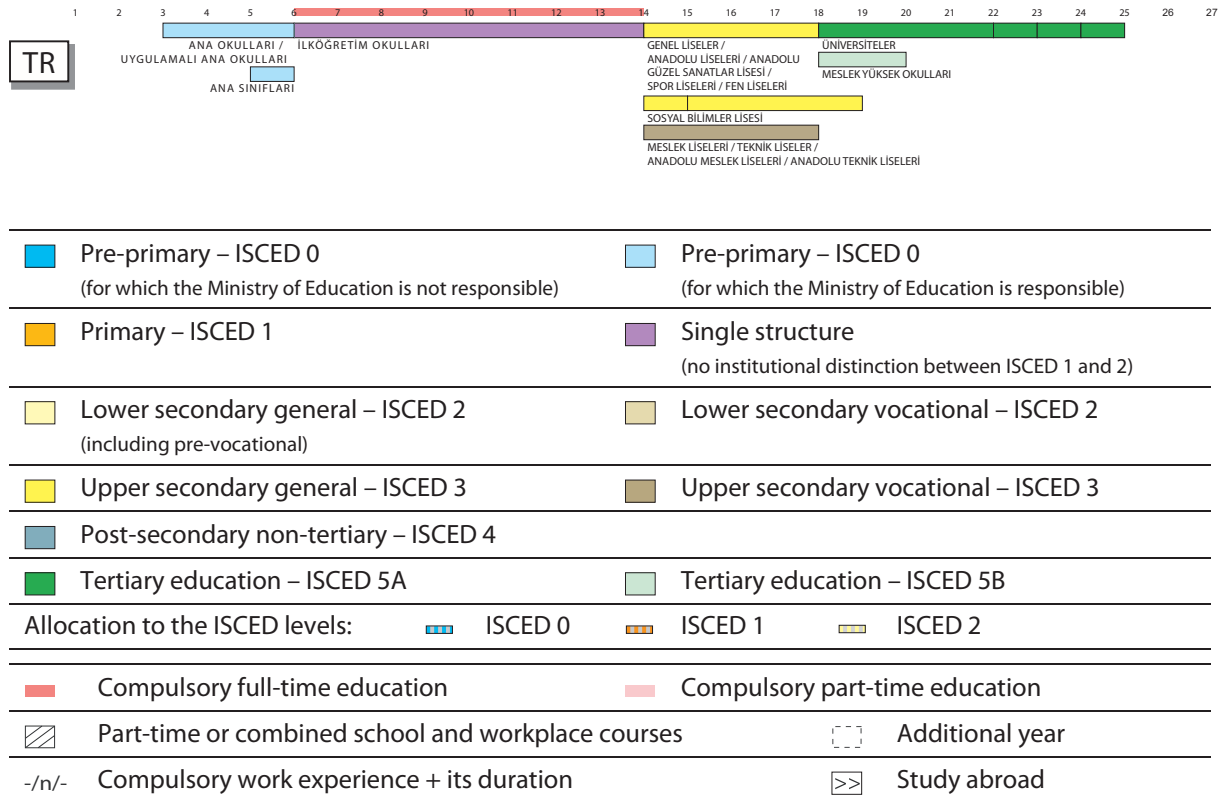
[Regulation on School–Parent Association](#)

[Regulation on Secondary Education Institutions](#)

[Vocational Education Law](#)

2.4. General Structure and Defining Moments in Educational Guidance

Organisation of the education system in Turkey, 2009/10



Source: Eurydice.

Basic Law of National Education (Milli Eğitim Temel Kanunu), No. 1739, adopted and entered into force in 1973 stipulates formation of education system in two main parts as 'formal education' (pre - school, primary education, upper secondary education and higher education) and 'mass education'. Each part is briefly mentioned in following sections. (Details related to education levels are given in 3rd, 4th and 5th chapters).

2.4.1. Pre-school Education

Pre-primary education is the level of non-compulsory education for children of ages 36 - 72 months not eligible for primary education. The education is offered in *ana okulu*, *uygulama sınıfı* and *ana sınıfı* (nurseries, practice classes and kindergartens). According to Regulation on Pre-school Education Institutions (Okul Öncesi Eğitim Kurumları Yönetmeliği). The institution established with the purpose of offering education for children of ages 36 - 72 months is denominated as nurseries) / practice classes, while the institution established with the purpose of offering education for children of ages 60 - 72 months is denominated as kindergarten.

The aim of pre-school education is to ensure physical, intellectual sentimental development of the children and earning decent habits, preparation for primary education and accurate and fine speech of Turkish Language. These institutions could be established as independent nurseries as well as being established as

practice classes affiliated to vocational high schools for girls and kindergartens affiliated to other educational institutions (Regulation on Pre-school Education Institutions-Okul Öncesi Eğitim Kurumları Yönetmeliği). (For detailed information, see Chapter 3. Pre-school education is compulsory for diagnosed children requiring special education (Decree Law on Special Education-Özel Eğitim Hakkında Kanun Hükmünde Kararname, No. 573, article 7).

General Directorate of Pre-School Education has published a Circular Order for the Development of Pre-school Education. Circular has pointed out that some of the measures should be taken to reach at least %50 of schooling rate at the end of 9th Development Plan period (2007-2013) for children of ages 60 - 72 months (Circular Order number 2009/53). Some of the mentioned measures are; to open at least one branch of kindergarten class at all schools where the physical conditions are appropriate, not to close the classes for the reason of low number of enrollment, to take necessary measures to finish the construction of planned pre-school education institutions on time, to disseminate the practice of "mobile school project" for the residential areas of insufficiencies, etc.

[Basic Law of National Education](#)

[Circular on the Development of Pre-primary Education](#)

[Decree Law on Special Education](#)

[Regulation on Pre-school Education Institutions](#)

2.4.2. Primary Education

Primary education in Turkey is compulsory for male and female students, lasts 8 years and is free in state schools. The age of compulsory education encloses children of age 6 - 14. This age starts in September of the year that the child completes age 5 and ends by the end of academic year when the child completes age 14 and enters age 15. The children failing to graduate from school even if they reach to the end of compulsory education period are granted maximum four further years for education (Primary Education Law-İlköğretim ve Eğitim Kanunu, No. 222; Articles 1,2,3,7 and 46, Amendment date: 16.08.1997 / 4306, article 1).

Individuals in need of special education attend to special education institutions and/or other primary education institutions for their primary education (573 Numbered Decree Law on Special Education-Özel Eğitim Hakkında Kanun Hükmünde Kararname, Article 8). Day and/or boarding special education institutions of all types and levels are established for hearing, sight and orthopedic – impaired individuals, although merger application is principle. Individuals in need of special education (sight – impaired, hearing – impaired, orthopedic – impaired, mentally (educable) – impaired children, children with maladjustment problem, children suffering linguistic and speech difficulty, superior children, special talented children and the inpatient children for long periods) are educated in primary education institutions.

In addition, [açık ilköğretim okulu](#) (open primary education institutions) also engage with educational activities in Turkey. The number of students attending such institutions in 2008-2009 academic year is 346.475 (MEB 2010 Bütçe Raporu, p. 83). These schools are established as affiliated to the Authority for Education with Film, Radio and Television upon 12.09.1997 dated and 1651 numbered approval of Ministry. The school commenced education services in 1998-1999 academic year under the structure of General Directorate of Education Technologies and is currently operational.

The aim of the [açık ilköğretim okulu](#) (open primary education institutions) can be summarized as allowing the adults that could not graduate from primary education and exceeding the age limit designated for compulsory primary education to enroll and graduate from primary education by using advanced communication tools and innovative technologies in accordance with the general objectives and

fundamental principles of Turkish National Education and therefore improve the education and culture level of the community. (See Chapter 4.).

Children who are at compulsory primary education period, but not enrolled and/or with the problem of attendance are being monitored through e-school system (MEB 2010 Budget Report, p.4).

[MEB 2010 Yılı Bütçe Raporu](#)

[General Directorates of Education Technologies](#)

[Decree Law on Special Education](#)

[Primary Education Law](#)

2.4.3. Secondary Education

Secondary education level in the Turkish Education System encloses all general, vocational and technical education institutions offering minimum four-year education based on the primary education. The age category for secondary education encloses ages 14 - 17. All pupils graduating from primary education and attained the right to attend secondary education are entitled to benefit from upper secondary education. (Basic Law of National Education-Milli Eğitim Temel Kanunu, No. 1739; Articles 26 - 27). (For details, see Chapter 5.).

The general objectives of upper secondary education institutions are designated in Vocational Education Law (Mesleki Eğitim Kanunu); such as "In compliance with the general objectives and fundamental principles of National Education, the objectives and functions of upper secondary education introduce all pupils with individual and societal problems in pursuance of teaching a minimum collective general culture at upper secondary education level, seek means of solution and furnish the pupils with the power and sense of contribution to economical, social and cultural development of the country" and "prepare the pupils for higher education or both profession and higher education or to life and business in accordance with their interests, capacity to learn and capabilities by means of various curriculums and institutions (Basic Law of National Education, Article 28).

Secondary education comprises of [lises](#) (high schools) implementing various curricula. The institutions predominantly implementing specific curriculum are denominated with names indicating the education branches such as high school, technical high school and vocational school on agriculture. In areas with low and sparse population rate and locations considered suitable by the Ministry of National Education (Milli Eğitim bakanlığı-MEB), "high schools with multiple curriculums" implementing general and vocational – technical curriculums of upper secondary education under a sole management might be established. Term for education in secondary education institutions is determined by MEB depending on the characteristics of curriculum implemented (Basic Law of National Education; Article 29).

As condition, an individual must not exceed age of 18, in order to enroll to first grade of high school on the beginning date of related education year. Individuals with school leaving certificate are required to have the right of education (Regulation of Secondary Education Institutions, Article 23/2).

As condition, an individual must not exceed age 19 in order to enroll to first grade of high school. The high schools might admit pupils of one age higher with the permission of the governor (Regulation on High Schools-Liseler Yönetmeliği, Articles 90 - 91)

Basic Law of National Education also mentions about theology high schools and institutions to offer education on fine arts. The theology high schools are specified as educational institutions implementing curriculums preparatory for both profession and higher education established by the MEB within the secondary education system in order to educate staff commissioned with functions to fulfill religious services

such as imamate, preaching, and instructor in Holy Koran courses. As regards the education on fine arts, the law also stipulates establishment of discrete education institutions at primary and secondary education levels in order to educate children with special talent and skills in fine arts from early ages or taking discrete measures for education on fine arts and states that principles associated with issues such as establishment, functioning and education in these institutions should be regulated by a separate regulation due to the nature of these institutions (Basic Law of National Education, Articles 32-33).

Another type of educational institution contained at upper secondary education system within the Turkish National Education System is vocational and technical education school and institution. These schools and institutions enclose formal and mass education institutions of all types and levels implementing curriculum to offer diploma in vocational and technical education and certificate programs (Vocational Education Law, Article 3 – subparagraph j).

Principles related to vocational education to be conducted in institutions and enterprises offering vocational and technical education are regulated by Law. Vocational Education Law constitutes the legal ground for all arrangements related to this education. [Mesleki Eğitim Kurulu](#) in the Ministry and **İl Mesleki Eğitim Kurulu** in provinces are formed in order to pass resolutions with respect to planning, development and evaluation of the vocational education to be offered in the formal and non-formal education, vocational and technical education institutions and institutions of all types and levels where vocational and technical education curriculums are applied and delivering relevant opinion to the Ministry. The name of this committee has changed to “Provincial Employment and Vocational Education Committee” in the Law numbered 5763. A regulation namely, Regulation on Operating Procedures and Guidelines for Provincial Employment and Vocational Education Boards is published in Official Journal dated October 21, 2008. The regulation mainly stipulates the formation, bodies and duties of the Provincial Employment and Vocational Education Boards.

A regulation namely, Regulation on Operating Procedures and Guidelines for Provincial Employment and Vocational Education Boards is published in Official Journal dated October 21, 2008 (Official Journal, Number; 27031). The regulation mainly stipulates the formation, bodies and duties of the Provincial Employment and Vocational Education Boards. The regulation consists of the items about the formulation of policies for employment and vocational education, measures to develop and maintain employment, to clarify the policies and measures to prevent unemployment, to monitor the practices of vocational education at province level.

These boards are to constitute policies to promote the employment conditions and vocational education opportunities of the province, to produce analysis of labour force market to determine the related figures and the need for vocational education, to built an information system of labour force market to monitor and evaluate the results. They are expected to control and approve the activities conducted by the provincial directorate of education and Turkish Employment Organisation and to follow-up the results of practices.

Mesleki Eğitim Kurulu is chaired by the Undersecretary of the Ministry and comprises of deputy Undersecretaries of the Ministry commissioned for vocational education and deputy Undersecretaries from Ministry of Internal Affairs, Finance, Public Works and Settlement, Health, Labor and Social Security, Industry and Commerce and Tourism, Social Sectors and Coordination General Manager of State Planning Organization, general managers of the Ministry related to vocational education, Chairman or senior executives from Turkish Confederation of Labor, Chambers of Commerce, Industry, Maritime Trade in Turkey and Turkish Union of Stock Exchanges, Employer's Unions Confederation representing the highest number of employers, Labor Unions Confederation representing the highest number of laborers, Banks Association, Union of Chamber of Public Accountants, Chamber of Public Accountants and Financial Advisors and Chamber of Certified Public Accountants and one representative from Higher Education Council (Yükseköğretim Kurulu-YÖK) to be commissioned for vocational education.

The functions of the board are to determine the requirements on education with respect to apprenticeship and vocational education in various sectors and branches and notify the same to the Ministry, deliver opinion

to the Ministry with respect to principles and durations of apprenticeship and vocational education programs, designated locations and professions to be included or excluded from practice with respect to apprenticeship and vocational education in enterprises and deliver opinion to the Ministry, evaluate annual reports of İl Mesleki Eğitim Kurulu, monitor the effects of technological advancements and alterations in business life on vocational education and notify the same to the Ministry (Vocational Education Law, Article 5).

In principle, the function of İl Mesleki Eğitim Kuruluis to execute the functions of the Mesleki Eğitim Kurulu formed at Ministry level at provincial level and comprises from the public officials such as mayor, head of sanitary board, head of industry and trade board, chairman of labor chambers and chambers of industry and commerce, representatives of unions and the representatives of professional organizations.

The 9th grade in vocational and technical upper secondary education institutions is common in all branches. The pupils are separated to selected branch curriculum in the tenth grade and field curriculum in eleventh grade. The practical training of the students attending to vocational and technical upper secondary education institutions is conducted in real work and servicing environment according to the provisions of Vocational Education Law. The education is conducted as theoretical education in schools for two days of week and practical training in enterprises for three days of week. In the senior class, the pupils attending to practical training in enterprises are also introduced to business life. The pupils attending to [Anadolu Otelcilik ve Turizm Meslek Lisesi](#), which is one of the types of vocational and technical education institutions, however, receive education in the institution during the six - month period falling between October – March and attend to practical training in enterprises during the six - month period falling between April – September in 10th and 11th grades. The pupils send to businesses for practical training are paid remuneration corresponding to minimum 30% of base wage rate by the relevant businesses according to their ages and the pupils are insured with the support of MEB.

There are various types of upper secondary education institutions within the Turkish National Education System (For school types see Chapter 5.). These institutions are enclosed under the structure of six discrete general directorates contained in the organizational structure of the MEB. The general directorates are as follows:

General Directorate of Secondary Education (Ortaöğretim Genel Müdürlüğü), General Directorate of Vocational and Technical Education (Erkek Teknik Öğretim Genel Müdürlüğü), General Directorate of Vocational Education for Girls (Kız Teknik Öğretim Genel Müdürlüğü), General Directorate of Commerce and Tourism Education (Ticaret ve Turizm Öğretimi Genel Müdürlüğü), General Directorate for Teacher Training (Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü), General Directorate of Religious Education (Din Öğretimi Genel Müdürlüğü).

In addition to the foregoing general directorates gathering upper secondary education institutions under their structure, the organizational structure of MEB also encloses General Directorate for Special Education Guidance and Counseling Services (Özel Eğitim Rehberlik ve Danışma Hizmetleri Genel Müdürlüğü). In principle, individuals in need of special education attend to special education institutions and/or other general, vocational and technical upper secondary education institutions for their upper secondary education by means of merger. The individuals in need of special education and graduated from primary education institutions and decided to be oriented to general, vocational and technical upper secondary education institutions are placed to these institutions as boarding students without being subject to any examination within the framework of cooperation with relevant units. The graduates wishing to educate as boarding students and decided to be oriented towards high schools implementing multiple curricula and vocational high schools are offered with sufficient quota upon evaluation of the possibilities of the nearest boarding schools. Boarding and/or day upper secondary education institutions implementing multiple curricula where merger application for the pupils in need of special education in the vocational and technical high schools to the extend of their interests, desires, skills and competencies are established. Furthermore, upper secondary education institutions offering education on fine arts, vocational and technical education or

business training centers or business schools in upper secondary education system are established in order to allow pupils to be oriented towards higher education, business and profession proportional to their competencies (Özel Eğitim Hizmetleri Yönetmeliği Article 28).

In principle, orientation in the Turkish Education System starts during the primary education, however orientation also continues in the upper secondary education in order to avoid any mistakes and ensure reorientation depending on possible developments. The principles of orientation and various programs or conditions for horizontal and vertical transition between upper secondary education institutions are regulated by MEB (Basic Law of National Education, Article 31).

"High School Diploma" named "Lise Diploması" is granted to the pupils completing all courses successfully. Graduates from high schools or equivalent schools are entitled to become candidates for entry to higher education institutions.

The interschool transitions of students are generally permitted. However, transition between some schools; especially between the upper secondary education institutions admitting students with central examination is extremely limited.

It is reported that one of the main aim of the Ministry is to have the student composition of %65 in vocational and technical high schools and %35 in general high schools (Lyses) as is in EU countries. Main reason for that is to educate and level up qualified labour force and to have a well-balanced employment/unemployment structure (2010 Bütçe Raporu, p.6). The ratio of the vocational and technical high schools has become %43, compared to %57 at general high schools, in 2008-2009 Education Term.

Between the years 2005-2009, secondary education curriculum was reconsidered, rearranged and put into practice in terms of reconstructionalist approach (2010 Bütçe Raporut, p.7).

Education materials (textbooks) for visually impaired and mentally retarded children were imprinted and distributed free of charge.

Ministry of National Education has published a Circular on Reducing School Types dated 04.12.2008 and numbered 2008/81. The Circular aims to form and stress a kind of program diversity instead of existing having so many types of schools. These vocational and technical secondary education institutions were brought together under the name of (Teknik ve Endüstri Meslek Lisesi) technical and industrial vocational high schools (2010 Bütçe Raporu, p.48-49).

[Açık Öğretim Lisesi / Mesleki Açık Öğretim Lisesi](#) (Open Education High School / Vocational Open Education High School): These schools are established with the aim of offering the opportunity of continuing education for everyone in need at any desired place and time (1992). Open Education High School had 361.877 attending registered students in 2007-2009 Education Term. On the other hand, Vocational Open Education High School had 146.165 attending registered students in 2008-2009 Education Term (MEB 2010 Bütçe Raporu, p.84).

[MEB 2010 Yılı Bütçe Raporu](#)

[Milli Eğitim İstatistikleri: Örgün Eğitim 2007-2008](#)

[General Directorate for Special Education Guidance and Counseling Services](#)

[General Directorate of Commerce and Tourism Education](#)

[General Directorate of Religious Education](#)

[General Directorate of Secondary Education](#)

[General Directorate of Vocational and Technical Education](#)

General Directorate of Vocational Education for Girls

Basic Law of National Education

Circular on Reducing School Types in Secondary Education

Regulation on Operating Procedures and Guidelines for Provincial Employment and Vocational and Boards

Special Education Services Regulation

Vocational Education Law

2.4.4. Transition from Primary to Secondary Education

Every student graduating from primary education is also entitled to attend secondary education and benefit from the opportunities of secondary education. Generally, enrollment to upper secondary education institutions in Turkey is not subject to any examination. In principle, during enrollment to general public high schools, each candidate must apply to the high school located in their vicinity. Prior to the registration and enrollment of the students, student placement commissions are formed by school directors in settlements where more than one school is existed. These commissions are to decide principles, conditions and guidelines for the enrollment of students (Regulation on Secondary School Institutions7Ortaöğretim Kurumları Yönetmeliği, Article 22).

Any students graduated from primary education have three alternatives; which are:

- General high schools (Genel liseler) (enrollment without examination)
- Vocational high schools (Meslek liseleri) (enrollment without examination)
- High schools applying examination (For detailed information transition from primary to secondary education, see Section 5.7.).

Regulation on Secondary Education Institutions

2.4.5. Tertiary education

Universities in Turkey are established by the State in accordance with the relevant Law as having public legal personality and scientific autonomy comprising of various units established with the purpose of offering education, scientific research, publication and counseling at various levels based on upper secondary education with the aim of educating manpower suitable for the requirements of the nation and the country in an order based on the principles of contemporary education and serve to the country and humanity (Constitution-Anayasa 1982, Article130).

Tertiary education institutions can be handled in two groups as the public and foundation (non-profit) tertiary education institutions.

Higher Education Law (Yükseköğretim Kanunu), defines tertiary education as "entire education and teaching services at all levels enclosing at least four semesters in the national education system based on upper secondary education". Accordingly, the tertiary education institutions can be classified as follows:

- **Universities:** Comprises of educational and research units such as faculties, institutes (graduate schools), vocational higher schools.
- **Yüksek Teknoloji Enstitüleri** (Advanced Technology Institutes): These institutes are established at university levels and implement technology-based curricula. These institutes can have educational and research units similar to universities.

There are four types of education rendered in tertiary education, which are; formal education where attendance to courses is compulsory, the open education rendered via tools such as radio, TV, etc., external education where attendance to courses is not, but participation to examinations is compulsory and mass education aiming to earn knowledge and skills for all sections of the community (no diploma granted).

Constitution 1982

Higher Education Law

2.4.6. Transition from Secondary Education to Tertiary Education

In Turkey, transition to tertiary education is conducted with [Öğrenci Seçme Sınavı \(ÖSS\)](#). Terms and conditions for admittance to tertiary education are determined in collaboration of The Ministry of National Education (Millî Eğitim Bakanlığı-MEB) - *Higher Education Council* (Yüksek Öğretim Kurulu-YÖK) (*Basic Law of National Education-Millî Eğitim Temel Kanunu*; Article 31; *Higher Education Law-Yükseköğretim Kanunu*, Article 45).

Generally, the higher education institutions and faculties of the universities at two-year degree and undergraduate levels admit students from candidates graduated from upper secondary education institutions by means of a centralized examination conducted statewide annually (usually within June) by Student Selection and Placement Center (Öğrenci Seçme ve Yerleştirme Merkezi-ÖSYM) existing under the structure of YÖK taking into consideration the preferences of the candidates. The secondary education achievement grades and the performance in the examination are taken into account in calculation of the grades. It is decided by the Higher Education Council that there will be two-stage centrally administered university entrance examination beginning with the year 2010. The first stage is called “transition to higher education exam”. This will be a common and a single exam to measure candidates’ general abilities and capabilities. The second one may be called as “placement exam” and will consist of five different exams. These are; mathematics, natural sciences, Turkish language and literature, social sciences and foreign language examinations. Candidates may choose which one(s) to take (http://www.yok.gov.tr/duyuru/universite_giris_29_ocak_2009).

It is possible to organize olarak [Özel Yetenek Sınavı](#) (special talent examinations) in addition to the fore mentioned examination for some curricula (fine arts, sports, music, etc.).

In addition to the fore mentioned general conditions, 4702 numbered Law adopted and entered into force in 2001 stipulated possibility for graduates of vocational and technical secondary education Institutions to enroll to the meslek yüksekokullarına (vocational higher education institutions) considered sequel or proximate to the graduated branch free of examination, if desired.

Selection of students for graduate programs: Each and every student is allowed to make his/her selection, provided to observe the minimum criteria set forth in the Graduate Education Regulation (Framework Regulation) drafted by Inter-University Council.

Higher Education Council

Inter-University Council

Ministry of National Education

Student Selection and Placement Center

4702 numbered Law

Basic Law of National Education

Regulation for Graduate Education

2.4.7. Continuing Education

The law stipulates education of all illiterate citizens and citizens with low level of literacy exceeding compulsory primary education age (completing age 14). The arrangements are conducted under cooperation and coordination of The Ministry of National Education (MEB) and upon participation of public and private institutions and organizations (Law Making Illiterate Citizens Who are Out of Compulsory Education Age Literate or Make Them to Have Education at Primary School Level-Zorunlu İlköğretim Çağı Dışında...Hakkında Kanun Age No. 2841, Articles 1, 2, 3).

Furthermore, MEB also organizes various skill courses for adults in order to develop their knowledge, skill, capability and experience for social, cultural and particularly vocational capabilities. These courses can be organized by private entities and organizations within the legal framework. Most of the universities also establish [Sürekli Eğitim Merkezi \(SEM\)](#) for adults with similar objectives.

In addition, guidance and psychological counseling services are offered at all educational levels for the individuals enclosed in the education system. Such services are executed by "guidance and research centers" and "school guidance and psychological counseling services". (For detailed information on services rendered in pre - school, primary education, upper secondary education and mass education fields, see Regulation for Guidance and Psychological Counseling Services-Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği, article 12). Early intervention for problems and developmental and protective approach for avoiding occurrence of any problems is principle for guidance and psychological counseling services in formal and non-formal education (See 7.1.).

Regulation for Guidance and Psychological Counseling Services

Law Making Illiterate Citizens Who are Out of Compulsory Education Age Literate or Make Them to Have Education at Primary School Level

2.4.8. Basic Structure of the Educational System

As given in detail in 2.4.1., the initial stage of education system is the pre-school education level, which is optional. Pre-school education is the level of non – compulsory education for children of ages 36 - 72 months not eligible for primary education and is offered in [ana okulus / uygulama sınıfı](#) and [ana sınıfı](#) (nurseries, practice classes and kindergartens) (Regulation on Pre-school Education Institutions-Okul Öncesi Eğitim Kurumları Yönetmeliği).

The level of primary education is 8-years and encloses age category of 6-14.

Within the framework of studies on restructuring the upper secondary education, the duration of high school education is gradually indulged to 4 years beginning from 2005 – 2006 academic year. In this context, the upper secondary education level is a level to enclose ages 14 – 17.

As an outcome of the foregoing arrangement realized for secondary education level, the tertiary education level shall theoretically enclose ages 18 - 21. Higher Education Law (Yükseköğretim Kanunu) defines tertiary education as "entire education and teaching services at all levels enclosing at least four semesters (2 years) in the national education system based on upper secondary education".

The levels of tertiary education are as follows:

- Associate degree level: 2 years (Vocational tertiary education schools),
- Undergraduate level: 4 years (Faculties and tertiary education schools / However; faculty of Medicine offers education for 6 years, faculty of dentistry and veterinary offers education for 5 years and colleges training teachers for upper secondary education as affiliated to faculty of education offers education for 5 years.)

- Master level: 2 years (Graduate schools)
- Doctoral level: 3 - 4 years (Graduate schools)

Horizontal and vertical transitions between tertiary education institutions / programs are possible within the framework of specific conditions. Graduates of vocational tertiary education institution (2 years) are entitled to attend a graduate program considered sequel to their branches by means of a centralized examination to be conducted by Student Selection and Placement Center (Öğrenci Seçme ve Yerleştirme Merkezi-ÖSYM).

[Student Selection and Placement Center](#)

[Higher Education Law](#)

[Regulation on Pre-school Education Institutions](#)

2.5. Compulsory Education

The primary education is compulsory in Turkey and its term is designated as 8 years. The compulsory education encloses ages of 6 - 14 and is offered gratis in state schools.

School entry age is 6. The children completing 72 months as of December 31 are enrolled to the first grade of primary education institutions.

The age of compulsory education ends by the end of academic year when the child completes age 14 and enters age 15. Upon request of parents, the children failing to graduate from primary education upon expiry of compulsory education age are offered maximum 4 more years for attending school.

First of all, the parents are responsible for ensuring enrollment to school and regular attendance. Children determined to be within compulsory education age category by the school administration are automatically enrolled to schools by the administration. Responsibility for monitoring regular attendance to school is assumed by school administration, local government, inspectors, national education directorates and public administration authorities.

The public administration authorities (kaymakam indistricts, Vali (governor) in provinces) are entitled to charge fine for parents not sending children to schools despite all measures by competent authorities, corresponding to 100 YTL per day the child did not attend school. If, following the fine, the parents maintain their attitude suffer from criminal complaint to Public Prosecutor's Office by the national education directorate and the parent might be subject to imprisonment in minimum – security prison for 20 days up to two months by criminal court of peace.

Within the framework of supporting attendance of students of compulsory education age to schools; Article 59 of Primary Education Law (İlköğretim ve Eğitim Kanunu) also imposed further measures and stipulated that children of compulsory education age cannot be employed in any business.

It is reported by the Ministry that efforts are to be made to prolong the period of compulsory education 8 to 12 years (MEB 2008 Yılı Bütçesine İlişkin Rapor p.25)

[MEB 2008 Yılı Bütçesine İlişkin Rapor](#)

[Primary Education Law](#)

2.6. General Administration

The organizational structure and functions of The Ministry of National Education (Milli Eğitim Bakanlığı-MEB) is regulated by the Law on organization and Duties of Ministry of National Education (Milli Eğitim Bakanlığı'nın Teşkilat ve Görevleri Hakkında Kanun) No. 3397. Accordingly, the organizational structure of MEB comprises of four main sections, as:

- Central organization,
- Provincial organization,
- Foreign organization, and
- Affiliated institutions.

In compliance with the insight of Turkish public administration, centralized administration is also powerful for administration of education. The central organization encloses Turkish education Board (Talim ve Terbiye Kurulu-TTK), Main Service units (General Directorate of Primary Education-İlköğretim Genel Müdürlüğü, General Directorate of Secondary Education-Orta Öğretim Genel Müdürlüğü vb etc.), Auxiliary Units and Permanent Boards.

Provincial administration is the extension of administration on education in local levels (provinces and districts). There is no regional organization. Every province and district has [Milli Eğitim Müdürlüğü](#). (National Education Directorate). The National Education Directors are affiliated to civilian authorities (governor in provinces, kaymakam in districts). Governorships represent all ministries in local level. Instructions and directives from central organization are executed by the governor.

If we take a glance to the administration at educational institution levels, the schools are administered by principals. All schools are affiliated Directorate of National Education-Milli Eğitim Müdürlüğü. The school administrations are dependent to the central organization with respect to personnel and budget. Their authority and power with respect to creation of self resources and own staff is very limited. The principles of the schools except for Anatolian type schools are commissioned by governorships. The principals and teachers of Anatolian type schools are commissioned by the central organization with essential continuity of functions.

Besides central and provincial organization of MEB; there are also foreign organization (education consultancy, offices of educational attaché etc.) and institutions affiliated to the Ministry.

Comprehensive information is provided in the following sections.

[Ministry of National Education](#)

[Law on organization and Duties of Ministry of National Education](#)

2.6.1. General Administration at National Level

The central organization of the Ministry comprises of the Authority of Ministry, Talim ve Terbiye Kurulu Başkanlığı, main service units, counseling and supervision units, auxiliary units and permanent boards (Law on Organization and Duties of Ministry of National Education-Milli Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun; Articles 3 - 4).

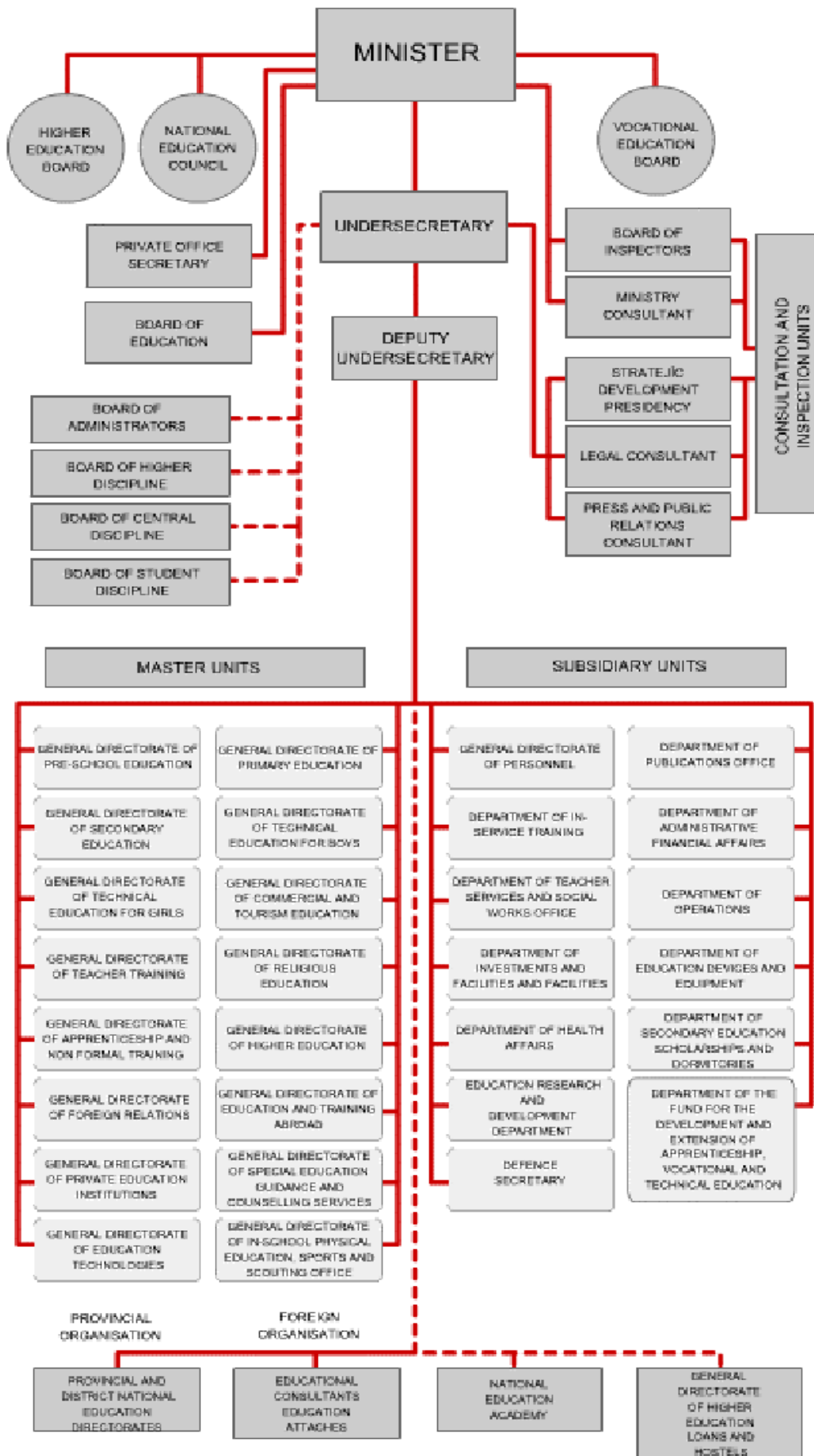
Authority of Ministry: The Authority of Ministry is chaired by the Minister. The Minister (named Bakan in Turkish) is responsible from execution of the services offered by the ministry in compliance with the legislation, general politics and national security politics of the government, development plans and annual programs and ensures cooperation and coordination with other ministries and institutions for related issues. The senior bureaucrat of the Ministry is the Müsteşar (Undersecretary). The Undersecretary is the deputy minister and is responsible from organizing and execution of the services offered by the ministry in compliance with the objectives and policies of the Ministry, development plans, annual programs and

provisions of the legislations for and on behalf of the Minister. It is possible to commission Deputy Undersecretaries in order to assist to the Undersecretary for execution of his functions (Law on Organization and Duties of Ministry of National Education-Milli Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun; Articles 5, 6, 7).

DIAGRAM 2 'shows the Organizational Chart of Turkish Republic Ministry of National Education.

DIAGRAM 2: Ministry of National Education Organizational Chart

STRUCTURAL ORGANIZATION OF THE MINISTRY OF NATIONAL EDUCATION(ORGANOGRAM)



Talim ve Terbiye Kurulu (TTK) (Turkish Education Board): TTK functions as directly affiliated to the Minister and is the most proximate scientific advisory and decision taking body of the Minister. Turkish Education Board (Talim ve Terbiye Kurulu-TTK) comprises of 15 members; 1 Chairman and 14 members. Two members of the board act as deputy chairman. TTK comprises of Education and Curriculum Department, Department of Administrative Affairs, Department of Principles and Education System, Department of Projects and Inspection, Central Directorate of Educational Materials Development and Review Board, Branch Directorate for Board Affairs and Special Expertise Commissions (<http://ttkb.meb.gov.tr/>). The Board assists the Minister for every issue associated with education and deliver opinion. The main functions of the Board are as follows:

- Performs research on education system, curriculums and educational materials, ensures development for the same and ratifies implementation decisions.
- Prints or procures textbooks and auxiliary textbooks according to curricula.
- Reviews, develops and ratifies curricula and textbooks, auxiliary textbooks, teacher's guidebooks drafted by Ministerial units found suitable.
- Monitors domestic and foreign education trends, delivers opinion on cultural exchange and education protocols.
- Takes necessary measures for educating youngsters according to the principles of the Republic and consolidate national discipline in schools.
- Adopts resolutions for ensuring enhancement of quality in profession of Teaching and administration (Law on Organization and Duties of Ministry of National Education; Article 8).

Main Service Units: The main servicing units in the central organization generating administrative decisions for education are as follows: (Law on Organization and Duties of Ministry of National Education; Article 9):

- Okul Öncesi Eğitimi Genel Müdürlüğü (General Directorate of Pre-primary Education)
- İlköğretim Genel Müdürlüğü (General Directorate of Primary Education)
- Ortaöğretim Genel Müdürlüğü General (Directorate of General Secondary Education)
- Erkek Teknik Öğretim Genel Müdürlüğü (General Directorate of Vocational Technical Secondary Education for Boys)
- Kız Teknik Öğretim Genel Müdürlüğü (General Directorate of Vocational Technical Secondary Education for Girls)
- Ticaret ve Turizm Öğretimi Genel Müdürlüğü (General Directorate of Commerce and Tourism Secondary Education)
- Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü (General Directorate of Teacher Training and Education)
- Din Öğretimi Genel Müdürlüğü (General Directorate on Theology Education)
- Özel Öğretim Kurumları Genel Müdürlüğü (General Directorate of Private Education Institutions)
- Çıraklık ve Yaygın Eğitim Genel Müdürlüğü (Directorate for Non-Formal Education)

The foregoing units are units directly associated with formal education institutions. Other main servicing units are as follows: General Directorate of Higher Education, General Directorate of Foreign Affairs, General Directorate on Education Abroad, and General Directorate of Special Education, Guidance and Counseling Services, General Directorate on Education Technologies, In-School Physical Education, Sports and Scouting Department.

Advisory and Supervisory Units: The units gather and generate knowledge for the Minister for necessary issues. These units conduct research, study and planning for administrative issues. These units are as follows:

- Teftiş Kurulu Başkanlığı (Authority of Supervision Board)
- Strateji Geliştirme Başkanlığı (Strategy Development Authority)
- Undersecretaries (Undersecretary of Law, Undersecretaries of Ministry, Undersecretary of Press and Public Relations).

Teftiş Kurulu Başkanlığı (Authority of Supervision Board): The board executes supervision, study, research and inquiry works for and on behalf of the Minister upon order or permission from the Minister associated with the organization of Ministry and any and all activities and studies of institutions under the Ministry (Law on Organization and Duties of Ministry of National Education; Article 26).

Strateji Geliştirme Başkanlığı (Strategy Development Authority): This unit previously running as Research, Planning and Coordination Board is restructured with the Law on Public Administration and Control (Kamu Malî Yönetimi ve Kontrol Kanunu) No. 5018 in 2005 and its structure and functioning is modified. The functions of the unit are as follows:

- Conduct studies in order to determine long – and intermediate term strategies and policies for the administration and constitute its objectives within the framework of national development strategies and policies, annual program and government program.
- Develop performance and quality criteria for issues associated with the administration and fulfill other functions that could be assumed for this purpose.
- Gather, analyze and interpret knowledge and data related to development of management and services of the administration and performance.
- Examine external factors that could influence services with respect to issues to fall under the scope of functions of the administration, conduct internal capacity research, analyze the efficacy of the services and the level of gratification and conduct general studies.
- Fulfill services related to administrative information systems.

The 7th article of the mentioned Law amends 60th article of 5018 numbered Law and juxtapose the functions of Strategy Development Authority (financial services unit) related to financial issues, which are:

- Coordinate drafting of strategic plan and performance program of the administration and execute studies for consolidation of the outcomes.
- Draft the administrative budget enclosing the budget estimations for two consecutive years in compliance with the strategic planning and annual performance program and monitor and evaluate the compliance of administrative activities to the budget.
- Draft comprehensive expenditure program within the framework of principles and fundamentals of the budget to be designated in accordance with relevant legislation and ensure allocation of the allowance for relevant units, taking into consideration the service requirements.
- Keep budget books; gather and analyze data related to budget implementation outcomes, and draft financial statistics and final account.

Inner Inspection Unit: Inner Inspection Unit has been formed by the Law on Public Financial Administration and Control (Article 63) within the MEB. The unit has a coordinator on top, consists inspectors and functions under the undersecretary but responsible to the Ministry of Finance Inner Inspection Coordination Counsel. The unit is to control and evaluate whether resources are utilized and managed in an effective and efficient manner. It carries out some advisory functions as well.

Auxiliary Units: Besides some units formed within the central organization of the ministry as associated with direct assistance with educational affairs, there are 14 more auxiliary units for with the purpose of execution of functions such as personal rights of the staff, health care affairs, accommodation and scholarship works for students, etc. (Law on Organization and Duties of Ministry of National Education; Article 32). These auxiliary units are:

- Personel Genel Müdürlüğü (General Directorate of Staff)
- Yayınlar Dairesi Başkanlığı (Authority of Publications Department)
- Yayınlar Dairesi Başkanlığı (In – Service Training Department)
- Yatırımlar ve Tesisler Dairesi Başkanlığı (Investments and Facilities Department)
- Çıraklık, Mesleki ve Teknik Eğitim Geliştirme ve Yaygınlaştırma Dairesi Başkanlığı (Apprenticeship, Vocational and Technical Education Development and Generalization Department)

- Orta Öğrenim Burs ve Yurtlar Dairesi Başkanlığı (Scholarship and Hostels for Upper Secondary Education Department)
- Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı (EARGED (Educational Research and Development Department))
- Eğitim Araçları ve Donatım Dairesi Başkanlığı (Educational Materials and Equipment Department)

Other auxiliary units are as follows: Sağlık İşleri Dairesi Başkanlığı (Health Care Affairs Department), İdari ve Mali İşler Dairesi Başkanlığı (Administrative and Financial Affairs Department), Öğretmene Hizmet ve Sosyal İşler Dairesi Başkanlığı (Service for Teachers and Social Affairs Department).

Permanent Boards: The central organization of the Ministry also encloses permanent boards whose principles of establishment, operation and implementation are regulated with separate regulations. These boards are Milli Eğitim Şurası, Müdürler Kurulu (Principals Board), Mesleki Eğitim Kurulu (Apprenticeship and Vocational Education Board), Öğrenci Disiplin Kurulları (Student Disciplinary Boards) and Özel İhtisas Komisyonları (Special Expertise Commissions). Milli Eğitim Şurası (National Education Council) is the senior advisory board of the Ministry. The council is commissioned to inspect issues related with education and teaching and adopt advisory resolutions. The Principles' Board comprises of the senior superiors of the units forming the central organization of the Ministry in order to adopt and pass advisory resolutions for issues requiring coordination in implementation and issues where problems are encountered by responsible unit.

The following paragraphs clarify administrative functions in Ministry of National Education (Milli Eğitim Bakanlığı-MEB), education on promotion in position and educational supervision besides the structure and functions of the central organization of the Ministry.

Administrative Duties

Regulation on Promotion and Title Changes of Personnel of the Ministry of National Education (MEB Personeli Görevde Yükselme ve Unvan Değişikliği Yönetmeliği) (published in 2006 determines the requirements of function in administrative staff of central and provincial of organization of MEB and necessary qualifications sought for individuals to be appointed on the basis of merits and career principles and principles and procedures to be applied for appointment, position change and transitions between functions. This regulation regulates the principles related to the individuals to be appointed to chief and more senior positions in central and provincial of organization of MEB and conditions required from these individuals.

The individuals to be commissioned to administrative positions must bear the general conditions set forth in Civil Servants Law (Devlet Memurları Kanunu), hold graduate diploma, to render services for certain periods specified in Law for the individuals to be commissioned to fourth or higher degrees, have employment record average not less than 70 for recent three years, provided to have positive employment record for the last year, (Regulation on Appointment of Administrators in the Educational Institutions-MEB Yönetici Atama ve Görevde Yükselme Yönetmeliği Article7).

Some additional requirements for personnel who are to be appointed to some administrative positions in the Ministry are as follows; personnel who worked at least eight years as a school head in (A) type schools can be appointed as provincial director of education. Similarly, personnel who worked at least five years as a school head in (B) type schools can be appointed as district director of education. Personnel who worked at least five years in a second stage administrative position or at least three years in a third stage administrative position or at least five years in both positions in total can be appointed as provincial director of education or department head in the Ministry. Personnel who are to be appointed as provincial or district director of education are additionally requested to be worked as teacher at least two years. (Regulation on Appointment of Administrators in the Educational Institutions, Article 8).

The Ministry has published a regulation (Regulation on Appointment and Shifting of Administrators in the Educational Institutions/Milli Eğitim Bakanlığı Eğitim Kurumları Yöneticilerinin Atama ve Yer Değiştirmelerine

İlişkin Yönetmelik). The Regulation consists of items which specify the bases, procedures and methods which must be considered in the selection of school administrators who carry out the duty as a second post.

The Ministry has also published another regulation (Regulation on Appointment of Energy Administrators in the Educational Institutions Millî Eğitim Bakanlığına Bağlı Okullarda Enerji Yöneticisi Görevlendirilmesine İlişkin Yönetmeli). The Regulation consists of items which specify the methods and procedures which must be considered in the selection of “energy administrators”.

Training for Promotion in Position

The foregoing personnel is obliged to attend to training course for promotion in position to be organized as total of 80 hours minimum in order to conduct nomination considered as promotion in position. The individuals attending the training program completely attain the right to attend the exam for promotion in position.

Training on promotion in position encloses the following matters: Constitution of Turkish Republic (General Principles, Fundamental Rights and Obligations, Fundamental Bodies of the State), Principles of Atatürk, Reforms History and National Security Matters, legislation on Organization of the State, legislation on 657 Numbered law on civil servants Officials, Rules on Turkish Grammar and Communication, professional ethics, Public relations and Codes of Conduct, Matters related to Branch and Nature of the Function (Regulation on Appointment and Title Changes of the Personnel of the Ministry of National Education, Article 13). The examination on promotion in position is conducted by Ministry Assessment and Evaluation Center. Individuals achieving minimum 70 over 100 in the examination are considered successful (Article 18).

Supervision of Education – Authority of Supervisory Board (Central level)

The supervision subsystem within the Turkish education System comprises of two categories, which are Teftiş Kurulu Başkanlığı (Authority of Supervisory Board) (Central), and Primary Education Supervisory Boards (for supervision at local levels, see subsection (for supervision at local levels, see subsection 2.6.4.2.).

Teftiş Kurulu Başkanlığı (Authority of Supervisory Board) comprises of Chair, Chief Supervisors, Müfettişler (Supervisors), Deputy Supervisors and Branch Managers and functions as directly affiliated to the Minister. The headquarters of the Board is located in Ankara. The headquarters is also the workplace for the supervisors. (Ministry of National Education Regulation on Supervisory Board-MEB Teftiş Kurulu Yönetmeliği, paragraph 1). The Supervisors denominated as Ministerial Supervisors do not receive orders from any position except for the Ministry and the Chair of the Board. Upon order and ratification of the Minister, the Board assumes the following functions for and on behalf of the Minister: execute supervision, assessment, examination and investigation related to the activities and transactions of central, provincial and foreign organizations of the Ministry and affiliated and associated institutions and conduct inspections and supervision activities in the schools and institutions subject to supervision and inspection of the Ministry (Ministry of National Education Regulation on Supervisory Board, article 5, amended).

Upon order and ratification of the Minister, the main functions of the supervisors for and on behalf of the Minister are as follows. Conduct supervision in schools, assessment, examination and investigation, if necessary, associated with activities and transactions of the Ministerial organization, take necessary measures in order to remedy any deficiencies, defects and methodical interruptions determined during inspections, in case of determination of any corruptions or deviation from legislation during inspections and supervisions, undertake prompt action related to the responsible and immediately notify the Ministry of the situation (article 10). The Supervisor fulfills the function of coordination for the supervisions, assessments, examinations and investigations initiated by the Ministerial organization, the governorship and the local administrations (Ministry of National Education Regulation on Supervisory Board, article 55). Bakanlık Müfettişleri (The ministerial supervisors) generally supervise upper secondary education institutions.

There are two further departments other than the central and provincial organizations (presented in section 2.6.3.) of MEB. (See Diagram 2). These are; institutions affiliated to the Ministry and foreign organization. These two departments will be comprehensively clarified in the following section.

Affiliated Institutions: There are some units engaged with activities as affiliated to MEB, but considered as semi – autonomous with respect to administration, which are as follows:

- **National Education Academy:** The Academy is established upon 15.07.2005 dated and 1327 numbered approval of the Ministry. The studies related to the Law on Establishment of the Academy are currently in progress. The objective of the Academy is to offer in-service training required by the Ministry regarding education, administration, supervision and various other expertise branches.

Organizations abroad: The organization and administrative structure of the Turkish national education system also encloses foreign organization. The foreign organization under the structure of MEB is formed with the purpose of maintaining, promoting and generalizing Turkish National Cultural Assets in foreign countries and organizing relevant educational services. There are 18 educational attaché offices in foreign countries established for this purpose.

Higher Education Credit and Hostels Institution

Ministry of National Education

Turkish Education Board

Civil Servants Law

Law on organization and Duties of Ministry of National Education

Law on Public Financial Administration and Control

Ministry of National Education Regulation on Supervisory Board

Regulation on Appointment and Replacement of Administrators for Education Institutions of the Ministry of National Education

Regulation on Appointment of Energy Administrators in Educational Institutions

Regulation on Promotion and Title Changes of Personnel of the Ministry of National Education

2.6.2. General Administration at Regional Level

Turkish public administration and education administration is organized at central and local levels (provinces/districts). There is no further organization at regional level.

2.6.3. General Administration at Local Level

Ministry of National Education (Milli Eğitim Bakanlığı-MEB) is authorized for establishing *taşra örgütü* (provincial organization- organization at provincial and district levels) in compliance with the provisions of Law on Establishment and Principles of Ministries, decree Laws on General Permanent Staff and Procedure and Law on Provincial Administration.

The organizational structure of the MEB encloses organizational units established in 81 provinces and 850 districts denominated as *Milli Eğitim Müdürlüğü* (Provincial organization) other than the Central Organization. Each and every province has one 'Provincial *milli eğitim müdürlüğü*' (provincial national

education directorate) and every district have one 'İlçe milli eğitim müdürlüğü' (district national education directorate). The district national education directorates are responsible against provincial national education directorate with respect to functions and services. The directorates could be established in different types and with different statutes taking into consideration the social and economical development status of the provinces and districts, populations and student numbers and they can assume different authorities. According to the business status and necessity, the main servicing units of the Ministry can establish separate provincial and district units affiliated to national education directorates. (Law on organization and Duties of Ministry of National Education-Milli Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun; Article 53).

The directorates are responsible from execution of all educational services in the province or the district. Primary Education Supervisory Boards are established under the structure of Provincial National Education Directorates. The functions of the National Education Directorates are categorized as follows:

- Administrative services
- Personnel services
- Education – teaching services
- Budget – Investment services
- Research – planning – statistics services
- Inspection – guidance – inquiry services
- Civil defense services

In line with the public administration structure and functioning in Turkey; all private and public schools and institutions at pre – school, primary and upper secondary education levels are hierarchically affiliated to the district National Education Directorates and province National Education Directorates. 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, governor named "vali" in provinces). On the other hand, they are responsible against Ministry due to their actions and activities.

Supervision of Primary Education (Local Level)

İlköğretim Müfettişleri Başkanlığı (Primary Education Supervisory Boards) are established in every province as directly affiliated to the province national education director (*Regulation on Precedency of Primary Education Supervisors*-MEB İlköğretim Müfettişliği Başkanlıkları Yönetmeliği, Article 27).

İlköğretim Müfettişleri (The Primary Education Inspectors) are admitted to the profession as deputy inspectors upon examination held among teachers graduated from minimum four-year higher education institutions. The deputy inspectors achieve the competency examination to be held after three – year training period are commissioned to the permanent staff of primary education inspector. The functions, authorities and responsibilities of primary education inspectors and deputies and principles and procedures related to the method of work, attributes, training and commissioning are regulated by regulations (Law on organization and Duties of Ministry of National Education; Article 53).

The primary education inspectors function in the following institutions: Pre-school education institutions, primary education institutions, schools and classes at primary education level established for children in need of special education, educational and complementary classes and courses, student education courses established at primary education level, schools affiliated to private education institutions and all private mass education courses and other schools / institutions subject to supervision and inspection of the Ministry deemed suitable by the Governor (Vali) (*Regulation on Precedency of Primary Education Supervisors*, Article 42).

The functions of the inspectors are as follows: (*Regulation on Precedency of Primary Education Supervisors*, Article 43).

- **Guidance and in-service training:** Convene professional meetings with teachers at start and end of every academic year and within the academic year if deemed necessary, offer guidance for determination and settlement of problems associated with education and administration,
- **Inspection and Assessment:** inspect and assess the schools and institutions regarding education and development of the pupil's skills, information and talents in compliance with the general objectives and basic principles of Turkish national education, functioning of the schools and institutions under their authority regarding education, teaching, administration according to legislation, establishment and functioning of teacher – parent's association, school cooperative and canteen according to the legislation.
- **Examination:** conduct examination on issues specified by the Board or encountered during supervision, determine the requirements of the schools, teachers and other staff and educational materials and equipment and notify the authorities, draft inspection reports on establishment and abolishment of schools and institutions,
- **Investigation:** conduct investigations on teachers, administrators and other staff commissioned in public and private schools and institutions according to the provisions of law on Provincial in accordance with inquiry instructions to be issued by governorships,
- **Research:** conduct research studies in schools / institutions related to education, administration and students, conduct examination on the grounds for non - attendance to schools, determine problems in education, develop solution proposals and conduct research for efficient and effective realization of education by improving quality and conduct research for strengthening the relation of schools and environs.

The orders for inspection and inquiry are issued to the Inspectors and deputies upon recommendation of the chair of the board, consent of national education director and approval of the governor. The inspectors and deputy inspectors do not receive orders and instructions except for the governor, national education director and chair of the board.

Ministry of National Education

Law on organization and Duties of Ministry of National Education

Regulation on Precedency of Primary Education Supervisors

2.6.4. Educational Institutions, Administration, Management

2.6.4.1. Pre-school Education

The pre-primary education institution is administered by the principal. The principal is authorized for organizing, executing and supervising all works of the school in compliance with the law, statute, regulation, directive, curriculum and instructions. The principal is responsible from administration, evaluation and development of the school in compliance with quality management insight (Regulation on Pre-school Education Institutions-Okul Öncesi Eğitim Kurumları Yönetmeliği, Article 17) In this context, the principal assumes the following functions:

- Plans and organizes all studies in the school before beginning of the academic year in cooperation with relevant authorities,
- Conducts necessary research studies for enhancing the productivity of education and administration, improve the quality of education and ensure continuous development, monitors developments related with education and evaluates outcomes,

- Offers guidance for teachers in preparation of annual and daily plans according to curricula and in other studies, undersigns the plans of teachers and supervises their studies,
- Monitors studies on hygiene and order of the institution and health care, hygiene and alimentation of teachers and other staff. Cooperates with teachers and deputy principle regarding drafting of monthly menu in accordance with the developmental necessities of and environmental conditions,
- Takes all necessary measures required for ensuring the internal and external safety of the school against utilization, maintenance and cleaning of school premises, protection against natural disasters, physical condition of the building and the status of staircases, radiators, stoves, cornice, door, window, slippery surfaces, play tools and similar elements that can lead to accidents arising from equipments,
- Takes necessary measures for education of children in need of special education,
- Takes necessary measures for furnishing, usage, protection, maintenance, cleaning and order of educational materials,
- Ensures periodical health care checks for pupils,
- Drafts the annual budget of the school, monitors transactions related to timely and methodical usage of allowances, submits the budget to relevant authorities,
- Conducts necessary studies for organization of meetings, panels, symposiums and similar activities for promotion and generalization of pre-school education,
- Executes works and transactions related to discipline and employment record of the staff,
- Assumes the position of mandatory of payment for expenditure of charges collected from the parents.

The colleague of the principal with respect to foregoing functions is the deputy principal. The deputy principal is responsible against the principal from functioning of the school and regular execution of the works. The deputy principal assumes functions commissioned by the principal with respect to administration, education and office affairs in the school. The deputy principle monitors the child development records kept by teachers, drafts or causes others to draft the monthly menu, organizes general hygiene works of the refectory and the school etc. The deputy principal substitutes the principal, when necessary (Regulation on Pre-school Education Institutions, Article 18).

The chief of section commissioned in practice classes under the structure of vocational and technical education institutions is responsible against the principle from proper functioning of the practice class. The chief of section coordinates functioning of its section, Offers guidance for teachers in preparation of annual and daily plans according to curricula and in other studies, monitors the child development records kept by teachers, monitors and supervises studies on health care, hygiene, alimentation of the staff, ensures health care controls of the children and keeps relevant records, cooperates with household management and alimentation teachers in drafting of the menu in order to ensure balanced alimentation of children, attends inspection of the provisions coming to school and daily cut out of provisions warehouses. (Regulation on Pre-school Education Institutions, Article 19).

Every teacher commissioned in the school drafts and implements annual and daily plans in compliance with the curriculum, signs teacher Working (Education) Hours Attendance Track Book, prepare necessary educational material for activities, ensures protection, maintenance and repair of educational materials, fills in Personal Info Forms of the children and Attitude evaluation Forms enclosed in the pre-school curriculum, keeps development and health care records of the children, drafts year – end development reports and student files, participates planning of studies related to education of families and implements the same, plans and implements special days to be celebrated in schools, attends to general education activities in schools, takes necessary measures for education of children in need of special care, fulfills work shift duties in compliance with shift schedule, examines and undersigns the law, statute, directive, circular and Communications Journal, attends to the meetings of teacher's board and branch teacher's board, assumes the function of assessment officer in case of commissioning and necessity, undertakes all other functions related with education to be commissioned by the administration, attends to the breakfast and lunches in

schools together with students as being one of the principal functions and ensures regular nourishment for children (Regulation on Pre-school Education Institutions, Article20).

The pre-school education institutions also have commissions such as wage fixing commission, procurement and inspection commission and delivery commission in order to assist the administrators in educational and administrative issues and servants such as master lecturer, official, physician, psychologist, cook, driver, technician, etc. depending on the status of the school. (Regulation on Pre-school Education Institutions, Articles 25 - 39).

Regulation on Pre-school Education Institutions

2.6.4.2. Primary education

İlköğretim okulu (primary school) is administered by the school principal. (Regulation for Primary Education Institutions-İlköğretim Kurumları Yönetmeliği, Article 60). The principal is responsible from administration, evaluation and development of the school in compliance with objectives. All teachers commissioned in the school and all administrative, technical and other staff is affiliated to the principal. The principal plans administration of the school, fulfills functions of organization and coordination and conducts practices and supervision. The principal evaluates the performance of its staff and takes measures for obtaining high efficiency. The principal presents proposals for improving its school to relevant authorities. The principal transfer authority and responsibility to the staff in inferior position and ensures rational execution of works and educate the staff in inferior positions in braches of need. The principal determines the staff to be awarded and completes the employment record reports of the staff under his supervision.

The minimum condition for being commissioned as primary education institution principal is to receive tertiary education. Preferably, the principal is sought to be a bachelor of graduate program (4 years) and have publication published with respect to education, teaching, administration, management or other fields related with his profession. Furthermore, the special conditions such as achieving minimum 70 over 100 from Administrator Selection Examination held by the Ministry, attend to the in-service education course of 120 hours to be conducted on the "administration" and on the basis of institution they shall be commissioned and achieve the course evaluation examination and receive minimum "C" (70 over 100) from Public Staff Language Examination (standard language examination at national level) held on centralized basis.

The primary education institutions have "chief deputy principal" and "deputy principals" besides the principal depending on the size of the school. The chief deputy principal is the major assistant of the principal. The chief deputy principal substitutes the principal. The chief deputy principal and deputy principal (s) assumes the functions commissioned by the principal with respect to education, administration, student, staff, accrual, property, communications, educational activities, boarding students, scholarship, security issues, alimentation, maintenance, protection, hygiene, order, shifts, public relations besides lecturing. The chief deputy principal and deputy principal (s) are responsible against the principal from execution of the foregoing functions and running of the school in compliance with the objectives (Regulation for Primary Education Institutions, Articles :61 - 62).

The classes in primary education institutions are taught by class or branch teachers. The teachers are obliged to plan and teach the classes of the grade or branch according to the principles set forth in the curriculum, conduct practical studies experiments related with the courses, actively participate to educational and administrative activities of the school out of course hours and fulfill the functions set forth in the Law, regulation and instructions.

According to Regulation for Guidance and Psychological Counseling Services (Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği), sufficient number of student advisor teachers is commissioned to the guidance and psychological counseling services formed in primary education institutions. The advisor

teacher is responsible against the principal or relevant deputy principal. The advisor teacher cooperates with other teachers related to the status of students (Regulation for Primary Education Institutions Article 75).

In addition to the foregoing functions, officials such as expert and master instructors, chief of education, tutors, branch advisor teachers, administrative affairs office official, accounting official, warehouse official, property and depot official, circulating capital officials, librarian official, driver, cook, cook assistant, furnace man, gardener, night watch and technicians also work in schools as affiliated to the principal, depending on the size of the institution (Regulation for Primary Education Institutions, Articles 71-91).

[Regulation for Guidance and Psychological Counseling Services](#)

[Regulation for Primary Education Institutions](#)

2.6.4.3. Secondary Education

The secondary education institutions are separated into two main categories as "general lise (High Schools)" and "Vocational and Technical High Schools". The Principal in High School (General) plans the administration of the school in accordance with legal arrangements, fulfills functions of organization and coordination and conducts practices and supervision. The principal evaluates the performance of its staff and takes measures for obtaining high efficiency. The principal presents proposals for improving its school to relevant authorities. The principal transfer authority and responsibility to the staff in inferior position and ensures rational execution of works and educate the staff in inferior positions in braches of need. The principal determines the staff to be awarded and completes the employment record reports of the staff under his supervision. Submits the activities associated with his school as report when requested by his superiors and evaluates proposals from staff in inferior position. The principal conducts evaluation on the works related to his studies.

The Ministry has published a regulation in July 2009 (Regulation of Secondary Education Institutions/Milli Eğitim Bakanlığı Ortaöğretim Kurumları Yönetmeliği), The regulation mainly stipulates the procedures and principles about education, teaching and administration duties and services in public and private secondary education institutions. The new regulation has replaced the old regulation of the Regulation on High Schools dated 28.11.1964, numbered 11868.

The new regulation stated that secondary schools and institutions comprise all state-run and private secondary education institutions offering minimum four-year education based on the primary education. The age category for secondary education encloses ages 14 - 17. All pupils graduating from primary education and attained the right to attend secondary education are entitled to benefit from upper secondary education. They prepare the students to university education and life through programs providing the students with a minimum collective general culture (Madde 4).

The principles of general secondary education briefly are; fulfilling their functions in compliance with the general objectives and fundamental principles of National Education with an harmony of universal philosophy of law, democracy and human rights as of being student-centered, implementing active-learning methods and having a democratic school atmosphere (item 5).

Students are educated to adopt basic democratic values, to acquire the skills of critical thinking, research, problem solving, decision making, abiding human rights and to follow Atatürk's Reforms and Principles (Article, 5).

Students are prepared to higher education and equipped with self-esteem, a high respect to his/her family, national culture values and universal values.

The principal executes the educational affairs without any delay. The functions of the Principal are briefly as follows:

1. Prior to each education term prepares the division of tasks of personnel and notifies them as written. He/she delegates the /jobs/duties of teachers related with their courses having their opinions when and where necessary.
2. The principal is obliged to ensure protection and good usage of the building, classrooms, laboratories, library and other properties of the school.
3. The principal is to form boards, commissions and teams to solve the problems, to have effective and efficient teaching-learning activities in the school.
4. The principal carries out the duties related with personnel files and discipline matters and students' reward and discipline matters.
5. The principal carries out the duties concerned with psychological counselling service at school.
6. The principal certifies diplomas, agreements, leaving certificates, etc.
7. The principal prepares strategic plans and budget proposals with reasons, submits to related persons/posts and lavishes necessary budget expenditures.

The high schools have "chief deputy principal" and "deputy principals" besides the principal depending on the size of the school. The chief deputy principal is the closest colleague of the principal. The chief deputy principal substitutes the principal. The chief deputy principal and deputy principal(s) assumes the functions commissioned by the principal with respect to education, administration, student, staff, accrual, property, communications, educational activities, boarding students, scholarship, security issues, alimentation, maintenance, protection, hygiene, order, shifts, public relations besides lecturing. The chief deputy principal and deputy principal(s) are responsible against the principal from execution of the foregoing functions and running of the school in compliance with the objectives (Regulation on Secondary Education Institutions , Articles 77, 78).

As the core persons of teaching learning activities, teachers conduct their duties to improve the skills of individuals to contribute social development.

Teachers are responsible for classroom management and they are to create a positive physical and psychological atmosphere in the classroom. They explain the syllabus and teaching strategies and methods to the students. They use teaching strategies and methods which motivate students to research and let them learn by doing.

The teachers are to conduct their duties and jobs within the framework of relevant laws and regulations.

Their duties and responsibilities are as follows;

1. They help to develop the standards of education, good relationships between families and immediate environment of the school. They provide help to the administration of the school. They are to set a good example to the students with their behaviours, dresses, etc.
2. Teachers prepare unit and lesson plans and teach their courses. They conduct practices and experiments with the active participation of the students.
3. They provide opportunities to students to learn by active participation. They also provide a good atmosphere to the students in which they may discuss freely, think creatively and independently.
4. They conduct classroom guidance teachers' duties within the framework of relevant laws and regulations.
5. They make guidance to the students in educational and social activities and projects.

6. They collaborate with the parents about the behaviours and academic success of the students (Regulation on Secondary Education Institutions, Articles 77-78).

Regulation on Secondary Education Institutions

2.6.4.4. Education Zones and Education Boards

Eğitim Bölgeleri ve Eğitim Kurulları (Educational Zones and Education Boards) are formed within the frame of The Directive of Ministry of National Education on Education Zones and Education Boards (Eğitim Bölgeleri ve Eğitim Kurulları Yönergesi).

The purpose of forming such zones and boards is to ensure complementary status for educational institutions in order to form unity; determination of regions to admit students for every institution; formation of central schools in areas with low and sparse population; common, effective and efficient usage of educational staff, physical capacity, educational materials and equipment; ensuring contribution of internal and external elements of the school and local governments, representatives of the private sector and voluntary institutions by means of participation to the administration of education and decision-taking processes; unification of the school with its environs and convert the school into source of pride for the environment and encouragement of academic staff and the school for collaboration in all fields.

According to the directive; every province/district with population (within the borders of the municipality) less than 30.000 are considered as an education zone. It is possible to form more than one **education zone** in any district by education zone formation commission, taking into consideration some specific criteria in places with higher population figures (Article 6).

The directive expresses that **school regions** will be formed in the education zones and the rank and type of education institution will be determined taking into consideration the boundaries of the school region, the physical capacity of the school, status of educational staff, demands and requirements of the environment, access and other means and conditions (Article 7). The directive also stipulates administration of the education zone by a coordinator principal in accordance with the recommendations of the principal's board and education zone advisory board.

The directive also stipulates establishment of school student board comprising of one representative from every class to be commissioned for a term of one year in order to realize participatory administration insight in the school region (Article 12). The board will be formed in the upper secondary education institutions by applying the foregoing method, save for two representatives from each class.

The directive also stipulates formation of boards such as education zone branch head's board, education zone advisory board, education zone principal's board for organization of education zone and participation of students to the boards in school and in the education zone.

Directive on Education Zones and Education Boards

2.6.4.5. Tertiary education

According to Higher Education Law (Yükseköğretim Kanunu) No. 2547, the bodies of the university are determined as the rector, senate and administrative board (Articles 13-15).

Rector in state universities is nominated by the President of the Republic in accordance with the recommendations of the Higher Education Council (Yükseköğretim Kurulu-YÖK) among the candidates to be designated by the professors of the university convening upon the summons of the rector in charge among the members bearing the academic title, professor. The term of office is four years. The main functions of the rectors is acting as chairman to university boards, implement the resolutions of senior institutions of tertiary education, examine and adopt resolution on recommendations of the university boards, ensure regular cooperation between units affiliated to the university, inform Inter-University Board (Üniversitelerarası Kurul-ÜAK) regarding education, scientific research and publication activities in the university and to submit the investment programs, budget and staff requirements to YÖK.

The Senate of the University comprises of deputy rectors, deans and one member from every faculty to be commissioned for three years by the faculty boards and directors of institutes and tertiary education schools under the chair of the rector (Higher Education Law, Article 14). The senate is the academic body of the university and adopts resolutions on the principals of the education, scientific research and publications activities of the university.

The University Administrative Board comprises of deans and three professors to be elected by the Senate for a term of office of four years to represent various academic units and branches of university under the chair of the rector. The Administrative Board is the body assisting the rector with respect to administrative activities of the university and assist the chancellor for drafting and implementing the activity plans and programs and review the investment program and the budget draft taking into consideration the recommendations of other units of the university and present the same to the chancellor with their recommendations (Higher Education Law, Article 15).

The universities enclose three basic units as faculties, graduate schools and higher education schools. Faculties are administered by deans. The dean of the faculty is selected and commissioned by the Turkish Council on Higher Education for a term of three years among three professors nominated by the rector within or out of the university. The faculty encloses a faculty board under the chair of the dean commissioned for education, scientific research and publication activities of the faculty and the faculty administrative board assisting the dean for administrative functioning of the faculty and comprising of three professors, two associate professors and one assistant professor elected for three years (Higher Education Law, Article 16).

The graduate schools and higher education schools also have administrative bodies similar to the structure and functioning of the faculties and the bodies represent both the members and the students (Boards and Administrative Boards) (Higher Education Law, Articles 19-20).

It is possible to mention about participatory administration processes (Senate, Faculty board, faculty administrative board, etc.) offered to members of the university despite the fact that the authorities are gathered at the chancellor to great extent. The participation of students is restricted. It is possible to mention partial administrative and financial autonomy.

[Higher Education Council](#)

[Inter-University Council](#)

[Higher Education Law](#)

2.7. Internal and External Consultation

In-school and out-of-school stakeholder contribution to educational and administrative activities of pre-school, primary, upper secondary and tertiary education institutions is encouraged.

In-school contribution encloses participation of teachers and students to decision-taking processes. The participation is ensured at "boards" level at large.

Out-of-school contribution focuses on contribution of families to the school under the scope of teacher-parent collaboration. In this context, the regulation on teacher – parent association is reviewed and renovated, practice of [öğrenci-veli-okul sözleşmesi](#) (parent-student-school contract) is started to be implemented and OGYE (School Improvement Management Team) is commissioned on the matter. The school-enterprise partnerships and contribution of social partners (central and local) in vocational education boards are important the vocational education institutions. As regards the tertiary education level; university-

community relations form a more comprehensive field. Particularly, the university-industry relations are kept up-to-date ([Teknoloji Geliştirme Merkezi](#), [Sürekli Eğitim Merkezi \(SEM\)](#), etc.).

The following paragraphs explicate various aspects of participation for all educational levels.

2.7.1. Internal Consultation

2.7.1.1. Participation in the Pre-primary Sector

[Öğretmenler Kurulu](#) (Teachers' Board) is formed in pre-school education institutions in order to assist the administrators in all functions. The board comprises of the deputy principal and teachers under the chair of the principal. The teacher's board convenes at the beginning of the academic year, at the beginning of second semester and at the end of academic year as well as the times considered necessary by the school administration. The agenda of the board meetings is announced one week prior to the meeting by the principal. At the first meeting, the Board conducts evaluation of the previous year and determines the principles applicable in the incoming academic year and division of labor is performed and a common insight is developed upon examination of the curricula and educational plans of previous year. The Board also evaluates professional publications, modifications and innovations with respect to education, the identity development, health care, alimentation, social relations, economical and parental status of the students are assessed and measures to be taken are discussed. The teachers of kindergartens and practice classes attend to the board meetings and collaborate in planning of studies on education of families (Regulation on Pre-school Education Institutions-Okul Öncesi Eğitim Kurumları Yönetmeliği Article 22).

"Zümre Öğretmenler Kurulu" (The Branch Teachers' Board) convenes at the beginning of the academic year, at the beginning of second semester and at the end of academic year as well as the times considered necessary by the school administration in compliance with the planning to be conducted by the principal for kindergarten, nurseries and practice class in order to allow the teachers to develop common insight for development of pre-school education, seeking methods of settlement for the problems encountered in implementation of educational activities in groups and ensure information exchange related with professional development (Regulation on Pre-school Education Institutions, Article 23).

[Regulation on Pre-school Education Institutions](#)

2.7.1.2. Participation in the Primary Sector

Similarly, the principals in [İlköğretim Okulu](#) (primary education schools) also benefit from teacher's board and branch teachers board for educational and administrative functions. [Öğretmenler Kurulu](#) (The teachers' board) comprises of the deputy principals and all teachers and student advisory teachers and expert and master lecturers commissioned in the school on the basis of properties of the institution under the chair of the principal. The Board convenes at the beginning of the academic year, at the beginning of second semester and at the end of academic year as well as the times considered necessary by the school administration. At the first meeting, the Board conducts evaluation of the previous year and determines the principles applicable in the incoming academic year and division of labor is performed. The meetings held within the academic year are intended for reviewing and evaluating undertaken activities, measures to be taken for elimination of deficiencies and defects are negotiated and relevant decisions are adopted. The meeting held at the end of academic year is intended for reviewing the attendance – non-attendance and achievement status of the students and negotiating matters designated by senior authorities and the school administration and relevant decisions are adopted.

Zümre Öğretmenler Kurulu (Branch Teachers' Board) comprises of classroom teachers lecturing same class in 1st, 2nd, 3rd, 4th and 5th grades and the branch teachers, if any, in the 6th, 7th and 8th grades. The Board convenes at the beginning of the academic year, at the beginning of second semester and at the end of academic year as well as the times considered necessary by the school administration. The meetings are held under the chair of the deputy principal commissioned by the principal or the teacher to be elected among the branch teachers. The meetings aim to adopt resolutions related to parallel execution of curricula and courses, planned utilization of educational materials, laboratories, sports hall, library and workshops, evaluation of homework and courses of students, methods and techniques to be implemented in the courses and similar other issues. (Regulation for Primary Education Institutions-İlköğretim Kurumları Yönetmeliği, Articles 94-95).

In addition to the fore mentioned boards, *ilköğretim okulus* also have Branch Teachers' Board. The board comprises of the teachers lecturing in the same class 4th, 5th, 6th, 7th and 8th grades and the student advisor teacher. The board may summon the parents, class captains determined upon election and student representatives to attend the meetings of the board if deemed necessary. The Branch teacher's Board convenes in the second month of first semester, at the end of academic year and on the first work day following the completion of remedial courses, depending on the planning by the school administration, under the chair of principal or deputy principal commissioned by the principal or the branch advisor teacher. The board can also convene its meeting upon recommendation of advisor teacher and approval of school administration (Regulation for Primary Education Institutions, Article 96).

School Student Councils and Commissions, named as Okul Öğrenci Meclisleri ve Komisyonları, also exist at every primary and secondary education schools. Through the activities of these bodies increasing the awareness of students on democracy is aimed. (<http://ttkb.meb.gov.tr/okulmeclisleri/>).

Turkish Education Board

Regulation for Primary Education Institutions

2.7.1.3. Participation in the Secondary Sector

Lises (The high schools) also have **Öğretmenler Kurulu** in order to assist the administrators in all educational and administrative functions. The teacher's board comprises of all teachers and intern teachers of the school under the chair of the principal. The teacher's board convenes at the beginning of the academic year, at the beginning of second semester and at the end of academic year as well as the times considered necessary by the school administration upon invitation of the principal. (Regulation on Secondary Education Institutions, Article 34 and Vocational and Technical Education Regulation-Mesleki ve Teknik Eğitim Yönetmeliği, Article 98).

Negotiations on educational affairs, matters to be determined by the principal and matters notified by the Ministry are held at the board meetings such as regular execution of educational affairs, order and discipline in school, education of students, reviewing and approval of contentment grades. The matters related with educational affairs as determined upon resolution of the teacher's board can be included in the agenda for further meetings. (Regulation on Secondary Education Institutions, Article 34 and Vocational and Technical Education Regulation-Mesleki ve Teknik Eğitim Yönetmeliği, Article 98).

The branch teachers lecturing the same course constitutes Branch Teacher's Board. The board convenes at the beginning of the academic year, at the beginning of second semester and at the end of academic year. They discuss syllabuses, measurement and evaluation methods, collaboration with other boards, new developments in science and technology and teaching materials. (Regulation on Secondary Education Institutions, Article 36 and Vocational and Technical Education Regulation, Articles 100-101).

Regulation on Secondary Education Institutions

Vocational and Technical Education Regulation

2.7.1.4. Participation in the Tertiary Sector

According to 2547 Numbered Higher Education Law (Yükseköğretim Kanunu) the tertiary education institutions are entitled to self-administer by means of their own bodies (self - administration). The academic members and students are represented in various bodies of the tertiary education institutions and participation to decision-taking processes at determined levels is furnished.

Student Councils and Student Participation: Every university has a Student Council formed in the frame of the Regulation on University Student Council (Üniversiteler Öğrenci Konseyi Yönetmeliği). This regulation is stipulated to establish "student council" intended for determination of the opinion of the students related to matters to cover the educational, health care, sports and cultural requirements of the students enrolled to two - year and undergraduate programs of the university and notification of the same to administrative bodies and establish communication between the administrative bodies and the students. According to the regulation; there is one "class student representative" commissioned for one year on the basis of one student per every class of faculty and college offering education at two-year degree and undergraduate levels, one "department / program student representative" elected by class representatives in any department for a term of one – year and one "faculty / college student representative" elected by the department / program student representatives under the structure of every faculty and college among themselves for a term of one year. The faculty / college representatives form the "university student council". The council elects an "execution board" to be commissioned for a term of one year and comprising of one chairman, minimum one deputy chairman and one secretary. The board delivers the problems, opinions and insights of students to the Universities administrative boards, principally the Chancellery and is represented at the senate or Administrative Board meetings upon invitation of the chancellor, without the right of vote (Articles 1-7).

In addition to the regulation in question, Regulation on Higher Education Institutions Student Council and Higher Education Institutions National Student Council (Yükseköğretim Kurumları Öğrenci Konseyi ve Yükseköğretim Kurumları Ulusal Öğrenci Konseyi Yönetmeliği) is adopted and entered into force by the virtue of articles 7 and 65 of 2547 numbered Higher Education Law (<http://194.78.211.243/Eurybase/Application/>). The regulation aims to regulate the principles on establishment, functions and authorities of Tertiary Education Institutions Student Council to be formed with the purpose of respecting the rights of students enrolled to tertiary education institutions in Turkey regarding coverage and improvement of educational, health care, sports and cultural requirements, generating awareness for national interests, establishing effective communication between the administrative bodies of the tertiary education institutions and the students in order to deliver expectations and requests of the students to the administrative bodies and ensuring participation of the students to the decisions on educational matters and the Tertiary Education Institutions National Student Council to be established for representing such Councils at national and international levels (Article 1).

The regulation stipulates formation of a student councils general assembly from the student representatives of faculties, colleges, vocational colleges and institutes of every tertiary education institution and the chairman elected in such general assemblies shall constitute the General Assembly of National Student Council (Articles 15 and 26.).

Higher Education Law

Regulation on Higher Education Institutions Student Councils and Higher Education Institutions National Students Council

2.7.2. Consultation Involving Players in Society at large

2.7.2.1. Parents participation

One of the fundamental principles of Turkish education system rests on school – family cooperation principle (Basic Law of national Education-Milli Eğitim Temel Kanunu - Article 16). This principle and application is sustained since 1948 until today. Regulation on School–Parent Association (Okul Aile Birliği Yönetmeliği) expresses the functions of the association as realizing the unification between the school and the parents, establish communication and cooperation between the parent and the school, support activities to promote education, cover compulsory requirements of the students deprived of economical means and furnish the school with financial contribution.

The functions and the authorities of [Okul-Aile Birliği](#) (School – Parent Association) are briefly as follows: collaborate with school administration, teachers, parents and families for educating the students, allow for realization of the objectives of the school, strategic development and equality of opportunity and collaborate with parents in order to support the resolutions adopted by teacher's board, collaborate with the school administration with respect to course and examinations, seminars, musical, theater, sports, art, travel, bazaar and similar activities, contribute to maintenance and repair works of buildings, premises, classrooms, laboratories, workshops, tech class, halls and rooms and yard and additions of the schools, innovation and development of technological equipments, construction of additional premises and procurement of educational materials and publications to support education, fulfill the obligations set forth in School Transportation Vehicles Service Regulation and to cooperate with relevant institutions and non – governmental organizations. The regulation considers the administrators, teachers and parents as natural members of the association.

Various provisions of Regulation for Primary Education Institutions (İlköğretim Kurumları Yönetmeliği) (Articles 6/m, 99, 142, 144) also highlight the significance of school – family and community relations and determines the studies to be undertaken. Besides teacher – parent association, school improvement management team is also commissioned as the new administrative tool for ensuring societal participation in school. In every primary school a team namely “school improvement management team” is constituted. It is the principle of the team that they work in cooperation and the major functions of the team are to improve the quality of teaching and learning activities and academic achievements of the students. They are also expected to promote a student centered education and advocate a planned and continually developing education approach.

On the other hand, participation of the family to the education is also supported in the course of implementation of renovated primary education curricula.

It is obligatory to cooperate with the parents of the students in pre-school education institutions. Every child admitted to the institutions has one guardian. The guardian ensures timely delivery of the child to school and takes over the child by the end of daily education courses and fulfills other obligations related to the child. The parents can participate to the educational activities in accordance with the program to be drafted by the school administration, if they are willing to do so. The school administration ensures participation of parents to the activities and meetings related with education of families (Regulation on Pre-school Education Institutions-Okul Öncesi Eğitim Kurumları Yönetmeliği, Articles 13 and 15).

[Öğrenci-Veli-Okul Sözleşmesi](#) (Student–Parent-School Contract): The 2005 / 92, 10.10.2005 dated and 112 - 3157 numbered circular of Milli Eğitim Bakanlığı (MEB) Department of Educational Research and Development containing an expression such as "Necessity for a systematic arrangement has aroused in order to allow the individual to self - develop, settle democracy culture in schools, expansion of schools to its environs with all possibilities, inclusion of the expectations of parents and students to the system and determination of the relations between the service providers and receivers" and specified drafting of Student

– Parent – School Contract for this purpose. The application associated with the contract is initiated as of 2005 – 2006 academic year.

27.03.2002 dated and 2002/27 numbered circular of General Directorate for Special Education Guidance and Counseling Services (MEB Özel Eğitim Rehberlik ve Danışma Hizmetleri Genel Müdürlüğü) asks for organization of "parent meetings" to be held minimum twice per academic year in order to realize cooperation between the school – family and the teachers in private and public schools (primary and upper secondary education), notify the parents on development and academic status of the students and allow effective contribution to the educational services, highlights the importance for holding such meetings as "general parent meeting", "branch parent meeting" and "individual interviews" (private interviews with the parents) and expresses that "the school administrators, school psychological advisors (student advisors), class advisor teachers and branch teachers must attend such meetings in cooperation".

General Directorate for Special Education Guidance and Counseling Services

Basic Law of National Education

Regulation for Primary Education Institutions

Regulation on Pre-school Education Institutions

Regulation on School–Parent Association

2.7.2.2. Cooperation of Vocational Schools - Industry

The requirement for paying significant importance for school – industry cooperation in vocational and technical education institutions is expressed in numerous official documents, such as:

The fourth article of 3308 numbered Vocational Education Law (Mesleki Eğitim Kanunu) (amended with 4702 / Article 7): stipulates functioning of the vocational education institution with the participation of social partners (labor and employer professional organizations, public institutions, MEB, etc.) at central levels.

Sixth article of the mentioned law (Article 8) also stipulates formation of Provincial Vocational Education Boards and functioning of the same upon contribution of social partners at local levels). The name of this committee has changed to [İstihdam ve Mesleki Eğitim Kurulu](#) (Provincial Employment and Vocational Education Committee) in the Law numbered 5763. A regulation namely, Regulation on Operating Procedures and Guidelines for Provincial Employment and Vocational Education Committees is published in Official Journal dated 21th October,2008. The regulation mainly stipulates the formation, bodies and duties of the Provincial Employment and Vocational Education Committees.

Vocational Education Law also stipulates the provision "skill education for the pupils attending vocational and technical education school and institution in enterprises employing twenty or more staff not to be less than five percent and more than ten percent of the employed personnel".

For instance; the functions of The Ministry of National Education (Milli Eğitim Bakanlığı-MEB) Public Education Directors enclose the provision; "the director establish dialogue with sectoral institutions, voluntary institutions, private administrations, local governments and other formal education institutions and ensure their contributions and participation"

Vocational Education Law

2.7.2.3. Relations of University-Community

The university-community relations demonstrate gradual increase in recent years also in the tertiary education field (relations with industry in more limited manner). The amended articles of both Higher Education Law (Yükseköğretim Kanunu), No. 2547 and Law on Organization of Higher Education Institutions (Yükseköğretim Kurumları Teşkilatı Kanunu), No. 2809 also highlight the public corporate body and scientific autonomy status of tertiary education institutions conducting high level of research, education, production, publication and counseling and the university-community relations are supported. In recent years, it is possible to observe gradual increase in activities of the universities oriented towards the community with formations such as [Teknoloji Geliştirme Merkezi](#), [Sürekli Eğitim Merkezi \(SEM\)](#) etc.

Higher Education Law (article 12) designates the functions of the tertiary education institutions. One of the listed functions is to cooperate with various institutions and organizations, dissemination of outcomes of researches to the public opinion and contribute to regional development, especially for regional universities. 37th article of the Law regulates contributions of the tertiary education institutions to the application fields (scientific insight, research projects, counseling, etc.). Law on Organization of Higher Education Institutions (Article 4) stipulates benefiting of vocational colleges from surrounding institutions. On the other hand, relation of vocational colleges (two – year degree) with the industry is intensively argued beginning from 1980's.

[Higher Education Law](#)

[Law on Organization of Higher Education Institutions](#)

2.8. Methods of Financing Education

In Turkey, education services are mainly provided by public sector institutions and financial resources of these institutions are also mainly funded from the public funds.

Public sector pre-primary, primary, secondary education institutions are financed from the national budget. The expenditures for teaching staff, non-teaching staff, main operations, movables and immovables at public institutions are fully met through the funds allocated from the central government budget. Some operational resources required for teaching and other operations are financed from national budget to a great extent. At pre-primary level, parent's contribution is required for expenditures of educational activities within certain limits. School-Parents Associations (**Okul-Aile Birliği**), which exist at every primary and secondary schools, also contribute to the expenditures of some current operations and some supportive activities of school education. They collect their revenues from parents and various income-generating activities such as kermes, parties, sales.

Due to the centralized structure of the Turkish national education system, the schools affiliated to Ministry of National Education (Milli Eğitim Bakanlığı-MEB) (pre-school education, primary education, secondary education) have limited autonomy with respect to financing. Some of the vocational and technical secondary schools have the opportunity to create their own resources through their income generating activities (by means of revolving fund management). Vocational and technical secondary schools have the opportunity to create their own resources through their income generating activities (by means of revolving fund management). Private schools at pre-primary, primary and secondary levels are not grant-aided.

Non-formal education activities provided at public institutions are funded similarly with public primary and secondary education institutions except the contribution of the School-Parents Associations. Non-formal education services provided by a non-governmental organizations such as foundation, trade union, a private business body are subject to fee.

All public higher education institutions get their resources from three different sources: Funds allocated from the national budget, student fees and self-generated revenues obtained through institutional enterprise (by

means of revolving capital exploitation). The share of self – generated funds in the university budgets gradually increases. On the other hand, it is possible to mention partial financial autonomy for the universities. The university budgets are under the supervision of the central authority during preliminary and implementation stages and their budgets are ratified by Turkish Grand National Assembly (Türkiye Büyük Millet Meclisi-TBMM).

As regards the private (foundation) universities; although these universities receive partial public support depending on meeting certain criteria, it is possible to mention full financial autonomy.

Ministry of National Education

Turkish Grand National Assembly

2.9. Statistics

2.9.1. Public Education Expenditures (1000 YTL)

Indicator	2005	2006	2007	2008	2009
Budget of public educational institutions (initial allowances) (1000 YTL)	20.019.345	22.414.968	27.942.326	27.592.707	36.219.498
Ministry of National Education	14.835.422	16.568.146	21.355.634	22.915.565	27.446.778
Higher education institutions	5.183.923	5.846.822	6.586.692	7.318.286	8.772.720
Expenditures of public educational institutions (1000 YTL)	19.851.874	23.205.262	27.798.867	31.563.013	36.939.413
Ministry of National Education	14.862.508	17.677.049	21.289.051	24.193.693	27.953.500
Higher education institutions	4.989.366	5.528.213	6.509.816	7.369.320	8.985.913
Total public education expenditures from overall public budget (1000 YTL)	18.717.701	22.218.521	25.720.314	30.493.022	35.722.592
Pre- primary and primary education	8.623.308	10.162.252	12.002.813	13.443.607	15.053.271
Secondary education	4.083.312	4.771.779	5.537.522	6.421.716	7.385.409
Tertiary education	4.428.410	4.866.993	5.621.567	6.429.122	7.681.076
Education not definable by level	503.950	789.584	725.894	815.941	921.666
Subsidiary services to education	557.417	1.000.107	1.148.322	1.533.211	2.501.832
Research and development of education	285.511	279.083	315.976	359.309	593.040
Education services not elsewhere classified	235.793	348.723	368.220	1.490.116	1.586.298
Total public expenditures	159.686.603	178.126.033	204.067.683	227.030.562	267.275.085
Public education expenditures / total public expenditures (%)	11,72	12,47	12,60	13,43	13,37
GDP	648.931.712	758.390.785	843.178.421	950.098.199	700.958.224
Public education expenditure / GDP (%)	2,88	2,93	3,05	3,21	5,10

Notes:

- (1) The external and internal loan interest payments are included to the consolidated budget expenditures.
 (2) 2009 data are provisional. 2009 GDP datum belongs to 3rd quarter, in the fourth quarter a decline is expected.

[Kamu Hesapları Bülteni 2009](#)

[Türkiye İstatistik Yıllığı 2008](#)

2.9.2. Shares of Private Education Institutions

		2000-01	2005-06	2007-08	2008-09	2009-10
Pre-primary education (%)	Student	7,74	5,22	5,96	5,14	8,97
	Teacher	12,53	6,37	14,06	5,75	8,85
	School	7,56	5,12	6,39	5,31	11,47
Primary education (%)	Student	1,77	1,77	2,08	2,29	2,31
	Teacher	4,12	5,28	5,49	5,81	5,69
	School	1,98	2,08	2,54	2,76	2,64
Secondary education (%)	Student	2,43	2,35	2,89	2,93	2,79
	Teacher	6,19	7,84	7,05	7,64	7,94
	School	7,69	8,74	8,84	9,34	8,20
Tertiary education (%)	Student	3,12	4,71	5,54	5,75	..
	Teacher	5,57	9,51	9,67	10,54	..
	School	8,06	12,27	12,24	14,27	..
Continuous education (%)	Student	57,32	55,74	53,75	52,87	45,39
	Teacher	76,80	82,27	92,33	88,62	88,60
	School	72,33	79,4	84,36	84,04	83,89

Notlar:

- (1) Tertiary education data indicate the shares only in universities; other tertiary education institutions were not included.
 (2) Continuous education data are by the end of previous school year.

[MEB Sayısal Veriler 2000-01, 2003-2004, 2004-2005](#)

[Milli Eğitim İstatistikleri: Örgün Eğitim 2006-2007](#)

[Milli Eğitim İstatistikleri: Örgün Eğitim 2007-2008](#)

[Milli Eğitim İstatistikleri: Örgün Eğitim 2008-2009](#)

[Milli Eğitim İstatistikleri: Örgün Eğitim 2009-2010](#)

[Türkiye Eğitim İstatistikleri 2005-2006](#)

[Yükseköğretim İstatistikleri 2000-01](#)

[Yükseköğretim İstatistikleri 2005-06](#)

Yükseköğretim İstatistikleri 2006-07

Yükseköğretim İstatistikleri 2007-08

Yükseköğretim İstatistikleri Kitabı 2008-09

2.9.3. Educational Expenditures according to Financing Sources (2002)

Financing Source	YTL	%	%
Central Government	12.990.838.403	64,45	100,00
Ministry of National Education	8.043.014.606	39,91	{61,91
Higher Education Council	6.265.881	0,03	{ 0,05
Other Ministries and Institutions	1.021.062.515	5,07	{ 7,86
Universities	3.920.495.401	19,45	{30,18
Public	3.708.807.911	18,40	
Foundation	211.687.490	1,05	
Local Administrations	141.042.193	0,70	100,00
Municipalities	13.426.825	0,07	{ 9,52
Provincial Administrations	127.615.368	0,63	{90,48
Private Funds	7.004.371.069	34,75	100,00
Private and Corporate Bodies and Institutions	313.006.081	1,55	{ 4,47
Households	6.620.064.983	32,85	{94,51
Educational Institutions	71.300.005	0,35	{ 1,02
International Funds	18.956.004	0,09	
Overall	20.155.207.669	100,00	

Türkiye İstatistik Yılığ 2008

2.9.4. Overall (Public+private) Educational Expenditures according to Type of Services Offered (2002; YTL)

Service Type	Public	Private	Total
Pre-primary education	44.774.833	35.062.343	79.837.176
Primary education	6.467.085.906	375.181.119	6.842.267.026
Secondary education	4.038.117.463	153.127.764	4.191.245.227
General	2.322.392.289	149.361.334	2.471.753.624
Vocational and technical	1.715.725.174	3.766.430	1.719.491.603
Higher Education	5.799.887.411	506.924.851	6.306.812.262
Non-formal education	259.641.448	114.311.645	373.953.093
In-service training	43.929.672	41.940	43.971.612
R & D expenditure	44.186.217	4.996.004	49.182.221
Special education	75.072.554	8.447.989	83.520.543

Other ¹	1.203.299.905	981.118.605	2.184.418.510
Total	17.975.995.409	2.179.212.260	20.155.207.669

Note:

(1) Other services include summer school, private teaching centers, graduates from high school and preparing for university, debt service, and the amount that could not be distributed according to level of education.

Türkiye İstatistik Yıllığı 2006, 2007

2.9.5. Educational Expenditures Per Student (2002)

Education Level	Amount of Expenditure (YTL)	Number of Students	Unit Expenditure (YTL)	Unit Expenditure (USD)
Pre-primary education	83.215.448	320.038	260	171
Public	48.153.105	310.279	155	102
Private	35.062.343	9.759	3.593	2.363
Primary ¹	7.660.995.601	10.111.890	758	498
Public	7.272.527.989	9.956.022	730	480
Private	388.467.612	155.868	2.492	1.639
General secondary education ¹	2.996.613.692	1.588.800	1.886	1.240
Public	2.847.252.358	1.532.371	1.858	1.222
Private	149.361.334	56.429	2.647	1.741
Vocational and technical secondary education ¹	1.997.142.766	884.103	2.236	1.471
Public	1.973.376.336	883.167	2.234	1.470
Private	3.776.430	936	4.024	2.647
Higher education ¹	6.549.659.682	1.256.629	5.212	3.428

Note:

(1) Calculations do not include data related to open primary education, open high school and open university.

Türkiye İstatistik Yıllığı 2006, 2007

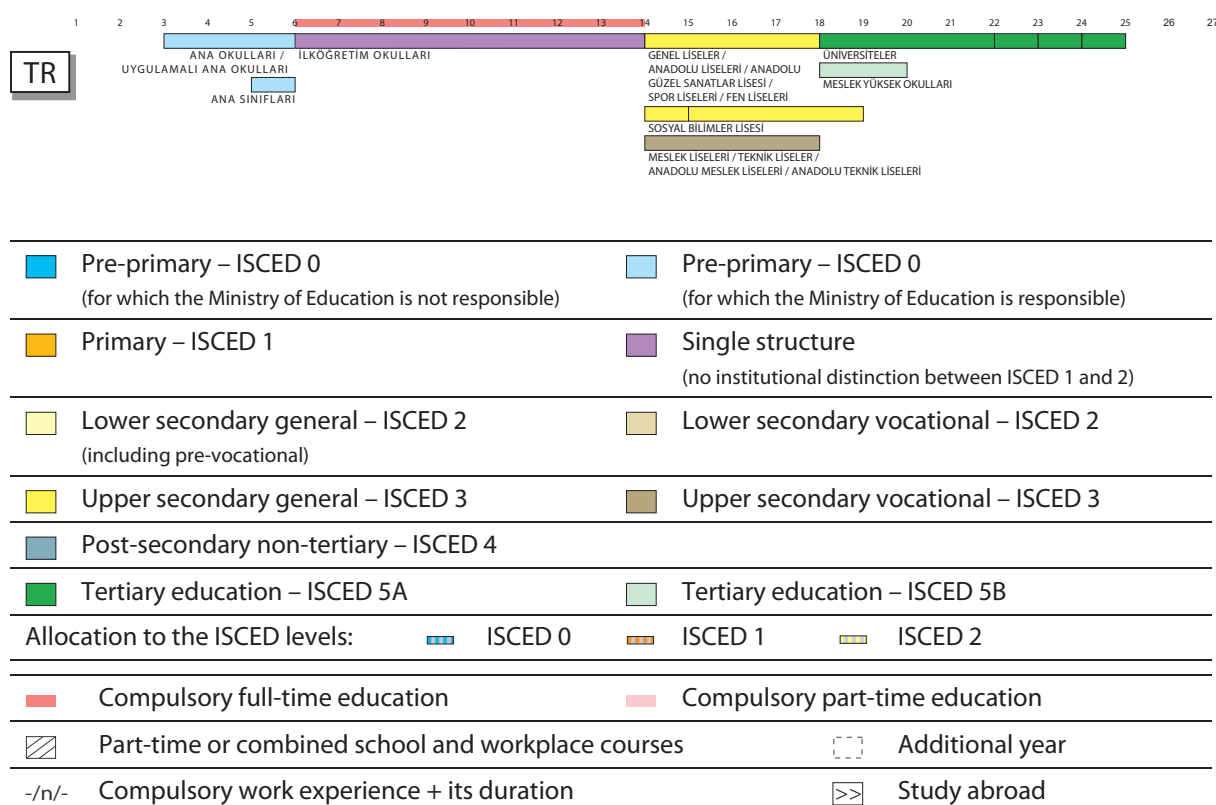
Türkiye İstatistik Yıllığı 2006, 2007

General note for this sub section:

(*) In 2002, comprehensive research study is performed on educational expenditures in Turkey. The expenditure and financing data used in this instrument bases on *Turkey Education Expenditures Matrix, 2002* drafted as an outcome of such study. Some of the data from this research is published by SIS (State Institute of Statistics) in Turkey's Statistical Yearbook, 2004 (SIS 2005) <<http://194.78.211.243/Eurybase/Application/>>. Comprehensive calculations bases on the communiqué presented by SIS participants in "Financing of Education and Cost - Analysis Seminary and Workshop" held in Kızılcahamam on May 4 – 5 – 6, 2005.

3. Pre-Primary Education

Organisation of the education system in Turkey, 2009/10



Source: Eurydice.

3.1. Historical Overview

The first legislative arrangement concerning pre-primary education in Turkey is the *Tedrisat-ı İbtidaiyye Kanunu* (Primary Education Law) dated 1913 in Ottoman era. With this law, the foundation of kindergartens, was made compulsory and these schools, were united to the primary education. And in 1915, the Regulation on Kindergartens named as *Ana Mektepleri Nizamnamesi* was published and put into force.

In the first years of the Republic, pre-primary education institutions, mainly for working women, were maintained through units established in other ministries in addition to primary education institutions. Issued in 1923, "Regulation on the Working of Pregnant Women and Suckling Mothers" is the first legal arrangement in the Republic period. Pre-primary education institutions were given place as an optional education. The *Kindergartens Regulation* published in 1952 and *Primary Education Law* (*İlköğretim ve Eğitim Kanunu*), No. 222 published in 1961 are most comprehensive arrangement in the preschool education ever. In this law, preschool education is mentioned as an optional education institution.

In 1962, *Kindergartens and Nursery Classes Regulation* was issued. Under the *Kindergartens and Nursery Classes Regulation* of 1962, pre-primary education institutions were dealt with in four categories as *Kindergartens*, *Nursery Classes*, *Day Nurseries*, *Hostel* (*Crèches* and *Day-Care Centres*).

In the Basic Law of National Education (Millî Eğitim Temel Kanunu), No.1739, which came into force in 1973, pre-primary education was given place within the formal education system in the general structure of the Turkish National Education System. Pre-primary education was reviewed in 1981 and pre-primary education institutions, both public and private, have gradually increased in number.

On account of the importance attached to pre-primary education and the expansion in the services, General Directorate for Pre-primary Education (Okul Öncesi Eğitimi Genel Müdürlüğü) was established with the Law on organization and Duties of Ministry of National Education (Millî Eğitim Bakanlığının Teşkilât ve Görevleri Hakkında Kanun) in the year 1992.

Today, the operation of pre-primary education institutions is ensured through the Regulation on Pre-school Education Institutions (Okul Öncesi Eğitim Kurumları Yönetmeliği), which was issued in 2004 and some articles of which were amended in 2007. In accordance with this regulation, pre-primary education institutions are grouped as [ana okulu](#), [ana sınıfı](#) and [uygulama sınıfı](#).

[General Directorate for Pre-primary Education](#)

[Basic Law of National Education](#)

[Law on organization and Duties of Ministry of National Education](#)

[Primary Education Law](#)

[Regulation on Pre-primary Education Institutions](#)

3.2. Ongoing Debates and Future Developments

In Turkey, to catch the level of developed countries in the pre-primary education, Dokuzuncu Kalkınma Planı Stratejisi covered 2007-2013 period is developed. In the context of this strategy, the strategies pursued in preschool education are determined as below:

- To reach the level of developed countries particularly EU and OECD countries in respect of schooling rate in pre-primary education,
- To improve and expand pre-primary education so as to ensure equality of opportunity and possibility for pre-primary education in nationwide as social, psychological and mental development is shaped in early ages.

One of the important steps to be taken in this direction is to carry out the resolution that, it is obligation to open one nursery class in the schools having classrooms between 1 and 12 and two nursery classes in the schools having classrooms more than 12 and “multi-shift education” is performed in the pre-primary institutions.

The some of the projects being implemented for the purpose of disseminating pre-primary education and enhancing its quality are briefly summarised:

Pre-primary Parent-Child Education Program Project: Pilot applications of projects are carried out in cooperation with Mother Child Education Foundation (Anne Çocuk Eğitim Vakfı-AÇEV), and General Directorate for Pre-primary Education (Okul Öncesi Eğitimi Genel Müdürlüğü) in 9 provinces to ensure cognitive development of 61-72 month group children, prepare primary school education and strengthen school-parents cooperation.

Mobile Kindergarten Project: The provision of pre-primary education opportunity for children, the preparation of children for primary education, the drawing up of supportive programs aimed at the educational needs of children living in disadvantageous regions, especially programs concerning linguistic development, and the arrangement of educational materials and programs for the purpose of making

parents and other individuals living in the family conscious about the education of children are aimed at by the project. This project is financed by the municipalities and sponsor public and private institutions. Mobile Kindergarten practice are carried out since 2007-2008 educational year totally in 13 provinces as Ankara, Antalya, Aydın (Nazilli), Balıkesir, Burdur, Bursa, Denizli, Gaziantep, İstanbul, Konya, Malatya, Manisa, Bayburt and Iğdır. The efforts of widening this practice to nation wise have been carried out.

No Child Left Behind Project: At 2008-2009 educational year, in the scope of Netherland Preparticipation Projects programs, second project is signed. The budget of the project is 450.000€. The aim of the project is to actualize the aim of the Project on Expanding and Improving Quality of Pre-primary Education, applying pilot activities and getting feedback, and if possible, to generalize the project to Turkey. In the second project, three provinces; Mersin, İstanbul and İzmir are determined for pilot study. In these provinces, action plans will be prepared with the coordination of selected preschool teachers to reach the disadvantaged children.

Summer Schools Project: This is a project between MEB and Mother Child Education Foundation (Anne Çocuk Eğitim Vakfı-AÇEV) to bring "Family Education" to socio-economically deprived families and "Preschool Education" to their children. Summer school project is carried out in accordance with the protocol decisions reconstituted every year since 2004. 2008 yılında Diyarbakır, Mardin ve Batman illerinde uygulanmıştır.

Montessori Education Project: In the scope of the Montessori Educational Approach PROJECT, in cooperation with Gazi University Vocational education Faculty Child Development Department and MoNE Special Education Guidance and Counseling General Directorate, preschool teachers working in the pre-primary education institutions were educated on Montessori Education in Ankara province.

Home School Project: In the scope of "Home School Project", in cooperation with MoNE Special Education Guidance and Counseling General Directorate and Mother-Child Education Foundation, educational activities to support the mothers of 60-72 months children living in disadvantageous conditions and can not be benefited from preschool educational services have been carried out in 7 immigration districts of İstanbul (Gaziosmanpaşa, Küçükçekmece, Ümraniye, Bağcılar, Esenler, Esenyurt, Sultangazi).

ABCDE My Future is in Education Project: ABCDE My Future is in Education Project was started in 81 provinces in cooperation with the Ministry of National Education and Bersa İç ve Dış Ticaret Ltd. Şti., to increase the number of children who will be benefited from preschool education. For this aim, constructing and equipping prefabricated preschool which is indestructible in earthquake, healthy and having optimum garden have been started. In this context, administrators, teachers and other personnel, and parents will be educated on child development and education.

[Dokuzuncu Kalkınma Planı Stratejisi](#)

[General Directorate for Pre-primary Education](#)

[Ministry of National Education](#)

[Mother Child Education Foundation](#)

3.3. Specific Legislative Framework

The legislative arrangements regarding pre-primary education are given below.

According to Article 19 of the Basic Law of National Education (Millî Eğitim Temel Kanunu), pre-primary education is optional and takes place in formal educational institutions. The expression children who have not reached compulsory education age are educated in pre-primary education institutions takes place in Article 13 of Primary Education Law (İlköğretim ve Eğitim Kanunu).

With the Law on Organization and Duties of Ministry of National Education (Millî Eğitim Bakanlığının Teşkilât ve Görevleri Hakkında Kanun), which was issued in the year 1992, General Directorate for Pre-primary Education (Okul Öncesi Eğitimi Genel Müdürlüğü) was established and pre-primary education institutions were gathered under the roof of this general directorate.

Law of Private Education Institutions Education (Özel Öğretim Kurumları Kanunu) and Decree Law on Special Education (Özel Eğitim Hakkında Kanun Hükmünde Kararname) include provisions concerning the foundation and operation of private pre-primary education institutions.

Of the legal texts related to the foundation and conduct of pre-primary education institutions, according to Article 191 of the Civil Servants Law (Devlet Memurları Kanunu) crèches and social facilities can be founded in places needed by civil servants. The principles and procedures concerning the foundation and operation of these are determined by the general regulation to be drawn up by State Employees Authority and Ministry of Finance and Customs.

Social Services and Child Protection Institution Law (Sosyal Hizmetler ve Çocuk Esirgeme Kurumu Kanunu): It was resolved that Nurseries for children of 0 -12 ages in need of protection and Crèches and Day Care Centres could be founded in order to protect and improve the physical and psychological health of children in the age group of 0 – 6 and making these children acquire basic values and habits.

Directive on Educational and Operational Principals of Pre-primary Education Institutions to be Founded by Employers in Work Places Subject to the Labour Law: It provides the foundation of Day Care Centres for children of 0 – 72 months of age and Kindergartens of children of 36 – 72 months of age in work places working more than 150 female employees.

Currently, of the pre-primary education services, 95% is furnished by the Ministry of National Education and 5% by private institutions.

[General Directorate for Pre-primary Education](#)

[Institution of Social Services and Child Protection](#)

[Ministry of National Education](#)

[Basic Law of National Education](#)

[Civil Servants Law](#)

[Decree Law on Special Education](#)

[Law on organization and Duties of Ministry of National Education](#)

[Primary Education Law](#)

[Regulation for Primary Education Institutions](#)

[Social Services and Child Protection Institution Law](#)

3.4. General Objectives

In accordance with the Basic Law of National Education (Millî Eğitim Temel Kanunu), Article 20, the purposes and tasks of pre-primary education are as follows:

- Ensure children's physical, cognitive and emotional development and acquire good habits,
- Ensure children to talk Turkish right and fluent,

- Ensure children to acquire the behaviors such as love, respect, cooperation, responsibility, tolerance, solidarity, interdependence and sharing,
- Ensure children to develop the the imaginative powers, creative and critical thinking skills, behaviors of communicating and expressing the emotions,
- Create a common developmental atmosphere for the children coming from deprived environments or families,
- Prepare children to primary education (Regulation on Pre-primary Education Institutions-Okul Öncesi Eğitim Kurumları Yönetmeliği, Article 6).

Basic Law of National Education

Regulation on Pre-primary Education Institutions

3.5. Geographical Accessibility

In Turkey, pre-primary education institutions are formal education institutions founded as optional education institutions. In Turkey, the schooling rate in pre-primary education is 33% in the 48-72 months group. As of the 2008-2009 school year, in 23.653 pre-primary education institutions, in addition to 29.342 teachers working in the permanent. At the year 2009 to meet the teacher needs in pre-primary education, 2.512 permanent and 15.760 contracted, totally 18.272, teaching staff were employed (MEB 2010 Yılı Bütçe Raporu). Pre-primary education institutions covering the education of children who do not enter compulsory education age yet and optional, are constituted by governorship based on the province national education administrations' offer in the direction of related regulations with reference to the Turkish National Education general objectives and basic principles and closed by the same procedures (Regulation on Pre-primary Education Institutions Okul Öncesi Eğitim Kurumları Yönetmeliği, Article 5). The prevalence of existing students is in urban regions. Schools founded both with the body of Institution of Social Services and Child Protection (Sosyal Hizmetler ve Çocuk Esirgeme Kurumu) and in the body of public or private institutions have intensified in big cities as well. Services in rural regions could be said to be more limited.

MEB 2010 Yılı Bütçe Raporu

Institution of Social Services and Child Protection

Regulation on Pre-primary Education Institutions

3.6. Admission Requirements and Choice of Institution/Centre

Attendance to preschool education is not compulsory in Turkey. According to article 10 of Regulation on Pre-primary Education Institutions (Okul Öncesi Eğitim Kurumları Yönetmeliği), it is basic to register children to nearest preschool education institutions to the settlement of parents. However, working parents, in reference to the documenting of workplace, can register children to nearest preschool education institutions to the workplace in the condition of empty quota and Child Development Commission's approval. There are age limits in the registration-placement of preschool education institutions. In this context, the children who complete 36 months and not complete 72 months at the end of September of the registrations year are registered to [ana okulu](#) and [uygulama sınıfı](#). The children who complete 60 months at the end of December and not complete 72 months at the end of same year's December are preferred in registration to [ana sınıfı](#). Unless the number of the children in this age group is sufficient, 48-60 months age group children may be registered to [ana sınıfı](#) (Okul Öncesi Eğitim Kurumları Yönetmeliği, Article 10).

The registration to the pre-primary education institutions starts with the month June together with the primary education institutions registrations and applicant registration was conducted on e-school system at

the period specified at the working calendar. Applicant registrations were turned into precision registration until the end of September (Regulation on Pre-primary Education Institutions/Okul Öncesi Eğitim Kurumları Yönetmeliği, Article 9).

During registration, some groups are given priority (See section 3.7.). According to article 10 of Regulation on Pre-primary Education Institutions (Okul Öncesi Eğitim Kurumları Yönetmeliği), 36-72 months children evaluated as appropriate to place to preschool education institutions at the end of the statement of Special Education Evaluation Board constituted in Guidance Research Centers, in the condition that they do not have severe and serious mental deficiency or multi-handicaps, are placed to preschool education institutions as two children in 10 students classrooms and one child in 20 students classrooms.

[Regulation on Pre-primary Education Institutions](#)

3.7. Financial Support for Pupils' Families

Direct financial support is not provided to the families of the pupil for enrolment at the pre-primary education institutions. However, in registration, children of certain groups having disadvantages are given priority or provided with supports. In the article 11 of Regulation on Pre-primary Education Institutions (Okul Öncesi Eğitim Kurumları Yönetmeliği), emphasizes that children of martyr, war cripple, veteran, children whose mother and father or one of them died or divorced, children of economically deprived parents and children who need special education have priority. By the same article, children of deprived parents, working parents and turned back expatriated parents and children of expatriated parents and needs special education are cared for not enrollment. By means of this regulation, it is stated that institutions accept unpaid children of martyr, war cripple, veteran and deprived parents as 1/10 rate of their capacity.

Additionally, according to the working principles of Directive for Child Clubs for Pre-primary Education (Okul Öncesi Eğitim Kurumları Çocuk Kulüpleri Yönergesi) accepted by 39th numbered decision of Turkish Board of Education (Talim ve Terbiye Kurulu) at 11/02/2008, children's registration to the club is based on the wish of custodians and paid. But, children of economically deprived families committed by school-parents association and approved by school administration are registered free-of-charge as one child per child group (Directive for Child Clubs for Pre-primary Education Institutions, Article 7).

In accordance with the provisions of Social Services and Child Protection Institution Law (Sosyal Hizmetler ve Çocuk Esirgeme Kurumu Kanunu), the foundation of "Nurseries" for children of 0-12 years of age and "Crèches and Day Care Centres" for children of 0-6 years of age who have lost their parents, neglected or in need of protection against social dangers and bad habits such as prostitution, begging, alcoholic drinks or drug abuse has been provided.

Also, Regulation Concerning Students to Study Free of Charge or with Grants in Private Education Institutions (Özel Öğretim Kurumlarında Ücretsiz veya Burslu Okutulacak Öğrenci ve Kursiyerler Hakkında Yönetmelik) requires private institutions to give education free of charge to three percent of the student in order to support poor families.

[Ministry of National Education](#)

[Turkish Education Board](#)

[Directive for Child Clubs for Pre-primary Education Institutions](#)

[Law of Private Education Institutions](#)

[Regulation Concerning Students to Study Free of Charge or with Grants in Private Education Institutions](#)

[Regulation on Pre-primary Education Institutions](#)

Social Services and Child Protection Institution Law

3.8. Age Levels and Grouping of Children

Pre-primary education institutions in Turkey include schools founded for the education of children of 36 – 72 months of age. Classes are formed by grouping the students at the *ana okulu*, *ana sınıfı* and *uygulama sınıfı* which are characterised as pre-primary education institutions. In the mentioned age group, children who are between 37-72 months may attend to *ana okulu*, 60-72 months may attend to *ana sınıfı* and 36-72 months of age children may attend to *uygulama sınıfı* (practice classes) opened in the body of preschool education program performing educational institutions bound to Ministry of National Education (Milli Eğitim Bakanlığı-MEB) (Regulation on Pre-primary Education Institutions/Okul Öncesi Eğitim Kurumları Yönetmeliği, Articles 4,10).

It is basic that in a group the number of children will not be less than 10 and more than 20. If the number of children is more, a second group will be composed. However, new group will not be formed until minimum number of child for both groups are reached. In the single *ana sınıfları* and *uygulama sınıfları*, the number of the child may be risen to 25 with regard to the class capacity (Regulation on Pre-school Education Institutions, Article 8). Because the children in the preschool education institutions are grouped according to developmental conditions as *ana okulu* and *ana sınıfı*, activities in the programs are prepared according to the developmental conditions of children. Achievements and activities, as mentioned in 36-72 ay çocuklar için Okul Öncesi Eğitimi Programı Öğretmen Kılavuz Kitabı I are performed according to the annual plan prepared for 36-48 months children, 48-60 months children and 60-72 months children.

[Okul Öncesi Eğitimi Programı Öğretmen Kılavuz Kitabı I](#)

[Ministry of National Education](#)

[Regulation on Pre-primary Education Institutions](#)

3.9. Organisation of Time

3.9.1. Organisation of School Year

According to article 8 of Regulation on Pre-primary Education Institutions (Okul Öncesi Eğitim Kurumları Yönetmeliği); in the preschool education institutions, it is basic that educational year can not be less than 180 working days. However, when the 180th work day coincide in the first three work days of the week, finishing date of the educational year may be transferred to previous week's last work day and shortened. This length are not sought in the conditions that the institution are opened to education in the midst of educational year and indispensable interruption of education.

In the preschool education institutions, work calendar in the educational institutions bound to Ministry of National Education (Milli Eğitim Bakanlığına-MEB) is taken as base. Preschool education institutions as in the other institutions bound to ministry, is opened in the second week of September and last long at the second weekend of June of following year.

To extend and develop preschool education, satisfy the needs of working parents, when there is a certain number of application mentioned in the second paragraph of this article from every age group, in the direction of Pre-primary education curriculum, in the frame of program containing subjects important and prior for children and approved by the governorship, education not more than two months may be organized in the summer months by school administration. In the education made in summer months, 60-72 months children who do not take advantage of preschool education are given priority.

The public holidays applied in pre-primary education institutions are established in appropriation with the ones applied in primary education institutions.

Ministry of National Education

Regulation on Pre-primary Education Institutions

3.9.2. Weekly and Daily Timetable

Ana okulus and *ana sınıfı*, which take place among pre-primary education institutions, organize their activities in accordance with *tam gün eğitim*, *ikili eğitim* and *yarım gün eğitim* time schedule as stated in the pre-primary education institutions regulation and pre-primary education program. In the *Ana sınıfı*, it is base to conduct double-shift education. But, in the schools maintaining normal education and lack of enough children to compose second group, education may conduct appropriate to the instruction type of school.

In this institutions, considering the physical condition and capacity of the building, number of personnel, environmental conditions, parents' wishes and number of the students; in the *Ana okulus* and *uygulama sınıfı*, one or both education types of *tam gün eğitim* and double-shift education may be conducted in a one day education period.

In the preschool education institutions, it is basic the educational activities conducted for children are continuous. Duration of a working hour is 50 minutes. In the dependent preschool conducted *tam gün eğitim*, and practice classes (*uygulama sınıfı*) there is 60 minutes break for lunch.

Working hours of teachers in the preschool education institutions are arranged by school administration appropriate to Curriculum of Pre-primary Education as; in the *tam gün eğitim* not passing beyond maximum 9 hours per day, 42 hours per week, in the double-shift education and *yarım gün eğitim* not passing beyond 6 hours per day, 30 hours per week in Pre-school Education Institutions (Regulation on Pre-primary Education Institutions/Okul Öncesi Eğitim Kurumları Yönetmeliği, Article 8).

Kindergarten Time Schedule (Full-Time Education)

Full Time	Educational Status
Hours (08.00-17.00)	Activities
08.00-08.50	Arrival at school
08.50-09.40	Cleanliness and health control
09.40-10.30	Free time activities
10.30-11.20	Tidying, breakfast and cleaning
11.20-12.10	Activities (The Turkish Language / Play / Music / Art /Preparation activities for reading and writing /Science and Nature/ Drama)
12.10-13.00	Tidying, breakfast and cleaning
13.00-13.50	Relaxation/Sleeping
13.50-14.40	Breakfast
14.40-15.30	Activities (The Turkish Language / Play / Music / Art /Preparation activities for reading and writing /Science and Nature/ Drama etc.)
15.30-16.20	Tidying and cleaning
16.20-17.00	Going home

Nursery Class Daily Time Schedule (Part Time)

Hours	Educational Status
08.30-13.30	Activities
08.30-09.20	Arrival at school and preparation
09.20-10.10	Free time activities
10.10-11.00	Tidying, breakfast and cleaning
11.00-11.50	Activities (The Turkish Language / Play / Music / Art /Preparation activities for reading and writing /Science and Nature/ Drama)
11.50-12.40	Going home and /or lunch/coming to school
12.40-13.30	Activities (The Turkish Language / Play / Music / Art /Preparation activities for reading and writing /Science and Nature/ Drama)
-----13.30	Tidying and cleaning (Pre-primary Program)

The given activities in the schedules provide a framework. Schools can make various arrangements by taking the conditions of school, class and students within the give framework.

Okul Öncesi Eğitim Programı Öğretmen Kılavuz Kitabı I

Regulation on Pre-primary Education Institutions

3.10. Curriculum, Types of Activity, Number of Hours

In the pre-primary education institutions bound to Ministry of National Education (Milli Eğitim Bakanlığı-MEB) pre-primary education curriculum is applied. Pre-primary education institutions in the body of other institutions may apply its own program prepared appropriate with the preschool education program and approved by the Ministry. Preschool education institutions in the body of Institution of Social Services and Child Protection (Sosyal Hizmetler ve Çocuk Esirgeme Kurumu) may prepare its programs according to the base mentioned in Social Services and Child Protection Institution Law (Sosyal Hizmetler ve Çocuk Esirgeme Kurumu Kanunu) and appropriate to Regulation on Pre-school Education Institutions (Okul Öncesi Eğitim Kurumları Yönetmeliği). Preschool education programs are prepared according to the children's developmental conditions and activities are performed according to this principle.

Preschool Education Program for 36-72 months children; preschool education curriculum having been applied since 1994 is a "developmental" program for 36-72 months children. It is an integrative and a spiral program as a program approach. In the program, taken the developmental fields into consideration, basic structure of 2002 year program is hold, objectives and achievements are given place. The program has been upgraded in 2006.

Program is arranged according to the principles; child centeredness, to be objective and achievement based, flexibility, freedom to teacher, openness to the parental participation, multiway evaluation, openness to be developed and creativity. In the program, activities list and explanation related with these activities applied in full day, half day and double shift preschools education institutions are given. It is not obligatory to cover all activities in one day. Some activities can be carried out as integrated activities.

The subjects of program may be summarized as below:

Leisure Time: Leisure time activities are the first activities of the program. They aim to prepare the students 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 exist in the daily plan. These activities are listening to music, singing songs, dancing, sound recognition activities, rhythm 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 and never aim to teach reading and writing.

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

Field Journey: Every place interesting for children, local, cultural, vocational and actually important places are natural learning field for children.

Art: Art practices may be used as an affective learning opportunity for children in various forms during the day (Okul Öncesi Eğitim Programı).

[Okul Öncesi Eğitim Programı](#)

[Institution of Social Services and Child Protection](#)

[Ministry of National Education](#)

[Regulation on Pre-primary Education Institutions](#)

[Social Services and Child Protection Institution Law](#)

3.11. Teaching Methods and Materials

In Turkey, policies, programs related with the preschool education and constitution and duties of preschool education institutions are determined by the state. Specific legal manuscripts such as Regulation on Pre-primary Education Institutions (Okul Öncesi Eğitim Kurumları Yönetmeliği) are present related with the functioning of these institutions. In the preschool education, preschool curriculum prepared by ministry is applied. Curriculum applied in the private preschool education institutions is determined in the frame of procedure and base of curriculum applied in the public institutions. Different curriculum approved by MEB may be applied in these institutions ((Basic law of National Education (Milli Eğitim Temel Kanunu), Law of Private Education Institutions (Özel Öğretim Kurumları Kanunu)).

Criteria for selection of the textbooks and the procedures for the arrangements of the activities are determined within the frame of Regulation on Textbooks and Educational Materials (Ders Kitapları ve Eğitim Araçları Yönetmeliği), Regulation on Pre-school Education Institutions and Pre-school Education Curriculum (Okul Öncesi Eğitimi Programı). During the application of the curriculum, teachers pay attention to the principles of knowing children, planning educational activities, arranging educational environment, providing educational materials, applying educational activities, evaluating education and ensuring the parental participation to the child's education. In preschool education, teachers apply the curriculum by means of the daily plans prepared for 36-48 months children, 48-60 months children and 60-72 months children in the frame of annual plans, as mentioned in Okul Öncesi Eğitimi Programı Öğretmen Kılavuz Kitabı (Okul Öncesi Eğitim Kurumları Yönetmeliği, Article 20).

Teachers enrich the educational environment by means of activities corner developmentally appropriate, secure, multi-aimed, developing problem solving skills, supporting creativity, playing house corner, block corner, music corner, science and math corner, book corner, manipulative toys corner, area that art activities conducted, play areas and garden arrangement. Teachers prepare the educational materials necessary for activities. Teachers ensure the protection, maintenance and reparation of equipments and educational materials (Regulation on Pre-primary Education Institutions, Article 20).

[Okul Öncesi Eğitim Programı](#)

[Okul Öncesi Eğitimi Programı Öğretmen Kılavuz Kitabı I](#)

[Basic Law of National Education](#)

[Law of Private Education Institutions](#)

[Regulation on Pre-primary Education Institutions](#)

[Regulation on Textbooks and Educational Materials](#)

[Vocational Education Law](#)

3.12. Evaluation of Children

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 program, the self-evaluation of the teacher. In pre primary educations, an observation-development file regarding the development, health and education of every child is kept (Regulation on Pre-primary Education Institutions/Okul Öncesi Eğitim Kurumları Yönetmeliği, Articles 55, 56).

In the preschool education institutions, at least one progress report developed based on the observation results is given to the parents. In the progress report, observation results presented 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. Teacher record an Achievement Evaluation Form for each student and enroll the information in the progress report based on the information in the Achievement Evaluation Form and students' files to e-school system (Okul Öncesi Eğitim Kurumları Yönetmeliği, Article 20).

Teachers utilize various documents such as observation records, development checks, standardized tests, portfolios, development reports for the assessment purposes (Okul öncesi Eğitim Programı).

[Okul Öncesi Eğitim Programı](#)

[Okul Öncesi Eğitimi Programı Öğretmen Kılavuz Kitabı I](#)

[Regulation on Pre-primary Education Institutions](#)

3.13. Support Facilities

That school-family collaboration is ensured in pre-primary education so that the desired behaviours can be developed in the child is of importance. For this reason, directors and teachers gather at the beginning of the educational year and resolve how they can involve families in the program. The teacher takes pains to pay at least one home visit to each child's house every term. During home visits, families can be shown how routine works can be used as learning experiences. Plays the child can play with the family or some activities can be planned. The child and his/her family can be observed in home environment.

The families are talked to about what can be done at school and at home, the active participating of the families in planning and practice is ensured (Okul Öncesi Eğitim Programı).

That a psychologist is available in pre-primary education institutions is essential for the purpose of the resolving problems that might occur. In the event that there is not a school psychologist, provincial/sub-provincial facilities are made use of for psychological health services.

The psychologist takes the measures necessary for the healthy psychological development of the children. S/he ensures that the necessary tests are conducted and records are kept. S/he provides assistance with the education offered by participating in the integrated education of the children in need of special needs education, if any (Regulation on Pre-primary Education Institutions/Okul Öncesi Eğitim Kurumları Yönetmeliği, Article 28).

In pre-primary education institutions, first aid and health kits are made available to be used in cases of accidents and emergency (Regulation on Pre-primary Education Institutions, Article 53). That a medical doctor specializing in child health is available in pre-primary education institutions is essential. Where a school doctor is unavailable, nearby health institutions are benefited from for health services.

The doctor carries out the periodical health controls of the children and ensures that records are kept. S/he carries out the periodical health controls of the staff. S/he takes the necessary measures in order to avoid epidemic and contagious diseases. S/he participates in family education in collaboration with directors and teachers and enlightens families about health. S/he ensures that the basic rules of first aid are adopted and applied correctly (Regulation on Pre-primary Education Institutions, Article 27).

[Okul Öncesi Eğitim Programı](#)

[Regulation on Pre-primary Education Institutions](#)

3.14. Private Sector Provision

Private pre-primary education institutions maintain their activities in accordance with the provisions of Law of Private Education Institutions Education (Özel Öğretim Kurumları Kanunu). No. 5580, Special Education Law (Özel Eğitim Kanunu), Law on Organization and Duties of Ministry of National Education (Millî Eğitim Bakanlığının Teşkilât ve Görevleri Hakkındaki Kanun), No.3797.

The foundation of private pre-primary education institutions, their closure, their working hours and durations, student admission, their quota of students, attendance-non-attendance, school fees, number of students in a class, the selection and assigning of the staff and transactions concerning similar issues are dealt with in accordance with the principals set out in the related legislation (Özel Öğretim Kurumları Kanunu, No 5580. "Authorization to Found an Institution" is obtained from the Ministry of National Education (Millî Eğitim Bakanlığı-MEB) to open a private pre-primary education institution (Law of Private Education Institutions Education, Article 3).

Issue of financing of the private schools is regulated as per articles 12 and 13 of the Özel Öğretim Kurumları Kanunu. According to this regulation, private schools can charge education fee. The fundamental financial resource of the institutions is the fees charged from families. A large proportion of private school tuitions (96.86% as of 2002) are paid by families. Government-dependend private pre-primary education institutions do not exist.

Payments in the preschool education institutions are determined according to these bases: students' payments in private education institutions are determined and announced by means of media between the beginning of January and end of May every year. In these announcements, annual payments cash or hire purchase and discounts and their criteria determined by institution are mentioned. Out of the payments

mentioned in this regulation, any payment containing aid and donation may not be demanded. In the schools, in case of opening the courses for developing, progressing and preparing students to the examinations and arranging preliminary study hours after the end of daily program for day students, additional payment is taken from students. Institutions can not change the payments announced until the following announcement date (The Law for Determining and Collecting Students' Fees in Private Education Institutions/Özel Öğretim Kurumları Öğrenci Ücretleri Tespit ve Tahsil Yönetmeliği, Article 6).

See 3.7. for the supports provided for families.

Ministry of National Education

Law of Private Education Institutions

Law on Organization and Duties of Ministry of National Education

Regulation on Pre-school Education Institutions

The Law for Determining and Collecting Students' Fees in Private Education Institutions

3.15. Organisational Variations and Alternative Structures

Mobile Kindergarten: Mobile kindergartens can be founded for the provision of pre-primary education opportunity for children, the preparation of children for primary education, the drawing up of supportive programs aimed at the educational needs of children living in different regions, especially programs concerning linguistic development, and the arrangement of educational materials and programs for the purpose of making parents and other individuals living in the family conscious about the education of children and the sharing of the information generated with the society. For this purpose, the mobile kindergarten project, which was launched in 2004, as a result of the collaboration between the Ministry of National Education (Milli Eğitim Bakanlığı-MEB), universities, municipalities, provincial national education directorates and sponsoring private and public institutions, is being expanded and maintained.

Mobile classes at the traveling buses to provide unpaid preschool educational service may be opened in the marginal and rural regions to benefit economically deprived families' children from preschool education (Regulation on Pre-primary Education Institutions/Okulöncesi Eğitim Kurumları Yönetmeliği Ek Madde 2).

Summer Schools: If demand be, education can be offered also in the summer period (Regulation on Pre-primary Education Institutions, Article 8). The ones who cannot utilize the pre-primary education in regular school times have the priority in summer periods.

International Schools: In accordance with the Law of Private Education Institutions Education (Özel Öğretim Kurumları Kanunu), No. 5580, international schools exclusive for foreign students' attendance can be founded.

Ministry of National Education

Law of Private Education Institutions

Regulation on Pre-primary Education Institutions

3.16. Statistics

3.16.1. Pre-primary Education Statistics

Indicator	2000-01	2005-06	2007-08	2008-09	2009-10
Number of students	227.464	550.146	701.762	804.765	980.654
Male	119.821	286.347	366.209	421.033	511.127
Female	107.643	263.799	335.553	383.732	469.527
Schooling rate (%) (36-72 month) (%) ¹	5,38	13,41	17,71	20,61	26,92
Male	5,57	13,12	18,10	21,11	27,34
Female	5,19	13,69	17,29	20,08	26,48
Schooling rate (%) (48-72 ay) (%) ¹	..	18,83	25,23	29,06	26,92
Male	..	19,24	25,82	29,79	27,34
Female	..	18,41	24,62	28,3	26,48
Number of teachers ²	11.896	20.910	25.901	29.342	42.716
Male	166	1.167	1.218	1.644	2.069
Female	11.730	19.743	24.683	27.698	40.647
Number of students per teacher	19,12	26,31	28,43	27,43	22,96
Number of master trainers	-	12.116	16.068	18.291	-
Number of schools	8.255	18.539	22.506	23.653	26.681
Number of branches	12.592	31.511	40.857	45.030	53.235
Number of classrooms	10.631	29.193	36.236	39.481	45.703
Private education student ratio (%)	7,74	5,22	5,96	5,14	8,97

Note:

(1) Schooling rates are obtained by dividing the number of student obtained from MEB into peer population obtained from TÜİK (Turkey Statistics Institution, population projections by single age, November 2006).

[Milli Eğitim İstatistikleri: Örgün Eğitim 2007-2008](#)

[Milli Eğitim İstatistikleri: Örgün Eğitim 2008-2009](#)

[Milli Eğitim İstatistikleri: Örgün Eğitim 2009-2010](#)

[Türkiye Eğitim İstatistikleri 2005-2006](#)

[Ministry of National Education](#)

[Statistics Institution of Turkey](#)

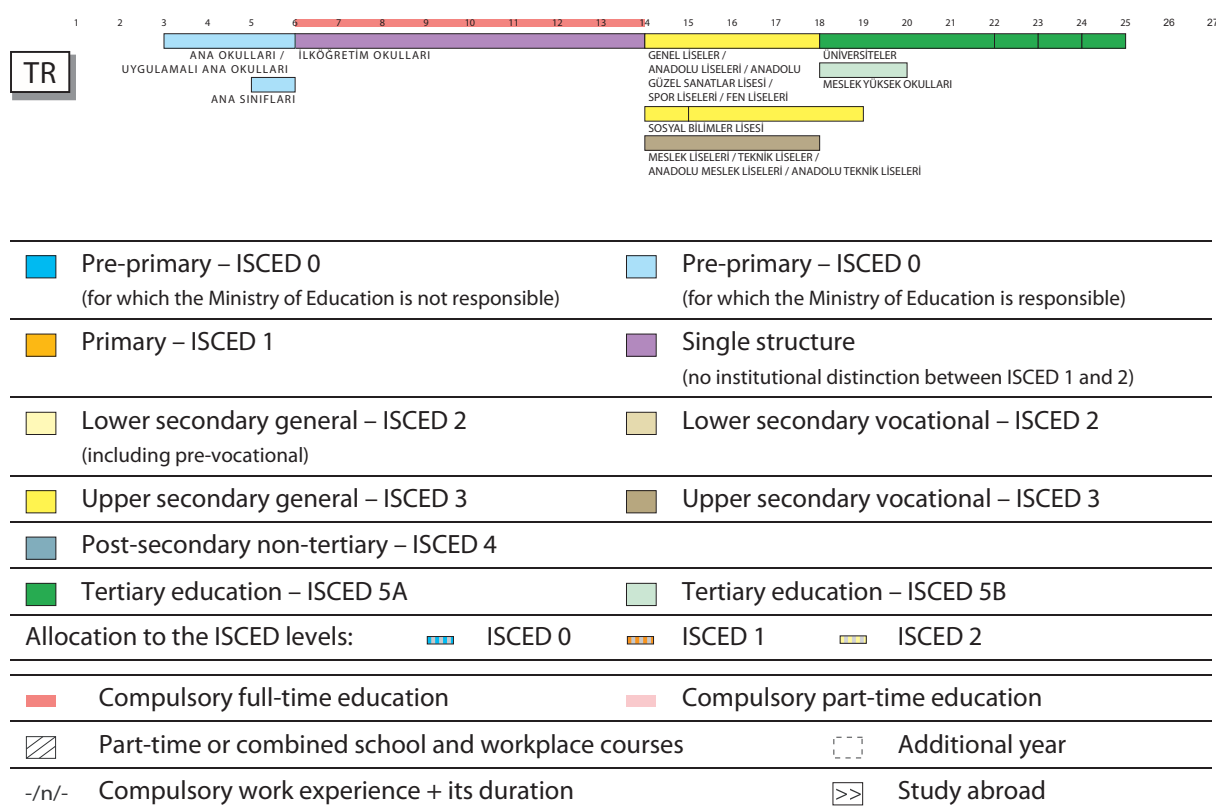
3.16.2. Figures in Primary Education by School Type (2009-10)

Type of Institution	School	Student			Teacher	Classroom
		Total	Male	Female		
Pre-primary education	26.681	980.654	511.127	469.527	42.716	45.703
Public institutions	25.174	929.178	483.884	445.294	41.057	42.200
Independent kindergartens	1.248	148.285	77.639	70.646	6.356	5.643
Nursery classes	22.225	727.941	378.636	349.305	28.099	27.464
Summer schools and classes		5.943	3.023	2.920		
Mobile kindergartens		1870	957	913		
Other public institutions' kindergartens	148	8.696	4.488	4.208	682	619
Social services and child protection institution	1.553	36.443	19.141	17.302	5.920	8.474
Private pre-primary education	1.507	51.476	27.243	24.233	1.659	3.503
Independent kindergartens	928	32389	17031	15358	873	2196
Turk	923	32.037	16.856	15.181	858	2.176
Minority	5	352	175	177	15	20
Kindergartens	579	19087	10212	8875	786	1307
Turk	565	18.734	10.037	8.697	762	1293
Minority	11	342	167	175	18	9
International	3	11	8	3	6	5

Milli Eğitim İstatistikleri: Örgün Eğitim 2009-2010

4. Primary Education

Organisation of the education system in Turkey, 2009/10



Source: Eurydice.

4.1. Historical Overview

The Ministry of National Education (Milli Eğitim Bakanlığı) was established on March 17, 1857 during the era of Ottoman Empire under the name of "Maarif-i Umumiye Nezareti" and was governed by a minister included in the Meclis-i Vükelay (Council of Ministers). This organization was the first educational organization established at ministerial level. The first Minister of Education was Abdurrahman Sami Pasa (1857 - 1861) and the first undersecretary was Hayrullah Efendi (Türkiye'de İlköğretim; Dünü, Bugünü, Yarını, s. 7). The primary education schools during the Ottoman era were the Elementary Schools (Sibyan Mektebi) where the children were educated about reciting the Holy Koran, religious knowledge and occasionally writing and arithmetic. In these schools, male and female pupils of ages 4 – 5 received coeducation until ages 9-10. Some major innovations and legal arrangements associated with primary education started to emerge after 1824. The primary education was initially made compulsory for the children reaching educational age upon imperial edict of Sultan II. Mahmut. Punitive sanctions were also stipulated, should anyone fails to conform to this application.

The foregoing applications of Sultan II Mahmut were followed by the applications implemented during the Administrative Reforms Period, where many innovations for primary education were introduced (1839-1878). The first application was the Body Regulation issued in 1847. The Body Regulation has designated the term of Elementary Schools as 4 years; and makes it compulsory for the children graduating from the elementary

schools to enrol to Rüstiyе (Lower Secondary School) with 2 year education period. Consequently; the primary education was stipulated to be 6 years for the first time in the Turkish Education System. With this Body Regulation; Ethics, Turkish Lexicon and writing courses have been included in the curriculum along with the Holy Koran courses and educational tools are used in the courses. The Regulations also contained provisions associated with the commissioning of school inspectors in order to supervise and offer guidance to the teachers (Türkiye'de İlköğretim; Dünü, Bugünü, Yarını, s.5-7).

The initial arrangement regulating the Turkish education system as a whole, which is similar to the current Basic Law of National Education (Milli Eğitim Temel Kanunu) has been conducted with the Maarif-i Umumiye Nizamnamesi (General Education Code of Practice), dated 1869. With this Code of Practice, the primary education was rendered compulsory and its term was designated as 4 years. The provisions of this Code of Practice rendered attendance of the girls of ages 6-10 and boys of age's 7-11 compulsory (Türkiye'de İlköğretim; Dünü, Bugünü, Yarını, s. 8).

As from 1869, new schools under the names iptidai mektep (primary school), usul-i cedide mektebi (school of new methods) started to be established besides the traditional elementary schools and new educational methods started to be prevalent. As from the mentioned date, courses such as History, Geography, Calculus was included in the curriculum of the Elementary Schools and educational tools such as pupil banks, blackboards, chalks, maps, globes, and teacher's desk are used.

The 114th article of Kanun-i Esasi (the Constitution) dated 1876 adopted as of the end of Administrative Reforms period reiterated the provision of compulsory primary education. During this period, major revisions with respect to the organizational structure of the schools were conducted. The schools existing with the names Iptidai (Elementary) and Rüsdi (Lower secondary) merged and attained the name Mekatib-i Iptidaiye-i Umumiye (General elementary Schools). Significant innovative tryouts related to education and tuition methods are observed during Constitutional Monarchy period. Initially, teachers, books and memorization were extremely important for education, however an innovative method based on goods, observation and self-research by the pupil was adopted. A major acquisition in history of primary education during the Period of Constitutional Monarch is that the traditional elementary schools were closed by the end of this period. Again, during this period, female teachers were permitted to teach in male schools for the first time in history of the educational system (Türkiye'de İlköğretim; Dünü, Bugünü, Yarını, s. 20). Many provisions of Tedrisat-i Iptidaiye Kanun-i Muvakkati (Provisional Law on Primary Education - 1913) remained in force after declaration of Republic and such provisions stipulated the primary education as compulsory and gratis (stipulated in this law for the first time) and the period of compulsory primary education was raised to 6 years (formed in 3 stages, each with a period of 2 years).

In 1920, the Ministry of Education comprised of five units as follows:

- Curriculum Committee,
- Department of Primary Education,
- Department of Lower secondary Education,
- Turkish Ancient Monuments Directorate,
- Registry Statistics Directorate.

The Turkish Grand National Assembly (Türkiye Büyük Millet Meclisi-TBMM) Government was established in Ankara during the War of Liberation (1919-1922). The TBMM Government formed Maarif Vekaleti (Ministry of Education) in lieu of the Maarif Nezareti (Ministry of Education) of Ottoman Government. Ministry of Education convened Education Congress on July 15, 1921.

The fundamental insight associated with the primary education constituting the foundation of the education system in Turkey was shaped during Education Congress convened on July 15, 1921 in Ankara. In the congress, Mustafa Kemal Atatürk emphasized the necessity of establishing "national education" system peculiar to the State of Turkish Republic to be established in the near future and featured the teachers as "the esteemed pioneers of our salvation in the future".

Immediately after the foundation of Republic of Turkey (October 29, 1923), Tevhid -i Tedrisat Kanunu, No. 430, issued March 3, 1924 stipulating unity in education was adopted in order to consolidate national culture and assure national unity and all educational institutions in Turkey were attached to the Ministry of National Education (Milli Eğitim Bakanlığı-MEB) with this Law.

The Turkish Alphabet developed with Latin letters was adopted in 1928. At the same time, the "Nation Schools-Millet Mektepleri" where Atatürk is commissioned as principal were founded and campaign for literacy was initiated. In this context, the fundamental objective of the Government has been determined as improving the level of literacy with the new alphabet and developing the sense of citizenship among the community. Within the framework of this campaign, priority was focused on the rural community, which forms ¾ of the populace and training and commissioning of instructors and teachers for the rural schools always stood in the forefront. The most interesting one in the teacher education application for villages is the opening of "Village Institutes" (Köy Enstitüleri) in 1940. It is aimed to educate teachers for village schools and illuminate the village society by means of Village Institutes. The "Rural Institutions" found its place within the history of training teachers as an authentic model with respect to training of teachers for the rural schools and provide enlightenment for the rural community. In this context, being 5 year of primary education, conducting co-education and as mentioned in 1924 Constitution article 87, compulsory and feeless in public schools are accepted. Although the term for the compulsory education has been stipulated as 5 years, the educational activities in rural areas perpetuated as 3 years until 1939. Later, the education period for rural schools was raised to 5 years at the 1st Milli Eğitim Şurası convened in 1939.

At the beginning of 1960s, Turkey entering a new period by means of planned development policies, sentenced as the primary education is compulsory and feeless in public schools and the duration of compulsory education is determined as 5 years by the Constitution accepted in 1961 and Primary Education Law (İlköğretim ve Eğitim Kanunu) No. 222.

Basic Law of National Education (Milli Eğitim Temel Kanunu) No. 1739 passed in 1973 regulates the Turkish education system in integrity and also includes the primary education. According to the Law, the term of the primary education is arranged as 8 years for the children of ages 7-14. 8-year primary education was introduced for the first time in Turkey in this law. However, implementation of this provision was conditioned to the prevalence of the lower secondary schools throughout the country with the provisional 2nd article of the Law.

By means of an amendment made at 222 and 1739 numbered laws in 1983, the starting age of the compulsory education was reduced down to age 6. The compulsory education was raised to 8 years with the 4306 numbered Law passed in 1997 and started to be implemented. At the same time, this Law handled the primary education having two stages (elementary and lower secondary education) within an integrity of 8 years.

In the context of historical development of primary education, some modifications also occurred at the curriculum of the primary education in connection with the term of the primary education. The initial curriculum of the Republic era is 1924 Elementary School Program. Since then, 8 comprehensive curriculum program modifications were conducted, one of which is the (1939) Rural Elementary School Program. On the other hand, 1968 Elementary School Curriculum is the program implemented for the longest period. The final amendment associated with the curriculum programs is realized in 2005. This amendment in question handled the primary education in integrity of 8 years and based on the developments in educational sciences and educational technologies.

[Türkiye’de İlköğretim: Dünü, Bugünü, Yarını](#)

[Ministry of National Education](#)

[Turkish Grand National Assembly](#)

[Constitution 1961](#)

Constitution 1982

Basic Law of National Education

Law on Unity of Education

Primary Education Law

4.2. Ongoing Debates and Future Developments

The Ministry of National Education (Milli Eğitim Bakanlığı-MEB) realizes various reform studies to create a welfare society dominating science and technology, using technology consciously and producing new technology, gathering the ability to transform technological advancements to social and economical profit, valued position in the world and integrate European Union countries. In order to reach these objectives, on the verge of 2000s, series of initiatives steering the primary education system are realized. First of these initiatives is the objective associated with prolonging the term of the compulsory education to 8 years within the 7th Five-Year Development Plan. The 15th [Milli Eğitim Şurası](#) convened between the dates May 13-17, 1996 also supported this process with the resolution adopted during the meeting regarding implementation of eight year compulsory education. Following these formations, MEB drafted the long-term "Master Plan on Education: 1996 – 2011" associated with the Turkish Education System and "Project for Being Abreast of the Time in Education 2000" contained in this master plan, which includes shorter-term objectives and strategies. In this process, TBMM adopted 4306 Numbered Law which rises the term of compulsory education to 8 years and undertaking arrangements associated with the financial sources necessary for this and the law came into force (August 18, 1997). In order to implement this Law, a long-term "Fundamental Education Program" was put into practice upon merging of previous preparations.

Basic Education Program (BEP): By means of this program, it is aimed to ensure the advancement given below to expand primary education, increase the quality and make schools learning centers of society.

- Increase the rate of attendance to schools in eight-year primary education from 86% to 100%,
- Increase the rate of attendance in pre-school education from 7% to 16%,
- Create additional capacity at schools (additional capacity for 3,5 million pupils)
- Reduce the numbers present in classrooms to 30,
- Abolish dual education in time,
- Teach at least one foreign language to each pupil,
- Generalize usage of computer technologies in education (Establishing computer labs in every primary education schools)
- Improving the conditions of all schools in rural areas (35 000 schools).

The overall resource requirements of the program are calculated to be 11.3 billion dollars. It is planned to finance majority of this resource requirement from own resources (particularly by means of levy contributions to education stipulated with 4306 numbered Law) and it was decided to support some segment of the program with external loans. Phase I and II of the project has been finished.

Project of Standarts for Primary Education Institutions: For qualified education, based on the Children's Rights Agreement,standards were developed on educational administration, learning-teaching processes, support services for Primary Education Institutions. Primary education institutions standards under these predetermined titles were put into rule since 2009-2010 educational year in all primary education institutions.

Democracy Education and School Assembly Project: The project aiming to vaccinate democracy culture (election, selection, vote etc.) and develop participation started to be applied in 2004-2005 educational year in all primary and secondary education institutions. With the application of project in national level, various

decisions related with the education and schools have been made and realized by school student assembly (MEB 2010 Bütçesine İlişkin Rapor).

Supplying Free Textbooks for Primary School Students Project: In the context of this project, payless distributed textbooks of all primary school students since last four years are supplied by Ministry of National Education, for last two years payless textbooks are given to the teachers also. In the project context, payless textbook distribution practices have been maintained. Besides that, in 2007-2008 educational year, paid textbooks started to be given to private education institutions. Beginning from the year of 2007, ration card, diploma, honour and high honour certificates and printed documents and also textbook needs of expatriated citizens are supplied in this project context (MEB 2010 Bütçesine İlişkin Rapor).

Girls to Schools Now" Campaign: This is the campaign for the project implemented for assuring "attendance of girls to schools". The project is executed with the cooperation of Ministry of national Education (Milli Eğitim Bakanlığı-MEB) and UNICEF. The project is a campaign perpetuating with the support of Ministry of Internal Affairs, Ministry of Health, Ministry of Agriculture and Rural Affairs, Ministry of Labour and Social Security, Presidency of Religious Affairs (Diyanet İşleri Başkanlığı), Institution of Social Services and Child Protection (Sosyal Hizmetler ve Çocuk Esirgeme Kurumu). With this project, it is aimed to assure 100% attendance of girls at ages of primary education period (ages of 6-14) and to bring in the pupils excluded from the education system, abandoning the school or in discontinuity to the primary education. In the context of the campaign, since 2003 up to beginning of 2008, totally 239.112 girls have been made to attend school. The campaign have applied in 81 provinces at 2008 year.

Yatılı İlköğretim Bölge Okulları (YİBO) Support Project: The project maintained in cooperation with MEB and Primary Schools Support Foundation (İlköğretim Okullarına Yardım Vakfı (İLK-YAR)) education and material support for Regional Boarding Primary Schools (Yatılı İlköğretim Okullarına (YİBO)) in 75 provinces, aimed to increase their success, by means of organizing social and cultural activities, ensure the student attending these schools to participate these kind of activities, guiding to the students, provide solutions to the problems of schools and students. Project's practices are maintained in 46 Regional Boarding Primary Schools in 25 provinces. The Project has been carried out in 63 provinces (MEB 2010 Bütçesine İlişkin Rapor).

Think.Com Portal: "Think.com" portal prepared for the use of primary schools as a payless service by Oracle Education Foundation aimed to increase the quality in education, assist the teachers and students to use informatics technology instruments in and out of class, ensuring students practice on the informatics technologies as an instrument in the lessons conducted in classes (MEB 2008 Bütçesine İlişkin Rapor).

Education Frame Project: The Project Aimed to increase the quality of education was come into operation by the assent between The Government of RoT and European Investment Bank in 28.09.2002. The assent intended to construct Information Technology classrooms in the primary schools to contribute the realization of the objectives of Basic Education Curriculum. In the scope of this project, information technology classrooms have been constructed in 1610 primary schools and service was provided to 1 487 967 students (General Directorate of Primary Education).

Complementary Training Program: Complementary training program is a transitional program for 10-14 age group children who are in the coverage of basic education period and do not attend school with their peers because of certain reasons, never registered to the school or permanently discontinuous in attending school to provide complementary education to develop the competence to reach the level of the regular students and ensure the attendance to school with their pers. 34 educational materials have been prepared related with Turkish, Mathematics, Social Studies, Science and technology, Guidance courses to use in Project and Trainer Classes Instruction Program. Trainer Classes Applications were carried out with the financial support of EC technical support of UNICEF. The project efforts are still going on (General Directorate of Primary Education).

Coherence in Education Project: The Project aimed to provide a warm family atmosphere to Regional Boarding Primary schools' students and ensure to grow them as models for society, develop insight and sensitivity for the needs of these schools in public opinion was put into the operation. The Project was targeted the students, teachers and administrators of Regional Boarding Primary schools. The Project have applied in 182 regional boarding primary schools in 43 provinces in 2008 (General Directorate of Primary Education).

Sunflower Project: The aim of the project is to construct a nice environment by means of Painting Workshop, music rooms, play and gym rooms, library, multifunction open sport areas and landscaping activities for students to benefit, entertain, and develop socially, culturally and physically, to organize sport tournaments, art festivals, and scientist development programs and technology conferences to support the students of Regional Boarding Primary schools to reach use and follow the developing technology and to meet the expenses during the secondat educat, on of the students of Regional Boarding Primary schools who register with best score to Science high school, Social Science High school, Anatolian Teacher's high school and Anatolian high schools. The Project was put into practice at the date of 07.04.2008 with a protocolsigned by MoNE and Tuvana Okuma İstekli Çocuk Eğitim Vakfı (TOÇEV) (İlköğretim Genel Müdürlüğü).

Schools Developing Health Project: The Project carried out MoNE and World Health Organization aimed to develop health knowledge anf to teach the healhy life style in a healthy environment of the students in primary schools was put into practice with a cooperation protocol in 1995. Teachers and administrators have been aducated on health and nutrition in Project schools, educational materials have been given out and schhools are aimed to be self-sufficient in health and nutrition. Project have been carried out in 106 pilot primary schools selected from 81 provinces (İlköğretim Genel Müdürlüğü).

Education for All Project: Project anticipates to ensure the participation and contribution of all parties related with education in countrywide, to make decisions democratically, to unify all sources and to reach the targets. Country seminars conducted in the context of Project, successful practices have been widen by means of sharing the countries' experiences internationally (İlköğretim Genel Müdürlüğü).

Read, Think, Share Educational Activity Project: The target group of Read, Think, Share Educational Activity Project is 6th and 7th grade students. The Project was put into practice with a protocol signed with MoNE general Directorate of Primary education and Hayal Ortakları Derneği (Dream Partners Association). Project was applied in 24 primary schools in 2008. Plans was made to generalize the Project at 2009-2010 educational year and activities have been carried out in this direction (İlköğretim Genel Müdürlüğü).

In addition to the projects and campaigns given above, various projects and campaigns are carried out in cooperation with the public institutions, non governmental organizations, companies and international institutions (General Directorate of Primary Education)

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General Directorate of Primary Education

General Directorate of Secondary Education

Institution of Social Services and Child Protection

Ministry of National Education

The Presidency of Religious Affairs

Turkish Education Board

4.3. Specific Legislative Framework

The legal arrangements associated with primary education and currently in force in Turkey are as follows:

The legal ground for the arrangements and applications in Turkey associated with primary education comes from the Constitution of Republic of Turkey (1982) (Türkiye Cumhuriyeti Anayasası). In accordance with Article 42 of the Constitution of Republic of Turkey adopted in 1982, as in article 50 of 1961 Constitution, primary education in Turkey is compulsory for every citizen, whether men or women, and is as gratis in State schools. The other legal arrangements in force related with the primary education in Turkey are:

Basic Law of National Education (Milli Eğitim Temel Kanunu), No.1739, dated 1973: This is the law regulating the Turkish education system in integrity. The Law contains provisions regarding the compulsory and gratis status of primary education in state schools, objectives and duties of primary education and the primary education institutions (Articles 22 - 24).

Primary Education Law (İlköğretim ve Eğitim Kanunu), No. 222, dated 1961, is the basic law to regulate primary education. In the law, the subjects of general decisions, organization, employee of primary education, opening, closing and recession times of the schools, registration and placement, attendance to the school, estate businesses of the schools, revenue and expenditures of the primary education, etc. are covered.

Law on organization and Duties of Ministry of National Education (Milli Eğitim Bakanlığının Teşkilât ve Görevleri Hakkındaki Kanun), No.3797, dated 1992: This Law regulates organization of the Milli Eğitim Bakanlığı at all levels and the duties of its units.

4306 numbered law made in 1997 is the law to arrange the compulsory education as 8 years in Turkey. In the law, the subjects of general decisions, organization, employee of primary education, opening, closing and recession times of the schools, registration and placement, attendance to the school, estate businesses of the schools, revenue and expenditures of the primary education, etc. are covered.

Law of Private Education Institutions Education (Özel Öğretim Kurumları Kanunu), No. 5580: is the basic law to regulate the subjects on the constituting and operating private education institutions in Turkey.

Regulation for Primary Education Institutions (İlköğretim Kurumları Yönetmeliği): This is the legal instrument comprehensively regulating the primary education practices in line with the constitutional and legal arrangements.

[4306 numbered Law](#)

[Constitution 1961](#)

[Constitution 1982](#)

[Law on organization and Duties of Ministry of National Education](#)

[Basic Law of National Education](#)

[Law of Private Education Institutions](#)

[Regulation for Primary Education Institutions](#)

[Primary Education Law](#)

4.4. General Objectives

General and specific objectives and basic principles of Turkish National Education, aims and duties of each educational level is determined by the Basic Law of National Education (Milli Eğitim Temel Kanunu). Depend

on these general objectives and principles, the aims and duties of primary education at the 23rd article of same law are determined as:

- To acquire every Turkish children basic knowledge, skills, behaviors and habits necessary to be a good citizen; educate them appropriate in the national moral sense,
- To prepare every Turkish children to upper education by means of developing them in their interests, abilities and talents.

Regulation for Primary Education Institutions İlköğretim Kurumları Yönetmeliği), (Article 5) defines the objectives of the primary education more comprehensively. The regulation also highlights objectives such as assisting to get acquainted with the national and universal cultural assets and embrace the same, develop multi dimensionally, use contemporary technologies effectively, get acquainted with the nature and preserve it, learn about the techniques of accessing the knowledge, improving scientific thinking, entrepreneurship and creative minds etc. Within this frame work, the new primary education curriculum stipulates developing all pupils in 8 fundamental fields, which are accurate, effective and fair usage of Turkish language, critical thinking, creative thinking, communication, problem solving, reasoning-questioning, utilization of information technologies and entrepreneurship (İlköğretim Programları Tanıtım El Kitabı).

[İlköğretim Programları Tanıtım El Kitabı](#)

[Basic Law of National Education](#)

[Regulation for Primary Education Institutions](#)

4.5. Geographical Accessibility

According to 42th article of Constitution 1982 (Anayasa 1982); no individual can be deprived of the right of education. For this reason, the primary school education is compulsory for all citizens and payless in public schools and primary school education institutions are open to everybody without consideration of language, race, gender, philosophical belief and religion (Primary Education Law-İlköğretim ve Eğitim Kanunu, Article 6). In the regions population is small or dispersed, villages are grouped and in the central position village or eligible position village, primary schools and bounded boardinghouses may be opened, in the regions the grouping is not possible, boarding primary schools or mobile primary school may be opened. In the mobile schools, mobile teachers are employed (Primary Education Law, Article 9).

The citizens can not attend the school because of being in abroad, no school in settlement place or health conditions in compulsory education age and educated as individually, may be placed to the primary school grade by an examination appropriate for their age or may be accepted to the graduation examination (Primary Education Law, Article 5).

There are multi-direction studies to ensure the attendance of all students-especially deprived children such as girls, the children who pass beyond the school beginning age, handicapped adolescents, children of workers in agriculture and etc.- in primary education age. For the aim of meeting children not enrolled in schools with education, Portable school, employing teacherless lessons in the rural areas schools, for the aim of using teacher source effective and efficient "Transporting Teacher", in the frame of "make up education" for 10-14 years old out of school for any reason "from infield to school" and boarding and scholarship for the children in primary and secondary education age living in rural areas to meet them qualified education practices are some of them.

Additionally, primary education facilities are provided to the children living in rural areas and difficult to reach education by means of [taşımali ilköğretim](#), [Yatılı İlköğretim Bölge Okulları \(YIBO\)](#) and [Pansiyonlu İlköğretim Okulu \(PIO\)](#) practices. In accordance with 16th and 22nd article of Regulation for Primary Education Institutions (İlköğretim Kurumları Yönetmeliği), students who placed in YIBO (Regional Boarding Primary

Schools) are determined. The students living in the place where transportation to schools is not economical and transportation conditions are not practicable primarily are placed to these schools and then if these are not possible, they are taken into the scope of transportation. In the selection of the school and areas where students will be taken into transportation scope, it is basic that there is no school in settlement place, school building is damaged by natural disaster or any other reason, there are less than 10 students 1st, 2nd, and 3rd grades, there is not enough classrooms for 4th, 5th, 6th, 7th and 8th grades and there are less than 60 students on these grades, the distance of the area whose students transported to the transportation center primary school would be at least 2 km according to the climate conditions. When needed Planning Commission may decide to shorten this distance to 1.5 km (Regulation for Bussed Primary School-Millî Eğitim Bakanlığı Taşımalı İlköğretim Yönetmeliği, Article 9). In the frame of this practice, in 80 provinces, 667 641 students from 32 511 settlements to 5 759 central schools, have been transported daily in 2009-2010 educational year (MEB 2010 Bütçe Raporu).

[MEB 2010 Yılı Bütçe Raporu](#)

[Constitution 1982](#)

[Primary Education Law](#)

[Regulation for Bussed Primary School](#)

[Regulation for Primary Education Institutions](#)

4.6. Admission Requirements and Choice of School

Registration and placement procedures to the primary schools is maintained in the bases mentioned in İlköğretim Kurumları Yönetmeliği. Basic requirement related with the registration and placement of the children to the primary education is that children must be in school beginning age. According to the 3rd article of Primary Education Law (İlköğretim ve Eğitim Kanunu), primary education comprises the children between the age group of 6-14. This age starts with the end of september that child completes 5 years, 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 72 months at the end of december of that year are registered to the primary education. According to the related laws and regulations, every parents are obliged to register their child to the primary education on the regular time. 15th article of Primary Education Institutions regulation, children who gain the right to register primary school as age but inadequate physically may attend preschool education or registration to the school may be postponed for one year onto the written demand of their parents.

Every student custodian, tutor or family head are obliged to ensure the attendance of the children to compulsory primary education institution and inform the school administration in a 3 days about the condition of child who could not attend the school because of any excuse. Civilian authorities, primary education inspectors and constabulary are obliged to help students' custodian, tutor or family head and school administrations to ensure the attendance of the children in primary education period to compulsory primary education institution and are responsible to take every precautions. (Primary Education Law/İlköğretim ve Eğitim Kanunu Article 52.)

New registrations in primary education institutions starts with the first workday of June. It is basic to register students to the primary school nearest the residence cited in the national address data base. Student are registered to the school in the registration area determined by the placement board based on the residence of the students cited in the national address data base on the e-school system. The students who are in the period of compulsory education and are not registered any school for any reason are registered to the school when determined. Illiterates are registered to the first grade irregardless of their age. The children in the period of compulsory education and are not diagnosed for a need of special education and not made a placement decision are registered to the primary schools. New registration of the children of martyrs and war

weterans, and children need special education are made any primary school they want regardless of the residence cited in the national address data base if they document their conditions (Regulation of Primary Education Institutions/İlköğretim Kurumları Yönetmeliği, Article 14-15-16-17).

Generally, children from rural settlement units are accepted to [Yatılı İlköğretim Bölge Okulları \(YİBO\)](#)s. In a limited degree, deprived children from urban areas are also accepted. Students 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 unified classes and students who were not contained in the transportation are accepted to the regional boarding primary schools. Students, there is no regional boarding primary schools whose living place, are placed to the regional boarding primary schools in other provinces if they have the quota. In the extraordinary conditions and the registration of the students who have specific condition are made to the primary school determined by national education directorates (İlköğretim Kurumları Yönetmeliği, Article 22).

Transfer between schools; the transfer of the students having the conditions defined by the 16th and 17th article of the regulation is realized on the e-school system by the application of the student's conservator. The transfers in second semester are realized until 15 days by the beginning of the semester. Between this date and the end of the semester, the student can not be transferred to another school except the reasons such as natural disasters, health and familial transfer, etc. The students in schools included in the scope of [taşımali öğretmen](#) are registered as transferred students to the schools determined as transport center on e-school system. The transfer of the children of martyrs and war weterans, and children need special education are made to any primary school they want if they document their conditions(Regulation of Primary Education Institutions, Article 18).

[Regulation for Primary Education Institutions](#)

[Primary Education Law](#)

4.7. Financial Support for Pupils' Families

According to the article 42 of Anayasa 1982 (Constitution of the Republic) primary education is compulsory for girls and boys all citizens and free of charge in public schools. For this reason, payment can not be demanded from parents, but, voluntary contribution of the parents may be accepted. Out of this, state provide necessary support for the aim of maintaining the education of economically deprived successful students by means of scholarship and the other ways. For the aim of maintaining the education of economically deprived students are provided unpaid boarding schools and scholarship. Specific precautions are taken to educate the children who need special education and protection (Basic Law of National Education-Milli Eğitim Temel Kanunu Article 8; Regulation for Primary Education Institutions-İlköğretim Kurumları Yönetmeliği, Article 6).

To attend unpaid boarding schools and as a scholar, it is basic to be economically deprived and successful. However, the economical conditions of the parents of the students accepted to the unpaid boarding schools, come from orphanages or upon same law, sentenced precaution and wants to attend unpaid boarding schools and scholarship are not taken into consideration. In the practice of scholarship and beneficiary boarding, 10% of the scholarship and beneficiary boarding quota determined every year are allocated to the students in the coverage of Social Services and Children Saving Institution Law numbered 2828 and Protecting Children Law numbered 5395, 5% to the students whose parents' residence region has no primary school, 15% to the students of the working, retired or deceased teachers and 70% to the other students (Law on Educating Gratis Boarding or Beneficiary Pupils in Primary and Lower Secondary Education and Social Contributions Offered to the Pupils/İlköğretim ve Ortaöğretim Kurumlarında Parasız Yatılılık, Burs ve Sosyal Yardımlar Yönetmeliği).

Additionally, in the bases and the quotas determined by Ministry of National Education (Millî Eğitim Bakanlığı), by means of Prime Ministry's approval, the right of unpaid boarding may be provided for foreign students without examination. An amount of scholarship is given to the students of primary education second stage and secondary education institutions mutually determined by Ministry of Finance and Ministry of National Education (Law on Educating Gratis Boarding or Beneficiary Pupils in Primary and Lower Secondary Education and Social Contributions Offered to the Pupils, Articles 4, 7).

6th, 7th and 8th grade students of primary education and students of secondary education institutions are benefited from scholarship services. To benefit from scholarship, students must be economically deprived and successful, that is, annually income of students' parents per person must be not exceeding 3 multiple of lowest pension payment in the (M) scale mentioned in Budget Law of that year (for 2009 4353 TL) and students necessarily have to be successful in the State Unpaid Boarding and Scholarship Examination conducted centrally.

Pupils in primary and lower secondary education institutions coming from the families of highest poverty levels of the community are granted with complimentary liquid funds as education contribution under the scope of "[Şartlı Nakit Transferi \(ŞNT\)](#)" from Prime Ministry Fund for Encouragement of Social Assistance and Solidarity (Başbakanlık Sosyal Yardımlaşma ve Dayanışmayı Teşvik Fonu) (under the scope of the Project for Diminishing Social Risk). This support is dependent on the condition that the families in need must assure regular attendance of their children to school. Under this scope, the mothers of the families are paid monthly 25 TL for girls and 20 TL for boys attending to primary education. As of September 2009, 12 066 869 children are supported (MEB 2010 Bütçe Raporu).

[Okul-aile Birliği](#)s are additional tools for covering the necessities of pupils deprived of financial possibilities as well as their activities for developing education (Regulation on School-Parent Association -Okul-Aile Birliği Yönetmeliği). Apart from these supports, the textbooks are given to the pupils in primary education free of charge for the last five years.

Besides these, in the frame of the Project on Unpaid Transportation for Ensuring Arrival to the School of the Children need Special Education, handicapped students attending formal education, needing special education and attending primary and secondary education are transported free of charge and allocated sources for ensuring their education. Again, in the frame of the Project on Strengthening the Families Had Limited Sources, supports have been maintaining for ensuring the multiway development, forming a progressive environment for mental skills, creativity, abilities and knowledges of the students living in unfavorable conditions

[MEB 2010 Yılı Bütçe Raporu](#)

[Prime Ministry Fund for Encouragement of Social Assistance and Solidarity](#)

[Basic Law of National Education](#)

[Constitution 1982](#)

[Law of Deprived Children](#)

[Law of Institution for Vocational Qualifications](#)

[Law on Educating Gratis Boarding or Beneficiary Pupils in Primary and Lower Secondary Education and Social Contributions Offered to the Pupils](#)

[Primary Education Law](#)

[Regulation for Primary Education Institutions](#)

[Regulation on Educating Gratis Boarding or beneficiary Pupils in Primary and Lower secondary Education and Social Contributions offered to the Pupils](#)

4.8. Age Levels and Grouping of Pupils

Primary education in Turkey is compulsory for children of ages 6 - 14. The compulsory education in Turkey is executed in primary education schools (Primary Education Law-İlköğretim ve Eğitim Kanunu, Regulation for Primary Education Institutions-İlköğretim Kurumları Yönetmeliği, Article 6/i).

Grouping of pupils in primary education schools are performed according to the basis of class and theoretically, children of equal ages are placed in same classes. Of course, there are some exceptions for this, such as:

Children that are at the age of compulsory education, but residing at foreign countries, children under arrest, children that do not have any school where they accommodate, children never attended to a school or whose education was interrupted due to health problems but educated in a special manner are enrolled to suitable classes according to their level of knowledge to be determined by means of an examination and according to their age category (Regulation for Primary Education Institutions, Article 21). The number of pupils per teacher in primary education schools cannot exceed 40 (Primary Education Law, Article 50).

In the primary school 1-5 grades, students developed physically and mentally, over the grade level in their knowledge and skills are taken to the advancement examination in the first month of educational year by the offer of class/section guide teacher and taken the opinion of parents. Successful students are promoted to an upper grade (Regulation for Primary Education Institutions, Article 49).

Special institutions are established for the children that are not capable of fulfilling the objectives of compulsory primary education curriculum programs where special education curriculum programs drafted taking into consideration their level of performance in development will be applied. The individuals requiring special education perpetuate their primary education in private education schools and/or other primary education schools (Decree Law on Special Education-Özel Eğitim Hakkında Kanun Hükmünde Kararname, Article 5).

Besides grouping on the basis of class, practice of integrated (multiple-graded) grades is applied in over 15.000 primary education schools. In the schools with integrated grades, children of different ages and grades are assembled together. Some of the methods applied in the course of forming classes according to the numbers of teachers, classrooms and pupils (number of pupils in classes) are as follows: In schools with single teacher and single classroom; pupils attending to grades 1, 2, 3, 4 and 5 are unified and educated by a single teacher. In schools with two teachers and two classrooms; under normal conditions, pupils attending to grades 1, 2, 3 are educated in one class by one teacher while pupils of grades 4 and 5 are educated in another classroom by the other teacher. In schools with three teachers and three classrooms; pupils attending to 1st grade are educated by one teacher, pupils attending to 2nd and 3rd grades are unified and educated by one teacher while pupils attending to 4th and 5th grades are also unified and educated by another teacher. Of course, it is possible to make different grouping according to the physical condition of the school and status of the teachers.

The number of pupils per teacher in primary education schools, including the unified classes cannot exceed 40. (Primary Education Law-İlköğretim ve Eğitim Kanunu, Article 50). The number of pupils per teacher in 2008-2009 academic year is 32 (MEB 2010 Bütçe Raporu).

[MEB 2010 Yılı Bütçe Raporu](#)

[Milli Eğitim İstatistikleri: Örgün Eğitim 2009-2010](#)

[Decree Law on Special Education](#)

Primary Education Law

Regulation for Primary Education Institutions

4.9. Organization of School Time

4.9.1. Organisation of the School Year

The time of opening, closing and half term for the primary education institutions are regulated by regulation to be issued by Ministry of National Education (Milli Eğitim Bakanlığı-MEB).

Starting and ending dates for admission – enrolment and half term and summer holiday are specified in the academic calendar arranged every year. Dates for starting of the academic year, half term holiday and ending of courses are designated by the Ministry. The academic calendar drafted by taking such dates into consideration enters into force upon recommendation of national education provincial directorates and approval of the governor.

It is essential that duration of school year in primary education institutions not be less than 180 workdays (Regulation for Primary Education Institutions-İlköğretim Kurumları Yönetmeliği, Article 9). Within this framework, annual course hours cannot be less than 1080 hours (One course hour = 40 minutes). The term of academic year is calculated by counting the days when the school is open from the day of commencement of the courses until the day of ending and the days of National festivals, memorial days and celebrations when the pupils attend ceremonies.

The academic year is divided into two semesters. The first semester starts in the second week of September and end 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 primary education schools starts on the date when the examinations end until the beginning of new academic year.

The teachers are on leave for two months within the summer holiday without any deductions. However, the teachers are obliged to participate to vocational in-service activities/seminars during the remaining period of holiday without any deduction in their two-month leave.

The official holidays of primary education schools are arranged as follows:

- Republican Day (starts at afternoon of October 28, the ceremony is held on October 29 and ends at evening).
- New year holiday (on January 1st).
- National Sovereignty and Children's Festival, (starts after the ceremony on April 23, ends at evening of April 24).
- May 19, Remembrance Day of Atatürk, Youth and Sports festival (starts after the ceremony on May 19, ends at evening of May 20.).
- Festival of Triumph (on August 30).
- Ramadan Festival (starts at 13:00 on Festival Eve, lasts for 3,5 days).
- Feast of the Sacrifice (starts at 13:00 on Festival Eve, lasts for 4,5 days).
- Local liberation day (1 day)
- In addition to the holidays of the schools other than the summer holiday, the minority schools also make holiday on their religious festival days and special days of celebration.

Ministry of National Education

Regulation for Primary Education Institutions

Primary Education Law

4.9.2. Weekly and Daily Timetable

Education in schools is 5 days per week. The schools are on holiday during Saturdays and Sundays. Weekly class load for all grades (1st – 8th grades) is 30 hours (in terms of course hour) as 6 hours of course per day.

Education in primary education schools is conducted in two manners: full-day and multi-shift (dual) education (separate groups during morning and afternoon). In full day schools, classes start at 8.50' and finish 15.20. In multi-shift schools, classes for morning groups start at 7.30 and finish at 12.35, and classes for noon groups start at 12.35 and finish 17.40.

One course hour of primary education schools lasts 40 minutes. It is possible to perform block (unified) lesson practice when necessary, taking into consideration the characteristic of the course and the level of pupils. The school management can leave minimum 10 minutes for the recess. The term of the recess for aliment is 20 minutes. In schools with normal education, minimum 40, maximum 60 minutes recess is allocated for lunch and rest. But, this time can be modified by governors in accordance with the school and vicinity in regional boarding primary education schools ([Yatılı İlköğretim Bölge Okulları \(YİBO\)](#)), two class hours are allocated for preliminary study (Regulation for Primary Education Institutions-İlköğretim Kurumları Yönetmeliği, Article 9).

[Regulation for Primary Education Institutions](#)

4.10. Curriculum, Subjects, Number of Hours

Courses schedule are prepared centrally and same programs are applied in all country. Programs with the support of related units are determined by Turkish Education Board (Talim ve Terbiye Kurulu-TTK) and put into action with the Ministerial approval. However, schools may increase the elective courses kind by Ministerial approval considering students' needs. In this condition, curricula prepared are needed to be approved by Ministry. The lessons are instructed in Turkish in primary education. Curricula are renovated by means of regular revisions by TTK.

The courses in the curriculum are divided into two branches as compulsory lessons and elective lessons. The courses and course hours for the primary education schools are regulated on the grade basis. The courses are arranged according to grade and semester classification in primary education schools. While units form the basis for initial 5 grades, the courses form the basis for 6th, 7th and 8th grades. The courses and relevant course hours per grade are given in the Weekly Course Schedule below. Elective courses to be instructed are determined at the beginning of the educational year by teachers' board from "elective courses" section considering the conditions of school and environment, students' interests, wishes and needs, and parents' opinions. Schools may increase the elective courses kind by Ministerial approval considering students' needs. In this condition, program/programs prepared is needed to be approved by Ministry.

Primary education programs are renovated by means of revisions and started to be applied gradually from 2005-2006 educational year. In the course of preparation of new primary education curriculum programs; cognitive and constructivist learning approaches are 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 vision of the curriculum is to educate content citizens of Turkish Republic adopting the principles and reforms of Atatürk, equipped with fundamental democratic assets, with developed searching and questioning skills, critical thinking, problem solving and decision making skills despite the individual differences, endeavouring to learn lifelong and respectful to human rights.

Accurate and effective usage skills of Turkish, critical thinking skills, creative thinking skills, communication skills, problem solving skills, searching and questioning skills, utilization of information technologies and entrepreneurship are the common fundamental skills of the new primary education curriculum (İlköğretim 1-5. Sınıf Programları Tanıtım El Kitabı).

Foreign Language Teaching: In the primary education institutions, there are compulsory foreign language courses from 4th grade. From same grade, for the aim of reinforcing compulsory foreign language courses or as a second foreign language there may be elective foreign language courses. Foreign language educative course programs appropriate for the level of students may be applied in all grades at extracurricular time (Regulation on Foreign Language Education-Yabancı Dil Eğitimi ve Öğretimi Yönetmeliği; Article 7). At the 4th and 5th grades of primary schools on the condition that not exceeding 10 hours per week, not effecting grade passing and be as a course nature and 5 and 6 age group preschool education institutions, 1st, 2nd and 3rd grades of primary schools may apply foreign language teaching activities.

Weekly Course Schedule for Primary Education Schools (2009 - 2109 Academic Year)

COURSES		GRADES							
		1	2	3	4	5	6	7	8
	Turkish	12	12	12	6	6	5	5	5
	Mathematics	4	4	4	4	4	4	4	4
	Knowledge of Life	5	5	5					
	Science and Technology				4	4	4	4	4
	Social Sciences				3	3	3	3	
	T.R. History of Reforms and Kemalism								3
	Foreign Language				3	3	4	4	4
	Religious Culture and Ethics				2	2	2	2	2
	Visual Arts	2	2	2	1	1	1	1	1
	Music	2	2	2	1	1	1	1	1
	Physical Education	2	2	2	2	2	1	1	1
	Technology and Design						2	2	2
	Traffic and First Aid				1	1			
	Guidance/Social Activities	1	1	1	1	1	1	1	1
OVERALL COMPULSORY COURSE HOURS		28	28	28	28	28	28	28	28
ELECTIVE	Foreign Language				2	2	2	2	2
	Artistic Activities (Drama, Theatre, Folklore, Instrument, Drawing, Photography, Sculpture, etc.)	1	1	1	2	2	2	2	2
	Sportive Activities (Wrestling, Football, Basketball, Volleyball, Table Tennis, etc.)	1	1	1	2	2	2	2	2
	IT Technologies	1	1	1	2	2	1	1	1
	Chess	1	1	1	1	1	1	1	1
	Thinking Education						1	1	1
	Agriculture/Animal Husbandry Applications						1	1	1
	Folk Culture						1	1	1
	Media Literacy						1	1	1
	Consolidation and Preliminary Studies	1	1	1					
OVERALL ELECTIVE COURSE HOURS		2	2	2	2	2	2	2	2
GRAND TOTAL		30	30	30	30	30	30	30	30

İlköğretim Programları Tanıtım El Kitabı

Turkish Education Board

Law on organization and Duties of Ministry of National Education

The Law on Foreign Language Education

Regulation on Foreign Language Education

4.11. Teaching Methods and Materials

Because of the primary education programs are based on the constructivist learning approach, selecting the teaching methods and techniques appropriate to that approach and carrying out teaching student centered is the general principle. Within this framework, the methods of teaching in primary schools are determined by teachers. Every teacher is responsible from making necessary preliminary studies based on the curricula related with their course.

Textbooks used in primary schools are selected by related form and branch teachers. Form and branch teachers inform branch teachers board about the selection reasons of the books selected. It is ensured the head of school-parents association or approved members to participate this meeting. Form and branch teacher represent the list of books selected to the school principal for approval. Materials teachers prepared for practise on the classroom and used in their lessons, materials emerging from personal works related with the lesson may be used in the schools without an evaluation or selection. The determination and selection of the every kind of educational material used in the primary schools during the educational year are made by the teacher of the lesson. It is basic not to be contradictory the educational materials used out of textbook to Constitution, laws and Basic Objectives of National Education.

The duty of researching and developing all educational tools and devices in Turkey and drafting or procurement of textbooks and auxiliary textbooks according to the curriculum is assigned to the Turkish Education Board-Talim ve Terbiye Kurulu (TTK) with laws Law on organization and Duties of Ministry of National Education (Millî Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun, Article 8) ve Basic Law of National Education (Millî Eğitim Temel Kanunu, Article, 55).

Upon renovation of the primary education curricula, the textbooks are also subjected to an innovation process. In this context; the textbooks are designed and drafted with an innovative insight in accordance with the content of the new curriculum and textbooks are produced within this undersatanding. Under this scope; as a major innovation, the education materials are produced in triple sets as Textbook, Teacher's Guidebook, and Pupil Workbook).

İlköğretim Programları Tanıtım El Kitabı

Turkish Education Board

Regulation on Textbooks and Educational Materials

Vocational Education Law

Law on organization and Duties of Ministry of National Education

4.12. Pupil Assessment

Assesment is considered as an integrated part of the teaching in the new primary education curricula. The curricula do not only require the evaluation of the teaching outcomes, but also the education process itself. The curriculum also monitors the development of the child by employing adequate assessment and evaluation methods. Assessment and evaluation system monitors all functions of the school and orients its development. The system matriculates the fact that conformity to discipline and rules are for the benefit of the pupil and thus expects from the pupil to assume this function. Beside classical assessment and evaluation, the system also encourages alternative assessment and evaluation methods (İlköğretim 1-5. Sınıf Programları Tanıtım El Kitabı).

In measuring and evaluating the success, the objectives and acquisitions defined in the curriculum are basic (İlköğretim Kurumları Yönetmeliği/Regualtion of Primary Education Institutions, Article 32). The students in the primary school are educated and evaluated as a whole in their age group. Primary education is not an elimination period according to the failure of the students, instead, this period is evaluated as the educating student to the extent of their interest and aptitude by means of cooperative contribution of the courses and social activities cited in curriculum (Regualtion of Primary Education Institutions, Article 47).

Students success are determined according to the scores gathered from examinations, if exist project and studies aimed to determine students' performance. Studies aimed to determine students' performance consist of participation to the lesson and activities and performance duties. Teachers, considering the common bases of measurement and evaluation, general objectives and achievements exist in the curriculum of the courses, apply examinations, have students make studies and projects to determine performance.

Students prepare at least one project in a course or courses they want individually or as a group study by teacher guidance in an educational year. Participation to lessons and activities and performance duties are also taken into consideration in the determination of students' success. In 1st, 2nd and 3rd grades, student progress, projects and activities trying to determine student success realized in the guidance of teacher, are made according to the teacher's observations. *Students are marked a participation grade at least one time for all courses for every semester* (Regualtion of Primary Education Institutions, Article 12). In the courses less than three hours in a week at 4th, 5th, 6th, 7th and 8th grades during a term at least two exams and in the courses which are three hours or more at least three exams must be made. Achievement of students is evaluated according to exams as well as projects, performance assignments, their performance in the classrooms. Achievement of students in visual arts, music, physical education, technology and design courses are determined based on measurement and evaluation activities included in curriculum. Elective courses and guidance and social activities are not evaluated in points. However, they are indicated on the school report card and other certificates (Regulation for Primary Education Institutions-İlköğretim Kurumları Yönetmeliği, Articles 35, 36).

The successes of the students in special education scope are evaluated considerin the examinations and studies aimed to determine students' performance and individualized education program.

Examinations and studies aimed to determine students' performance are evaluated 100 total score. The assessment results are inputed to the related section on the e-school system as score by related teacher on.

Semester score, year end score, CGPA and diploma score are determined according to total 100 score and semester grade and year end grade is determined according to pentad system in relation to regulation decisions. Achievement in the pentad grade system is evaluated as four grade, underachievement is one grade. According to this, the students do not have the score of 45 in any course are evaluated as underachiever by "1" grade (Regualtion of Primary Education Institutions/İlköğretim Kurumları Yönetmeliği, Article 33). Elective courses and guidance/social activities are not evaluated by means of mark. At the end of every semester, students are provided a report card (Regualtion of Primary Education Institutions, Article 45). In the report card, the competence evaluation results of the courses and, personal and social skills, social activities and attendance of the students are demonstrated

Student behaviors are evaluated in 1, 2, 3, 4 and 5th grades, as "(1) fair", "(2) good", "(3) very good" in 6, 7 and 8th grade, as "(1) Below standard", "(2) Fair", "(3) Good", "(4) Very good", "(5) excellent" şeklinde değerlendirilir (Regulation for Primary Education Institutions-İlköğretim Kurumları Yönetmeliği, Article 43).

Grade values of the scores and scale levels are shown below.

Assessment Table

Grades	In Figures	Marks
Excellent	5	85 - 100
Very good	4	70 - 84
Good	3	55 - 69
Fair	2	45 - 54
Below Standard	1	0 - 44

Student Progress Reports are given to the 1st, 2nd and 3rd grade students in the last work day of second week of November and April months for informing parents and following up the students' progress (Regulation for Primary Education Institutions, Article 40).

Ration cards are given to the students at the end of every semester. In the ration card, evaluation results about achievement in the courses and personal and social skills, social activity studies and attendance conditions are shown.

Semester grade and year-end grade of a lesson;

- In 1, 2 ve 3rd grades, mean of the scores determined by project and teacher's observations based on the studies to determine students success,
- In 4, 5, 6, 7 ve 8th grades, is determined by the mean of the socres gathered from the studies to determine students performance and if exist the score they gather from project separately and mean of the total score gathered from the examinations. Semester grading is determined by means of changing the semester score to grading.

Year-end score of a lesson is the arithmetic mean of both semesters. Year-end grade of a lesson is the equivalent grades of year-end score.

Additionally, a behavioral grade is determined for each student and kept in records. Teachers assess behaviors of students in primary education schools in first and second semesters within the criteria given below. Assessment is made for the first five grades by the classroom teachers by taking the opinions of the other teachers teaching the same class and for the other grades by the teachers together teaching the same class. The criteria used for the assessment are:

- Adjustment to school culture
- Sel-care
- Sef-recognition
- Communication and social interaction
- Adjustment to common values
- Solution orientedness
- Participation to social activities
- Team working and taking responsibility
- Effective studying
- Environment sensitiveness

[İlköğretim Programları Tanıtım El Kitabı](#)

[Regulation for Primary Education Institutions](#)

4.13. Progression of Pupils

Student's success in the educational year are evaluated in considering with the condition of student in all courses and social activities, examinations, projects, performance homeworks, participation to the lessons and activities and correct, pleasant and effective usage skills of Turkish and attainment students expected to reach and successful students are progressed to an upper level (Regulation for Primary Education Institutions-İlköğretim Kurumları Yönetmeliği, Madde 47).

In order to advance to one higher grade or graduate from primary education institutions, the arithmetic average of the marks of two semesters for the pupil must not be lower than 2 for every lesson. Year end score of a lesson is the mean of first and second semester scores. Year end grade of a lesson is the mean of first and second semester gradings. The status of the pupil with failed course or courses at the end of academic year are debated at the branch teacher's board according to the principles of evaluation for achievement of the pupil. Marks of pupils who pass upon the board decision are not changed. It is written down as "Grade Advancement" or "Repetition" upon branch teacher's board on the school records. This is also indicated on the student's record (Regulation for Primary Education Institutions, Article 48).

Weight of a course in 4, 5, 6, 7 and 8th grades are equal to the number of weekly lesson hours of that course. The score gathered by multiplying the year end score by the number of weekly lesson hour of that lesson is the weighted score of that course. The grade gathered by multiplying the year end grade by the number of weekly lesson hour of that lesson is the weighted grade of that course.

Precautions related with the students could not demonstrate sufficient performance according to grade level are determined in relation to the school and environment by form or branch teachers, together with if exist school counselor, school administration and parents.

Year end achievement score is the score derived from dividing the total of the weighted scores by total number of weekly lesson hours of the course, In calculating year end achievement score, dividing operation is proceeded two digits after comma. These scores are written on the ration card, grade passing, diploma and student registration book. Year end achievement score is based to calculate diploma score.

Measures taken in guidance of primary education inspectors, if necessary, are determined in writing and results of implementation are reported. Despite all the measures taken, advancement or repetition of the pupils that might encounter difficulties in one higher grade at 1st, 2nd and 3rd grades are decided by the branch teacher or the advisor, if any, under the chair of principle or deputy principle to be commissioned by the principle and at 4th, 5th, 6th, 7th and 8th grades are decided at the branch teachers board and in case the branch teachers board cannot be formed at 4th and 5th grades, by the branch teacher or the advisor, if any, under the chair of principle or deputy principle to be commissioned by the principle (Regulation for Primary Education Institutions, Article 47).

Make-up courses are conducted at the second term of the school year for the lessons cannot be made due to reasons such as lack of teacher, epidemic diseases and natural disasters at the 4th, 5th, 6th, 7th and 8th grades of primary education institutions. (İlköğretim Kurumları Yönetmeliği, Article 50-).

The pupils in unified 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 combining education in case of their failure do not repeat any course (Regulation for Primary Education Institutions, Article 47).

In the primary school 1-5 grades, students developed physically and mentally, over the grade level in their knowledge and skills are taken to the advancement examination in the first month of educational year by the offer of class/section guide teacher or if exist school counselor and taken the opinion of parents. Successful students are promoted to an upper grade. It is possible to apply grade advancement examination more than one time in different grades. But, grade advancement is made only one time.

4.14. Certification

Primary education institutions consist of eight year-primary schools named ilköğretim okulu. Primary education diploma is awarded to the students who complete these schools successfully (Basic Law of National Education-Milli Eğitim Temel Kanunu, Article 24; Primary Education Law-İlköğretim ve Eğitim Kanunu, Article 9). There is no completing examination in primary education.

Diploma score is the mean of year end achievement scores of 4, 5, 6, 7 and 8th grades. This score is remarked in diploma. The persons who have primary education diploma achieve the right to attend an upper level of education (Primary Education Law-İlköğretim ve Eğitim Kanunu, Article 9 and Regulation for Primary Education Institutions-İlköğretim Kurumları Yönetmeliği, Article 56).'

Students who can not complete primary school until the end of educational year they complete compulsory education age can attend school maximum two educational year to complete primary education. The students who can not complete the primary education after the end of this two years extension are given Education Document demonstrating educational status of the students.

Connection of the underachiever 8th grade students and the students come out of the education age and used two years extension right in the midst grades with the school are ended by means of composing at the end of the educational year. These students are directed to [Açık İlköğretim Okulu](#) (Regulation for Primary Education Institutions, Article 31).

[Basic Law of National Education](#)

[Regulation for Primary Education Institutions](#)

[Primary Education Law](#)

4.15. Educational Guidance

4.15.1. Guidance Services

In the primary education, according to Directive for Orientation in Primary Education (İlköğretimde Yönelme Yönergesi) made on the base of Basic Law of National Education (Milli Eğitim Temel Kanunu), orientation activities are conducted considering students' interests, wishes, abilities and personality characteristics to develop a positive self concept, to be aware of alternatives, aware of their potential and to strive to develop them, make decisions on this direction, foresee the results of own decisions and take the responsibility of the decisions. Orientation is made as to provide equal opportunity to all of the students; ensuring to develop according to their interest, wishes and abilities. These principles are conformed in the orientation: it is aimed for everybody to place a program in which they would be successful and happy, in this way possibilities are searched and person is encouraged. Orientation is not coercive, instead guiding in the way that the decision of the individual would be correct and realistic. Students have right to plan their future and to decide their future, responsible for their decisions. Orientation is made with the administrator, teacher, student, school counselor and parents' participation considering the factors such as school, program and environmental opportunities. Acknowledgement, follow up, evaluation and orientation activities are conducted according to scientific principles and innovations (Directive for Orientation in Primary Education-İlköğretimde Yönelme Yönergesi, Articles 4, -5).

Guidance and psychological counselling services are the professional assistance services offered with the purpose of self-development of pupils, benefit from the education process at highest level according to the skills and characteristics and utilize and develop their inherited skills in most suitable manner. The vocational,

pedagogical and individual guidance and psychological counselling services organized as pupil-oriented are unified in accordance with foregoing objectives. Guidance and psychological counselling services are executed according to 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. 204 Rehberlik ve Araştırma Merkezi (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 (MEB 2010 Bütçe Raporu).

According to 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 counselling services formed in primary education schools. The class advisors / psychological advisors collaborate with other teachers and parents associated with the status of the pupils.

By the beginning of each academic year, the school administration commissions one class advisor for every branch of 6th, 7th and 8th grades. This function is assumed and executed by the classroom teacher in 1st, 2nd, 3rd, 4th and 5th grades. The Branch advisors perform the functions set forth in Regulation for Guidance and Psychological Counseling Services for the class advisors and the functions assigned in İlköğretim Kurumları Yönetmeliği.

The guidance and psychological counselling services in primary education institutions are executed in the guidance and social activities course included in the Primary Education Schools Weekly Course Schedule in accordance with the 14.07.2005 dated and 192 numbered resolution of Turkish Education Board (Talism ve Terbiye Kurulu-TTK).

Social Activities: in public, private primary and secondary education institutions besides the course programs, there are student clubs in scientific, social, cultural, artistic and sports areas and social service activities to develop students' confidence and responsibility, develop new interests and acquire new skills (Millî Eğitim Bakanlığı İlköğretim ve Orta Öğretim Kurumları Sosyal Etkinlikler Yönetmeliği/Primary and Secondary Education Institutions Social Activities Regulation, Article 4)

[MEB 2010 Yılı Bütçe Raporu](#)

[Turkish Education Board](#)

[Basic Law of National Education](#)

[Directive for Orientation in Primary Education](#)

[Regulation for Guidance and Psychological Counseling Services](#)

[Regulation for Primary Education Institutions](#)

4.15.2. Health Care Services

Health care services for pupils are executed on the basis of article 139 of Regulation for Primary Education Institutions (İlköğretim Kurumları Yönetmeliği). It is a basic principle to assure sound and secure education environment for the pupils in and around the schools of primary education institutions. Health care inspections and necessary vaccination are conducted periodically. The pupils without any social guarantees are sent to health care institutions. The medication expenditures for the pupils with low economical status are covered by Prime Ministry Fund for Encouragement of Social Assistance and Solidarity (Sosyal Yardımlaşma ve Dayanışma Fonu). All necessary measures are taken in order to ensure cleanness and order

of the school and conforming the heat, illumination and ventilation in classrooms, laboratories, workshops, refectories and dormitories to suitable health care conditions.

Prime Ministry Fund for Encouragement of Social Assistance and Solidarity

Regulation for Primary Education Institutions

4.16. Private Education

4.16.1. Private Education

The Constitution 1982 of Turkey (Türkiye Cumhuriyeti Anayasası, Article 42) stipulates regulation of matters associated with private elementary and secondary schools with law. In this context, matters associated with establishment and exploitation of private schools are regulated by Law of Private Education Institutions (Özel Öğretim Kurumları Kanunu), No. 5580 and various regulations issued on the basis of this law.

In all levels of education services, there are schools established and exploited by Turkish and foreign private and legal entities (societies, foundations) based on "tuition fees" to great extent. These schools are similar with state schools in terms of type, curricula and functioning. The private schools comprise of Private Turkish schools, private minority schools, private foreign schools and private international education schools (Law of Private Education Institutions, No. 5580). Beside some exceptions, the Turkish and foreign private schools also implement the curriculum of state primary education schools. The private schools also implement annual schedules drafted for state schools; in addition, these schools can organize separate schedules if ratified by the Ministry.

Constitution 1982

Law of Private Education Institutions

The Regulation of Financial Contribution to Private Education Institutions

4.16.2. Financing

Financing of the private education institutions is regulated as per articles 12, 13 of Law of Private Education Institutions (Özel Öğretim Kurumları Kanunu), No. 5580. According to this legislation, private schools can charge tuition fee. Ayrıca özel ilköğretim okulları bazı muafiyet ve devlet desteğinden (public funds) yararlanırlar Additionally, the private education institutions can also exploit public investment incentives and exemptions and public funds.

Quantitative condition and developments related with the private primary schools are given in the tables in section 4.18.

Ministry of National Education

Constitution 1982

Law of Private Education Institutions

The Regulation of Financial Contribution to Private Education Institutions

4.17. Organisational Variations and Alternative Structures

Apart from State primary education schools (day), there are some various primary education applications, which are:

Yatılı İlköğretim Bölge Okulları (YIBO): In localities with low or dispersed population, the villages can be grouped and primary education regional schools in central villages or in villages with adequate status and affiliated boarding homes can be established. In localities where grouping is not possible, it is possible to established YIBOs (Primary Education Law-İlköğretim ve Eğitim Kanunu, No. 222, Article 9). Education in these institutions is executed in accordance with the principles of Regulation for Primary Education Institutions (İlköğretim Kurumları Yönetmeliği) while accommodation is executed in accordance with the provisions of Regulation on School Boarding Houses Affiliated to Ministry of National Education (Milli Eğitim Bakanlığına Bağlı Okul Pansiyonları Yönetmeliği). The aim of YIBO is to ensure access to the primary education for the children entering primary education age and the children of families in poverty residing in rural areas where no school is present (See the 4.18.2.).

Taşımali İlköğretim: The practice of bussed primary education services is initiated in 1989- 1990 academic year in order to provide access for the children of compulsory education age residing in settlement areas with no schools or residing in low-populace and dispersed settlement areas and the pupils in schools employing unified class application to higher quality education – teaching possibility, ensure equality of opportunity in education services and generalization of eight – year primary education.

This is the primary education practice conducted for the purpose of providing education services for the children residing in the settlement units in question by transporting such children to the primary education institutions selected as the central institution on daily basis.

In 2009-2010 academic year, 667 641 pupils are daily transported to the schools in settlement centres from their settlement areas (MEB 2010 Bütçe Raporu)

Açık İlköğretim Okulu: This is the primary education institution where individuals that could not graduate from compulsory education due to various grounds or whom exceeded the age limit designated for compulsory education are educated. As the term of compulsory education was raised to 8 years in 1997, the Open Primary Education School was established in 1998 – 1999 academic year in order to allow the individuals graduated from elementary school in previous years and abandoning secondary education.

The aim of the open primary education institutions can be summarized as allowing the adults that could not graduate from primary education and exceeding the age limit designated for compulsory primary education to enrol and graduate from primary education by using advanced communication tools and innovative technologies in accordance with the general objectives and fundamental principles of Turkish National Education and therefore improve the education and culture level of the community (Regulation on Open Primary Education School-Açık İlköğretim Okulu Yönetmeliği, Article 5).

In 2008-2009 academic year 389 948 pupils receive education under the scope of open primary education practice (MEB 2009 Yılı Bütçesine İlişkin Rapor).

Private Minority Schools: These are the schools established by Greek, Armenian and Hebrew minorities during the era of Ottoman Empire and covered by Lausanne Treaty. Pupils of Turkish nationality belonging to minorities attend to these schools.

Private Foreign Schools: These are the schools established by foreigners whose existence is recognized by mutual letters on the basis of Lausanne Treaty. These schools are established by French, German, Italian, Australian and American citizens during the era of Ottoman Empire where Turkish pupils are allowed for enrolment.

Private International Schools: These schools display activities according to the provisions of Law of Private Education Institutions Education (Özel Öğretim Kurumları Kanunu), No. 5580. Only pupils of foreign nationality are allowed to attend to these schools.

[MEB 2010 Yılı Bütçe Raporu](#)

[Law of Private Education Institutions](#)

[Primary Education Law](#)

[Regulation for Primary Education Institutions](#)

[Regulation on Open Primary Education School](#)

[Regulation on School Boarding Houses Affiliated to Ministry of National Education](#)

4.18. Statistics

4.18.1. Statistics on Primary Education

Indicator	2000-01	2005-06	2007-08	2008-09	2009-10
Number of students	10.480.721	10.673.935	10.870.570	10.709.920	10.916.643
Male	5.635.131	5.615.591	5.676.872	5.553.871	5.632.328
Female	4.845.590	5.058.344	5.193.698	5.156.049	5.284.315
Number of new entrants	1.316.194	1.358.326	1.343.308	1.228.539	1.310.760
Male	697.930	703.847	696.299	634.855	674.606
Female	618.264	654.479	647.009	593.684	636.154
Number of last year graduates	824.789	1.125.012	1.130.599	1.193.761	1.180.162
Male	489.518	615.314	605.503	635.015	627.177
Female	335.271	509.698	525.096	558.746	552.985
Number of teacher	345.015	389.859	445.452	453.318	485.677
Male	193.799	207.223	223.406	224.644	232.948
Female	151.216	182.636	222.046	228.674	252.729
Number of schools	36.072	34.990	34.093	33.769	33.310
Number of branches ¹	348.135	382.061	392.521	408.221	416.930
Number of classrooms	253.892	297.000	315.887	320.393	332.902
Schooling rate, gross (%)	100,93	95,59	104,54	103,84	106,48
Male	106,32	98,83	106,41	104,91	107,05
Female	95,31	92,24	102,57	102,71	105,88
Schooling rate, net (%)	95,28	89,77	97,37	96,49	98,17
Male	99,58	92,29	98,53	96,99	98,47
Female	90,79	87,16	96,14	95,97	97,84
Number of pupils per teacher	30,38	27,38	24,40	23,63	22,48
Private education student ratio (%)	1,77	1,77	2,08	2,24	2,31
Open education student ratio (%)	1,64	2,49	2,88	3,24	3,57

Notes:

(1) As some schools perform double shift education number of branches exceeds number of classrooms.

[MEB 2010 Yılı Bütçe Raporu](#)

[MEB Sayısal Veriler 2000-01, 2003-2004, 2004-2005](#)

[Milli Eğitim İstatistikleri: Örgün Eğitim 2006-2007](#)

[Milli Eğitim İstatistikleri: Örgün Eğitim 2007-2008](#)

[Milli Eğitim İstatistikleri: Örgün Eğitim 2008-2009](#)

Strategy Development Presidency

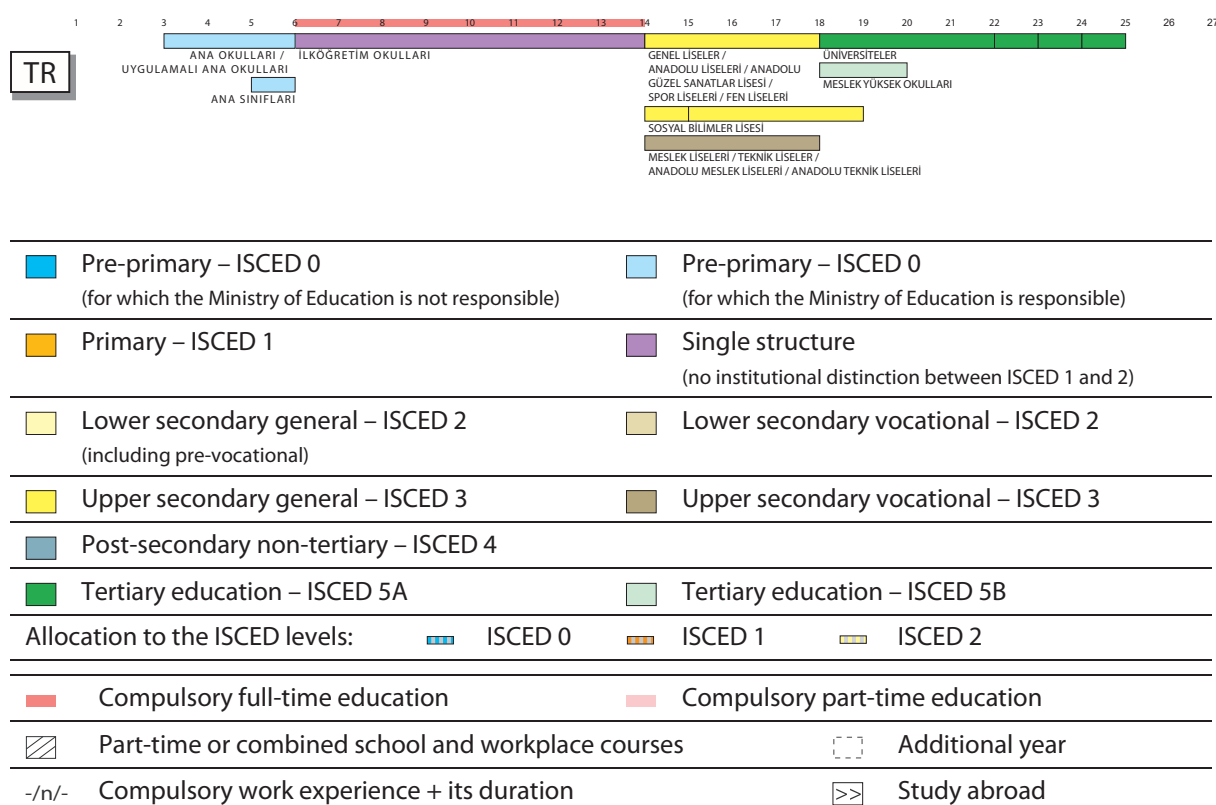
4.18.2. Figures in Primary Education by School Types (2009-10)

School types	School	Student			Teacher	Classroom
		Total	Male	Female		
Primary education	33.310	10.916.643	5.632.328	5.284.315	485.677	332.902
Public education inst.	32.431	10.664.676	5.496.195	5.168.481	458.046	314.950
Public primary edu. inst.	31.572	9.991.884	5.132.093	4.859.791	439.740	301.752
Regional boarding primary edu.inst.	574	265.285	145.695	119.590	13.571	9.908
Special education	284	17.559	10.961	6.598	4.735	3.290
Open primary edu. inst.	1	389.948	207.446	182.502		
Private edu. inst.	879	251.967	136.133	115.834	27.631	17.952
Private Turk primary edu.	705	245.110	132.233	112.877	25.623	15.855
Private special edu.	145	4.117	2.500	1.617	1.448	1.795
Private minority primary edu.	23	2.305	1.142	1.163	421	235
Private international primary edu.	5	400	235	165	130	60
Private foreign primary edu.	1	35	23	12	9	7

[Milli Eğitim İstatistikleri: Örgün Eğitim 2009-2010](#)

5. Secondary Education

Organisation of the education system in Turkey, 2009/10



Source: Eurydice.

Secondary education comprises of educational institutions (named Lise) based on primary education employing minimum four-year education (ISCED 3). These institutions are categorized in two groups as high schools for “general education” and high schools for “vocational and vocational-technical education”. The general education high schools prepare students for higher education, while vocational and technical high schools prepare pupils for higher education and profession, as well as life and business. All pupils graduating from primary education are entitled to benefit from secondary education. The secondary education is single-structured. Lower secondary education is integrated with compulsory primary education (ISCED 1, 2). No educational stage or school type exists between secondary education and higher education.

5.1. Historical Overview

Although establishment of institutions at secondary education level in today’s sense dates back to establishment of military institutions and teacher training colleges (1848) in the Ottoman Empire admitting pupils on the basis of primary education since 1773, formation of today’s contemporary secondary education system is implemented within the Republic era. By means of Law on Unity of Education Education (Tevhid-i Tedrisat Kanunu) No. 430 dated March 3, 1924 adopted immediately after the foundation of Republic of Turkey, all educational institutions in the country were placed under the supervision and control of Ministry of National Education (Milli Eğitim Bakanlığı-MEB).

The term of secondary education institutions are determined as three years with the 789 numbered Law (Law on Organization of Ministry of National Education) entered into force on March 22, 1926. Within the frame of the mentioned law, the vocational and technical education schools previously managed by local governments are also gathered under the structure of MEB. The term of secondary education institutions were increased to four years in 1952, then decreased back to three years in 1955.

The institutions employing minimum three-year education until 2004-2005 academic year were converted into institutions employing minimum four-year education beginning from 2005-2006 academic year.

One of the fundamental developments in general secondary education emerged as the high schools offering education in foreign language started to be established. Necessity for individuals fluent in foreign languages increased as the international relations developed after WWII, the means of mass communication evolved and information exchange became important and beginning from 1955, high schools denominated as Colleges where some of the courses are delivered in a foreign language. These high schools are denominated as “*anadolu lisesi*” after July 1975. These institutions predominantly offer education in foreign language, admitting pupils with entrance examinations. Similar institutions have been established after 1980s for vocational and technical education as well.

The secondary education institutions (*Lise*) rendering general education since 1973 assumed the function of preparation for higher education, while the vocational and technical institutions (these institutions were denominated as practical art institutions, art institutes, technician institutions, construction institutes, institute for females, institutions of commerce etc.) assumed the function of preparation of the pupils directly to a profession. In addition, as these institutions did not have high school status, the graduates was no able to enter higher education. Milli Eğitim Temel Kanunu No. 1739 entered into force in 1973 granted the vocational and technical institutions with high school status. Thus, all graduates from secondary education attained the right of transition to higher education.

Another significant development in vocational and technical education has been the Law on Vocational Education (*Mesleki Eğitim Kanunu*) entered into force on 1986. This law provided the opportunity for the pupils in vocational and technical institutions to conduct practices in business enterprises. Furthermore, *Mesleki Eğitim Kurulu* in the Ministry and *İl Mesleki Eğitim Kurulu* in provinces are formed in order to pass resolutions with respect to planning, development and evaluation of the vocational education to be offered in the formal, mass and apprenticeship education, vocational and technical education institutions and institutions of all types and levels where vocational and technical education curriculums are applied and delivering relevant opinion to the Ministry.

Another significant development in vocational and technical education *came out* in 1997. Until 1997-1998 academic year, the secondary education comprised of two stages as lower secondary stage (named *ortaokul*) and the upper secondary stage (*Lises*). As the term for compulsory education were extended to 8 years *with this arrangement*, the lower stage of secondary education (lower secondary institutions) are included under the structure of the primary education. This arrangement also abolished vocational lower secondary institution application.

One of the developments regarding secondary education is that some of the vocational schools affiliated to different ministries, curriculums of which had already been under the supervision of MEB, were affiliated to MEB in terms of curriculum and administration wholly on Jan. 26, 2006. In this way all schools at secondary education level excluding military schools are affiliated to MEB.

Reform studies for development of secondary education are currently in progress. There are many projects currently being carried out under this scope. (Please see section 5.2. for details of some of these projects).

4306 numbered Law

Law on Organization of the Ministry of Education

Law on Unity of Education

Vocational Education Law

5.2. Ongoing Debates and Future Developments

The focus of topical arguments associated with secondary education includes numerous matters such as universalization and improvement of secondary education, restructuring the secondary education, updating and improvement of curricula, rearrangement of transition to secondary education, consolidation of vocational education and teaching system, undertaking arrangements related with vocational disclosure, orientation and guidance services, effective implementation of information and communication technologies in institutions and establishment of necessary infrastructure, training of teachers before and during services, etc. Furthermore, some of the foregoing argument topics are handled under the scope of studies associated with cohesion to European Union. Some of these topics are put into practice while some are converted into various projects. Radical alterations in secondary education system are expected upon the completion of these projects. Some of the projects mentioned above are briefly introduced below.

Secondary Education Project: The project encloses all of the general and vocational–technical secondary education institutions. The project implementation term is determined as 5 years, comprising years 2006-2011. The project treaty was signed with the World Bank (For further information on this project, please visit. (<http://projeler.meb.gov.tr/eng/oop.htm>))

The main objectives of the project are to increase the quality, economic adjustment and equality level of secondary education in order to support life long learning.

Within this framework, the following are intended to be realized:

- Restructuring general and vocational secondary education,
- Renewing curriculums of general and vocational secondary education,
- Training of the teachers considering the requirements of renewed curriculums,
- Equipping educational settings to be able to provide face to face and distance education services effectively
- Ensuring to configure life long vocational information, guidance and counseling service and develop vocational information system

In the scope of this project, by means of curriculum development commissions constructed in the headquarter and provinces courses curriculum are developed. Curriculum were developed in five areas in general secondary education and 19 areas in vocational secondary education and 25 modular forms were put into practice in 8 areas. The efforts in this context continue.

In the scope of quality and evaluation component, “School development and Quality Bureau” were constituted in 81 provinces, 137 point. Other efforts in the context of project continue.

Project for Follow-up Study of Graduates of Vocational and Technical Secondary Education Institutions: The project which started in 63 pilot schools in 24 provinces in 2007 aim at following up graduates of vocational and technical secondary schools by using current information technologies,

determining the level of realization of the objectives of the education provided in those schools, evaluating the up-to-dateness of their curricula. The project will cover all over the country in 2008.

The project aims to achieve the followings:

- Employment status of the graduates of vocational-technical secondary education schools starting from 2001-2003 will be determined.
- Graduates will be followed-up systematically and the system will be institutionalized.
- The data gathered will be analyzed and recommendation will be developed for the curricula of the vocational and technical secondary education.
- Strong and weak aspects of vocational education system will be revealed.
- Links between education and employment will be strengthened by determining appropriateness of the vocational-technical education to the demands of workforce market.
- Curricula of the vocational-technical education will be improved.
- Performance -based evaluation will be able to be carried out in vocational-technical education (MEB 2009 Yılı Bütçe Raporu, p.151-152).

Developing enterprise Climate in Vocational Education Sector (ENTREVET) First Steps Project: for the aim of supporting learners centered approaches, testing, developing and universalizing new and existing pedagogical models, instruments and practices in the pilot vocational schools to encourage the students in learning and novelty, Innovation Transfer Project a EC program encompassing 2008-2010 years period have been applied. Target group of Project is female students. By means of this Project, awareness on enterprise will be developed and process of enterprise will be taught by means of experiential learning methods. For this aim, small firms in pilot girls vocational high schools will be established in 2009-2010 educational year.

Education for Employment (MEDA-ETA) Project: In the Barcelona process, it was determined that one of the significant devices to support economical and social development in the South Mediterranean and Middle East was education. For this reason, Education for Employment Project have been practiced in 10 Mediterranean countries (Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Syria, Tunisia, Palestine and Turkey) by European Education Foundation.

The target of the project is to support developing appropriate vocational-technical education policies by means of regional approach to contribute the employment.

There are four components of the project. MoNE has contributed the project by means of developing "A Euromed Web on vocational and Technical Education" and "Electronical Learning in Teachers and Trainers education (e-learning) and the first step of the project was completed successfully.

Increasing the Quality of Vocational and Technical Education Project: The Project carried out MoNE Projects Coordination Center was prepared in the context of Preparticipation Financial Cooperation Device (IPA) 4th component 2009 planning and proposed to European Commission and accepted by this commission.

The aim of the Project is to increase the quality of vocational and technical education by means of developing knowledge, skills and proficiencies consistent with the Quality Ensurance framework. The Project will be applied in 2011-2013 years period.

[MEB 2009 Yılı Bütçe Raporu](#)

[MEB 2010 Yılı Bütçe Raporu](#)

5.3. Specific Legislative Framework

The legislative framework of current secondary education system is designated with the law named Basic Law of National Education (Milli Eğitim Temel Kanunu) No. 1739, entered into force in 1973. This law

introduces both the general objectives of the national education system and the fundamental principles associated with execution of educational services. Article 26 of this Law designates the scope of secondary education (types of institutions and terms), Article 27 determines the right and criterion of benefiting from secondary education (conditions for enrollment) and Article 28 determines the objectives of secondary education.

There are various further laws regulating both the general education and vocational–technical education matters other than this fundamental law, which are:

- Vocational Education Law (Mesleki Eğitim Kanunu) No. 3308 regulates education of apprentices, headworkers and artisans and the principles associated with vocational education in institutions and enterprises.
- Law of Private Education Institutions Education (Özel Öğretim Kurumları Kanunu) No. 5580 regulates issues related to establishment of educational institutions by individuals and corporate bodies, starting education in these institutions, education, teaching, management, supervision and control and issues related to private educational institutions established by foreigners, education, teaching, management, supervision and control in these private institutions.
- The Law on Foreign Language Education (Yabancı Dil Eğitimi ve Öğretimi Kanunu) No. 2923 regulates the foreign languages taught at schools and the principles that schools offering courses in foreign languages will be subject to.
- Law on organization and Duties of Ministry of National Education (Milli Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun) No. 3797 regulates both the organizational structure and the functions of the Milli Eğitim Bakanlığı (MEB) and the relevant units including secondary education and their functions.
- Law on Educating Gratis Boarding or Beneficiary Pupils in Primary and Lower Secondary Education and Social Contributions Offered to the Pupils (İlköğretim ve Ortaöğretimde Parasız Yatılı veya Burslu Öğrenci Okutma ve Bunlara Yapılacak Sosyal Yardımlara İlişkin Kanun) No. 2684 regulates principles associated with education of gratis boarding or beneficiary pupils in primary and secondary education and social contributions for these pupils.
- Law on School Boarding Houses (MEB Okul Pansiyonları Kanunu) No. 2698 regulates principles associated with opening and management of institution boarding houses for the pupils entitled to educate as gratis boarding students and the pupils with desire to educate as fee charged boarding students in order to furnish boarding education in primary and secondary education institutions.

Furthermore, there are regulations, directives and circulars enclosing comprehensive arrangements stipulated by foregoing laws. Beside regulations regulating organization and functioning of each institution type, there are also further regulations and directives regulating various common matters (advancement to higher grade, weekly timetable, terms of institutions, grading system, admission–enrollment works, discipline etc.).

[Ministry of National Education](#)

[Vocational Education Law](#)

[Law on organization and Duties of Ministry of National Education](#)

[Basic Law of National Education](#)

[Law on School Boarding Houses](#)

[The Law on Foreign Language Education](#)

[Law of Private Education Institutions](#)

Law on Educating Gratis Boarding or Beneficiary Pupils in Primary and Lower Secondary Education and Social Contributions Offered to the Pupils

5.4. General Objectives

The general objectives of secondary education institutions are designated in the 28th article of 1739 numbered Basic Law of National Education (Milli Eğitim Temel Kanunu), No 1739. According to this article, "In compliance with the general objectives and fundamental principles of National Education, the objectives and functions of secondary education are 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 the pupils for higher education or both profession and higher education or to life and business in accordance with their interests, capacity to learn and capabilities by means of various curriculums and institutions."

It is also said in the same article that the balance between the demands and capabilities of pupils and the necessities of the community is assured in the course of fulfillment of foregoing functions.

Ministry of National Education (Milli Eğitim Bakanlığı) determines the courses and weekly timetables to constitute each curriculum within the framework of foregoing general objectives and develops curriculums for each course. The curriculums enclose general aims, units and topics of the course and specific aims of every unit. In other words, the above given general objectives become concrete through the curricula of the school types. In this context, while the contents of the courses of schools offering general education aim to prepare their students to upper level of education (universities), the contents of the courses of the schools offering vocational-technical education consist of both general and vocational oriented topics.

Ministry of National Education

Basic Law of National Education

5.5. Types of Institutions (Schools)

The secondary education bases on primary education and is handled in two categories as general secondary education and vocational–technical secondary education. Secondary education schools last minimum 4-year including 9th- and 12th grades and cover 14-17 ages. Some institutions have 5–year duration, including foreign language preparation grade (For instance, [Sosyal Bilimler Lisesi](#)). Some institutions in secondary education and private secondary education institutions employ foreign language preparation classes in compliance with the objectives of curriculum and the courses of natural sciences group and mathematics can be taught in foreign language (For instance, Kadıköy Anadolu Lisesi, Galatasaray Lisesi, İstanbul Lisesi). The secondary education institutions are in the scope of post-compulsory education.

Both general education and vocational–technical education have institutions with predominant foreign language education denominated as "Anadolu Lisesi" (Anatolian high schools), Anadolu meslek liseleri (Anatolian Vocational High schools) etc." (Evaluated in the same category, even they are not denominated in this manner) and primarily foreign language schools whose students are determined centrally via special methods (consisted of level specification examination, grade average and behavior mark, etc.). The basic difference of these institutions from others is the increased number of foreign language courses and instruction of some courses in natural sciences in foreign language. Otherwise, these institutions are completely identical with other institutions. However, teaching some courses in a foreign language at public schools will gradually be removed.

The secondary education institutions implement curriculums preparatory for (a) higher education, (b) both profession and higher education.

General and vocational–technical secondary education has abundant institution diversity. There are more than 30 types of institutions. This diversity takes root from the above mentioned anadolu Lisesi practice and establishment of institutions according to the vocational branches. For example, curriculums related to commerce and tourism is enclosed in separate institution type while industrial curriculums are enclosed in another type of institution. Notwithstanding the diversity of institutions, the 9th grades of entire secondary education institutions employ same (common) general education courses. The courses for further grades demonstrate discrepancy according to branches. All institutions implement timetables and curriculums drafted by the Ministry.

5.5.1. General Secondary Education Institutions

General secondary education institutions comprises of six types of different institutions (Lise, Anadolu Lisesi, Fen Lisesi, Sosyal Bilimler Lisesi, Anadolu Öğretmen Lisesi, Güzel Sanatlar ve Spor Lisesi 5.7.).

List of the General Secondary Education Institutions*

Type of Institution	Prep Grade	Duration (Year)
Lise	-	4
Anadolu Lisesi	-	4
Fen Lisesi	-	4
Sosyal Bilimler Lisesi	1	4
Anadolu Öğretmen Lisesi	-	4
Güzel Sanatlar ve Spor Lisesi	-	4

* For further information on these institutions, please visit <http://oogm.meb.gov.tr/>

The topics of the courses instructed in these institutions can be categorized as follows:

- Courses related to language, literature and art (For example, language and expression, Turkish literature, foreign languages, music, fine arts, sports)
- Courses related to social sciences (For example, history, geography, sociology, philosophy, psychology, democracy and human rights)
- Courses related to mathematics and natural sciences (for example, mathematics, physics, chemistry, biology)

The courses following the first grade become predominant in one of the foregoing branches according to the type of curriculum implemented. All pupils are instructed with same common compulsory courses in the first year. Then, the pupils are oriented towards different branches depending on their interest and achievement beginning from the second year. These schools have one or more of the four branches/curriculums given below.

- Natural Sciences
- Social Sciences
- Turkish - Mathematics
- Foreign Language

Anadolu Güzel Sanatlar Lisesi have painting and music branches. In case the Ministry considers suitable, it is possible to establish other branches implementing curriculums for fine arts. These institutions admit pupils with special talent examination (Regulation on Fine Arts and Sports High Schools-Güzel Sanatlar ve Spor Liseleri Yönetmeliği)

The foregoing branches are associated with higher education curriculums. Therefore, the pupils are obliged to make branch selections taking into account transition to higher education. The courses following the first grade become predominant in one of the foregoing branches according to the type of curriculum implemented.

Regulation on Fine Arts and Sports High Schools

5.5.2. Vocational and Technical Secondary Education Institutions

Vocational and technical education institutions educate the pupils as manpower for business and professional branches in line with the objectives of general secondary education and prepare them for tertiary education. 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. Vocational and technical secondary education institutions comprise of institution types shown in the table below.

List of the Vocational and Technical Secondary Education Institutions

Type of Institution	Duration (Year)	For detailed information
Teknik ve Endüstri Meslek Lisesi	4	http://etogm.meb.gov.tr/
Kız Teknik ve Meslek Lisesi	4	http://ktogm.meb.gov.tr/
Sağlık Meslek Lisesi	4	http://sdb.meb.gov.tr/
Ticaret Meslek Lisesi	4	http://ttogm.meb.gov.tr/
Otelcilik ve Turizm Meslek Lisesi	4	http://ttogm.meb.gov.tr/
İmam Hatip Lisesi	4	http://dogm.meb.gov.tr/
Özel Eğitim Meslek Lisesi	4	http://orgm.meb.gov.tr/
Çok Programlı Lise	4	
Mesleki ve Teknik Eğitim Merkezi	4	

Valid from 2009-2010 education year, school types which were more than 70 in secondary education are decreased to six in general secondary education and nine in vocational secondary education (Teknik ve Endüstri Meslek Lisesi, Kız Teknik ve Meslek Lisesi, Sağlık Meslek Lisesi, Ticaret Meslek Lisesi, Otelcilik ve Turizm Meslek Lisesi, İmam Hatip Lisesi, Özel Eğitim Meslek Lisesi Çok Programlı Lise, Mesleki ve Teknik Eğitim Merkezi (METEM) . In this way, schools in secondary education are reorganized based on the program diversity.

Every institution type implements branches/curriculums for specific profession. Furthermore, each branch comprises of different sub-branches. Classification of the institutions is performed according to the predominance of these curriculums from vocational aspect. For example, Ticaret Meslek Lisesi has branches such as accounting, marketing, finance and stock marketing services, etc.

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.

In vocational and technical education institutions, the pupils receive all education in institutions during the 9th grade. Pupils attending to 10th, and 11th grades receive theoretical and practical education in schools. 12th grade students get their education for two days per week and skill training in enterprises for the remaining three days. Pupils attending to some vocational high schools (especially schools 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. (For further details see 5.18.). Very few of this type of schools are not subjected to this practice because of the curriculum content.

Ministry of National Education

5.6. Geographical Accessibility

Constitution 1982 (Anayasa) of Republic of Turkey and Basic Law of National Education (Milli Eğitim Temel Kanunu) guarantees and stipulates attendance of graduates of primary education to secondary education institutions and undertakes necessary relieves and contributions by means of gratis boarding, scholarship, credit and otherwise in order to ensure education of pupils suffering poverty up to the highest level of education (Constitution 1982, Article 42; Basic Law of National Education, Articles 8 and 27).

In the context of the foregoing legal framework, the Ministry of National Education (Milli Eğitim Bakanlığı-MEB) establishes and exploits institutions to offer accessible secondary education services for all citizens regardless of the geographical characteristics of the region and prevailing individual, societal and economic conditions. All provinces and districts and all settlement areas with population rating over a specific figure throughout the country have various secondary education institutions (at least one).

Furthermore, under the scope of 4702 numbered Law, it is possible to establish "high schools with multiple curriculums" and "vocational and technical education centers" in order to offer secondary education services to the children accommodating in small-scale settlement units. Whilst it is possible to implement all secondary education curriculums (general and vocational-technical) in high schools with multiple curriculums, it is possible to implement all secondary education curriculums in vocational and technical education centers at Anatolian technical high school, Anatolian vocational high school, technical high school and vocational high school levels granting diploma with respect to vocational and technical education. Consequently, offering secondary education services to the residents of small-scale settlement areas are facilitated.

Some secondary education institutions offer 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 secondary education and all expenditures of those pupils are covered by MEB. For example, schools such as [Fen Lisesi](#), [Sosyal Bilimler Lisesi](#) and [Güzel Sanatlar ve Spor Lisesi](#) offer education services completely free of charge with boarding houses. Again in this context, many students are provided unpaid sheltering service and scholarship (For detailed information see: <http://obydb.meb.gov.tr/istatistik.html>.) Furthermore, student boarding houses which are established and exploited by the Ministry offer education opportunities for children residing in rural areas. All of the foregoing efforts are supports for promoting access to secondary education for every individual. **Transport to institution**

If the schools are in a walk distance, students go to school by walking. If it is not the case, students go to schools by school busses provided by school parents associations or by their own facilities. Students (their parents) pay for school busses.

Ministry of National Education

[4702 numbered Law](#)

[Basic Law of National Education](#)

Constitution 1982

5.7. Admission Requirements and Choice of Institution

It is aimed to ensure attendance of pupils graduating from compulsory primary education from general and vocational-technical secondary education in association with their interests and skills as a fundamental principle. The secondary education system stipulates diversity of institution for realization of the foregoing objective.

Pupil admission to secondary education institutions is performed in two ways:

- by means of direct application,
- by means of entrance examination.

Secondary education institutions admitting pupils by means of direct application:

General high schools ([lise](#)), vocational high schools on commerce ([ticaret meslek lisesi](#)), vocational high schools on industry ([teknik ve endüstri meslek lisesi](#)), vocational high schools for girls ([kız teknik ve meslek lisesi](#)), theology high schools ([İmam hatip lisesi](#)), high schools with multiple curriculums ([çok programlı lise](#)) and vocational and technical education centers ([Mesleki ve Teknik Eğitim Merkezi \(METEM\)](#)) admit pupils by means of direct application. Each institution has an area for servicing (zone) designated by provincial and district directorates of national education. In principle, the pupils are free to choose type of institution (high school). Within this context, it is expected from each pupil to attend the institution in his/her region. However, there are some situations deviated from this application. Every individual bearing the following conditions can enroll directly to any of the institutions mentioned above without any restriction. The conditions are:

- Being a citizen of Republic of Turkey (the foreign pupils are provided education in Turkey under similar conditions, if they bear the relevant conditions for admission-enrollment for foreign pupils)
- Being a graduate of primary education,
- Having health conditions suitable for education of desired profession (documented if necessary)
- Not to complete the age of 18.

The above mentioned conditions are also prerequisites for the institutions admitting pupils with entrance examination. Candidates having these requirements can enroll any schools they like with the approval of their parents.

Secondary education institutions admitting pupils with entrance examination:

Students are accepted to the schools named [Anadolu Lisesi](#), [Sosyal Bilimler Lisesi](#), [Fen Lisesi](#), [Anadolu Öğretmen Lisesi](#) by means of centralized placement regarding to the determined score base for placement according to the principles and bases defined in Secondary Education Admission Directive and instructions mentioned in related guides. Secondary Education Admission System constituted in this frame are mentioned below.

Secondary Education Admission System:

Transition system to secondary education is a system to place the students centrally to the secondary education institutions according to Secondary Education Placement Grade consisted of the score of the exam named [Seviye Belirleme Sınavı \(SBS\)](#), conducted at the end of 6th, 7th and 8th class, year end competence score and class score components regarding students' school preferences.

Seviye Belirleme Sınavı (SBS) is a centralized nationwide, curriculum focused (the courses included in the examination is determined by the ministry) multiple choice examination.

Year end competence score (yıl sonu başarı notu) is the mean of the two semesters' end averages of all courses.

Secondary Education Placement Grade: "Grade score" are calculated based on 70% of related year Seviye Belirleme Sınavı, and 25% of CGPA. Secondary Education Placement Grade is determined by summing up 25% of the 6th grade "grade score" (GS6), 35% of the 7th grade "grade score" and 40% of the 8th grade "grade score".

The students who want to attend to the schools in this group preferred the school according to their Secondary Education Placement Grade. Students are ranked according to their Secondary Education Placement Grade and placed to the schools regarding their preferences. Placement application is realized by MEB.

Special Talent Examination:

Schools in sports and fine arts (for instance, [Güzel Sanatlar ve Spor Lisesi](#)) admit pupils with special talent examinations.

Applications for the examinations, special conditions and principles associated with admission-enrollment are designated in the guidebook published by the Ministry every year. (Regulation on Fine Arts and Sports High Schools-Güzel Sanatlar ve Spor Liseleri yönetmeliği).

[Regulation on Fine Arts and Sports High Schools](#)

5.8. Registration and/or Tuition Fees

In principle, education in state institutions is free of charge. However, the parents make contributions to the institutions *in various ways*. The voluntary donations of the parents during enrollment or within the year are accepted by [Okul-Aile Birliği](#) (School-Parents Association). The sources acquired in this manner are spent for administrative expenditures (support personnel, cleaning, maintenance-repair, stationary, etc.) of the institutions. On the other hand, the costs of complementary services such as transportation, supplementary materials, educational tools, alimentation etc. are covered by the parents of the pupils.

The private institutions apply a tuition fee. Pupils attending to private institutions (parents) are obliged to pay the predetermined and announced tuition fee. The tuition fees in private institutions vary from institution to institution. Criteria as associated with the method of determination and collection of the tuition fees of private institutions are regulated with a regulation (The Law for Determining and Collecting Students' Fees in Private Education Institutions/Özel Öğretim Kurumları Öğrenci ve Kursiyer Ücretleri Tespit ve Tahsil Yönetmeliği, Article 5). Furthermore, the private institutions are obliged to offer gratis educational services for pupils not to be less than 3% of their total number of students (Regulation Concerning Students to Study Free of Charge in Private Education Institutions Özel Öğretim Kurumlarında Ücretsiz veya Burslu Okutulacak Öğrenci ve Kursiyerler Hakkında Yönetmelik, Madde 5).

[Ministry of National Education](#)

[Regulation Concerning Students to Study Free of Charge or with Grants in Private Education Institutions](#)

[The Law for Determining and Collecting Students' Fees in Private Education Institutions](#)

5.9. Financial Support for Pupils

Ministry of National Education (Milli Eğitim Bakanlığı-MEB) offer 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 secondary education and all expenditures of these pupils are covered by MEB. For example, all schools of [Fen Lisesi](#), [Anadolu Öğretmen Lisesi](#), [Sosyal Bilimler Lisesi](#) ve [Güzel Sanatlar ve Spor Lisesi](#) offer education services completely free of charge with boarding houses.

The principles associated with the method of benefiting from gratis boarding and scholarship services in primary and secondary education institutions and the individuals to benefit from such services and the characteristics of the contributions and aids are regulated by Law (Law on Educating Gratis Boarding or Beneficiary Pupils in Primary and Lower Secondary Education and Social Contributions Ofered to the Pupils/İlköğretim ve Ortaöğretimde Parasız Yatılı veya Burslu Öğrenci Okutma ve Bunlara Yapılacak Sosyal Yardımlara İlişkin Kanunu).

Boarding Support. Within the number of the places allocated by the Ministry, free boarding is provided for students who are successful and whose parents do not have enough income. This support includes free accommodation, food and clothing, pocket-money and similar supports. The students utilizing this type of support are determined both with examination and without examination. Some students get this support with their special conditions defined with law and some students get it with a selection exam named Boarding and Grants Determination Exam. Additionally, all the students of [Fen Lisesi](#), [Anadolu Öğretmen Lisesi](#), [Sosyal Bilimler Lisesi](#) and [Güzel Sanatlar ve Spor Lisesi](#) [Güzel Sanatlar ve](#) admitting students with entrance examination, if they demand, can make use of this support.

Grants. Grants are provided for students who are successful and whose parents do not have enough income within the frame of the number determined by the Ministry. The grant amount of which is determined by MEB and Ministry of Finance together includes monetary support and is not required to pay back. The students are determined with Boarding and Grants Determination Exam. (For further details see the Law on Educating Gratis Boarding or Beneficiary Pupils in Primary and Lower Secondary Education and Social Contributions Ofered to the Pupils).

Furthermore, Turkish Red Crescent Association (Türkiye Kızılay Derneği) has provided grants for a number of students determined every year since 2004. Tteh institution determines the number of the students who will benefit from this grant and carries out the selection procedures.

Pupils in secondary education institutions coming from the families of highest poverty levels of the community are granted with complimentary liquid funds as education contribution under the scope of “[Şartlı Nakit Transferi \(ŞNT\)](#)” conditional liquid fund transfer – CFT” from Prime Ministry Fund for Encouragement of Social Assistance and Solidarity (Başbakanlık Sosyal Yardımlaşma ve Dayanışmayı Teşvik) Fonu (under the scope of the Project for Diminishing Social Risk). Payments are directly made to the mothers of the students

Lunch Support: Free lunch services are granted to the children of the families with low income levels attending vocational and technical high schools (20% of the number of students). The institution must have refectory and relevant personnel in order to offer the lunch support. In institutions with refectories, other pupils and teachers can benefit from the lunch service against payment (Mesleki Teknik Eğitim Yönetmeliği, Article 174).

Free Textbook Support: since 2006-2007 educational year, textbooks are provided free to all students in secondary education by Ministry of Education (Milli Eğitim Bakanlığı-MEB).

Other supports: Students are utilizing public transports and activities such as theatre, cinema in reduced price.

Ministry of National Education

Prime Ministry Fund for Encouragement of Social Assistance and Solidarity

Turkish Red Crescent Association

Law on Educating Gratis Boarding or Beneficiary Pupils in Primary and Lower Secondary Education and Social Contributions Offered to the Pupils

Vocational and Technical Education Regulation

5.10. Age Levels and Grouping of Pupils

The secondary education institutions offer four-year coeducation. Age cohort of these schools are the graduates of primary education between the ages of 14-17. 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 exceptions such as repetition, late enrollment, etc. 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 from a sole gender.

In secondary education schools, courses are delivered by field teachers. As a result of this, courses of every classroom are delivered by different teachers.

The number of pupils in classrooms varies according to the type of the institution. Even if it is basic that the number of students in a class in general high schools must not be more than 36 (Regulation on Secondary Education Institutions/Ortaöğretim Kurumları Yönetmeliği, Madde 8) in practice there are more crowded classes. The number of students in classrooms of the schools named as [Fen Lisesi/Sosyal Bilimler Lisesi](#) is limited with 24 (Regulation on Science High Schools/Fen Liseleri Yönetmeliği, Regulation on Social Sciences High Schools/Sosyal Bilimler Liseleri Yönetmeliği). The number of students in classrooms of [Anadolu lisesi, güzel sanatlar ve spor lisesi](#) is limited with 30 (Regulation on Anadolu High Schools/Anadolu Liseleri Yönetmeliği, Regulation on Fine Arts and Sports High Schools/Güzel Sanatlar ve Spor Liseleri Yönetmeliği) and all vocational and technical education institutions is limited with 30. In vocational schools, no classrooms are formed for the field/branch with the number of enrolled students less than 12. These pupils are directed to other branches/curriculums, taking into their interest and demands (Vocational and Technical Education Regulation/Mesleki Eğitim Yönetmeliği, Article, 162

[Regulation on Anadolu High Schools](#)

[Regulation on Fine Arts and Sports High Schools](#)

[Regulation on Science High Schools](#)

[Regulation on Secondary Education Institutions](#)

[Regulation on Social Sciences High Schools](#)

[Vocational and Technical Education Regulation](#)

5.11. Specialization of Studies

The curriculums in all secondary education institutions comprise of common courses, branch/field courses and elective courses in compliance with the interests, skills, and individual discrepancies of pupils and the characteristics of the branch/field to be selected. The common courses are the courses related to general education topics and mainly included in the curriculum of the 9th grade.

Branch/field courses are the courses orienting the pupils towards aimed higher education programs or profession and business and allowing them the possibility of development to this effect. Starting from the 10th grade, pupils in all secondary education institutions are obliged to choose a branch and predominantly receive the courses related to that branch. Therefore, the students are educated in specific vocational or academic branches by means of the branch courses.

The pupils are oriented towards branches by the relevant deputy principle, class advisor and advisor according to the field of interest, skill and achievement in courses, taking into consideration the principles and criteria for orientation in primary education in accordance with the opinion of the pupil himself and parents. The year-end grades or weighted average of year-end marks of the branch courses are taken as basis for the orientation (Regulation on Grade Promotion and Examination in Secondary Education Institutions/Orta Öğretim Kurumları Sınıf Geçme ve Sınav Yönetmeliği)

The branch courses in secondary education institutions offering general education (general high schools, Anadolu Lisesi, Fen Lisesi, Sosyal Bilimler Lisesi, Spor Lisesi, Anadolu Öğretmen Lisesi, Güzel Sanatlar ve Spor Lisesi) comprise of courses earning competencies in different branches of higher education. Therefore, branches in these institutions are academic rather than vocational. Entrance to higher education programs is associated with these branches.

General Education Institutions and Branches (Curriculums) in These Institutions

Type of Institution	Fields						
	Natural Sciences	Social Sciences	Turkish-Mathematics	Foreign Language	Music	Drawing	Sports
Genel Lise	X	X	X	X			
Anadolu Lisesi	X	X	X	X			
Fen Lisesi	X						
Sosyal Bilimler Lisesi		X	X				
Anadolu Öğretmen Lisesi	X	X	X	X			
Güzel Sanatlar ve Spor Lisesi					X	X	X

Generally, the branch courses in secondary education institutions offering vocational and technical education comprise of courses earning competencies towards various professions. Furthermore, each branch comprises of various sub-branches. The present branches in vocational and technical education institutions can be categorized as follows.

- **Industrial and technical branches:** Apparel, textile technologies, olive technology, computer aided industrial modeling, decorative arts, automotive technologies, furniture and decoration, metal technology, machine technology, information technologies, apparel machinery maintenance and repair, electric technologies, electronic technologies, industrial casting, nourishment technology, construction technology, plastic arts and design, plastics technology, etc. (http://etogm.meb.gov.tr/index.asp?sayfa_id=300&konu=program).
- **Branches related to commerce and tourism:** office management and secretaryship, accounting and finance, insurance trade and risk management, computers, marketing, catering services,

accommodation services, travel agency, travel, recreational services, tourism, journalism, public relations and promotion, radio, cinema and television, etc. (<http://ttogm.meb.gov.tr/>).

- **Branches related to social services:** Skin care and hairdressing, child development and education, organization services, etc. (<http://ktogm.meb.gov.tr/>)
- **Branches related to religious services:** imamate-preachership, Holy Koran course instructor, etc.

There are approximately 200 vocational branches in vocational and technical education institutions.

Regulation on Grade Promotion and Examination in Secondary Education Institutions

5.12. Organization of Institution Time

The time of opening, closing and half term for the secondary education institutions are regulated by regulation to be issued by Ministry of National Education (Milli Eğitim Bakanlığı-MEB). The academic calendar drafted by taking such dates into consideration enters into force upon recommendation of national education provincial directorates and approval of the governor. The practice is made taking the climatic and local conditions of the country into consideration.

The curriculums for all institutions in the country are drafted by the relevant educational units and Turkish Education Board (Talim ve Terbiye Kurulu-TTK) and enter into force upon approval of the Ministry. The curriculums determine the following;

- minimum and maximum weekly course hours
- which courses to be delivered in which grades
- common must courses, branch courses and elective courses and overall hours.

Arrangement and implementation of the institution time within this framework is the responsibility of institution managements.

Ministry of National Education

Turkish Education Board

5.12.1. Organization of the School Year

The term of academic year in secondary education institutions cannot be less than 180 workdays. The term of academic year is calculated by counting the days when the institution is open from the day of commencement of the courses until the day of ending and the days of National festivals, memorial days and celebrations when the pupils attend ceremonies.

The academic year is divided into two semesters. There is a half term holiday between the first semester (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). The term of half term holiday is two weeks in January and February. The summer holiday of primary education institutions starts on the date when the examinations end until the beginning of new academic year.

The official holidays of institutions other than summer holiday are arranged as follows:

- Weekends (Saturday - Sunday)
- Republic Day (starts at afternoon of October 28, the ceremony is held on October 29 and ends at evening).
- New Year holiday (on January 1st).
- Half term holiday (specified in the timetable drafted annually by the Ministry)

- National Sovereignty and Children's Festival, (starts after the ceremony on April 23, ends at evening of April 24).
- May 19, Remembrance Day of Atatürk, Youth and Sports Festival (starts after the ceremony on May 19, ends at evening of May 20).
- Festival of Triumph (on August 30).
- Ramadan Festival (starts at 13:00 on Festival Eve, lasts for 3,5 days).
- Feast of the Sacrifice (starts at 13:00 on Festival Eve, lasts for 4,5 days).
- Local liberation days (1 day)
- May 1 Labour and Solidarity Day (1 day). (Regulation on Secondary Education Institutions-Ortaöğretim Kurumları Yönetmeliği, Madde 14,)

In addition to the holidays of the institutions other than the summer holiday, the minority institutions also make holiday on their religious festival days and special days of celebration.

Regulation on Secondary Education Institutions

5.12.2. Weekly and Daily Timetable

A week for institutions comprises of five days (Monday to Friday). The courses in the institutions employing full-time education run for 45 minutes. The course hour in the institutions employing double-shift education can be 40 minutes. The recesses are five minutes minimum (MEB Ortaöğretim Kurumları Yönetmeliği; madde 7)

The course hour is taken as basis for the vocational education in vocational technical education institutions, while the study time is taken as basis for the skill education. Accordingly, one course hour is 40 minutes with recess of minimum 10 minutes. If necessary, the workshop and laboratory practices and some courses according to their properties can be employed as block lessons upon resolution of branch teachers' board. Each block lesson, however, cannot exceed two course hours.

The starting and ending times of the courses are determined in the meeting held with the educational region advisory board chaired by province/district national education director or relevant deputy principle or branch manager, taking into account the properties of the institutions and implemented curriculums and local environment and transport conditions (Regulation on Secondary Education Institutions/MEB Ortaöğretim Kurumları Yönetmeliği; Article 7).

Classes usually begin by 07.30-8.00. Ending time for classes demonstrate variation depending on the full-time or double-shift education basis and weekly timetables of the institutions.

In principle, vocational education in enterprises is conducted during daytime. However, the vocational education can also be conducted during nighttime, provided not to exceed 24:00 upon resolution of the provincial employment and 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 (Vocational and Technical Education Regulation/Mesleki ve Teknik Eğitim Yönetmeliği, Article 161)

The number of overall weekly course hours the students is obliged to attend demonstrate variations depending 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 (course hours) in vocational and technical education institutions. For details, see table_below.

Distribution of Weekly Overall Course Hours According to Type of Institution

General Education Institutions http://ttkb.meb.gov.tr/ogretmen	Grades				
	P*	9	10	11	12
Genel Lise		30	30	30	30
Anadolu Lisesi	36	37	37	37	37
Fen Lisesi		36	36	36	36
Sosyal Bilimler Lisesi	37	38	40	40	40
Güzel Sanatlar ve Spor Lisesi		36	36	36	36
Anadolu Öğretmen Lisesi		38	38	38	38
Vocational and Technical Education Institutions					
Teknik ve Endüstri Meslek Lisesi http://etogm.meb.gov.tr		30	40	40	40
Kız Teknik ve Meslek Lisesi http://ktogm.meb.gov.tr/		30	40	40	40
Sağlık Meslek Lisesi http://sdb.meb.gov.tr/		40	43	43	43
Ticaret Meslek Lisesi http://ttogm.meb.gov.tr/		30	40	40	40
Otelcilik ve Turizm Meslek L. http://ttogm.meb.gov.tr/		37	45	45	45
İmam-Hatip Lisesi http://dogm.meb.gov.tr/		40	40	40	40
Özel Eğitim Meslek Lisesi http://orgm.meb.gov.tr/		30	40	40	40

* Foreign language prep class. Students who fail in English Proficiency Exam attend this class. So that it is not obligatory for all students. All social science high schools have preparatory class and very few of Anatolian high schools have preparatory class.

Similarly, the number of hours within an academic year in institutions offering general education varies between 1080 hours and 1332 hours, while this figure varies between 1260 hours and 1620 hours for institutions rendering vocational and technical education.

All classes are conducted in the institution rendering general education. As regards the institutions rendering 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.

Regulation on Secondary Education Institutions

Vocational and Technical Education Regulation

5.13. Curriculum, Subjects, Number of Hours

The curricula and weekly timetables developed ratified by Turkish Education Board (Talism ve Terbiye Kurulu-TTK) are implemented in secondary education institutions. In other words, the curriculums and weekly timetables are determined by central authority. If sufficient number of pupils, suitable school ambience and teachers are provided, elective courses to orient pupils to entrepreneurship and productivity and suitable for the necessity and attributes of the local environment could be included to the curriculum by the educational region principles board. The curriculum for such elective courses is drafted by branch teachers in the educational region and implemented upon approval of province/district national education director. An exemplary of the curriculums to be implemented for the first time is forwarded to the relevant body of the Ministry and the Board for information (Regulation on Grade, Promotion and Examination in Secondary Education Institutions/Orta Öğretim Kurumları Sınıf Geçme ve Sınav Yönetmeliği, Article 12).

Courses are delivered in Turkish. However, in [Anadolu Lisesi](#) (general and vocational-technical) courses related to mathematics and natural sciences (Physics, Chemistry, Biology) can be taught in primary foreign

language, if teachers to offer these courses in the foreign language are available and if demanded by the pupils (the foreign language education under the scope of common courses with high course hour predominance in such institutions is denominated as the primary foreign language, while the foreign language taken under the scope of common courses or elective courses depending on the characteristics of institutions with lower course predominance is denominated as secondary foreign language. The primary foreign language educated predominantly is English) (Regulation on Anadolu High Schools/Anadolu Liseleri Yönetmeliği: Article 18).

The curriculums in all secondary education institutions comprise of **common courses, branch/field courses** and **elective courses** in compliance with the interests, skills, and individual discrepancies of pupils and the characteristics of the branch/field to be selected. Weekly time tables and grades and years of education for common courses, branch/field courses and elective courses are determined with resolution of Turkish Education Board. (Regulation on Grade, Promotion and Examination in Secondary Education Institutions, Article 6)

Common courses are the courses that the pupils are liable from until graduation. These are compulsory courses.

The course titled Religion and Ethics are given to all grades as one hour per week, which is rendered compulsory in the Anayasa 1982 (Article 24).

Branch/field courses are the courses orienting the pupils towards aimed higher education programs or profession and business and allowing them the possibility of development to this effect. After performing the selection of branch, the branch/field courses also attain compulsory status.

The branch courses in secondary education institutions rendering vocational and technical education generally comprise of courses intended for earning competencies in some professions. The branches in the institutions rendering general education comprise of branches intended for earning competencies for preparation to higher education. Such courses are generally sequels to some common courses.

Elective Courses are the courses allowing the pupils to develop in the selected branch/field or improve in various programs in accordance with personal interests and desires and to develop their personal skills.

According to the current weekly timetables, the compulsory common courses are predominant in the 9th grade while branch courses are predominant in 10th, 11th and 12th grades. The foreign language courses in Anatolian high schools (general-vocational) are more predominant when compared to other institutions. Foreign language course in Anatolian high schools has ten course hours per week for the 9th grade and 4 hours per week for the subsequent grades, the foreign language course in other institutions are three hours per week only in 9th and 10th grades. The course titled Information and Communication Technologies is compulsory branch/field course in the 9th grade for all vocational and technical education institutions and offered two hours per week. Furthermore, the Guidance course is also compulsory for all grades and offered one hour per week.

Turkish Education Board

Regulation on Anadolu High Schools

Constitution 1982

Regulation on Grade Promotion and Examination in Secondary Education Institutions

5.14. Teaching Methods and Materials

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. In principle, the textbooks and educational materials to be used in institutions are determined by the Ministry. (Basic Law of National Education/Milli Eğitim Temel Kanunu, Article 55). The textbooks for primary education are decided by the Ministry and delivered to all students free of charge. Topics related to characteristics, preparation, review and evaluation of the textbooks and educational materials are regulated with Regulation on Textbooks and Educational Materials/Ders Kitapları ve Eğitim Araçları Yönetmeliği.

Every teacher is responsible from making necessary preliminary studies based on the curriculums 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.

The curriculum for every course is also a guide for the teachers. The curriculum contains the general objectives of the course, its units, objectives of each unit and topics. The curriculum can also contain examples of activities, examples of process arrangement and evaluation and relevant clarifications. Such curriculums provide guidance for the teachers as the textbooks are drafted on the basis of them. Furthermore, there is a portal called "Teachers' Portal" (<http://ttkb.meb.gov.tr/ogretmen/>) in the WEB page of the Turkish Education Board/Talim ve Terbiye Kurulu (TTK) to help the teachers. It includes curriculums, sample plans and activities.

Teachers are allowed to employ visual tools such as video, slide, tape-radio, overhead projector, television etc. However, these equipments do not exist in all schools as standarts. Most of the schools must be fitted with internet and information technology tools for the use of teachers and pupils. For this purpose, the studies on establishment of information technology classrooms are intensified within recent years.

Turkish Education Board

Regulation on Textbooks and Educational Materials

Basic Law of National Education

5.15. Pupil Assessment

The method for evaluation and assessment in secondary education institutions is regulated by the Regulation on Grade Promotion and Examination in Secondary Education Institutions/Orta Öğretim Kurumları Sınıf Geçme ve Sınav Yönetmeliği (Articles 16 and 33). Although the private schools also implement this regulation, any aspirant private school might implement different class advancement and examination regulation to be drafted by the management and ratified by the Ministry.

In the course of arrangement of the questions in examinations, the teachers essentially consider the special and general objectives set forth in the curriculum and aimed skills, clarifications and topics, if any. Measurement of examinations, homework, projects and practices are 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:

Assesment Table

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

Within the framework of the above given regulation, term marks, year end marks and year end final achievement marks and graduation 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.

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 (Article 17).

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 (Article 21).

The half-term mark for any course is determined by conversion of the arithmetic average of the grades obtained from written and applied examinations of that particular semester and the marks for oral exams, homework or projects into grades (Article 27).

The half-term mark for the applied vocational courses rendered in the institution of vocational and technical secondary institution is determined by conversion of the arithmetic average of the following;

- Arithmetic average of the practical studies of the pupil within the semester and the grades appreciated for the projects,
- Each of the grades appreciated in examinations,
- Each of the oral grade/grades,
- Arithmetic average of service grades,
- Grade appreciated for the homework.

The final academic grade for any course is the arithmetic average of the grades achieved in first and second semesters.

The final academic grade for the pupils receiving vocational education in enterprises is the arithmetic average of the grades achieved in first and second semesters and the arithmetic average for year-end skill examination. In order to consider the pupil successful from the applied courses received in the enterprises, the year-end grade must be Fair in addition to the grade of year-end skill examination, which must also be Fair, as minimum (Articles 29 - 32).

Reports are issued to the pupils at semester ends in order to notify the parents.

[Regulation on Grade Promotion and Examination in Secondary Education Institutions](#)

5.16. Progression of Pupils

Progression 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" (For grades, see 5.15.).

The students with achievement from all courses at the academic year-end directly progresses to higher class. Furthermore, if the year-end achievement average of the pupils with underachievement in courses other than the courses determined by the Turkish Education Board/Talim ve Terbiye Kurulu according to the types of institutions is; (a) 3.50 for science colleges and social sciences high schools, (b) 3.00 for Anatolian high schools and high schools with foreign language prep classes, (c) 2.50 for general high schools, sports high schools and vocational and technical high schools, they progress to higher class.

The pupils who cannot progress to higher class directly or with year-end average and has maximum three underachieved courses for the ninth grade, two underachieved courses for the 10th and 11th grades, including the courses that the pupils are responsible from lower class, attend to the higher class with the responsibility of underachieved courses. The pupils having more than five underachieved courses, including the courses from lower classes are considered underachieved. The responsibility ceases upon achievement in the examination of the relevant course.

The pupils; (a) having underachievement after average improvement examinations and cannot promote to higher class with year-end average, (b) who cannot promote to higher class as responsible and (c) considered underachieved due to discontinuity repeat the same class. The students absent for total of 20 days within the academic year without any excuse are considered underachieved regardless of the grades. Repetition is applied once within the term of secondary education. Repetition in prep class, however, is not included to the term. (Regulation on Grade Promotion and Examination in Secondary Education Institutions/Orta Öğretim Kurumları Sınıf Geçme ve Sınav Yönetmeliği, Articles 32 - 36).

Turkish Education Board

[Regulation on Grade Promotion and Examination in Secondary Education Institutions](#)

5.17. Certification

The general and vocational-technical secondary education institutions offer curriculums 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 final examination practice. The diplomas bear the graduation average and branch/field. The diplomas allow the opportunity for application to higher education entrance examinations ([Öğrenci Seçme Sınavı \(ÖSS\)](#)) 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 (Regulation on Grade Promotion and Examination in Secondary Education Institutions/Orta Öğretim Kurumları Sınıf Geçme ve Sınav Yönetmeliği, Article 59, Vocational and Technical Education Regulation/Mesleki ve Teknik Eğitim

Yönetmeliği, Article 125). This certificate is issued only for informative purposes and do not count as diploma and do not furnish any legal rights.

Independent Workplace Opening Certificate having the privileges and responsibilities of Mastership Certificate is provided to the graduates of technical high school or the graduates of four year education program of vocational and technical education school and institutions. However, certificate in this context are not prepared in the areas/branches in which opening a workplaces permission is regulated by special laws. Independent Workplace Opening Certificate are prepared by the directorate of the school student graduated (Vocational and Technical Education Regulation/Mesleki ve Teknik Eğitim Yönetmeliği, Article 233).

[Vocational and Technical Education Regulation](#)

[Regulation on Grade Promotion and Examination in Secondary Education Institutions](#)

5.18. Educational/Vocational Guidance, Education/Employment Links

The endeavors 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 and (2) Guidance.

There is a weekly guidance course implemented in secondary education schools for class guidance practices and a guidance program drafted on the basis of developmental insight. The program is arranged intended for class guidance gains and competencies in educational, vocational/career and personal and social development areas. The guidance services provided by school guidance and and counselling units also contain elements such as evaluation – assessment devoted to recognition of the pupil, support for the teacher and the family, support for disabled students and pupils requiring special measures.

In addition to such services, Introduction and Orientation course offered 2 hours weekly at the 9th grades in all types of institutions is adopted in 2005 particularly for supporting the career guidance practices. 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. The course comprises of two modules, which are vocational education branches and academic education branches. The studies in this course are not graded. Interest inventory is applied to the students at the end of academic year in order to determine the branches to be chosen. The interests of the pupils are determined and notified to the pupils and the parents. Vocational orientation within the secondary education system starts with branch selection in schools. The pupils are oriented towards branches by the relevant deputy principle, class advisor and advisor according to the field of interest, skill and achievement in courses, taking into consideration the principles and criteria for orientation in primary education in accordance with the opinion of the pupil himself and parents. The pupil and the parents must assume responsibility of their choices.

[Rehberlik ve Araştırma Merkezi \(RAMs\)](#) are established in all provinces and in some districts depending on the population in order to ensure effective execution of guidance and psychological counseling services. There are sufficient number of coordinator psychological advisor, psychological advisor, class advisor, psychologist, psychometric, educational programmer, private tutor, child development and instruction expert and social experts commissioned in these centers. RAMs offer all necessary studies required for effective and efficient execution of guidance and psychological counseling services in education institutions.

Relations of Institutions – Industry

The method of execution regarding the relations between the vocational secondary education institutions and the business world is regulated by a legal framework with 3308 numbered Vocational Education Law/Mesleki Eğitim Kanunu and Vocational and Technical Education Regulation/Mesleki ve Teknik Eğitim Yönetmeliği. Gaining experience in businesses is the fundamental element for the students attending vocational and technical education in Turkey. Such relation is furnished by means of the skill education denominated as “*Vocational Training in Enterprises*”, executed on the basis of institution – business partnership. Vocational education in enterprises commence with the start of academic year and ends as the end of academic year. Skill education in the enterprise for three days of the week and theoretical education in the institution or educational unit for two days of the week is essential. (Article 191).

The Law stipulates skill education for the pupils attending vocational and technical education school and institution in enterprises employing twenty or more staff not to be less than five percent and more than ten percent of the employed personnel (Vocational Education Law, Article 18)

In cases when it is not possible to render vocational training in the enterprises, the pupils are obliged to undergo an internship period in an enterprise. Article 58 of Vocational and Technical Education Regulation makes internship compulsory for the pupils receiving theoretical and applied education completely in schools in order to improve professional knowledge, skill, attitude and behaviors, adopt to business life, develop in actual production and servicing environs and get acquainted with the facilities, tools and devices not present in the institution. The term for this internship period is stipulated as not less than 300 hours (Article 59).

The vocational training furnished by the enterprises facilitates for the pupils getting acquainted with the branches of future work and finding jobs by establishing relations with the business world.

Furthermore, it is obligatory to form placement to work and monitoring unit in vocational and technical education institutions for the graduates (placement to work and monitoring unit). The functions of this unit are regulated with the Directive on Formation of Work Placement and Monitoring Unit in Vocational and Technical Education Schools and Institutions/Meslekî ve Teknik Eğitim Okul ve Kurumlarında İşe Yerleştirme ve İzleme Birimi Oluşturulmasına İlişkin Yönerge. (For additional information, visit http://mevzuat.meb.gov.tr/html/2539_1.html)

[Vocational Education Law](#)

[Vocational and Technical Education Regulation](#)

[Directive on Formation of Work Placement and Monitoring Unit in Vocational and Technical Education Schools and Institutions](#)

5.19. Private Education

5.19.1. Private Education

The Constitution (Anayasa 1982) of Republic of Turkey (Article 42) stipulates regulation of matters associated with private elementary and secondary schools with law. In this context, matters associated with establishment and exploitation of private schools are regulated with Law of Private Education Institutions Education (Özel Öğretim Kurumları Kanunu) No. 5580 and various regulations issued on the basis of this law.

In all levels of education services, there are schools established and exploited by Turkish and foreign private and legal entities (societies, foundations) based on “educational tuition fees” to great extent. These schools

are similar with state schools in terms of type and functioning. The private schools comprise of private Turkish schools, private minority schools, private foreign schools and private international schools.

Quantitative data and developments associated with private secondary education institutions are briefly summarized below:

For detailed data on number of students, see table 5.21.2.

[Constitution 1982](#)

[Law of Private Education Institutions](#)

5.19.2. Financing

The private education institutions apply tuition fees (Framework Regulation on Private Schools/Özel Okullar Çerçeve Yönetmeliği, Article 60). Majority of the tuition fees for private schools (90.40% in 2002) are covered by the families. As highlighted above (Section 5.9), some contributions are furnished to families by means of various mechanisms and the searching for diminishing the financial burden on the families unable to pay the costs are currently in progress.

The private education institutions can also exploit public investment incentives, as other enterprises. (Through some reductions and exemptions private education institutions are supported indirectly with the purposes of encouraging the establishment of new private institutions and facilitating the operations of the present ones. Pricing water, electricity and gas expenditures of the private institutions with a low rate, exemptions of custom, value added tax, and interest reductions when opening new institutions are the example of support of this type.

[Decision on the State Assistance for Investment](#)

[Framework Regulation on Private Schools](#)

5.20. Organizational Variations and Alternative Structures

Although the secondary education system do not enclose any alternative educational institutions, it is possible to mention various organizations and practices serving to realize the objectives of secondary education in more generalized manner.

Distance Education

Distance study services are offered in order to ensure opportunity equality in education, offer the opportunity of sustaining education at any desired time and place for everyone in need and support education offered in secondary education institutions. Thus, educational opportunities are offered for pupils who cannot attend to normal education institutions due to various reasons and for the individuals exceeded formal education age or wishing to dropout normal high school and pass to open education high school.

There are two types of distance study institutions as in the face-to-face education institutions (1) Open High School (institutions offering general education) and (2) Vocational Open High School and Vocational and Technical Open High School (institutions offering vocational education). The courses and branches in these institutions are similar to curriculums in formal education. Theoretical courses are executed by means of radio and TV broadcasts. Furthermore, there are textbooks and visual educational materials drafted with the method of distance study. The achievement of the pupils in the courses is determined by a central examination system applied at the end of every semester. Education of applied courses is performed in designated vocational institutions in the provinces during evening hours and weekends by means of face-to-

face education. Evaluation of these applied courses is performed by the institution offering face-to-face education to the pupil. (<http://egitek.meb.gov.tr/aok/aok/html>).

Private Minority Schools

These are the schools established by Greek, Armenian and Hebrew minorities during the era of Ottoman Empire and covered by Lausanne Treaty. Pupils of Turkish nationality belonging to minorities attend to these schools. These schools are permitted to offer education in their minority language. Turkish language is a compulsory course. In total there are currently 47 minority schools (including primary level) consisting 22 Armenian, 22 Greek and 3 Jewish (MEB 2010 Yılı Bütçe Raporu, p.76).

Private Foreign Schools

These are the schools established by foreigners whose existence is recognized by mutual letters on the basis of Lausanne Treaty. These schools are established by French, German, Italian, Australian and American citizens during the era of Ottoman Empire where Turkish pupils are allowed for enrollment. Number of these schools is 15 (MEB 2010 Yılı Bütçe Raporu, p.76).

Private International Schools

These schools display activities according to the provisions of 5580 numbered Private Education Institutions Law. Only pupils of foreign nationality are allowed to attend to these schools. The curriculums of these schools are formed by their management and ratified by the Ministry of National Education. There are currently 12 schools falling under this status (MEB 2010 Yılı Bütçe Raporu, p.76).

[MEB 2010 Yılı Bütçe Raporu](#)

5.21. Statistics

5.21.1. Statistics on Secondary Education

Indicator	2000-01	2005-06	2007-08	2008-09	2009-10
Number of pupils	2.362.653	3.258.254	3.245.322	3.837.164	4.240.139
Male	1.382.912	1.855.741	1.789.238	2.079.941	2.302.541
Female	979.741	1.402.513	1.456.084	1.757.223	1.937.598
Number of new entrants	757.593	935.944	465.809	1.016.915	999.039
Male	448.251	530.326	239.958	565.512	538.531
Female	309.642	405.619	225.851	451.403	460.508
Number of previous year graduates	532.952	590.834	729.535	321.741	548.894
Male	302.530	321.847	401.916	182.058	264.988
Female	230.422	268.987	327.619	139.683	283.906
Number of teachers	140.969	185.317	191.041	196.713	206.862
Male	84.268	108.195	111.958	115.030	120.174
Female	56.701	77.122	79.083	81.683	86.688
Number of schools	6.291	7.435	8.280	8.675	8.913
General	2.747	3.406	3.830	4.053	4.067
Vocational and technical	3.544	4.029	4.450	4.622	4.846
Number of classrooms	45.393	93.488	100.853	109.042	110.214
Number of branches ¹	71.920	100.169	105.606	123.930	139.420
Schooling rate, gross (%)	60,97	85,18	87,55	76,62	84,19
Male	69,67	95,07	94,04	80,96	89,14
Female	51,84	74,88	80,70	72,05	78,97
Schooling rate, net (%)	43,95	56,63	58,56	58,52	64,95
Male	48,49	61,13	61,17	60,63	67,55
Female	39,18	51,95	55,81	56,30	62,21
Number of students per teacher	16,76	17,58	16,99	19,51	20,50
Private education student ratio (%)	2,43	2,35	2,89	2,93	2,79
Vocational-technical student ratio (%)	37,04	36,30	38,98	40,79	42,91
Open education student ratio (%)	16,09	10,09	10,30	13,24	14,17

Notes:

(1) As some schools perform double shift education number of branches exceeds number of classrooms.

[MEB Sayısal Veriler 2000-01, 2003-2004, 2004-2005](#)

[Milli Eğitim İstatistikleri: Örgün Eğitim 2007-2008](#)

[Milli Eğitim İstatistikleri: Örgün Eğitim 2008-2009](#)

[Milli Eğitim İstatistikleri: Örgün Eğitim 2009-2010](#)

[Türkiye Eğitim İstatistikleri 2005-2006](#)

Strategy Development Presidency

5.21.2. Figures in Secondary Education by Type of Institutions (2009-10)

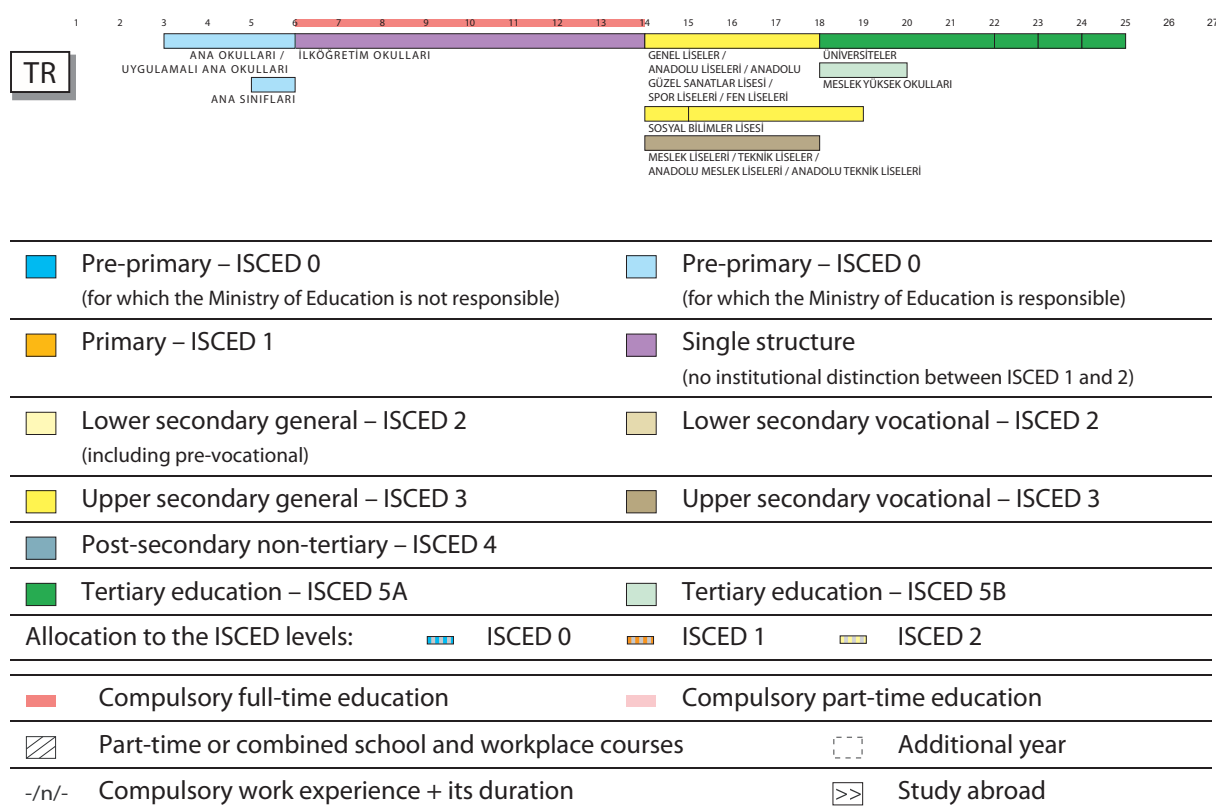
Type of Institution	Number of institutions	Number of students			Number of teachers	Number of classrooms
		Total	Male	Female		
Secondary education	8.913	4.240.139	2.302.541	1.937.598	206.862	110.214
Public secondary education	8.181	3.520.879	1.904.579	1.616.300	190.433	101.943
Private secondary education	731	118.222	65.613	52.609	16.429	8.271
Open education	1	601.038	332.349	268.689	-	-
General secondary education	4.067	2.420.691	1.268.098	1.152.593	111.896	65.286
Public gen. sec. education	3.357	1.882.426	958.162	924.264	95.784	57.164
State high schools	3.140	1.817.376	925.787	891.589	91.496	53.893
Teacher training high schools	217	65.050	32.375	32.675	4.288	3.271
Private high schools	709	116.619	64.666	51.953	16.112	8.122
Open high schools	1	421.646	245.270	176.376	-	-
Vocational and technical sec.	4.846	1.819.448	1.034.443	785.005	94.966	44.928
Public voc. tech. sec. edu.	4.824	1.638.453	946.417	692.036	94.649	44.779
Vocational/technical education for boys	2.073	686.502	588.927	97.575	40.028	15.133
Vocational/technical education for girls	984	325.034	44.581	280.453	19.597	8.568
Commerce and tourism education	912	362.175	197.044	165.131	18.034	10.110
Theology education	465	198.581	94.242	104.339	10.617	8.022
Special education	96	5.860	4.053	1.807	658	321
Vocational high schools on health	281	58.264	16.149	42.115	5.164	2.332
Vocational high institutions affiliated to other ministries	13	2.037	1.421	616	551	293
Private secondary education	22	1.603	947	656	317	149
Open education	-	179.392	87.079	92.313	-	-

Milli Eğitim İstatistikleri: Örgün Eğitim 2008-2009

Milli Eğitim İstatistikleri: Örgün Eğitim 2009-2010

6. Tertiary Education

Organisation of the education system in Turkey, 2009/10



Source: Eurydice.

Tertiary education system in Turkey covers all the institutions implementing at least two year programs after secondary education. Higher education system consists of universities, high technology institutes, higher vocational schools and other off-university higher education institutions (higher police and military schools and academies) (ISCED 5A, 5B ve 6 levels). Most of the higher education institutions are public institutions and rest of them are private (foundation) institutions. Universities consist of full time four-five-six-year faculties that lead to bachelor's degree and vocational education based four year higher schools, two-year higher vocational schools with completely vocationally oriented education leading to associate degrees and institutes (graduate schools) that execute graduate programs. Also higher vocational schools can be founded independently. Besides Anadolu University in Eskişehir has associate degree programs and bachelor's degree programs that conduct education via distant education. Currently there are 139 universities 94 of which are public and 45 of which are private (run by non-profit foundations) and six private independent higher vocational school (run by non-profit foundations), seven military higher education institutions within Turkish higher education system. Universities as corporate bodies are entitled to award any vocational and academic degrees at every level. Not any school types or stages exist between secondary education and higher education.

6.1. Historical Overview

History of higher education in Turkey dates back to Nizamiye Madrasah which was founded by Seljuks in Baghdad in 11th century AD. Madrasahs had been one of the significant educational institutions in Ottoman Empire and survived until the Empire's decadence. Together with religious courses there were other courses related with philosophy, mathematics, astronomy and medicine in madrasahs that have characteristics of a medieval university in several aspects. In these institutions, education was restricted with learning and interpretation of knowledge rather than producing and disseminating it. Madrasah had a significant place in Ottoman Empire's Rise. However it turned into an obstructive institution in later periods of modernization attempts by the deficiency in the capacity of inciting intellectual development and trends of resistance against change.

After a series of defeats in military field the Ottoman Empire initiated higher education institutions in modern sense by founding military schools. First of these schools is *Muhendishane-i Bahri-i Humayun* (Imperial Naval Engineering College) which was founded in 1773. This one was a three year school. The opening of this school is accepted to be the beginning of the reform period from the point of education. The second one is *Muhendishane-i Berri-i Humayun* (Imperial Military Engineering College) which was opened in 1795. These two institutions represent the first deviation from Madrasah education and constitute the basis of today's Istanbul Technical University. These two schools are followed by the foundation of *Tıbbiye* (Imperial Medical College) in 1827 and *Harbiye* (Imperial Military College) in 1833. At the end of the 19th century and the beginning of the 20th century various higher educational public institutions that were affiliated to many ministries were founded. Some of them are *Mektebi Mülkiye* (School of Public Administration) in 1877, *Hukuk Mektebi* (School of Law) in 1878, *Ticaret Mekteb-i Alisi* (Higher School of Commerce) in 1882, and *Mekteb-i Sanayi-i Nefise-i Tahane* (Imperial School of Fine Arts) in 1882, *Muhendis Mekteb-i Alisi* (Higher School of Engineers) in 1909, *Konduktor Mekteb-i Alisi* (The Higher School of Technicians) in 1911. These institutions form a basis for universities that are founded in Republic Period such as Istanbul Technical University, Marmara University, Mimar Sinan University and Yıldız Technical University.

In a Western sense founding a university mostly under European influence called House of Sciences (Darulfunun) was decided in 1836. Preparatory process lasted seventeen years. Before it was opened entirely by the name The Ottoman House of Sciences (Dar'ul-Fununi Osmani) in 1900 it was opened and closed twice because of the social resistance particularly by Madrasah hodjas. In 1912 German professors attended the teaching staff and research institutes were founded in 1915 that would be the beginning of modern academic research period. Darulfunun was granted scientific autonomy in 1919. Upon the proclamation of the Republic in 1923 madrasahs and religious schools were closed and House of Sciences was incorporated in 1924 and its legal personality was maintained. This institution was expected to support the revolutions of the new Republic and raise the required manpower for the new understanding.

Until 1933 Darulfunun was closed by the Law No. 2252 for it could not fulfill the tasks anticipated from this institution, specifically for it maintained a negative attitude towards revolutions and serious and serviceable scientific studies could not be done. However it was founded with a new name called Istanbul University and a new university called Istanbul Technical University was founded. By this law the autonomy was suspended, the Universities were affiliated to Ministry of Education and most of the teaching staff were discharged. Doors were opened to German and Central European professors who escape from Nazi domination. These foreign professors made substantial contributions such as raising academic members for Turkish universities and science life, foundation of many institutes, clinics, laboratories and science branches. This period was the one that curriculums and researches were under strict supervision.

The School of Law was founded in 1925, Institute of Agriculture in 1930, Faculty of Language, History and Geography in 1935, Faculty of Science in 1943 and Medicine Faculty in 1945 as independent higher education institutions at the new capital city, Ankara while the reform studies continued in Istanbul.

In 1946 a new arrangement was accomplished by enacting the Universities Law No. 4936. With this arrangement basically the universities were granted scientific autonomy and incorporated again and the tasks of the universities were determined in detail within education and research frame which are main two functions of the universities.

In 1946 higher education institutions which were founded independently were gathered under the same roof of Ankara University. Later until 1961 some other universities were also founded. They are Karadeniz Technical University (1955, Trabzon), Ege University (1955, İzmir), Ortadoğu Technical University (1957, Ankara), Atatürk University (1958, Erzurum). These universities were founded as campus universities in a different way than the existing universities of that date. Among these universities ODTÜ is organized in USA state university model.

In 1961 the Constitution (Anayasa 1961) was amended and by item article 120 issues related to universities were included in the constitution for the first time. This constitution defined the university as legal personalities holding scientific and administrative autonomy and adjudged that these institutions shall be managed and supervised by authorized body of elected academic members.

In 1967 Hacettepe Medicine Faculty affiliated to Ankara University, was turned into Hacettepe University and The Robert College which was reduced to a secondary education institution after the foundation of the Republic was turned into public university with the name of Boğaziçi University.

New academic arrangements were enacted by the Law on Universities/Üniversiteler Kanunu, No. 1750 in 1973. Covering all the universities excluding ODTÜ (Middle East Technical University), this law has foreseen foundation of Higher Education Council (Yükseköğretim Kurulu-YÖK) as a coordinating body and formation of Inter-university Council (Üniversitelerarası Kurul) as an immediate advisory body that would be constituted by rectors and two delegates from both of the universities (including ODTÜ). Yet it was deemed to be contrary to the existent constitution by the Constitutional Supreme Court on account of the fact that the autonomy of the university shall be impaired by the reasons of Ministry of Education acting as the chairman of YÖK and eligibility of the members out of academic staff for the Council.

As mentioned above many vocational schools were founded in Istanbul at the end of the 19th century. In subsequent years these schools acquired the status of off-university higher education institutions of the Turkish higher education system after their evolution (of restructuring, changing status and personification etc.). These schools were affiliated to various ministries. Similar schools were founded in İzmir (1935), Ankara (1953), Adana (1963) and Bursa (1967). These schools were restructured several times and repersonified as state academies in 1969. State academies were arranged in three groups as fine arts academies, academies of engineering and architecture and academies of economic and commercial sciences.

State academies that are founded to focus on vocational education and inspired by the polytechnics in Europe, are intended to be education institutions running bachelor's degree programs on various vocational fields. But the functional difference between academies and universities were abated by an enacted law in 1977 and this condition caused certain inconveniences to be experienced. Universities objected to this condition and Constitutional Court abrogated the law. Functional differences between universities and state academies and the legal disorder continued until the end of 1970s.

Particularly from the beginning of 1960s higher education demand grew because of growing economy and increased population reasons. In the middle of 1960s one of the endeavors to supply this demand was the allowance for the foundation of profit-making private higher institutions that grant bachelor's degree. At the end of the 1960s students were about 50.000 that are registered to these schools. However these schools were affiliated to the public academies for they were deemed to be contrary to the Constitution by the Constitutional Court in 1971.

Coming back to university sector at the beginning of 1970s the industrial and commercial activities increased around the cities Istanbul, Ankara and İzmir. Today all these activities are spread all around the country. As a

result of the endeavors of expanding higher education nationwide gained speed. In between 1973 and 1981 ten more universities were founded excluding the above mentioned three major cities (Diyarbakır, Eskişehir, Adana, Sivas, Malatya, Elazığ, Samsun, Konya, Bursa and Kayseri). Student Selection and Placement Center/Öğrenci Seçme ve Yerleştirme Merkezi (ÖSYM) was founded so as to prepare, organize and conduct central entrance examination for higher education on different centers all around the country because of the rapid growth in the system and the increase in higher education demand. The same year for supplying the increase in demand "distance education by post" was initiated for distant learning.

In 1982, the Constitution of the Turkish Republic (Anayasa 1982) was amended and new arrangements were foreseen about higher education by the new constitution. One of the arrangements is restructuring YÖK as a constitutional body for coordination, supervision and observation of the major activities (planning, organizing, governance, education and research) of higher education institutions. The second significant arrangement is the authorization granted to non-profit foundations for founding higher education institutions. Currently the number of private (foundation) universities has increased to 38

Higher Education Law/Yükseköğretim Kanunu, No. 2547 enacted in 1981 that is determining for today's structure of higher education system and the complementary Yükseköğretim Kurumları Teşkilatı Kanunu, No. 2809 enforced in 1983 restructured higher education institutions by altering the organization radically. By this restructuring the institutional and functional disintegrations within the higher education system were eliminated and higher education institutions were gathered under the body of the universities in a systematic integrity. State academies congregated to form new universities, all the vocational schools and conservatories were affiliated to universities and schools that raise teachers were turned into faculties and affiliated to universities. In other words, higher education is structured under the umbrella of Yükseköğretim Kurulu (YÖK) in a way that preventing any political intervention possible. After the unification and restructuring eight new universities were founded in Istanbul, Ankara, İzmir, Antalya, Edirne and Van in 1982. Distance education programs were restructured and Anadolu University Open Education Faculty was delegated the responsibility for conducting distant education programs.

Bilkent University that was founded in 1984 set the first pattern of its kind as a non-profit private making higher education institution. In 1987 Gaziantep Campus was separated from Middle East Technical University and Gaziantep University was founded. In 1992, 25 new state universities and private universities were founded and the number of universities reached to 56. The demand for higher education continued increasingly and the number of the universities have also increased. As of March 2009 Turkish higher education system consists of 139 universities (94 public universities and 45 private universities run by non-profit foundations), seven private independent higher vocational schools.

[Higher Education Council](#)

[Inter-University Council](#)

[Student Selection and Placement Center](#)

[Constitution 1961](#)

[Constitution 1982](#)

[Higher Education Law](#)

[Law on Organization of Higher Education Institutions](#)

[Law on Universities](#)

6.2. Ongoing Debates and Future Developments

Generally current discussions on higher education can be handled in three main stages. First stage is the issues related with the supplying higher educational demand and entrance to higher education. Second stage is the issues related with higher education management and increasing the quality. Third stage is the issues related with preparatory studies for European Higher Education Area of higher education institutions in Turkey.

While higher education demand increases in parallel with the increase in population and economic developments, creating capacity in higher education can not be equally accomplished. That's why constant aggregation before the universities is the point at issue. This aggregation causes competition for higher education. As a result of this, examinations which in fact should be a tool turn out to be an aim and an obstruction for fulfilling the objectives of secondary education. This condition exerts pressure both on political parties, governments and higher education institutions. Endeavors to meet this demand continue by opening new programs or founding new higher education institutions. In 2006, 15 new universities were founded at different cities to supply this demand and currently there are some new attempts for founding new universities.

One of the issues in connection with this issue is the entrance to higher education. Current system requires central examinations nationwide for selection and placement on account of the facts that higher educational demand stays high yet the supply is restricted. School types that students graduate from are restrictive on the eligible areas. Different coefficients are applied to different school graduates (general or vocational education) according to the preferred program types. Especially vocational-technical secondary education students get into a disadvantageous position in case they prefer programs out of sphere. Now the current practice forces vocational-technical graduates of higher education to prefer mostly among vocational programs within their own sphere because of the coefficient practice. It is intended to provide students with education in a field that they are graduated from through different coefficient practice. The discussions related with the problems resulted from this application have been a subject of public opinion agenda longer than 10 years. By means of the regulations constituted in March 2010, coefficient difference according to school type decreased to minimal level. It was aimed to provide the possibility of orienting candidates to tertiary programs according to their interest, wishes and academic achievement conditions rather than the characteristics of the schools they graduated. See 6.6.1. for these arrangements.

Higher Education Council (Yükseköğretim Kurulu-YÖK) made comprehensive modification in the tertiary education entrance system by a decision made in January 2009 valid from 2010.

YÖK's efforts to overcome the problems and develop higher education are the points at issue. Within this frame. Within this frame the report of Tertiary Education Strategy of Turkey published by Higher Education Council in February 2007 may be evaluated as a comprehensive stage. Strategic recommendations which are included in this report can be handled basically in three ways. These are:

- To supply higher education demand and entrance to higher education
- Higher education administration and increasing the quality
- Preparatory studies of the higher education institutions for European Higher Education Area.

Recommendations made for supplying higher educational demand and arranging entrance to higher education within the report can be listed as follows:

- Recommendations for directing at an early age,
- Recommendation for increasing the quota of higher education
- Promoting vocational education
- Rearrangement of selection and placement system for higher education,

By fulfilling these recommendations education at school will be highlighted in secondary education and thus in addition to the increase in educational quality, placement of qualified candidates to the associate degree and bachelor's degree programs that concerned program requires and quality growth in higher education are foreseen.

Within the process initiated by Regulation for Academic Evaluation and Quality Improvement in Higher Education Institutions/Yükseköğretim Kurumlarında Akademik Değerlendirme ve Kalite Geliştirme Yönetmeliği which was prepared by YÖK and executed in 20 September 2005, crucial steps were taken in evaluation and development of quality levels for higher education institutions. Higher Education Academic Evaluation and Quality Improvement Committee (YODEK) that consists of 9 persons selected by Interuniversity Council, entered upon its duty. Guide for Academic Evaluation and Quality Improvement in Higher Education Institutions was prepared by YODEK in 2006 The guide mentioned was revised in April 2007 according to the development in the field. New version existed in YÖDEK's web page (<http://www.yodek.org.tr/?page=download>). This guide was prepared considering the developments worldwide and particularly European-wide within the Bologna process, in this context the obligations of higher education supreme committees and higher education institutions and internal and external principles and criteria and details about the process were determined. These infrastructure preparations can render the endeavors of evaluation and quality development of higher education institutions more systematic and traceable.

One of the main changes about higher education is the studies of higher education institutions on adaptation to European Higher Education Area. Within the scope of Bologna Process and Lisbon objectives YÖK initiated studies on national qualifications frame in higher education field in 2006. Turkish Higher Education National Qualifications Framework draft report developed consistent with the Qualifications Framework for European Higher Education Area (QF-EHEA) and European Qualifications Framework for Lifelong Learning (EQF-LLL) was opened to discussion of participants. Turkish Higher Education Qualifications Framework (Türkiye Yükseköğretim Yeterlikler Çerçevesi (TYYÇ) was approved and put into rule in 21 January 2010. According to TYYÇ, qualifications profile was determined as follows. Visit http://www.yok.gov.tr/content/view/829/lang,tr_TR/ for information on qualifications profiles.

From the stage, the calendar and plan of the practice of the process are determined. Credits and students work load, and efforts of defining the qualifications of associate degree, master's degree and doctorate level containing vocational education was completed.

In the other part of the efforts, basic fields determined by International Education Classification Standard (ISCED 97) as TYYÇ basic fields to provide the base for the efforts of defining the basic qualifications of the fields in TYYÇ context will be used. After defining the basic qualifications of the fields, program and the courses qualifications will be determined and the degrees and the transition from the degrees will be transparent. According to determined calendar, application of TYYÇ will be realized in December 2010 in pilot tertiary institutions and in all institutions in December 2012. In this context, the efforts of defining the program based qualifications and taking defined learning outcomes into the quality assurance are carried out.

One of the significant developments on higher education is the transition to strategic planning as the requirement of the above mentioned regulations and Public Financial Administration and Kontrol Law (Kamu Mali Yönetimi ve Kontrol Kanunu), No. 5180. Higher education institutions maintain various studies in this context.

One of the new advancement related with the tertiary education is Farabi Interchange Program introduced by the regulation on the student and academic staff interchange program between tertiary education institutions published in february 2009. This regulation projects the interchange the student and academic staff between universities and advanced technology institutes providing education in associate degree, undergraduate degree, master's degree and doctorate degree and regulates the bases of this interchange. It

is expected to increase the student and academic staff interchange between domestic tertiary education institutions

Türkiye'nin Yükseköğretim Stratejisi

Authority of Supervision Board

Higher Education Council

Higher Education Law

Law on organization and Duties of Ministry of National Education

Law on Public Financial Administration and Control

Regulation for Academic Evaluation and Quality Improvement in Higher Education Institutions

Regulation on Students and Faculty Exchange Programmes between Higher Education Institutions

6.3. Specific Legislative Framework

Main legal frame of higher education in Turkey was determined by Constitution (Anayasa) 1982, Milli Basic Law of National Education (Eğitim Temel Kanunu), No. 1739 and Higher Education Law (Yükseköğretim Kanunu) No. 2547, Law on Organization of Higher Education Institutions (Yükseköğretim Kurumları Teşkilatı Hakkında Kanun) No. 3809. These laws are inclusive and binding for all public and private higher education institutions.

Articles No. 130, 131 and 132 of the Constitution/Anayasa 1982 are directly related to the scope and arrangement of higher education. Beyond constituting constitutional frame these articles are mentioned to have regulatory characteristics for higher educational structure and treatment.

The article No. 130 of the Constitution 1982 foresees many arrangements about higher education under the title of Higher Education Institutions. According to this Article:

- Within an order based on modern education-instruction principles so as to raise manpower in accordance with the requirements of the nation and the country, educate, instruct on various levels based on secondary education, to conduct scientific research, to publish and to give consulting service, to serve the country and humanity universities as legal personalities holding scientific autonomy, consisting of various units are founded by State via law.
- Higher educational institutions that shall be subjected to state supervision and observation can be founded by private organizations that are not intended to be profit making.
- It is observed that universities expand countrywide.
- Universities and their academic members and their assistants are free to make all sorts of scientific researches and to publish their works.
- Universities and affiliated units are under observation and supervision of the State and security services for the universities are provided by the State.
- University rectors are selected and assigned by the President and deans by Higher Education Council (Yükseköğretim Kurulu-YÖK). Assignment procedures and principles are determined by law.
- By no means academic staff can be suspended from duty by authorities excluding YÖK and the authorized bodies of universities by management and supervision bodies.
- The budget that is prepared by universities are submitted to the Ministry of National Education/ Milli Eğitim Bakanlığı (MEB) after inspected and approved by Yükseköğretim Kurulu and enforced and supervised by treatment in accordance with the principles that general and annexed budgets are dependent.

- The foundation and bodies of higher educational institutions and selections of them, procedures of executing their duties, authorizations and observations and supervision and observation rights on universities, duties, titles, assignments, promotions and pensions of academic staff, academic staff relations with public institutions and other institutions, education levels and processes, entrance to higher education, continuation and receivable charges, principles on benefits by the State, discipline and penalty works, financial affairs, employee personal rights, conditions to be observed by academic staff, assignment of academic staff according to intercollegiate requirements, executing education and instruction in independence and assurance in accordance with the needs of modern science and technology, usage of financial resources provided by the State for YÖK and universities are arranged by law.
- Higher education institutions that are founded by private organizations (foundation), their academic studies excluding financial and administrative issues, providing academic staff and their security are subjected to the clauses that are mentioned in the Constitution for higher education institutions founded by the State.

The article 131 of the Anayasa 1982 foresees the foundation of YÖK and includes general arbitrations on the structure of this council, their duties, constitution form of the council and qualifications of eligible committee members and detailed arrangements are foreseen to be enforced by law. Within this article the objective of the YÖK is determined as planning, arranging, managing, supervising education in higher education institutions, directing educational-instructional and scientific research activities in higher educational institutions, providing foundation, development of these institutions in accordance with the objectives and principles that mentioned by law and providing effective usage of resources which are allocated to universities. By this arrangement the tasks of planning, arrangement, management and supervision in higher education is given to this council.

By article 132 and higher education institutions that are affiliated to Turkish Armed Forces and police organization are foreseen to be subjected to the clauses of the specific laws.

The second fundamental law about higher education is the Basic Law of National Education (Milli Eğitim Temel Kanunu). Rather than being a regulatory law directly this law includes guiding and explanatory directives mostly on principle level. Within this law the scope of higher education, objectives and tasks, definition of higher educational institutions, charged tuition, general rules on higher education planning are included.

The third fundamental law on higher education is the Higher Education Law (Yükseköğretim Kanunu). The aim of this law is to determine the objective and principles of higher education and to arrange the organization, management, tasks, authorizations and obligations of higher education institutions and superior institutions and the rudiments on education, research, publishing, academic staff, students and other personnel within an entirety. The Law is an extensive law that deals with all the aforementioned sides of the subject and foresees detailed arrangements and constitutes a systematic base for higher education system as a whole. It is an omnibus act for higher education institutions and has a centralist characteristic in principle. Also there are more than fifty regulations that constitute a basis for practices related to some provisions of this act (<http://www.yok.gov.tr/mevzuat/yonet.html>). Excluding these fundamental laws there are various laws regulating different issues about higher education.

Higher Education Council

Ministry of National Education

Basic Law of National Education

Constitution 1982

Higher Education Law

6.4. General Objectives

Basic Law of National Education (Milli Eğitim Temel Kanunu), No. 1739 that handles education system in its entirety determined the general objective of national education, aims of educational stages and main principles that constitute a basis for educational practices. The second article of this law general objectives of the public education are set as follows,

- To raise all the individuals of Turkish Nation as citizens who are devoted to Atatürk's nationalism which finds its expression in the revolutions and principles of Atatürk and the Constitution; who adopt, protect and improve the national, moral, humanist, spiritual and cultural values of the Turkish Nation; who love and try to glorify the family, the country and the nation; who are aware of the duties and responsibilities for Republic of Turkey that is based on human rights and fundamental principles at the beginning of the Anayasa 1982 and that is democratic, secular and governed by law, and who adopt these as attitudes;
- As individuals who have sober and healthy characteristics in body, mind, morality, spirit and sense; who have the power of independent and scientific thinking, who have an extensive world views; who are respectful to human rights, who set a high value on personality and enterprise, who feel responsibility for society; who are constructive, creative and productive.
- To prepare them to life by developing their interests, capabilities and skills and making them gain information, skills, attitudes and cooperation habits and to provide them professions that make them pleased and contribute the overall contentment of the society.

Thus, to raise the welfare and contentment of the Turkish citizens and Turkish society; on the other hand to support and accelerate economic, social and cultural improvement in national unity and entirety and finally to render Turkish nation a constructive, creative, outstanding partner of the modern civilization.

The third article of the aforementioned law foresees arrangement of Turkish educational system so as to fulfill the general objectives and determination of the objectives for educational stages in accordance with the above mentioned general objectives.

The objectives of the higher education are determined by Basic Law of National Education (Milli Eğitim Temel Kanunu), No. 1739 (Article 35) and also by Higher Education Law (Yükseköğretim Kanunu) No. 2547 (Article 4). Both of the laws are determined generally so that objectives of the higher education cover all the higher educational stages (associate degree, bachelor's degree and graduate degrees) and types (vocational and academic). There is not any discrimination between educational stages and education types. The objectives of higher education are set so as to cover three main functions of the higher education; education, research and community services by name.

When both of the laws are considered together, it is possible to list the objectives of the higher education as follows:

- To raise the students in the direction of their interests, potentials and skills according to the manpower needs in high level and various stages of the society;
- To educate the students in accordance with their interests and skills as citizens who support national development and supply national requirements, also who have professional knowledge, skills, attitudes and general culture both provide maintenance and contentment,
- To raise citizens that have the power of independent and scientific thinking, who have an extensive world view and who respect human rights
- To publish all sorts of works that present the results of research and inspections and that provide progress in science and techniques.

- To provide scientific education on various stages;
- To analyze and reconnoiter, public affairs before all else, so as to solve all scientific, technical and cultural problems that expand and deepen sciences;
- To consider national issues as subjects of education and research with the collaboration of the Government and other institutions and to present the results to public service,
- To spread the knowledge beneficial and enlightening to public opinion either orally or written and to provide widespread educational services.
- So as to raise welfare and contentment of Turkish society to render constructive, creative and distinguished partner of the modern civilization by executing programs that contribute and accelerate social and cultural improvement,
- To do high level studies and researches, to produce information and technology, to spread scientific data, to support development and improvement on national field, to be an outstanding member of the science world with the collaboration of domestic and foreign institutions; to contribute to universal and modern development.

Constitution 1982

Basic Law of National Education

Higher Education Law

6.5. Types of Institution

According to Higher Education Law (Yükseköğretim Kanunu), No. 2547 whole education that is based on secondary education and every stage that lasts at least four semi years or more is accepted as higher education (Article 3/a). Higher education institutions consist of universities and high technology institutes and faculties, institutes, academies, conservatories, research and application centers within these institutions and higher vocational schools that are affiliated to a university or high technology institute or higher vocational schools that are founded by non-profit making private organizations and without being affiliated to university or a high technology institute (Article 3/b).

Excluding higher educational institutions that are affiliated to Armed Forces and Police Organization in Turkey and some of the higher vocational schools that are founded by private foundations, all the higher education institutions leading to bachelor and graduate degrees (master and doctorate) are gathered under the university (and high technology institute) roof. Therefore directly vocational schools and academic higher education institutions take place under the same roof to a large extent. Generally, apart from few exceptions (four private vocational higher schools) there are not any independent higher education institutions outside the universities (or higher technology institutes). In this context "university" is defined as *"a higher education institution that holds scientific freedom and has legal personality, that conducts education-instruction, research, publishing and consultation; that consists of faculties, higher schools and similar institutions and units"* (Item 3/d) within the Yükseköğretim Kanunu. Within this frame, universities are said to be housing various higher education institutions within their constitution. According to the current act and actual practices faculties intended for bachelor's degree, institutes (graduate schools) intended for graduate education, four year high schools intended for a specific profession, conservatories that raise artists for performing arts, higher vocational schools that train intermediate manpower for specific professions can take place within a university. Because of this diversity, all the universities of the country have the authorization to grant diplomas for all academic and vocational degrees. In addition to traditional universities (universities consisting of faculties and higher schools in different fields) there are universities that are intended for specific fields such as science, engineering, and fine arts (for example, Mimar Sinan Fine Arts University).

Higher education institutions, if discussed according to their status and financing are divided into two as public and private (foundation) universities. The finance of public universities is provided by public resources

including student contributions (student contributions' share generally remains under 10%). Private (foundations) universities basically charge tuition fees. In case of fulfilling some conditions public contributions can be provided to these universities as well. As there is not any higher education institution that derives over 50% of their revenues from the government in Turkey there is not any government-dependent private higher education institution. These universities are subjected to the same legal legislation as state universities excluding some administrative and financial issues.

Higher Education Law

6.6. Admission Requirements

In this section conditions of admission to higher education programs and entrance process are explained together. The admission requirements and entrance process explained below are valid for all age groups including adults. Higher education programs and conditions of entrance can be handled in two groups: (1) Associate degree and bachelor's degree programs and (2) graduate programs.

6.6.1. Entrance to Associate Degree and Bachelor's Degree Programs

As a general principle, entrance to any stages of higher educational programs is conditional upon graduation from a general or vocational-technical secondary schools and achievement in examinations that are held on central level. With the exception of special ability programs (arts, music, gymnastics etc.) higher educational institutions do not have authorizations in conditions of entrance and selection of their students. Entrance conditions and process of higher education programs on any stages (associate degree, bachelor's degree and graduate degrees) are determined centrally by Higher Education Council/Yükseköğretim Kurulu-YÖK.. Arrangements for entrance to higher education and the process are bound to a legal frame. Fundamental principles that determine conditions of entrance to higher education programs are arranged by the articles 45/a and 50/a of Yükseköğretim Kanunu No. 2547 and the application procedures are arranged by regulations that are prepared in accordance with this law.

The article 45/a of this law, entrance guidelines for associate degree and bachelor's degree programs foresee entrance by examinations that are set by Yükseköğretim Kurulu (YÖK) and also consideration of students' achievement in secondary education.

The 10th Article of the aforementioned law arranges treatment and duties of the Student Selection and Placement Center (Öğrenci Seçme ve Yerleştirme Merkezi-ÖSYM) by holding these examinations. ÖSYM within the principles that YÖK set is intended to accept students to higher education institutions and acts as an institution that is affiliate, prepares and conducts examinations, evaluates and places the students to higher education institutions. ÖSYM informs candidates by preparing a Guide for Student Selection and Placement within the resolutions and legal legislation of YÖK in the application period for examination. Graduates of any secondary education schools and students who are at the last grade and ready for graduation can enter for the examinations that are held by ÖSYM for student placement to higher education programs.

Examinations are in a multiple-choice test form and intended to measure general competencies and field knowledge.

A new tertiary education transition system valid from 2010 has been formed by means of a decision by YÖK at January 2010. Two step examination is proposed for tertiary education transition from secondary education. The first step of the examination [Yükseköğretime Geçiş Sınavı \(YGS\)](#) (Higher Education Transition Exam) is aimed to measure general aptitude of the candidate. YGS consisted of Turkish, Social Science, Basic Mathematic and Natural Sciences tests. The candidate who could not achieve predetermined minimum score (140 for 2010) or more at least from one field, would not have the right to prefer any of tertiary education program (except the person who have the right to transition without exam) and not have the right to enter second step; [Lisans Yerleştirme Sınavı'na \(LYS\)](#) The candidate who wants to prefer Bachelor's Degree programs obliged to enter LYS.

"Lisans Yerleştirme Sınavı (LYS) consisted of five examinations: 1) Mathematic Exam (LYS-1), 2) Natural Sciences Exam (LYS-2), 3) Literature-Geography Exam (LYS-3), 4) Social Science Exam (LYS-4), and 5) Foreign Language Exam (LYS-5). The candidate who wants to enter the program that accept students according to LYS scores, have to enter necessary LYS test in addition to YGS. The candidates can enter the second step examinations they prefer. The candidate who achieve the score of 180 or more can prefer Bachelor's Degree

programs that accept students according to LYS scores. The candidate who did not have the score of 180 or more in LYS have the right to prefer only vocational higher schools associate degree programs, open education programs and bachelors degree programs accepting students according to YGS score.

Entrance to programs is associated with one of the types of score. Type of score for which the student will enter for the examination is mentioned in the application for examination. Examinations are held all over the country on the predetermined date and hours. The examination results as well as the calculated high school grade point averages are informed to the candidates. High school grade point averages are used in the student placement score.

Candidates choose considering their examination results and OBP points excluding entrance to special ability programs. ÖSYM places candidates by listing according to placement scores in the basis of programs they prefer within quota.

Entrance to higher education according to educational stages is given in more details below:

[Higher Education Council](#)

[Student Selection and Placement Center](#)

[Higher Education Law](#)

6.6.1.1. Entrance to Higher Vocational Schools (2-year programs)

Entrance to higher vocational schools can be either by central examination or without an examination according to the graduated school type.

Students who are graduated from vocational and technical high schools can be placed in higher vocational schools that are qualified as a continual of the programs they graduate or the closest programs conducted primarily within his/her [Mesleki ve Teknik Eğitim Bölgeleri](#) or out of his/her area without examination (2547-45/e). The ones who would like to enter a higher education program participate only in the placement process of Student Selection and Placement Center (Öğrenci Seçme ve Yerleştirme Merkezi-ÖSYM).

The ones who are graduated from vocational and technical high schools and would not like to have education in higher vocational schools that conduct programs as a continual of the programs they graduated or closest to those and graduates of general academic secondary educational institutions enter for [Yükseköğretime Geçiş Sınavı \(YGS\)](#) that is held by ÖSYM. Candidates hold an election considering the examination results and OBP scores as mentioned above. To be able to choose among higher vocational schools it is mandatory to get the minimum score that is determined for these schools. This score is 140 for 2010 year. Additionally, the candidates participating to [Lisans Yerleştirme Sınavı \(LYS\)](#) have the right to make preferences. ÖSYM conducts placement procedures by listing students according to their placement scores within the quota.

[Student Selection and Placement Center](#)

6.6.1.2. Entrance to Faculties and Higher Schools (Four year bachelor degree programs)

There are two ways for entrance to four-year faculties and higher schools:

- **Central Selection and Placement:** In this method, students are determined by following the above mentioned process of central examination and placement. The candidates who enter for the examinations by the Student Selection and Placement Center (Öğrenci Seçme ve Yerleştirme Merkezi-ÖSYM) and get the predetermined minimum score or over make placement preferences

considering high school grade points and prerequisites of the program. ÖSYM subjects every candidate to achievement grading beginning from the first choice according to the placement score that is calculated by combining high school grade point average and score form [Lisans Yerleştirme Sınavı \(LYS\)](#) Candidates are placed into a higher education program according to this grading.

- **Selection and Placement by Special Ability Examination:** This form of examination and placement is intended for student placement to programs that require special ability such as sports, fine arts etc. So as to enter for special ability examinations and placement process entering for [Yükseköğretime Geçiş Sınavı \(YGS\)](#) and having the score of predetermined minimum score for special ability programs or over for the candidates is a prerequisite. Candidates who fulfill this prerequisite and prerequisites of the program (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 Yükseköğretim Kurulu (YÖK) and arrange candidates according to their achievement ranks and place them within the quota.

Higher Education Council

Student Selection and Placement Center

6.6.2. Entrance to Graduate Programs (master and doctoral programs)

The article 50/a of Higher Education Law/Yüksek Öğretim Kanunu, No. 2547 foresees student selection for graduate programs (masters, doctoral degree, proficiency in arts and specialty in medicine) by examination that is held by higher education institutions in accordance with the guidelines that are determined by Inter-university Council/Üniversiteler Arası Kurul (ÜAK). Within this frame graduate education is arranged by two regulations and can be handled in two groups. (1) Master, Doctorate and Proficiency in Arts Programs and (2) Specialty Programs in Medicine and Dentistry.

First of them are arranged by Regulation for Graduate Education (Lisansüstü Eğitim ve Öğretim Yönetmeliği) and second by Regulation on Specialty Education in Medicine and Dentistry-Tıpta ve Diş Hekimliğinde Uzmanlık Eğitimi Yönetmeliği.

Inter-University Council

Higher Education Law

Regulation for Graduate Education

Regulation on Specialty Education in Medicine and Dentistry

6.6.2.1. Entrance to Master, Doctorate, Proficiency in Arts Programs

Regulation for Graduate Education (Lisansüstü Eğitim ve Öğretim Yönetmeliği) is an omnibus frame on national level for graduate, doctorate and proficiency for arts programs and set the minimum conditions for graduate education. Each university prepares its own regulation on the basis of this regulation and Higher Education Law (Yükseköğretim Kanunu) for the arrangement of graduate education. 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 programs may differ per university.

According to the second item of this regulation minimum conditions of entrance to graduate programs are mentioned below:

So as to apply for postgraduate programs, candidates should have a bachelor's degree diploma and have the [Akademik Personel ve Lisansüstü Eğitim Giriş Sınav \(ALES\)](#) standard score that is determined by the concerned senate on the condition of a score of not less than 55 standard points in type of scores for the applied program in the ALES held centrally by the Student Selection and Placement Center (Öğrenci Seçme ve Yerleştirme Merkezi-ÖSYM).

So as to be able to apply for doctorate program candidates should have a bachelor's degree or master degree, at least diploma of a ten year Medicine, Dentistry and Veterinary Faculties excluding preparatory classes, bachelor's degree or master degree from Faculty of Pharmacy and Science, a specialty attained in the laboratory branch in accordance with the rudiments that are arranged by Ministry of Health and have ALES standard score that is set by the concerned senate on the condition of a score of not less than 55 (70 for the applicants with bachelor's degree diplomas) in type of scores for the applied program in ALES.

So as to be able to apply for "Proficiency in Art" program candidates should have a bachelor or master's degree diploma and have the ALES standard score that is set by the concerned senate on the condition of a score of not less than 55 (70 for the candidates with a bachelor's degree diploma) from the Verbal section in ALES. However, ALES is not required to admit students to fine art faculties and conservatories.

So as to be able to apply for doctorate programs in Basic Medical Sciences, Medicine Faculty graduates should have bachelor's degree diplomas and have the Basic Medical Score that is determined by the concerned senate on the condition of a score of not less than 50 or ALES standard score that is determined by the concerned senate on the condition of a score of not less than 55 standard points from the quantitative section in ALES; for the ones who are not Medicine Faculty graduates should have a master degree diploma (Dentistry and Veterinary graduates with a bachelor's degree) and ALES standard score that is determined by the concerned senate on the condition of a score of not less than 45 standard points from the Numerical section in the ALES. Basic Medical Score of [Tıpta Uzmanlık Sınavı \(TUS\)](#) is obtained by multiplying the standard score that is obtained from Basic Medical Sciences Test-1 in the Tıpta Uzmanlık Sınavı-TUS by 0.7 and standard score which is obtained from Clinical Medical Sciences Test of TUS by 0.3 and adding them.

Apart from the above mentioned requirements to apply doctoral programmes, candidates are required to have at least 55 points from Inter-university Language Examination known [Üniversitelerarası Kurul Dil Sınavı \(UDS\)](#) or from an equivalent exam approved by Inter-university Council, foreigners are required to have at least 55 points from English, French or German section of UDS or an equivalent examination approved by [Üniversitelerarası Kurul](#). University senates are authorized to increase these minimum requirements.

Also in the student admission to master degree programs, in addition to the [Akademik Personel ve Lisansüstü Eğitim Giriş Sınav \(ALES\)](#) score (in this examination there are questions in two Proficiency fields as Verbal and Numerical and three types of score are calculated as verbal, numerical and equally weighted) bachelor's degree and/or master degree grade point averages and the examination result (interview, written exam or both) can be evaluated if required. The subjects for this evaluation and other documents that candidates should provide (recommendatory letter, composition about the reason for postgraduate education, international standard examinations etc.) and on which level knowledge of foreign language is required are determined by regulations that is issued by the concerned senate. The evaluation rate of the ALES point not less than 50% is determined by the concerned senate. Concerned university or high technology institute with the approval of their senates can also admit students by only ALES or Basic Medical Sciences Test scores of TUS.

Graduates of which bachelor's degree or master's degree programs that can be applicant for master degree, bachelor's degree programs and proficiency in arts study are determined with the resolution by the Inter-university Council/[Üniversitelerarası Kurul \(ÜAK\)](#), yet the concerned senate can conclude student admission out of determined programs.

Procedures and rudiments on student admission for master degree programs in teacher training fields, evaluation and diplomas to be granted, guidelines for the minimum joint lessons and applications of these programs are determined by YÖK considering the views of MEB and ÜAK.

Higher Education Council

Inter-University Council

Ministry of National Education

Student Selection and Placement Center

Regulation for Graduate Education

6.6.2.2. Entrance to Medical and Dentistry Specialty Programs

Only graduates of medicine and dentistry faculties can apply for these programs. Diplomas from these programs are equivalent to doctorate degree. Students who are placed in these programs are entitled to work at research assistant status in a salaried position during their education.

Students are accepted to these program by means of centralized examinations conducted by Student Selection and Placement Center (ÖSYM) namely Examination of Specialty in Medicine (Tıpta Uzmanlık Sınavı-TUS) for the graduates of Faculty of Medicine and Examination of Specialty in Dentistry (Diş Hekimliği Uzmanlık Sınavı-DUS) for the graduates of faculty of Dentistry. The examinations are multiple choice tests. Entrance to the specialty education programs of medicine and dentistry are arranged by Regulation. Specialty Education Entrance Examinations are two-steps-exam consisting of a proficiency based professional foreign language exam and competition based professional knowledge exam. The candidate has to achieve at least 50 out of 100 in professional foreign language exam to enter the professional knowledge exam in TUS and DUS. The person who achieves 50 in Civil Servants Foreign Language Knowledge Level Evaluation Examination (Kamu Personeli Yabancı Dil Bilgisi Seviye Tespit Sınavı) or Inter-university Board Language Examination (Üniversitelerarası Kurul Dil Sınavı) accepted as successful. TUS conducted on general medical sciences and DUS conducted on general dentistry field.

According to the regulation, the exams aimed to select the candidate for specialty education in medicine and dentistry and the selection process based on these examinations are carried out by Student Selection and Placement Center (ÖSYM) centrally. Application to exams, branch preferences, the exams that would be applied, evaluation and selection criteria are depicted in detail in the exam manual prepared by (ÖSYM) for every exam period and approved by Higher Education Council (YÖK).

Higher Education Council

Student Selection and Placement Center

Regulation on Student Selection Examinations for Medical Specialty

6.7. Registration and/or Tuition Fees

According to the article 46 of Higher Education Law (Yükseköğretim Kanunu), No. 2547, education in higher education institutions is subjected to tuition fee (contribution to education costs) and all the students attending higher education pay a different tuition fee according to the program type, status, term and features. This fee covers supplying a part of education costs by students (contribution to costs). Tuition fees are determined differently in public and private universities. Determination methods of these fees are bound to a legal framework. Education fees in private universities are determined by board of trustees (Higher

Education Law, No. 9). Public universities are not entitled to determine their own tuition fees, tuition fees are determined centrally by the Board of Ministries and fees for the same program do not differ from one institution to another. Determination of the tuition fees in public universities are based on conducting of education program either within the scope of normal day education or second shift (evening) education as bilateral education. Fees for normal day education programs are determined by the article No. 46 of the Yükseköğretim Kanunu and for the programs within the scope of second education by the articles 7 and 14 of the Yükseköğretim Kurumlarında İkili Öğretim Yapılması Hakkında Kanun, No. 3843).

The article 46 of the Higher Education Law, No. 2547 foresees the arrangement below on education fees: Current service costs in higher education institutions are determined per student by Higher Education Council (Yükseköğretim Kurulu-YÖK) in different amounts considering the features of the education branches and terms and the properties of the higher education institutions. A part of this amount to be determined by Cabinet are 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. The amount to be supplied by the government can not be less than half of the current service costs.

Also students who are unable to pay finish their programs within the normal durations are foreseen to pay more fees. Again according to the same article excluding preparatory school and foreign language development programs students who are unable to be graduated from 2-year associate degree and 4, 5, 6 year bachelor's degree programs at the end of these terms continue to get public contributions. Student contribution is increased 50% for the first additional year and 100% more for the subsequent years. On bachelor's degree level it is concluded that students who continue to their second higher education student contribution is taken by 100% surplus. Students who do not pay their tuition fees are not registered or their registers are not renewed.

Practices to date show that tuition fees for normal formal education program do not exceed 10% of the current costs.

Within the scope of bilateral tuition fees for second educational associate degree, bachelor's degree and graduate degree programs are determined in accordance with the Law on Carrying Out Dual (Multi-shift) Education in Higher Education Institution (Yükseköğretim Kurumlarında İkili Öğretim Yapılması Hakkında Kanun), No. 3843. The 7. Article of the Law is for determining the fees for second educational associate degree and bachelor's degree programs within the bilateral education. This article foresees that tuition fees which students that admit to second shift (evening) education pay are determined by the Cabinet Council in accordance with the features of the educational branches (social sciences, sciences, fine arts etc.), properties and terms of the higher education institutions also considering the student costs upon taking YÖK's opinion and Ministry of National Education (Milli Eğitim Bakanlığı-MEB)'s recommendation. It is concluded that receivable fees cannot be less than half of the current service costs that are determined for normal day education programs.

The 14. Article of this law sets the charging form for the second shift (evening) master degree programs. This article foresees that tuition fees to be paid by students admitted to second shift (evening) education master degree programs are determined considering the costs by YÖK upon suggestion by the administrative board of the concerned university or high technology institute.

Excluding the above mentioned tuition fees higher education institutions with the approval of Yükseköğretim Kurulu (YÖK) collect fees from the students that attend summer schools as per number of lectures they attend and credits. Application principles and methods of this practice are determined by YÖK. The amount of these fees is determined by YÖK every year so that they don't exceed twice as much the annual student contribution share that is set as per faculties and programs. Summer school's maximum fee for course hour to be collected from the students who are registered in second shift education and attend summer school is determined so that it will not exceed twice as much the summer school's maximum fee for

course hour that are determined for students who are registered in normal day education by same faculty and program names.

It is foreseen that education fees are to be paid either in cash or in two equal installments one at the registration or renewal and other at the beginning of the second term. Excluding the above mentioned education fee students do not pay extra fees for registration, examination etc.

Ministry of National Education

Higher Education Council

Higher Education Law

The Law on Carrying Out Dual (Multi-shift) Education in Higher Education Institutions

6.8. Financial Support for Students

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 accommodation and nutrition and cheapening of some services by subsidization. Also the parents of the students deduct specific amount of the expenditures that they make for their children's education from the tax. Excluding these general supports students have to supply other education and living expenses by themselves. Any supports in the form of tax exemption for students or their parents are not provided.

The legal framework of these services is set by Law on Higher Education Credit and Hostels Institution (Yüksek Öğretim Kredi ve Yurtlar Kurumu Kanun), No. 351 and Law on Grant and Credit Provision for Higher Education Students (Yüksek Öğretim Öğrencilerine Burs ve Kredi Verilmesine İlişkin Kanun), No. 5102. Higher Education Credit and Hostels Institution (Yükseköğretim Kredi ve Yurtlar Kurumu-YURT-KUR) is founded so as to conduct such services and provide coordination. Also other public institutions and organizations can provide grants, credit and money allowance to higher education students via this institution. In case of granting scholarship, credit or money allowance to higher education students by municipalities information such as the type of support, amount and for how many students and for how long the support will last are informed to YURT-KUR on November, February, May and August. Thus much more students can be supported by following the financial supports which are provided to students.

Nearly half of all higher education students excluding that of open (distance) education are awarded with grants or credits by YURT-KUR.

Higher Education Credit and Hostels Institution

Law on Higher Education Credit and Hostels Institution

Law on Grant and Credit Provision for Higher Education Students

6.8.1. Grants/scholarships

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. Grants can be given students who attend programs on any stage and level including graduate programs without making any distinction between public and private university students. How to grant scholarship is arranged by Regulation for Grant and Credit (Burs Kredi Yönetmeliği). This regulation includes who benefit the grants and how.

Number of students that will be granted scholarship for the first time is determined by plenary committee of the Higher Education Credit and Hostels Institution (Yüksek Öğretim Kredi ve Yurtlar Kurumu-YURT-KUR) considering the Institution budget. Executive Board is authorized on determination of monthly grant amounts, paying time and the grant quota according to the achievement in university entrance examination. Executive Board allocates grant quota for universities considering student quotas mentioned in the Guide prepared by Student Selection and Placement Center (Öğrenci Seçme ve Yerleştirme Merkezi-ÖSYM). Universities, within the allocated quota for themselves determine the students who are acceptable for grant and inform them to the Institution every year at the end of October at the latest provided that they keep within the minimum and maximum monthly scholarship amount and not exceed the total annual scholarship amount. 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. The continuation of grant is dependent on student's achievement. Achievement conditions of students who hold a grant are requested from the education institutions every year in September. Higher education institutions inform students who are found to be unsuccessful in accordance with the rudiments determined by authorized committees every year on October at the latest. Grants for the students who are informed to be unsuccessful by the education institutions are withdrawn and not granted again. Students whose grants are withdrawn can get credit in accordance with the rudiments determined by Regulation for Students Living Cost Credit (Öğretim Kredisi Yönetmeliği) as per the date grants are withdrawn.

Grant amounts that are determined for the year 2009 are 180 TL for associate degree and bachelor's degree students, 320 TL for master degree students and 540 TL for doctorate students monthly (<http://www.kyk.gov.tr>).

Also, Ministry of National Education (Milli Eğitim Bakanlığı-MEB) has grant quota for some students to make teaching profession alluring and thus increasing the quality of education through encouraging competent students to choose teacher education institutions (The Law Regulating the Producers to Provide Grants and Boarding Facilities to the Students Studying at Teacher Training Institutions/Öğretmen ve Eğitim Uzmanı Yetiştiren Yükseköğretim Kurumlarında Parasız Yatılı veya Burslu Öğrenci Okutma ve Bunlara Yapılacak Sosyal Yardımlara İlişkin Kanun). According to this law, grant is provided to (1) students who prefer the teacher education institutions determined by MEB in their first five choices and achieve right to enter the institution according to predetermined grant quota limit and (2) students graduated from Anatolian teaching high school and prefer the teacher education institutions determined by MEB in their first five choice and achieve right to enter the institution without scholarship quota limit.

The amount of scholarship is determined by Ministerial Board. The scholarship amount for 2009 year is 180 TL per month.

Higher Education Credit and Hostels Institution

Ministry of National Education

Student Selection and Placement Center

Regulation for Grant and Credit

Regulation for Students Living Cost Credit

The Law Regulating the Producers to Provide Grants and Boarding Facilities to the Students Studying at Teacher Training Institutions

6.8.2. Student Loans for Living Costs

Student loan is the loan money that does not have an obligation of compulsory service, 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 students to doctorate program students by Higher Education Credit and Hostels Institution (Yüksek Öğrenim Kredi ve Yurtlar Kurumu-YURT-KUR).

YURT-KUR takes Ministry of National Education (Milli Eğitim Bakanlığı-MEB), State Planning Organization (Devlet Planlama Teşkilatı-DPT), Predicency of the Higher Education Council (Yükseköğretim Kurulu-YÖK) and University Chancelleries' opinions on distribution rate of credit as per education branches so as to determine the number of students to loan money. Considering the opinions, within the budgetary limits of the institution, determination of the distribution rate as per education branch and number of students to be granted credit for the first time are concluded by plenary committee upon Executive Board's proposal. In accordance with the work schedule and finance plan, loans fund allocated for that year is compared with the number of students who applied to hold loans. If the loans to be granted to applied students are more than the allocated fund; determination of needs and fitness is evaluated according to the rudiments that are determined by Executive Board. This evaluation is for determining the requirement levels of the applicants.

On the condition of continuation of study and provided that there is not an impediment to get loans the student can be granted loans as long as the normal education term for the education institution he/she continues. 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 and in three months period. The debt of the students who receive student loans from the institution is determined by adding students loans amount within the elapsed time between the date student loans are given and the date education term ends or withdrawn for any reason with the calculated amount when the increase in wholesale price index is applied by Statistics Institution of Turkey (Türkiye İstatistik Kurumu-TÜİK). Students who leave a tertiary education institution and register to another one are provided student grant unless they interrupt education for one year and they fail in their former education institution for more than one year.

The debt of students who die during or after their education or determined their condition by Health Board of a general hospital as chronic ill to prevent working are written off.

State Planning Organization

Ministry of National Education

Statistics Institution of Turkey

Higher Education Credit and Hostels Institution

Higher Education Council

6.8.3. Student Loans for Tuition Fees

Higher education students Higher Education Law/Yükseköğretim Kanunu, Article 46 foresees that in higher education a portion of current service costs per departments shall be paid by students as tuition fees. Tuition fees is same for all higher education institutions, tuition fee of a program does not differ from one university to another. However different tuition fees are applied to different programs.

Upon the demand from the students in need within the specific criteria Higher Education Credit and Hostels Institution (Yükseköğrenim Kredi ve Yurtlar Kurumu-YURTKUR) can pay the tuition fee to the higher education institution of the student by debiting the tuition fee in the name of the student. So, students get loans to be able to pay the tuition fee. Student loans for tuition fees are not given to second shift (evening) education students, graduate students and students in a private higher education institution.

To supply the current service costs the amount that is to be remunerated by the student is placed to the concerned accounts of the universities by the Institution in the name of the student during the normal education term of the educational institute (preparatory class, foreign language support unit etc. if any) Students who leave an educational institution and register another educational institution continue to receive loans provided that they do not suspend their education and do not fail in their former educational institution for more than one year.

Students have to pay their debts after two years from the end of normal education duration of the education institution they continue, within half the time they got this loan and in three month periods. Students who desist from getting loan pay their debts in accordance with the rudiments of this article. During or after the education debts of the ones who are determined to be dead or became permanently incapacitated and incapable of work by a medical board of a general hospital are wiped off.

Higher Education Credit and Hostels Institution

Higher Education Law

6.8.4. Accommodation and Nutrition Support

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 Higher Education Credit and Hostels Institution (Yükseköğretim Kredi ve Yurtlar Kurumu-YURTKUR) 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. Students who stay in the dormitories of YURT-KUR pay one-third of the total cost per student. The amount of the fees is determined every year by the concerned institutions. These services are expanded throughout the country. Today YURT-KUR provides accommodation service with total 225 215 bed capacities in 247 dormitories at 80 provinces and 85 counties. Also when universities which provide accommodation services are considered one fifth of the students except open education are provided with accommodation service (<http://www.kyk.gov.tr>).

And some private universities provide to a limited number of students determined among successful students who prefer them with nutrition, accommodation and education costs and living expenses.

Breakfast and dinner support determined every year is provided To students staying in YURT-KUR dormitories This support is given as a monthly coupon and only one coupon is used per day. Also, food prices are discounted at a rate of at least 30% of the market prices and kitchen, store, current tools and materials are inspected by the dieticians or dormitory managers for their quality and conformity to hygienic conditions. Meals are given as a la carte or table d'hôte.

In all public institutions of higher education lunches that are discounted by subsidization are given to students. The resource of this subsidization is met by contributions that are taken from students.

Higher Education Credit and Hostels Institution

6.8.5. Other Supports

Students, who are not within the scope of any social security or assurance, are provided with health and psychological consulting service for free at the Student Health Centers.

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

6.9. Organisation of the Academic Year

In higher education institutions academic year is arranged on a school term (semester) basis. One academic year consists of three semesters. Fall, Spring and Summer. Courses are structured according to fall and spring terms. In department programs, courses that are compulsory and optional, the terms that the courses are given are predetermined as per the normal period of the program and courses are opened successively according to the program. 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. As students take less courses in summer terms by raising the number of course hour of courses weekly and without changing total course hour time for taking courses can be reduced.

One half terms consists of 14-16 weeks and two weeks general examination period. 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. In summer term for students who do not take lessons summer vacations last three months, for the ones who take lessons it lasts for about a month. Also in some religious and national days there are short term vacations.

Lessons are conducted in day-time and in the evenings in accordance with the second education. Day time programs 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 in weekends (Saturday – Sunday). Universities and other higher education institutions are entitled to determine their own working hours and academic calendars.

6.10. Branches of Study, Specialization

Almost all of the higher education institutions in Turkey are gathered under the university roof. Therefore universities include all sorts of vocational, technical and academic study areas. Universities conduct education and research activities together. Study areas that universities have differ from university to university. According to the study areas/branches and terms they are gathered under the roof of either faculty and institute or higher vocational school. When programs are handled from the point of their specialization levels, they are grouped as associate degree, bachelor's degree, master degree, and doctoral degree programs.

6.10.1. Faculties and Institutions (Graduate Schools)

Faculty is a higher education institution that conducts education, scientific research and publishing on high level. However their names differ in faculties the most common study areas and terms are given below. Some of these areas are divided into sub-study areas and conducted as separate programs. For example fine arts branch is conducted in separate programs of ceramic, sculpture, arts, photography etc. The graduates of the faculties are granted bachelor's degree on their fields and the rights that the degree provided.

- **Health sciences** (Programs under this general area are for 12 semesters-6 year for Medicine Field and 10 semester-5 years for other fields excluding preparatory foreign language programs) Students who are graduated from the programs under this area are deemed to have master degree:

- Medicine
- Dentistry
- Pharmacy
- Veterinary
- **Language, literature, arts and humanities** (Programs under this general area are for 8 semesters-4 years excluding preparatory foreign language programs):
 - Philosophy
 - History
 - Theology
 - Turkish Language and Literature
 - Western Languages and Literatures
 - Eastern Languages and Literatures
 - Educational Sciences and Teacher Education
 - Psychology
 - Archeology
 - Librarianship/information document sciences
 - Communication sciences
 - Fine Arts
 - Performing Arts
 - Musicology
- **Economy and social sciences** (Programs under this general area are for 8 semesters-4 years excluding preparatory foreign language programs):
 - Law
 - Social sciences
 - Political sciences
 - Public administration
 - Business Management
 - International Relations
 - Economics
 - Finance
- **Mathematics and natural sciences** (Programs under this general area are for 8 semesters-4 years excluding preparatory foreign language programs):
 - Mathematics
 - Physics
 - Chemistry
 - Biology
 - Statistics
 - Computer Sciences
 - Space Sciences/Astronomy
- **Engineering sciences** (Programs under this general area are for 8 semesters-4 years excluding preparatory foreign language programs):
 - Architecture

- Civil Engineering
- Electrical-Electronic Engineering
- Mechanical Engineering
- Chemical Engineering
- Physical Engineering
- Environmental Engineering Science
- Metallurgical Engineering
- Computer Engineering
- Geological Engineering
- Food Engineering
- Materials Engineering

Institutes (graduate schools) are units responsible for conducting graduate degree programs (master degree, doctorate and proficiency in arts). The above mentioned programs are also applied to graduate degree programs. The departments listed above are handled in three categories and institutes are formed. These are structured as institutes of health sciences, applied sciences and social sciences. In some universities there are institutes specific to a certain field excluding these such as fine arts institute.

Graduate degree programs are minimum two year, doctorate programs are minimum four year educational programs. Students who graduate from these programs hold the rights of master degree and doctorate degree and the rights provided by these degrees.

6.10.2. Higher schools

Higher schools are higher educational schools that mostly emphasize on a specific profession. Higher schools consist of departments, each conducting a separate educational-instructional program.

Higher schools are divided into two groups in sense of terms and objectives:

6.10.2.1. Higher Schools (Four-year)

In these schools vocational and technical programs are conducted for raising high-level professional staff on bachelor's degree level (four-year). It is possible to categorize the fields that are affiliated to these schools as health, tourism and hotel, trade and social services.

- Health services field:
 - Midwifery
 - Nursing
 - Health Officer Education
 - Nutrition and Dietetics
 - Physiotherapy and rehabilitation etc.
- Tourism and hotel services
- Accommodation and Traveling
- Tourism guidance
- Tourism and Hotel Management etc.
- Trade and industrial services field
 - International logistic and transportation

- Business Information Management
- Banking and Finance
- Accounting information systems
- International Commerce
- Insurance business
- Actuarial
- Social service fields
 - Child development and education
 - Social services
 - Translation and Interpretation
- Physical education and sport fields
 - Coaching
 - Teaching Physical Education and Sport
 - Sports Management etc.

6.10.2.2. Higher Vocational Schools (two years)

In these schools vocational and technical programs are conducted for raising intermediate vocational staff on associate degree level (two-year). These fields include almost all vocational fields within vocational technical high schools as a single program. In these schools there are programs pertaining to 260 vocational fields.

6.11. Curriculum

Universities are authorized to form their own curriculums that carry to a degree or diploma in a vocational and academic field, prepare, present and evaluate education and research services. In this context departments in faculties or higher schools which they are affiliated are academic and administrative units that are responsible for the arrangement and conduction of education and research activities in a specific discipline. Within this frame they have a determining effect on their policies of education and research, development plan and strategy, determination and review of the programs. Excluding teacher training programs upon suggestion of departments, courses, branches of a program, course definition, credits, weekly hours of courses, whether they are to be theoretical or practiced, compulsory or optional, terms, consecutiveness of courses or prerequisites, training course conditions etc. are determined by university senates as a result of some internal process. Department can suggest lessons from other departments to be included in their programs. Arrangements on university level about these issues are accomplished by regulations on undergraduate education and regulations on graduate education which are prepared by universities' own senates. The lessons of the teacher training programs are determined by Higher Education Council (Yükseköğretim Kurulu-YÖK) in collaboration with the Ministry of National Education (Milli Eğitim Bakanlığı-MEB).

Courses can be given on days or evenings and all the programs are full time programs which have foreseen minimum and maximum terms (except open programs) and these terms are determined by article no 44 of the Higher Education Law (Yükseköğretim Kanunu), No. 2547. Except foreign language preparatory classes in higher education institutions associate degree and bachelor's degree students are given maximum four years for the two year associate degree programs and seven year for bachelor's degree programs to

accomplish their education. Students have to accomplish five year programs maximum in eight years and six year programs maximum in nine years.

Terms for graduate degree programs are determined by Regulation for Graduate Education (Lisansüstü Eğitim ve Öğretim Yönetmeliği). Period of accomplishment for a master degree program without thesis is six half terms maximum and four half terms with thesis. Period of accomplishment for a doctorate program is eight half terms for the ones who are admitted with master degrees and ten years with bachelor's degrees. Universities arrange additional periods to be given for students who can not graduate within these periods with regulations. Minimum graduation credits for associate degree and graduate degree programs are arranged by university senates with regulations. Generally excluding common mandatory courses (some lessons that students of all the programs have to take are not included in graduation credit) five year educational programs contain minimum 160 credits, four year programs minimum 128 credits, higher vocational school programs minimum 64-credit courses. Minimum credits for graduate degree programs and frame of graduation terms and conditions are determined by Regulation for Graduate Education. Universities can make additional arrangements. Master degree program with thesis consists of minimum seven courses, one seminary course and one thesis study totally not less than twenty-one credits. Seminary courses and thesis study are without credit and evaluated as successful or not. Master degree program without thesis consists of minimum ten lessons and a term project totally not less than ten credits. Doctorate programs consist of minimum seven courses; one qualifying exam, dissertation proposal and dissertation study totally not less than twenty-one credits, excluding scientific preparatory courses. Students who are admitted with bachelor's degree consists of minimum 42 credit fourteen courses, qualifying exam, dissertation research proposal and dissertation study.

Universities determine minimum compulsory attendance times for courses and practices. Generally this is 70% for theoretical hours and 80% for practice hours. Students who do not fulfill compulsory attendance can not enter the final examination for that course.

Foreign Language Education and Education in Foreign Language

In higher education institutions teaching at least one foreign language is a basic principle. Foreign language education is tried to be given through preparatory classes or courses within program period. Foreign language education is arranged by Higher Education Law-Yükseköğretim kanunu (Article 5/1) and Regulation on Foreign Language Education and Principles of Education in Foreign Language in Higher Education Institutions-Yükseköğretim Kurumlarında Yabancı Dil Öğretimi Ve Yabancı Dille Öğretim Yapılmasında Uyulacak Esaslara İlişkin.

In higher education institutions, instruction language is Turkish. Yet higher education institutions by satisfying all the requirements in the aforementioned regulations education can be in all or some of the bachelor's degree or graduate degree programs in foreign language partially or completely with the reasoned decision of the senates, proposition of rectors and approval by YÖK.

Program students who are given education in foreign language partially or completely are subjected to a proficiency examination in foreign language to be used in education. One year foreign language preparatory education is applied to students who are deemed to be insufficient. Students who are registered in programs in which education is completely in foreign language preparatory class is a must, have to enter for Foreign Language Proficiency Examination and in case that they are unsuccessful in this examination they should attend and accomplish preparatory school. Students who are educated in the preparatory school have to accomplish preparatory school successfully in order to begin their education in bachelor's degree or graduate degree programs. Students who continue preparatory school also take vocational foreign language lessons that related to their fields during their education period.

Students who are registered in programs that preparatory foreign language education is not foreseen should also enter for Foreign Language Proficiency Examination and in case that they are unsuccessful in this examination they should take lessons of a foreign language and accomplish it (Higher Education Law, No.

2547 article 5/ı). Compulsory foreign language lessons are programmed and studied at least for two half terms not less than 60 hours totally. In the following half terms compulsory or optional foreign language lessons can be opened for students who are exempt from compulsory foreign language lessons or who took these lessons and accomplished them successfully.

Also language and literature departments have to educate in concerned language.

Higher Education Council

Ministry of National Education

Higher Education Law

Regulation for Graduate Education

Regulation on Foreign Language Education and Principles of Education in Foreign Language in Higher Education Institutions

6.12. Teaching Methods

There is no arrangement on national or institutional level on the selection of teaching methods. In general, academic staffs are free to choose teaching methods appropriate for the courses that they teach. In some cases academic staff, department, faculty or higher school can decide together. For example this way is preferred generally as shared programs are applied in preparatory foreign language classes. Lecture-based instruction is common in most undergraduate programs. In recent years student centered-teaching methods are known to be used more and more. Especially courses in seminary form that require preparation, presentation, participation and discussion from students are more prevalent on graduate degree levels. Some lessons naturally require practiced studies. For example there are compulsory laboratory practices in science and engineering fields. Some courses or programs have a training component.

The use of communication and information technologies in conducting teaching activities becomes more prevalent day by day.

6.13. Student Assessment

Higher education institutions are entitled to grant their own diplomas or degrees. In this context all the universities arrange their educational, instructional and evaluation processes, principles and rules by education and examination regulations (Higher Education Law/Yükseköğretim Kanunu, Article 43/a).

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 and year basis. While generally theoretical and practical studies about courses are evaluated in associate degree and bachelor's degree programs, in master degree programs 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. Midterm 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. Completion exams are not required at any stages of higher education.

Principles on examination can be summarized as follows:

Midterm examinations: Holding at least one examination for every course is mandatory. Midterm examinations are related to evaluations of in-term studies.

Final Examination: Final examination of a course is held at the end of the half term when the concerned lesson is completed and covers the whole lesson. Students who take the lesson to their programs and fulfill the compulsory attendance (70% for theoretical lesson and 80% applied lessons) can enter for final examination.

Make-up Examination: At least 15 days after the end of the general examinations that are held at every half term and end of the school term, make-up examinations can be held for the half term/term lessons that are mentioned in the academic calendar. Students who are unsuccessful or unable to enter in general examinations can enter for these examinations. In order to enter for make-up examination compulsory attendance should be fulfilled. In programs which evaluation is accomplished on the basis of course and half term, there is not a make-up examination. Students who are unsuccessful as a result of final examinations have the opportunity to take those lessons within the summer school.

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 intermediate examinations, homework, practiced studies etc.) and in final examination/make-up examination. The effect of these examinations on achievement score, number of midterm examinations, minimum scores required for these examinations are determined by the regulations that are issued by universities. In some cases regulations approve authorization for academic staff to make amendments on minimum criteria. In such cases effects of the half term achievement and final examination on course achievement score and the minimum score that is required for students to be deemed as successful and application plan of the lesson are declared to the students at the beginning of the half term by the responsible academic staff member. Raw scores that are obtained from the examinations are turned into scores on a percentage basis and general achievement score is determined. Achievement score of the students are kept by student registration office and declared to students at the end of every term.

Master degree program without thesis consists of minimum ten lessons and a term project without thesis, not less than ten credits totally. Within the frame of principles that are determined by the concerned senate proficiency examination can be held at the end of the master degree program without thesis. Student who accomplishes these stages successfully is graduated.

Master degree program with thesis consists of minimum seven courses; one seminary lesson and one thesis study totally not less than twenty-one credits. Seminary course and thesis study are without credit and evaluated as successful or not. The student defends his/her thesis which is prepared under the guidance of his/her advisor before a panel of three or five persons including student's thesis advisor and at least one of the academic members to be within the higher education institution from another department or from another higher education institution. After the conclusion of thesis examination panel conclude on the thesis by an absolute majority with "approval", "rejection" or "correction" decision. Student that is given a "correction" defense his/her thesis once more within three months. A student who accomplishes these stages is graduated.

Doctorate program consist of minimum seven courses, one qualifying exam, dissertation proposal and dissertation study totally not less than twenty-one credits. Students who are admitted with bachelor's degree program consists of minimum 42 credit fourteen lessons, qualifying examination, dissertation (research) proposal and dissertation study. The student who accomplishes his/her courses successfully and is deemed to be successful in one of the foreign language examinations which is determined by Inter-University Board (Üniversitelerarası Kurul-ÜAK) enter for qualifying examination in order to be tested whether he/she has a depth in basic subjects and doctoral study or not. Doctoral qualifying examination is held in two sections in written and oral. Doctoral qualifying panel evaluates achievement condition of the student in written and oral examination and decide whether the student is successful or not by an absolute majority.

The student who accomplishes doctoral qualifying examination successfully within six months at the latest defends his/her dissertation research proposal that covers the objective, method and study plan of the research to be done before the Dissertation Steering Committee. Dissertation Steering Committee decides on the approval or rejection of the dissertation research proposal which student presents by absolute majority. This committee meets twice a year in between January-June and July-December for the student whose thesis is approved. Student submits a report to the committee members at least one month before the meeting date. In this report summary of the studies that are done to date and study plan to be accomplished in the next year. Thesis study of the student is determined as "successful" or "unsuccessful" by the Committee. Student who has been concluded to be unsuccessful by the Committee consecutively twice or intermittently three times has no further connection with the higher educational institution.

Student has to defense his/her dissertation that is prepared with the guidance of the advisor before the dissertation defense panel orally. Doctoral dissertation panel is assigned by suggestion of the concerned institute's chairmanship of department and approval by Executive Board of Institute (graduate school). The panel consists of five people who are education staff from the Dissertation Steering Committee and at least one academic staff member from another higher education institution. Panel members hold a dissertation defense examination for the student within one month at the latest beginning from the date the said dissertation is delivered by them. The examination consists of presentation of the dissertation study and question-reply section after this presentation. After the conclusion of the examination panel conclude on the dissertation by an absolute majority with "approval", "rejection" or "correction" decision. Student whose dissertation is rejected has no further connection with the institution. Student who has given a "correction" decision about his/her dissertation deals with the dissertation and defends it once more before the same panel. Student whose dissertation is rejected at the end of this defense has no further connection with the institution. A student who accomplishes this stage successfully is graduated.

Inter-University Council

Higher Education Law

6.14. Progression of Students

Every university determines the rules about passing the courses or classes within the legal legislative frame independently by regulations that is issued by their own senates. Common features and similarities on applications of passing a course or class at the universities are very much because they are prepared on the same shared legal basis. In this context students' progress can be handled in two groups as (1) preparatory classes and (2) intermediate classes. Preparatory classes can be one year preparatory foreign language classes as well as in a scientific preparation form in graduate programs.

Higher education institutions can open a compulsory or optional class under the name of Preparatory Foreign Language Class with the reasoned decision of the senate, suggestion of rector and approval by Higher Education Council (Yükseköğretim Kurulu-YÖK). Students who are registered in programs in which education is completely in foreign language and preparatory class is a must, have to enter for Foreign Language Proficiency Examination and in case that they are unsuccessful in this examination they should attend and accomplish preparatory school. Students who are educated in the preparatory school have to accomplish preparatory school successfully in order to begin their education in bachelor's degree or graduate degree programs. Continuation applied to preparatory classes that have two half terms of a normal education period, intermediate examination amount and intermediate examinations, half term final examination, general examination, short-term examination, homework and other activities' contributions on achievement score, make-up examination that is a given right for students who can not exhibit sufficient achievement at the end of the final examination, summer education, foreign language support education and rudiments to be applied in subjects such as cancelling a registry are determined by regulations that are

issued by senates of the *universities* (Preparatory foreign language classes are evaluated as a single course even if they consist of different courses. Every university can determine the minimum achievement score that is determined for these classes on different levels. Students who can not accomplish preparatory class successfully within its normal period or within the granted additional periods can not begin the first grade or program courses.

In graduate programs, maximum one year Scientific Preparatory Program can be applied for candidates to supply their deficiencies under these conditions: (i) candidates whose bachelor's degree is in a different field than the master degree or doctorate programs that they applied, (ii) master degree candidates who obtain their bachelor's degrees from a higher education institution other than the higher education institution they applied, (iii) doctorate candidates who obtain their bachelor's or master degrees from a higher education institution other than the higher education institution they applied (iv) candidates who obtain their bachelor's or master degrees in other field other than the doctorate program that they applied.

A student in a scientific preparatory program can take courses of master degree programs as well as scientific preparatory courses with the suggestion by chair of the department and approval by Administrative Board of Institute (graduate school). Continuation, examinations, achievement grades, conditions to be deemed as successful, course repetition and other rudiments about scientific preparatory program are mentioned in the regulation that is approved by the concerned senate. Students who can not accomplish scientific preparatory courses within the given period can not continue to take courses from the program and their student status end.

There are two ways of advancement after students begin program lessons: (1) on the basis of year and passing class and (2) on the basis of term, passing lesson and credit.

Generally in medicine and dentistry faculties evaluation is done on year and class pass basis. In programs that conduct this evaluation system courses, course committee (group), practices, training course are given at the beginning of the school term as a whole. Student who registers and renews his/her registry is considered to be registered in all courses of the program that year. If student is unsuccessful in one of the courses of the current year, he/she can not take courses from the upper class for the next year and repeats the lesson/lessons in which he/she is unsuccessful.

Course pass and credit system is applied mostly in programs other than medicine and dentistry. Courses are generally independent from each other in programs that this system is applied. In programs that this system is applied, minimum and maximum credit limits that is required to be taken for each term, compulsory and optional courses, courses with prerequisites are determined by education regulations that each university issue. Students take courses within the limits foreseen by these regulations. Student who provides minimum continuation and achievement score foreseen for a course is deemed as successful in that lesson. Courses that the students take do not prevent him/her to pass to the upper class or take courses from upper class. Student should take the course/courses that he/she is unsuccessful once again at the first half term when the course is opened. However in case of overlapping of repeated lessons with the half term course schedule, student may not take one of these courses by the decision of the concerned administrative board. A student has no further connection with the university if he/she does not take the lesson consecutively twice that he/she should take without decision by the concerned administrative board.

While some universities associate the advancement of the student with the minimum achievement score, some of them require a specific academic average for the student to continue his/her program after any half-term. Students who cannot achieve the foreseen academic average can be obliged to repeat the half-term or school year. Those students have to take the courses they fail at first. They can take the courses that they passed before in order to raise their averages. Students who have to repeat the semester can not take the courses they did not take before to their programs as long as they could not raise their general academic averages on or above the minimum average foreseen. Student who fulfills this requirement resumes his/her education.

All higher education programs have minimum credit and maximum year limits. Generally semester credit value for a course is evaluated as the complete weekly hours of a theoretical course which lasts a semester plus half of the hours for weekly practice or laboratory hours.

In higher education institutions associate degree and bachelor's degree students are given maximum four years for the two year associate degree programs and seven year for bachelor's degree programs to accomplish their education. Students have to accomplish five year programs maximum in eight years and six year programs maximum in nine years. Yet at the end of these periods senior students are given two additional examination rights including make-up examination for all the lessons that they fail. At the end of these examinations students who reduce number of failed lessons to five lessons are given rights to enter for examinations for three half-terms, students who fail in up to five lessons without entering additional examinations have the same right for four half-terms and students who fail in three or less lessons have the same right without limits. Last term (for the institutions conducting education on the basis of lesson pass, last year student) students who pass all lessons required to be graduated from the program they attained yet are unable to provide the score average that is foreseen in order to be deemed as successful within the regulations and therefore came to the condition that their connections may be terminated with the university are granted limitless examination right from the last two year lessons of the program that they prefer in order to raise their score averages. These students are exempt from continuation to the classes except practical courses and courses that never taken before. Student who never enters for the examination consecutively or intermittently for three academic years in total is considered to be forbearing of limitless examination right and can not benefit by this right. Students who hold limitless examination right continue to pay tuition fee but can not benefit by other student right excluding examination right. Open education students are not restricted with these limits as long as they benefit by studentship rights.

Maximum graduation times are determined for graduate programs. According to this period of accomplishment for a master degree program without thesis is maximum six half terms and with thesis four half terms, period of accomplishment for a doctorate program is eight half terms for the ones who are admitted with master degrees and ten years with bachelor's degrees. Maximum accomplishment period for the required credited courses for a doctorate program is four half terms for the ones who are admitted with master degrees and six half-terms with bachelor's degrees.

Higher Education Council

6.15. Certification

All the universities and affiliated faculties and graduate degree (master and doctorate) education institutes are founded by law. Higher vocational schools are founded by the approval of Higher Education Council (Yükseköğretim Kurulu-YÖK). Also departments/programs within these faculties and institutes begin education with the approval YÖK. This condition grants authorization to each university or independent higher education institutions other than universities on any level for giving their diploma and determining the conditions for diploma within the concerned legislation. In higher education institutions educations that are conducted in accordance with the foundation features and requirements and rudiments related to granted diplomas in terms of this are determined by educational and examination regulations that are prepared by each university. Diplomas are signed by the university rector and faculty dean/higher school administrator/institute administrator. Titles and degrees by which graduates are entitled to benefit are mentioned on diplomas. Diploma Supplement is provided to every students free of charge on demand.

According to the program type and stages (1) associate degree, (2) bachelor's degree, (3) master degree and equivalent degrees and (4) doctorate degrees are granted.

1. Associate Degree

Students who fulfill the foreseen requirements for graduation from a higher vocational education program are entitled to obtain **Önlisans Diploması**. Also in accordance with the Higher Education Law (Yükseköğretim Kanunu), No. 2547 associate degree diploma can be granted to bachelor's degree students who accomplish all the lessons of the first four half-terms. Each university determines graduation conditions by educational regulations. Higher vocational schools are schools that conduct vocational education programs for four half terms.

2. Bachelor's Degree

Students who fulfill the foreseen requirements for graduation from a faculty or higher school program (eight half terms/four years) are entitled to obtain "Bachelor's Degree Diploma". Also students who accomplish the bachelor's degree stage of the Secondary School Teacher Education Joint Master programs without thesis (first half term of the field knowledge courses with teacher education vocational knowledge courses) can be granted bachelor's degree diploma. Programs in this context can be academic as well as vocational predominantly. Particularly higher schools conduct programs that are mostly vocational.

Some universities enable a bachelor's degree in a second program by fulfilling the difference lessons in a close field in addition to the field in which the student is registered. How to execute this application is arranged by a regulation. This condition is called as "double" department. According to the regulations students who accomplish double major program successfully can be granted Double Major Diploma named as Çift Anadal Lisans Diploması in addition to the bachelor's degree diploma from a major program that they are registered.

3. Master Degree

Students who accomplish minimum ten half terms education programs of faculties and master degree programs of institutes that conduct master degree education with/without thesis and fulfill the graduation requirements are entitled to obtain "Masters Degree".

Faculties who execute at least ten half-terms long education programs are medicine (12 half-academic year), dentistry, veterinary and pharmacy (10 half terms) faculties. "Teacher Education for Secondary Schools" programs that are conducted within education faculties of some universities are for five years. In some of these programs diplomas called with the program name are granted. These are: Dentistry Diploma and Medical Doctorate diplomas.

Programs in institutes that conduct master degree education are programs that only minimum four year bachelor's degree holders can apply are handled in two groups as with and without thesis:

- Master degree programs without thesis conduct mostly vocational programs. Therefore these programs can be applied also in second shift (evening) education. Programs are based on lessons to a large extent. Master degree diploma is granted to master degree student who accomplish the credit lessons and term project successfully.
- Master degree programs with thesis consist of lesson and thesis components. Master Degree Diploma is granted to master degree students who pass thesis examination and fulfill other graduation requirements. Master of Arts Diploma is granted to the one who are graduated from arts fields of these programs.

4. Doctorate Degree

Students who accomplish doctorate programs of institutes that conduct graduate education and fulfill the graduation requirements are entitled to obtain the "Doctorate Degree". "Proficiency in Art" Degree is granted to the ones who are graduated from arts fields of these programs.

Doctorate programs consist of course and dissertation components. Students who accomplish minimum credited courses that are foreseen for doctorate program in thesis stage and pass the qualifying

examinations in written and oral can begin dissertation study. The objective of the doctoral program is to make the student gain the ability of conducting independent research, interpreting with a wide and deep point of view and determining required steps so as to reach new synthesis. Thesis to be prepared at the end of the doctorate study should accomplish one of the qualifications among (1) introducing innovation in science (2) developing a new scientific method (3) applying a known method to a new field.

5. Recognizing Degrees and Diplomas

All the higher education institutions in Turkey are entitled to grant diploma and degree within their fields. Recognizing and validating the granted diploma and degrees by any institution can not be possible. However authorized body regarding the recognition of associate degree, bachelor's degree and graduate degree diplomas that are obtained in foreign countries is YÖK according to Higher Education Law, No. 2547 Article 7/p. Equivalence operation for the said diplomas are performed by YÖK.

Higher Education Council

Higher Education Law

6.16. Educational/Vocational Guidance, Education/Employment Links

The advisory 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 programs. 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 to students on loans, scholarship, accommodation etc. A courses advisor is assigned for graduate students after they registered in their programs and in programs with thesis before they advance to thesis a thesis advisor is assigned.

Although providing vocational advisory services is a legal necessity there is not any structuring that can be generalized for all the higher education institutions. 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 employment opportunities, interact with the employers mostly through training courses which is a necessity for programs. Education and training practices at work are applied in bachelor's degree and associate degree programs prevalently. In many programs this practice is mandatory as per the field.

Procedures on in-plant education and training practices for higher vocational schools within the scope of associate degree programs are affiliated with a legal frame. Regulations that arrange these issues determine principles and applications for in-plant education and training for higher vocational school students in [Mesleki ve teknik eğitim bölgeleri](#). (Regulation on Principles and Rudiments for Workplace Education, Practices and Training Courses of the Higher Vocational School Students within the Vocational Technical Education/Mesleki Teknik Eğitim Bölgesi İçindeki Meslek Yüksekokulu Öğrencilerinin İşyerlerindeki Eğitim, Uygulama ve Stajlarına İlişkin Esas Ve Usuller Hakkında Yönetmelik) According to this regulation students fulfill their training courses on half-term and summer holidays. Yet, in case of that conditions of the plant are inconvenient training course can be done on other than the above mentioned period unless education is hindered. Training course can not be less than 30 working days (240 hours) and more than 60 working days

(480 hours). During education students of the higher schools that conduct vocational practices are evaluated out of the above mentioned 30-60 day training course period. This process is evaluated both by in-plant authorities and the concerned academic staff member.

Training course practices of the bachelor's degree programs are arranged on faculty/higher school or department level, this process is monitored and evaluated by the concerned course's academic staff member.

Training courses are processes that strengthen the relations between business offices and higher education institutions and facilitate the employment opportunities for students.

Works to develop university-industry relations are mostly conducted via Techno parks or Technology Development Zones/centers within the universities. In these areas various firms can take place and researchers on various levels can work in these firms half or full time. Thus industrial institutions know the university much better and development of the relations are more possible.

Higher Education Law

Regulation on Principles and Rudiments for Workplace Education, Practices and Training Courses of the Higher Vocational School Students within the Vocational Technical Education

6.17. Private Education

Persons or corporate bodies can not found profit making universities in Turkey. Private higher education institutions (university and higher vocational schools) can be founded by foundation only by fulfilling specific requirements. Legal frame for the foundation of private higher education institutions that are affiliated to private foundation is determined by the Anayasa 1982 (Constitution), Higher Education Law (Yükseköğretim Kanunu) and Regulation for Private (Foundation) Higher Education Institution (Vakıf Yükseköğretim Kurumları Yönetmeliği). The article no 130 of the Constitution foresee the foundation of the universities by law and in case of a non-profit organization by private organizations, and foundation of higher educational institutions that are subject to observation, inspection of the state. Higher education institutions that are founded by private organizations (foundations), their academic studies excluding financial and administrative issues, providing academic staff and their security are subjected to the clauses that are mentioned in the Anayasa 198 (present Constitution) for higher education institutions founded by the State.

Private universities hold the same rights and authorizations with the public universities. Similarly they are subject to same academic standards, principles and rules as public institutions of higher education academically. In this frame academic issues such as education, instruction and examinations, granting degree and diploma are determined by their own regulations within the same legal legislation frame which is also applied to public institutions.

Finance of private higher education institutions basically consists of the foundation's income and education fees that are paid by students. They can take fund from the general budget in case of fulfilling some requirements and demand. In order to contribute to the expenses of the higher education institutions that are founded by private foundations, public aid is provided by Ministry of Finance within the limits of allowance upon application by concerned private higher education institution, Higher Education Council's (YÖK) opinion and Ministry of National Education (Milli Eğitim Bakanlığı-MEB)'s recommendation. Public aid to be done: Can not exceed 30% of the amount to be calculated by multiplying the amount that is calculated by dividing allocated budget allowances total of that year to the number of formal education students by the number of formal education students who study in the concerned higher education institution. Private universities that conduct education at least for two years can apply for public aid to YÖK. In order to provide public aid to private higher education institutions, there are some additional conditions: these institutions should accomplish at least two academic years, grant full scholarship to minimum 15% of its students so that

they can supply their education expenses. For more details please see Regulation for Private (Foundation) Higher Education Institutions, Article 30. Also private higher education institutions to be founded by foundations benefit by the financial conveniences, exemptions and exemption exactly in accordance with the Higher Education Law, No. 2547 item 46. These institutions are exempt from property tax.

Currently there are 38 private universities and seven private higher vocational schools. Majority of these universities were founded in the last 10 years. Bilkent University is the first of them and was founded in 1984. Attempts to establish private universities that are affiliated to various foundations continue. Its share among higher education institutions is about 6% concerning number of students.

Ministry of National Education

Higher Education Council

Constitution 1982

Regulation for Private (Foundation) Higher Education Institutions

Higher Education Law

6.18. Organizational Variations, Alternative Structures

Higher Education Law (Yükseköğretim Kanunu), No 2547 items 5 and 12 that was enacted on November 6, 1981 grants "continual and open education" right to universities. Also detailed arrangements based on this law are done by Regulation on Open Higher Education (Açık Yükseköğretim Yönetmeliği).

On July 20, 1982 distant education right throughout the country was granted to Anadolu University. In this frame Open Education Faculty was founded and open education system began with two programs with distant education in economics and business administration fields. These programs enable people with any age, any income or any profession group to continue their education by arranging their education according to their own speed and capacity without losing productivity. Students who attend these programs are subject to same laws and regulations with students who are registered in normal face to face programs except continuation necessity. Therefore education and granted diplomas within this scope are recognized on national level and their graduates have the same rights exactly which are also provided by similar higher education programs.

Currently Anadolu University conducts over 30 programs with three faculties conducting distant education. More than about one third of the students who continue to associate and bachelor's degree programs in Turkey are students of these faculties (about 800,000 students). Therefore distant education system has an important place in supplying higher education demands within Turkish higher education system. Also Turkish citizens that live in 6 Western European countries and citizens of Turkish Republic of Northern Cyprus can benefit from these programs within these faculties. Within this context open education system is functional in three ways. First of all fulfilling associate and bachelor's degree programs for directly admitted students via distant education, secondly accomplishment of bachelor's degree programs by students who accomplished associate degree programs and giving an opportunity of accomplishing their education who cannot accomplish their bachelor's degree programs by any reasons. Also it is possible to accomplish various certificate programs via distant learning. In some cases students in second group can be determined by agreements done with various institutions. Third one is the Second University application that gives an opportunity of a second education for students who are registered in a program that face to face education is conducted and for the ones that would like to improve themselves and for the ones who are still registered in a higher education program or graduates. This application started in 2001-2002 academic year.

Students are admitted to these programs by selection and placement system as mentioned in section 6.6. Student registry and course registry operations and other operations related to studentship are implemented through Open Education Agencies of the Open Education Faculty which are expanded throughout the country.

Regarding courses students are provided with published course materials which are designed for distant learning and programs for each lesson are broadcasted on a TV channel. Television programs can be provided to students optionally in VCD or DVD format on demand against remuneration. Also program broadcasting schedule is published on Open Education Faculty's website. There are radio adopted forms of these programs and these are broadcasted on Radio 1. Also in convenient areas academic advisory and application services (face to face education) are provided. For some of the programs as a result of agreements with various institutions by providing training course opportunities practical side is improved.

Midterm examinations, final examinations and make-up examinations are held simultaneously nationwide on Saturdays-Sundays on predetermined dates centrally. Examinations are in a multiple-choice form. Examinations are in collaboration with other education institutions under the supervision and observation of Open Education Faculty.

Ministry of National Education

Regulation on Open Higher Education

Higher Education Law

6.19. Statistics

6.19.1. Higher Education Statistics

Indicator	2000-01	2005-06	2006-07	2007-08	2008-09
Number of students	1.607.388	2.342.898	2.453.664	2.532.622	2.924.281
Male	951.383	1.350.663	1.409.125	1.441.722	1.649.663
Female	656.005	992.235	1.044.539	1.090.900	1.274.618
Number of new registered students	406.686	662.310	636.527	659.690	869.619
Male	232.422	372.181	362.538	370.681	474.134
Female	174.264	290.129	273.989	289.009	395.485
Number of graduates for the preceding year	224.358	346.563	373.375	416.329	444.758
Male	129.162	194.943	206.659	226.931	240.306
Female	95.196	151.620	166.716	189.398	204.452
Students that were granted associate degree diplomas from bachelor's degree programs for the preceding year	5.106	3.756	4.643	3.467	3.964
Male	2.999	2.519	3.043	2.057	2.260
Female	2.107	1.237	1.600	1.410	1.704
Number of educational staff member	67.880	84.785	89.329	98.766	100.504
Male	43.519	51.927	35.087	39.852	59.643
Female	24.361	32.858	54.242	58.914	40.861
Number of Institutions affiliated to YÖK	69	80	96	115	127
Public university	51	53	68	86	94
Private university	18	24	25	27	29
Private higher vocational schools	-	3	3	2	4
Number of other educational institutions	48	57	57	56	60
Military institutions	4	8	9	9	9
Police academy	1	1	1	1	1
Health education institute	2	4	0	0	0
Hospital and medical center	41	44	47	46	50
Number of units ³	1.265	1.536	1.533	1.637	1.730
Faculty	511	605	616	642	696
Higher school	164	186	191	200	199
Higher vocational school	401	515	497	547	563
Institute	189	230	229	248	272
Schooling rate, gross (%)	21,05	34,46	36,59	38,19	44,27
Male	24,55	38,78	41,07	42,62	49,05
Female	17,42	26,23	31,89	33,56	39,28
Schooling rate, net (%)	11,62	18,85	20,14	21,06	27,69
Male	12,68	20,22	21,56	22,37	29,40
Female	10,52	17,41	18,66	19,69	25,92

Number of students per academic staff ²	16,08	18,21	18,00	16,75	17,47
Associate ²	46,68	55,92	56,96	55,65	56,17
Bachelor ²	12,76	12,91	12,54	11,66	12,30
Bachelor's and graduate ²	13,58	14,16	13,74	12,67	13,30
Open education student ratio (%) ³	34,19	36,63	36,89	37,01	41,82
Second education student ratio (%) ³	13,73	16,17	15,58	15,05	14,56
Private education student ratio (%) ⁴	3,12	4,71	4,81	5,54	5,75

Notes:

- (1) Units without students are not included.
- (2) Open education students excluded; other education institutions' students included.
- (3) Share in the associate and bachelors degree students.
- (4) Share in the universities' students only; other education institutions' students excluded.

[Yükseköğretim İstatistikleri 2000-01](#)

[Yükseköğretim İstatistikleri 2000-01](#)

[Yükseköğretim İstatistikleri 2005-06](#)

[Yükseköğretim İstatistikleri 2006-07](#)

[Yükseköğretim İstatistikleri 2007-08](#)

[Yükseköğretim İstatistikleri Kitabı 2008-09](#)

6.19.2. Number of Students as per Education Type in Higher Education (2008-09)

Education type	Total	Female	Male
Associate degree	874.697	374.137	500.560
University (normal)	352.060	139.664	212.396
University (second education)	196.635	68.940	127.695
Open education	306.770	164.869	141.901
Other educational institutions	19.232	664	18.568
Bachelor's degree	1.883.131	823.231	1.059.900
University (normal)	839.391	391.728	447.663
University (second education)	201.206	87.872	113.334
Open education	835.766	343.087	492.679
Other educational institutions	6.768	544	6.224
Master degree	109.845	52.038	57.807
Universities	109.281	51.956	57.325
Other educational institutions	564	82	482
Doctorate	35.946	16.004	19.942
Universities	35.669	15.949	19.720
Other educational institutions	277	55	222

Medical specialization	20.662	9.208	11.454
Universities	12.292	5.492	6.800
Other educational institutions	8.370	3.716	4.654
Total	2.924.281	1.274.618	1.649.663

Yükseköğretim İstatistikleri Kitabı 2008-09

6.19.3. Number of Educational Staff Members and Students as per Fields In Higher Education (2008-09)

Educational institution	Staff member			Student		
	Total	Female	Male	Total	Female	Male
Associate degree	9.769	2.981	6.788	874.697	374.137	500.560
Universities	8.285	2.863	5.422	548.695	208.604	340.091
Lang. and literature	340	273	67	976	737	239
Mathematics and science	18	9	9	4.386	2.580	1.806
Health sciences	417	263	154	22.229	12.069	10.160
Social sciences	215	94	121	6	5	1
Practiced social sciences	1.679	633	1.046	253.428	127.647	125.781
Technical sciences	2.079	475	1.604	225.649	41.703	183.946
Agriculture and forestry	223	87	136	32.532	17.596	14.936
Arts	99	42	57	8.803	6.025	2.778
Other	1	0	1	686	242	444
Not classified	3.214	987	2.227			
Open education				306.770	164.869	141.901
Other educational institutions	1.484	118	1.366	19.232	664	18.568
Bachelor's degree	84.612	34.901	49.711	1.883.131	823.231	1.059.900
Universities	83.644	34.832	48.812	1.040.597	479.600	560.997
Lang. and literature	5.952	3.900	2.052	47.642	31.390	16.252
Mathematics and science	6.336	2.566	3.770	106.232	52.954	53.278
Health sciences	27.804	12.355	15.449	89.769	50.141	39.628
Social sciences	4.850	1.398	3.452	105.969	55.423	50.546
Practiced social sciences	15.192	5.900	9.292	442.730	214.500	228.230
Technical sciences	10.921	3.513	7.408	190.192	50.129	140.063
Agriculture and forestry	2.905	773	2.132	31.315	11.339	19.976
Arts	2.796	1.335	1.461	26.748	13.724	13.024
Other	6.888	3.092	3.796			
Not classified				835.766	343.087	492.679
Open education	968	69	899	6.768	544	6.224
Master degree ¹	6.122	2.979	3.143	145.791	68.042	77.749
Universities	5.994	2.967	3.027	144.950	67.905	77.045
Lang. and literature	76	48	28	3.902	2.345	1.557

Mathematics and science	2.450	1.142	1.308	11.639	6.294	5.345
Health sciences	941	569	372	9.395	6.284	3.111
Social sciences	1.681	788	893	15.728	6.901	8.827
Practiced social sciences	470	246	224	66.756	31.913	34.843
Technical sciences	328	147	181	28.762	9.896	18.866
Agriculture and forestry	4	0	4	5.534	2.440	3.094
Arts	34	21	13	3.234	1.832	1.402
Other	10	6	4			
Not classified	128	12	116	841	137	704
Medical specialization	0	0	0	20.662	9.208	11.454
Universities				12.292	5.492	6.800
Other educational institutions				8.370	3.716	4.654
Total	100.503	40.861	59.642	2.924.281	1.274.618	1.649.663

Note:

(1) Educational staff on graduate degree programs and educational staff of medical specialization are within bachelor's degree. Teaching staff in this section are the ones working in institute and research centers.

Yükseköğretim İstatistikleri Kitabı 2008-09

6.19.4. Number educational staff members and students as per institutions in higher education (2008-2009)

Educational institution	Staff member			Student		
	Total	Female	Male	Total	Female	Male
Associate degree	9.769	2.981	6.788	874.697	374.137	500.560
Universities	8.285	2.863	5.422	548.695	208.604	340.091
Lang. and literature	340	273	67	976	737	239
Mathematics and science	18	9	9	4.386	2.580	1.806
Health sciences	417	263	154	22.229	12.069	10.160
Social sciences	215	94	121	6	5	1
Practiced social sciences	1.679	633	1.046	253.428	127.647	125.781
Technical sciences	2.079	475	1.604	225.649	41.703	183.946
Agriculture and forestry	223	87	136	32.532	17.596	14.936
Arts	99	42	57	8.803	6.025	2.778
Other	1	0	1	686	242	444
Not classified	3.214	987	2.227			
Open education				306.770	164.869	141.901
Other educational institutions	1.484	118	1.366	19.232	664	18.568
Bachelor's degree	84.612	34.901	49.711	1.883.131	823.231	1.059.900
Universities	83.644	34.832	48.812	1.040.597	479.600	560.997
Lang. and literature	5.952	3.900	2.052	47.642	31.390	16.252
Mathematics and science	6.336	2.566	3.770	106.232	52.954	53.278
Health sciences	27.804	12.355	15.449	89.769	50.141	39.628

Social sciences	4.850	1.398	3.452	105.969	55.423	50.546
Practiced social sciences	15.192	5.900	9.292	442.730	214.500	228.230
Technical sciences	10.921	3.513	7.408	190.192	50.129	140.063
Agriculture and forestry	2.905	773	2.132	31.315	11.339	19.976
Arts	2.796	1.335	1.461	26.748	13.724	13.024
Other	6.888	3.092	3.796			
Not classified				835.766	343.087	492.679
Open education	968	69	899	6.768	544	6.224
Master degree ¹	6.122	2.979	3.143	145.791	68.042	77.749
Universities	5.994	2.967	3.027	144.950	67.905	77.045
Lang. and literature	76	48	28	3.902	2.345	1.557
Mathematics and science	2.450	1.142	1.308	11.639	6.294	5.345
Health sciences	941	569	372	9.395	6.284	3.111
Social sciences	1.681	788	893	15.728	6.901	8.827
Practiced social sciences	470	246	224	66.756	31.913	34.843
Technical sciences	328	147	181	28.762	9.896	18.866
Agriculture and forestry	4	0	4	5.534	2.440	3.094
Arts	34	21	13	3.234	1.832	1.402
Other	10	6	4			
Not classified	128	12	116	841	137	704
Medical specialization	0	0	0	20.662	9.208	11.454
Universities				12.292	5.492	6.800
Other educational institutions				8.370	3.716	4.654
Total	100.503	40.861	59.642	2.924.281	1.274.618	1.649.663

7. Continuing Education and Training for Young School Leavers and Adults

Education and development services toward youths are aimed professional development and self actualization and realized by public and private educational institutions. Vocational education is aimed to progress employment and it is basic to maintain this education with work places. Vocational education actualized for the person completed primary education and but not attend or can not attend to upper level education or secondary education age persons who are out of formal education for certain reasons by means of apprenticeship, headmanship and mastership training and short term vocational courses. Nonformal education activities organized out of formal education institutions generally conducted in nationwide [Halk Eđitimi Merkezleri \(HEMs\)](#). HEMs realize nonformal education activities by means of reading-writing courses, vocational courses and social-cultural courses. Besides these, there are distance education institutions for the persons who did not take advantage of formal education institutions on time toward acquisition of vocation, completing primary education and attending upper level education.

7.1. Historical Overview

The adult education conducted in Turkey goes back to the Seljuk and Ottoman empires. Madrasahs, special schools in the ottoman palace (enderun), Akhism guilds, guilds, military, mosques, masjids, training associations, dervish lodge and small dervish lodges, cemevi (house of gathering for Turkish Alevi-Bektashi population), libraries, second-hand booksellers, house of scientists and artists may be given as example of adult education centres for this period.

The first official adult education studies during the period before foundation of the Republic of Turkey were started in the higher education institutions in 1862. In addition, voluntary institutions and the above mentioned adult education centres also continued their studies (Türk Eđitim Tarihi, Halk Eđitimine Giriş, Yetişkin Eđitimi).

Handling adult education applications as a state policy started with the constitution of the state of Republic of Turkey. 3 March 1924 dated Law on Unity of Education Education (Tevhid-i Tedrisat Kanunu) aimed to expand basic education to all citizens may be accepted as the first law evaluated nonformal education as a part of educational system (Halk Eđitimine Giriş, Yetişkin Eđitimi).

First official organization targeting education of adults in Turkey was made under the name of "Community Training Department", within the Ministry of National Education (Milli Eđitim Bakanlığı-MEB), pursuant to the Maarif Teşkilatına Dair Kanun No 789 of March 25, 1926. Educational policies following the beginning years of the Republic aimed three basic objectives. These were as follows:

- Enabling unity of national culture,
- Expanding citizenship education,
- Education of manpower needed.

Actualizing these objectives was performed by means of nonformal education institutions in the first years of Republic. Public Classrooms (1927), Nation Schools (1928), Evening Art and Trade Schools (1928), Community Centres (1932), Courses for Man and Woman in Village (1938-39) are some of the adult education institutions following the foundation of the republic. 1960s were the years in which adult education activities were handled with a wider organizational frame. General Directorate of Public Education was established under the roof of the MEB in 1960, this general directorate was restructured as Directorate General of Non-formal Education in 1977. This general directorate was renamed as Çıraklık ve Yaygın Eđitim Genel Müdürlüğü including studies on apprenticeship education in 1983. Since then, Çıraklık ve Yaygın Eđitim Genel

Müdürlüğü has been continuing its studies in the field of adult education in Turkey as an institution undertaking the most significant responsibility.

Formal and non-formal vocational education practices in Turkey were regulated with Apprenticeship and Vocational Education Law (Çıraklık ve 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 institutions) was established and non-formal vocational education courses (courses preparing for a having profession) to prepare the youth out of the formal education were included within the scope of this law.

Law no 3308 was amended by law no 4702 in 2001 to respond to some defects in practice and to enable unity of vocational and technical education system through a wider point of view and turned into Vocational Education Law (Mesleki Eğitim Kanunu). Considering formal and non-formal vocational-technical education in a unity and forming a flexible structure allowing vertical and horizontal transfers between programs are included within the core of the mentioned amendments.

Educational services for adults in Turkey are considered in respect of “lifelong learning” approach in line with the developments in the world and new regulations are made constantly. The aim of these regulations are continuous vocational education, establishment of vocational standards, unification of formal and non-formal vocational education services, flexible structures allowing horizontal and vertical transfers both between common and vocational education and between formal and non-formal education programs and modular programs as well as considering enterprises (industry) as an educational institution.

Educational services for youngs and adults are included in Vocational Education Law, No. 3308 as the basic law and carried out by the several public and private institutions.

[Halk Eğitimine Giriş, Yetişkin Eğitimi](#)

[Türk Eğitim Tarihi](#)

[General Directorate of Apprenticeship and Non-formal Education](#)

[Ministry of National Education](#)

[4702 numbered Law](#)

[Law on Organization of the Ministry of Education](#)

[Law on Unity of Education](#)

[Vocational Education Law](#)

7.2. Ongoing Debates and Future Developments

As mentioned within (7.1), vocational and technical education in Turkey (both formal and non-formal education) has been an issue which is focus of educational reforms from 1980s to the date. The core of these reform efforts consists of contemporary concepts and understandings such as expansion of vocational and technical education, improvement of apprenticeship education, inclusion of enterprises into vocational education and execution of vocational education by schools and enterprises, establishment of vocational standards, restructure of secondary education predominating vocational and technical education, well-establishment of lifelong learning understanding, forming modular programs etc. as well as alignment to EU process after 2000. In this context, some of the projects conducted are as follows:

Education in Community Centres: It is a project started on 01.06.2003 by MEB and Institution of Social Services and Child Protection (Sosyal Hizmetler ve Çocuk Esirgeme Kurumu-SHÇEK) in order to provide skill

education to have profession for all individuals out of the formal education in the public centres. Under the said protocol, 22.999 people have been provided profession and supported by the social studies up to date.

Information System for Determining Educational Needs on Vocational and Technical Education

Project: The aim of the project, in the context of lifelong education principle, is to plan vocational and technical secondary education programs to satisfy the education need of individuals and sector by means of valid and reliable information access systems, to increase the quality and productivity in vocational and technical education. The duration of the project is 2005-2010 years.

Education and Teaching for Employment (MEDA-ETA) Project: The aim of this project is to provide support to MEDA (Mediterranean) countries about technical and vocational and teaching policies, so that provide support to employment in regional scope. This project aimed to unite European Union and MEDA countries on technical and vocational education in a collective platform to share different experiences, communion and create a discussion atmosphere on this field. The project is supported by European Commission with a 5 millions Euro budget and carried out by European Education Foundation.

Besides these projects, there are wide extend reading-writing campaigns (National Education Support Campaign, Functional Adult illiteracy Program) and more than 100 vocational quality projects carried out in cooperation with national and international organizations, business enterprises and non governmental organizations.

Culture, Art and Education Cooperation Protocol: With the protocol signed in 12.01.2004 between MEB and Ministry of Culture and Tourism, four educational years long activities to inform students about various art branches, to develop art consciousness, increase the interest to the arts and artists, assist to discover talents on arts were planned and started to be applied.

For benefiting from the 2007-2013 preparticipation period intermediary financial support, the projects labeled as "Development of MEB Administrative Capacity" and "Developing Human Resources by Means of Vocational Education" developed by Ministry of National Education were evaluated as worth to support by European Union.

In addition to these projects, comprehensive literacy campaigns (Campaign to support National Education, Functional Adult Literacy Program), more than 100 vocational projects have been conducted in cooperation with national and international organizations, institutions and enterprises.

Rebounding Europe Dimension to KOBİs Vocational and Technical Education Relationships Project :

The aim of the project is to share information and experiences by means of cooperating with the companies working in the same purpose in Europe, to determine the way of how small and medium size business in production sector supply their qualified personnel needs in place and bring the KOBİ-vocational and technical education relationships a European extent by means of transferring the experiences to our countries related institutions.

Parent-Child Education Project: The project aims to determine the education needs of parents and children and increasing the awareness level of society and increasing their status by means of organising educational programs towards these needs. In the scope of project, totally 2.762.366 persons (2.086.433 women, 675.933 men) are educated by means of reaching families between 1998-2008 (at the end of February 2008) through conference, panel discussion, courses on the topics such as the Place and Significance of Women in the Society, Interfamilial Relationships, Family Planning, Productivity Planning, Effective Study Skills, Child Development and Education, Cautions for Increasing Competence, Inter marriages, Custom and Virtue Murders, Violence toward Women and Children, Adolescent Psychology, Development in Adolescence and home and village visits.

Increasing Competency of English Teachers and Developing Professional English Education Materials Project: In the scope of Increasing Competence of English Teachers and Developing Professional English

Education Materials Project (İMGEP) implemented based on the cooperation protocol signed between Ministry of National Education and British Council for the aim of increasing the competence of English teachers in Anatolian Tourism and Hotel Management Vocational High School, preparing and developing professional English education materials, professional English sample education materials related with food and drink services, housing and travel services and entertainment services was prepared under the supervision of English education specialists.

In the context of project, sample material was implemented in 20 schools, teacher and student survey results related with implementation were evaluated. Efforts of English education specialists and English teachers on developing final and printable form of the material mentioned continue

Employment of Tourism Training Centers (TUREM) Graduates Project: In the scope of project developed for satisfying education needs comes from Tourism Sector, providing training to workers, supporting the continuity of sector workers social security and employing TUREM graduates, project efforts are carried out by pilot Anatolian Hotel Management and Tourism Vocational High School and Tourism Training Centers

Development of Traditional Handcraft Project: By means of this Project, it is aimed to cherish, protect and ensure the transfer of traditional handcrafts to future generations, develop the education of traditional handcrafts, updating training programs, supporting female workforce employment and increasing the quality and productivity in touristic handcrafts-souvenir. The duration of the project is 2008-2010 years.

Increasing the Schooling Rate of Girls Project: The aim of the project is to increase the schooling rate of girls in secondary and vocational education level, decrease the school dropouts for girls, increase the professional quality and skills of workforce and increase the awareness level of parents and the other share holders about the importance of education. The project will be applied between 2010-2012 years.

Recognizing Non-formal and Informal Learning project (INLEARNING Project): the project prepared by Malta Capacity Board and Turkey and 10 EC countries joined aimed to determine the existing professional standards in printing, construction, transport, security, child rearing, hosting and travel services and horticulture sectors, describe the profile of the persons who will work in these sectors and compare their skills and determined professional standards, developing an instrument to recognize non-formal and informal learning. The project started 1st January 2010 will last long two years.

Determining Critical Success Factors for National Life-long Learning By Means of Cooperation and Expert Exchange Project: The project is carried out with the cooperation of MoNE Apprenticeship and Non-formal Education General Directorate and Romania, Germany and Bulgaria. The aim of the project is to encouraging the cooperation between the basic actors that develop national life long learning strategy, develop a web between the shareholders in the developing internal strategies that answer the real needs in service and education. The project started 1st march 2009 and supported by European Commission (MEB 2010 Bütçe Raporu).

[MEB 2010 Yılı Bütçe Raporu](#)

[Milli Eğitim İstatistikleri: Örgün Eğitim 2007-2008](#)

[General Directorate of Apprenticeship and Non-formal Education](#)

[Institution of Social Services and Child Protection](#)

[Ministry of National Education](#)

7.3. Specific Legislative Framework

The basic law regulating education in a unity in Turkey is the Basic Law of National Education (Milli Eğitim Temel Kanunu), No. 1739. Turkish education system consists of two main sections, formal and non-formal education. Articles 40 and 41 of the same regulate the objective, scope, duties and organization of the non-formal education.

Law special to non-formal education in Turkey is Vocational Education Law (Mesleki Eğitim Kanunu), No. 3308 of 1986 (widely amended in 2001) and 2841 numbered law on making illiterate citizens out of compulsory primary education literate or providing primary school level education for them Law Making Illiterate Citizens Who are out of Compulsory Education Age Literate or Make Them to have Education at Primary Education Level-Zorunlu İlköğretim Dışında kalmış Okuma-Yazma Bilmeyen Vatandaşların Okur Yazar hale Getirilmesi veya Bunlara İlkokul Düzeyinde Eğitim-Öğretim Yapıtılması Hakkında Kanun (No. 2841) Moreover, there are different regulations (such as Vocational and Technical Education Regulation (Mesleki ve Teknik Eğitim Yönetmeliği), Regulation on Non-formal Education Institutions (Yaygın Eğitim Kurumları Yönetmeliği), enacted based on the same. Private institutions rendering non-formal education services are subjected to Law of Private Education Institutions Education (Özel Öğretim Kurumları Kanunu), No. 5580

Law on organization and Duties of Ministry of National Education (Milli Eğitim Bakanlığı'nın Teşkilat ve Görevleri Hakkında Kanun), No. 3797 of 30.04.1992: It regulates the organization and duties of units of the Ministry of National Education (MEB) at any level.

Recently acted, Law of Institution for Vocational Qualifications (Mesleki Yeterlilik Kurumu Kanunu), No. 5544 envisages a framework of national vocational standards and curricula, education and certification based on these standards to shape Turkish education system (both general education and formal and non-formal vocational education).

Vocational and Technical Education Regulation (Mesleki ve Teknik Eğitim Yönetmeliği): This regulation executes, in detailed, establishment and operation of vocational education institutions, establishment of [Mesleki ve Teknik Eğitim Merkezleri \(METEM\)](#), education of apprenticeship, foremanship and mastership, education in vocational and technical schools and institutions, administration and production procedures, vocational educations in the enterprises, establishment of vocational and technical education regions, diploma based on vocational education, issue of certificate and documents etc.

Regulation on Non-formal Education Institutions (Yaygın Eğitim Kurumları Yönetmeliği): This regulation states procedures and rules related to administration, education, production, guidance and control of courses established by public or private institutions, municipalities, vocational organizations, associations, foundations and voluntary organizations; other than legislation of the private educational institutions under the surveillance or in cooperation with public education centres, and the methods and principles related to establishment, duties and operation of non-formal education institutions dependent to the Çıraklık ve Yaygın Eğitim Genel Müdürlüğü.

Regulation for Guidance and Psychological Counseling Services (Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği): "Special Education" support services for adults, except for students, are provided through provincial and sub-provincial Rehberlik Araştırma Merkezi (RAMs) and guidance and psychological consultancy services in the educational institutions.

Non-formal education services in Turkey are principally organized within the MEB. Thus, Çıraklık ve Yaygın Eğitim Genel Müdürlüğü is the unit responsible for the non-formal education. Çıraklık ve Yaygın Eğitim Genel Müdürlüğü executes its adult education activities under the name of non-formal education through public education, apprenticeship education and distance education. The main non-formal education institutions are: [Halk Eğitimi Merkezleri \(HEM\)](#), Mesleki Eğitim Merkezi (MEMs) (Vocational Education Centres) and non-formal education institutions.

Directorate General of Technical Education for Men, Directorate General of Technical Education for Women, Directorate General of Trade and Tourism Education and Directorate General of Secondary Education affiliated to the Ministry of National are the units of the ministry of which main duty is not adult education, but participate indirectly in the adult education: Vocational and Technical Education Centres (METEM), Industry Practical Arts Schools, Adults Technical Education Centres, Practical Art Schools for Girl, Advanced Technical Schools for Girls, Evening High Schools and Adult Technical Education Centres, Tourism Training Centres.

Handicapped adults are guaranteed to attend the non-formal adult education services with legislative arrangements (Decree Law on Special Education/Özel Eğitim Hizmetleri Hakkında kanun Hükmünde Kararname and Special Education Services Regulation/MEB Özel Eğitim Hizmetleri Yönetmeliği).

Basic Law of National Education

Decree Law on Special Education

Law Making Illiterate Citizens Who are Out of Compulsory Education Age Literate or Make Them to Have Education at Primary School Level

Law of Institution for Vocational Qualifications

Law of Private Education Institutions

Law on organization and Duties of Ministry of National Education

Regulation for Guidance and Psychological Counseling Services

Regulation on Non-formal Education Institutions

Special Education Services Regulation

Vocational and Technical Education Regulation

Vocational Education Law

7.4. General Objectives

Target groups of non-formal education in Turkey include all citizens; children, youths and adults. These can be individuals who have never benefited from formal education services, who is currently student or who graduated from any educational grade. Non-formal education in Turkey is conducted to accessible by everybody pursuant to the constitution and laws and special measures are taken for the individuals who are in need of special education.

Objectives of non-formal education in Turkey are defined under Basic Law of National Education (Milli Eğitim Temel Kanunu), No. 1739, Article 40 and Regulation on Non-formal Education Institutions (Yaygın Eğitim Kurumları Yönetmeliği), Article 5). According to the same, some of the objectives of the non-formal education are as follows:

- To teach individuals reading and writing, to prepare continuous education opportunities in order to complete their education deficient,
- To prepare education facilities to enable them to adapt to scientific, technologic, economical, social and cultural developments of today,
- To help protection of national cultural values, development and dissemination of these values being open to world culture,
- To make them get used to living collectively, in solidarity, helping each other and working together,

- To help introduction of new technologies within agriculture, industry and service sector, development of new service fields, to get skills for those who are unemployed or want to work in a different branch to get employment and for those who are working to increase their life standards,
- To make educational studies to help adaptation of those who migrate from rural areas into urban areas,
- To conduct vocational and technical education studies to help education of workforce needed in industry,
- To provide in-service training for the vocational progress,
- To make them appreciate and get used to spending spare times in a useful way.

Furthermore, Vocational and Technical Education Regulation (Mesleki ve Teknik Eğitim Yönetmeliği), Article 5 defines principles related to vocational and technical education. Some of the principles mostly in line with the principles of non-formal education are as follows: Within the vocational and technical education,

- To maintain a sound and dynamic structure to links between labour force - education and employment,
- To enable participation of all the shareholders in the field of vocational and technical education and institutionalization of cooperation,
- To gradually restructure vocational and technical schools and institutions as [Mesleki ve Teknik Eğitim Merkezi \(METEM\)](#) order to enable institution to use their resources more efficiently,
- To enable employment of those who received vocational education in their field,
- To conduct education through modular programs, to make individuals internalize lifelong learning and continuous vocational education,
- To assess qualifications acquired in any media and maintaining unification of certification.

[Constitution 1982](#)

[Vocational and Technical Education Regulation](#)

[Basic Law of National Education](#)

[Regulation on Non-formal Education Institutions](#)

7.5. Types of Institutions

According to basic approaches to vocational and technical education courses for the adults, in the non-formal vocational and technical schools and institutions in Turkey any courses which issue certificate or documents in accordance with local requirements and national standards can be arranged. In this context, education/training institutions and their activities for the youngs and the adults can be classified in the following:

Public non-formal education institutions

Halk Eğitimi Merkezleri (HEM): Non-formal education activities organized out of the formal education in Turkey are mostly carried out in HEMs. Within these centres, literacy courses, vocational courses, social cultural courses and applications for individuals at any age and any education level are organized. According to article 51 of Regulation on Non-formal Education Institutions (Yaygın Eğitim Kurumları Yönetmeliği), HEMs can organize courses in cooperation with private and public institutions. Besides, public institutions, municipalities, foundations, associations and vocational organizations can organize courses free of charge under control of Ministry of National Education (Milli Eğitim Bakanlığı-MEB).

Mesleki Eğitim Merkezi (MEM) (Vocational Education Centres): is the institution to provide apprenticeship, headmanship and mastership education and short term vocational courses for the ones who and did not or

can not attend an upper level education or to be out of formal education for any reason. They are open to all primary education graduates at any age group. It is aimed to develop semi-professionals needed in industry by means of these courses. Applied part of the education provided in these institutions, according to the 2nd article of Vocational Education Law (Mesleki Eğitim Kanunu), No.3308): member workplaces of vocational organizations constituted according to Law of Merchants and Masters Vocational Organization (Esnaf ve Sanatkârlar Meslek Kuruluşları Kanunu), No. 5362 member workplaces and business enterprises of vocational organizations constituted according to Law of The Union of Chambers and Commodity Exchanges of Turkey (Türkiye Odalar ve Borsalar Birliği ile Odalar ve Borsalar Kanunu), No. 5174).

Advanced Technical Institutions for Girls: are two-year duration nonformal education institutions implementing vocational and technical education programs accepting at least primary school graduates. Besides the programs equivalent to vocational and technical secondary education programs, they are the institutions having a circulating capital and facilitate acquiring a vocation by means of developing vocational skills and knowledge, search, develop and ensure to live the topical Turkish clothing and crafts.

Because of the persons having leaving certificate of these schools are provided “vocational high school diploma” related with the area they finished, they work in the business corresponding their branches and because they provide “business work permit” in the vocation having the privileges of “mastery certificate”, they can open an independent business. The person sustaining these standards are also provided “technician title”.

Practical Art Schools for Girls are nonformal vocational and technical education institutions providing vocational education by means of various duration and level modular programs for at least primary school graduate girls and women who finished formal education institutions, left for any level of formal education or never enter this system.

Because of the persons finishing vocational and technical branches equivalent to formal education of these schools are provided “vocational high school diploma” related with the area they finished, they work in the business corresponding their branches and because they provide “business work permit” in the vocation having the privileges of “mastery certificate”, they can open an independent business. The person sustaining these standards are also provided “technician title”.

Adults Technical Education Center are nonformal industrial technical education institutions constituted for the aim of bringing the youths minimum the graduate of primary education acquire vocations, develop the vocational knowledge and skills parallel to new technologies of the persons who wish by means of the courses in industrial fields. Boarding students are accepted to these centers.

Tourism Training Centers are nonformal education institutions implementing 30-week duration “tourism enterprises personel development basic training courses” programs to develop qualified human power such as cooking (cook) pastry-cook, barmen, services, flat servants, clerical services needed in tourism sector in the area of Food and Drink Services, Housing and Travel Services. Students are sent to the enterprises for four-month skills training in the context of this program.

In this centers, short term vocational courses bringing certificate might also be opened. In the centers, the person who want to register to the branches of Housing and Travel Services and clerical services must be at least high school graduate and speak at least a foreign language. The person wants to register the other branches at least primary school graduation is required.

Open non-formal education institutions

Açık İlköğretim Okulu was constituted to provide to complete 8 year primary education to person who completed primary school (5 years) and did not attend to the middle school for any reason for citizens in Turkey and then, abroad by means of distance education. The right to benefit from Open Primary Education School is given to the adults who did not complete primary education for any reason and go over the

compulsory education age. The age requisite is not called for persons who document their status as arrested, condemned and physically handicapped and for the person who are sentenced as need special education by Special Education Services Board. Additionally, the person who completes primary school and has mastership/headmanship certificate is accepted (those who complete 6th grade) (Regulation on Open Primary Education-Açık İlköğretim Okulu Yönetmeliği, Madde 24).

[Açık Mesleki Öğretim Lisesi](#) and [Açıköğretim Lisesi](#) provide service to the students who complete primary education and did not attend to the formal secondary education for any reason, be out of formal education and while attending high school externally wanted to transfer to Open Education High School. There is no age limitation in Açık Öğretim Lisesi. Anybody completing primary education may apply to Açık Öğretim Lisesi.

Mesleki Açık Öğretim Lisesi serves to the persons who complete primary education and did not attend to the secondary education and left out secondary education by means of giving education possibility and providing education opportunity in various fields. There is no age limitation in Mesleki Açık Öğretim Lisesi. The duration of education is limitless. In the Mesleki Açık Öğretim Lisesi, industrial vocation, girls vocation, trade vocation and theology high schools programs are applied.

Vocational and Technical Open Education School: The aim of this practice is to open distance education vocation courses and certificate programs for the persons who complete primary education, want to acquire a vocation or want to advance in their vocation, to make examination at the end of education and to provide the certificate to achievers in the examination.

Faculty of Open Education is a tertiary education institution assigned for providing services such as books, radio-tv programs, computer, academic advisory, organization, examinations and every kind of student affairs related with distance education and associate degree, also assigned for accomplishment of associate, bachelor's degrees and conducting bachelor's degree and all sorts of certificate programs.

Formal vocational and technical education institutions

Main functions of formal vocational and technical education institutions are vocational and technical education toward vocational high school diploma, nonformal education services are also provided to youths and adults in them.

[Mesleki ve Teknik Eğitim Merkezleri \(METEM\)](#): is a new application in vocational and technical education system. They are the institutions to maintain the vocational high school, apprenticeship-headmanship and mastership education and vocation courses together. For the aim of decreasing the costs of education, efficient use of resources and increasing the quality of education, METEMs are constituted primarily on the small-scale settlement areas determined by Ministry. In these centers, all of the secondary education programs of Anatolian technical high school, Anatolian vocation high school, technical high school, vocational high school level bringing to diploma in vocational and technical fields, apprenticeship education programs and nonformal vocational and technical education programs bringing to document and certificate are applied.

Vocational and Technical High Schools: Besides the vocational and technical high school education, short term vocation courses may also be opened. (For detailed information, see 7.16.).

Private non-formal education institutions:

Special Education and Rehabilitation centers: are the institutions serving to compensate speech and language development handicaps, mental, physical, perceptual, visual, social, emotional and behavioral problems and to develop basic self help skills, independent living skills and ensuring the adjustment to the society.

Private Non-formal Training Institutions: Training and Practice School, Job Training center, science and art center.

Private courses are the institutions operating to prepare students for an upper school or tertiary education entrance exams, prepare them on the courses they wish and increase their information level

Various courses: are the institutions operating to develop the information, skills ability and experiences of the persons on social, cultural and vocational fields or qualify leisure time according to their wishes

Student Etude Education Centers: are the institutions operating to assist students to study their lessons, make homework and projects, and realizing various activities according to the interests, wishes and abilities of students.

Ministry of National Education

Higher Education Law

Law of Merchants and Masters Vocational Organization

Law of The Union of Chambers and Commodity Exchanges of Turkey

Regulation on Non-formal Education Institutions

Regulation on Open High School

Regulation on Open Primary Education School

Regulation on Open Vocational High School

Vocational Education Law

7.6. Geographical Accessibility

Adult education in Turkey has been given great importance since the first years of the Republic particularly in literacy and other fields and this kind of education services have been extended to the smallest villages. As per Vocational Education Law (Mesleki Eğitimi Kanunu), No. 3308 of 1983, adult education is considered within two categories as public education and vocational and technical education, and adult education activities with all provinces are disseminated. Pursuant to Law No 4702 (2001) formal education institutions also undertake non-formal education services, thus all vocational and technical education institutions in national level turn into institutions rendering non-formal education services at the same time. Besides, adult education has a new dimension with distance education. All these developments expand non-formal education service network and capacity in Turkey.

Turkey aims to access all the citizens at any age and in any geographical region through the above mentioned (7.2.) non-formal education network and has mostly achieved this objective. In respect of geographical distribution, it is observed that Mesleki Eğitim Merkezi (Vocational Education Centre) intensifies generally within regions and provinces where industry is developed and population is dense while [Halk Eğitimi Merkezleri \(HEM\)](#) disseminate in almost every regions, provinces and sub-provinces. Adult education services are provided by means of open primary education, open high school and vocational and technical open education schools (MEB, 2008 Bütçesine İlişkin Rapor). In this context, it may be said that nonformal education services are eligible in all settlement units.

4702 numbered Law

Vocational Education Law

7.7. Admission Requirements

Registration and admission procedures for the non-formal education institutions in Turkey are executed in accordance with the provisions of Vocational Education Law (Mesleki Eğitim Kanunu), Yaygın Eğitim Kurumları Yönetmeliği and Vocational and Technical Education Regulation (Mesleki ve Teknik Eğitim Yönetmeliği). No entrance examination is required to take for attending nonformal education.

Admission conditions for [Halk Eğitimi Merkezleri \(HEM\)](#) courses are as follows (Yaygın Eğitim Kurumları Yönetmeliği, Article 54):

- To be citizen of RoT. 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. Within the procedures related to Registration of foreigners, provisions Vocational and Technical Education Regulation, Article 45 and legislation on foreign students studying in Turkey are applied.
- 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.)
- Registration and acceptance to nonformal vocational and technical education programs; for registration to nonformal vocational and technical education programs, it is necessary to become out of the compulsory education period. Illiterates are not accepted to the courses. For registering to a program brings diploma, graduation from primary school is necessary. Everybody may attend to the vocational course irrespective of employment status of the person (Regulation of Vocational and Technical Education, Article 70).

It is required to be out of compulsory education age (over 14 years-old) in order to participate in non-formal vocational and technical education courses. Students attending formal education also participate in non-formal program in their spare times. (Vocational and Technical Education Regulation, Article 38). When applications to programs are more than quotas, in accordance with type of course, learners are accepted according to application order.

Registration admission conditions for Mesleki Eğitim Merkezi- MEM (Vocational Education Centre) apprenticeship education courses are as follows (Vocational and Technical Education Regulation, Articles 10, Article 38).

- To be graduated from primary school at least,
- To be over 14 years old and under 19 years old. However, those who are in 19 years old can be admitted in programs in certain conditions.
- To be working in a work (in a working place) related to their profession,
- To be healthy enough to fulfil the requirement of the profession (It shall be certified with health report).
- Persons who complete 18 year and in 19 years of age and did not attend apprenticeship education can be accepted to apprenticeship education appropriate vocational education program of their age and educational level.

Foremanship or mastership exams for those willing to be foreman or master are conducted. Those who completed apprenticeship education, entitle right to enter the exam can pursuant to the equivalency or provisional provisions of the Law can enter foremanship exam. Those, who left apprenticeship education within intermediate classes and certified that they have worked in an enterprise, related to their profession for a period two times more of the remaining period when they left, are admitted for foremanship exam (Vocational and Technical Education Regulation, Articles, 86, 241).

The person who had the diploma from at least three year vocational and technical secondary education institutions or vocational and technical education school and institutions and complete the mastery

education successfully and work in their profession during the period determined by Ministry or document their working at least 5 years in their profession as headman can enter to the Mastery examination.

Job pedagogy courses are open to develop the persons who have workplace opening or mastery certificate, are responsible for the training of candidate apprentices, apprentices, headmen and students, know and apply vocational education techniques. Responsible person for the training of candidate apprentices, apprentices, headmen and students in the corporations not having the personnel who have mastery trainer certificate can participate these courses (Mesleki Eğitim Kanunu, Madde 72)

Registration-admission conditions for [Açık Mesleki Öğretim Lisesi](#) (Open Vocational Secondary School) are as follows (Regulation on Open Vocational High School/ Açık Mesleki Öğretim Lisesi Yönetmeliği, Articles 15, 16, 17, 23):

- Those who are healthy enough to receive the vocational education that they are willing to have,
- Those who are graduated from primary school / secondary school,
- Those who left and graduated from schools at secondary education level, those who left or graduated from a higher education institution, those who had equivalent education,
- Provisions of the relevant law are applied for the Registration of foreigners.

Registration-admission conditions for [Açık İlköğretim Okulu](#) are as follows (Regulation on Open Primary Education School/Açık İlköğretim Okulu Yönetmeliği, Articles 19, 20, 21, 23):

- Of people over the age of compulsory education, those who completed the 5th grade of primary school,
- Those who have Adults 2nd grade education achievement certificate,
- Those who obtained training and complementary basic education-B course certificate,
- Those who left primary school at 6th, 7th or 8th grades,
- Those who had education abroad and received equivalence.

[Regulation on Open Primary Education School](#)

[Vocational Education Law](#)

[Vocational and Technical Education Regulation](#)

[Regulation on Open Vocational High School](#)

[Regulation on Non-formal Education Institutions](#)

7.8. Registration and/or Tuition Fees

Principally non-formal education activities of the Ministry of National Education (Milli Eğitim Bakanlığı-MEB) and other public institutions other than distance education are also not subject to registration fee and/or tuition fee. However, lodging fee is obtained from some of the students in the certain institutions admitting boarding-lodging students (Vocational and Technical Education Regulation/Mesleki ve Teknik Eğitim Yönetmeliği, Article 39). Besides, registration fee or money to supply material can be collected from the learners in certain courses.

Courses and activities out of revolving fund are free in non-formal education in Turkey. Real and legal persons can make contribution to the activities in cash and in kind on condition to be voluntary. Contributions in kind can be either in the form of grant or in the form of usage freely during a certain activity period (Regulation on Non-formal Education Institutions/Yaygın Eğitim Kurumları Yönetmeliği, Article 6). However, registration fee determined by MEB is obtained from applicants for registration of distance education institutions. These incomes are spent for expenditures of students in text books, syllables, post

and exam (Regulation on Open Vocational High School/Meslekî Açık Öğretim Lisesi Yönetmeliği, Article 23; Regulation on Open High School/Açık Öğretim Lisesi Yönetmeliği, Article 19).

On the other hand, courses established by the private education institutions are subject to fees. Fees of the courses in the Private Education Institutions are determined pursuant to provisions of The Law for Determining and Collecting Students' Fees in Private Education Institutions (Özel Öğretim Kurumları Kanunu), No. 5580 and The Law for Determining and Collecting Students' Fees in Private Education Institutions (Özel Öğretim Kurumları Öğrenci ve Kursiyer Ücretleri Tespit ve Tahsil Yönetmeliği), Articles 5 and 7. Each institution determines the fee per student according to its own characteristics and type. (For further information see 7.16.).

[Ministry of National Education](#)

[Law of Private Education Institutions](#)

[Regulation on Non-formal Education Institutions](#)

[Regulation on Open High School](#)

[Regulation on Open Primary Education School](#)

[Regulation on Open Vocational High School](#)

[The Law for Determining and Collecting Students' Fees in Private Education Institutions](#)

[Vocational and Technical Education Regulation](#)

7.9. Financial Support for Learners

There are not direct financial aids for those enjoying non-formal education, other than those in scope of apprenticeship education; however, there are indirect support and incentive mechanisms. There are no support mechanisms such as nonreimbursable or reimbursable aids. However, for the development of vocational education, in the work places in the scope of Vocational education law, in the limits mentioned in the law and according to the base and criteria determined by the Ministry (MEB), real and juridical persons who provide skills training to the apprentices and vocational high school students are repaid 50% of the amount of the corporate and income taxes they paid as incentive bonus. Ministry of National Education (Millî Eğitim Bakanlığı-MEB) takes over the expenses (food and accommodation) of the individuals attending to the non-formal education courses in special education institutions.

The supports provided for learners are as follows:

Expenditures of theoretical and practical education conducted by public and private organizations in vocational education of apprentice candidates, apprentices, foremen in enterprises paid by their own institutions and organizations, while expenditures of practical education conducted in working places are paid by the enterprises (Vocational Education Law/Mesleki Eğitim Kanunu, Article 36). Apprentice student is paid wage not less than 30% of minimum wage pursuant to contract concluded with the enterprises and these payments are exempt from tax (Vocational Education Law, Articles 6, 7).

Other supports are: Social Security expenditures (insurance for work accidents and vocational diseases) are paid, pass (discounted transportation) is provided, some students can be provided with free lodging (boarding education), and lunch is free (The Legislation for Unpaid Boarded Students in Apprenticeship Training Centers and Social Aid to be Provided for Them as well as Administration of Accommodation Facilities/Çıraklık Eğitimi Merkezlerinde Parasız Yatılı Çırak Öğrenci Okutma ve Bunlara Yapılacak Sosyal Yardımlar İle Pansiyonların Yönetimi Yönetmeliği, Articles 5, 7, 26, 28, 34).

Social security contributions for the students in Open Vocational Education without social security are paid by the Ministry from the commencement of skill education in enterprises to the end of education (Regulation on Open Vocational High School/Meslekî Açık Öğretim Lisesi Yönetmeliği, Article 33).

Examination expenditures are only paid for the learners / students without social security by the directorates of institutions, and health services of free boarding students are paid by the Ministry Students whose economic status is defined as insufficient are provided lunch to support (Vocational and Technical Education Regulation Mesleki ve Teknik Eğitim Yönetmeliği, Articles,172, 174).

The following aids and facilities are provided to those attending literacy courses or courses at primary education level in order to encourage adult citizens to learn how to write and read or to have education in primary education level.

- Student identification card is issued during course.
- Studying in higher education institutions, children of the deprived people attending to the courses mentioned in this Law and becoming successful, have priority to be provided loan.
- Children of the mothers attending literacy courses or courses at the level of primary education have priority for admission in the nursery and kindergarten of the institutions and organizations where they are working.
- Literate people have priority in employing for a position over illiterate people.
- Those who are successful in literacy courses are given priority, for once, in allocation of seed and fertilizer through cooperative or bank credits.
- Those who are working in public institutions and organizations and private institutions and organizations as well as in any enterprises and who are attending literacy courses have holidays with pay for 60 hours for once, and those who are attending courses at primary school level have holidays with pay with 100 hours for once.

Incentive measures are taken by the private administrations or municipalities for those who attending literacy courses. Courses are organized in order to make the disabled be informed and competent in vocational and technical and social and cultural fields, to enable participation of them into the life, and to make them productive individuals. Courses are organized in cooperation with General Directorate for Special Education Guidance and Counseling Services (Özel Eğitim Rehberlik ve Danışma Hizmetleri Genel Müdürlüğü), higher education institutions and the relevant institutions and organizations. Special classes and groups can be created for the disabled while the necessary measures are also taken to maintain that the disabled can benefit from the same courses attended by the normal individuals (Regulation on Non-formal Education Institutions/Yaygın Eğitim Kurumları Yönetmeliği, Article 133).

Necessary precautions are taken by administrators and teachers related with the students/persons attending courses exposed to violence in and out of the family, may go towards illegal and immoral ways because of indifference or enforcement. In coordination with the custodian, parents or master trainers, necessary precautions are taken related with the students/persons attending courses not to be effected by addiction of all kind of inebriant matters and keeping, using, being an instrument to produce and smuggling of these matters, pornography, exhibitionism, sexual harassment, abuse and every kind of unfavourable behaviors, not to hurt physically and psychologically by other students/persons attending courses by means of gossip, violence, threat, teasing and dishonourable calls (Regulation on Reward and Discipline for Vocational Education Centres/ Millî Eğitim Bakanlığı Mesleki Eğitim Merkezleri Ödül ve Disiplin Yönetmeliği, Article 6).

[General Directorate for Special Education Guidance and Counseling Services](#)

[Ministry of National Education](#)

[Regulation on Non-formal Education Institutions](#)

[Regulation on Open Vocational High School](#)

Regulation on Reward and Discipline for Vocational Education Centres

The Regulation for Unpaid Boarded Students in Apprenticeship Training Centers and Social Aid to be Provided for Them as well as Administration of Accommodation Facilities

Vocational and Technical Education Regulation

Vocational Education Law

7.10. Main Areas of Specialisation

Basic principles and procedures of programs on adult education are regulated under Regulation on Non-formal Education Institutions (Yaygın Eğitim Kurumları Yönetmeliği) and Vocational and Technical Education Regulation (Mesleki ve Teknik Eğitim Yönetmeliği. According to Mesleki ve Teknik Eğitim Yönetmeliği; types of courses providing certificate and documents in the field of vocational and technical education in accordance with local requirements and national vocation standards can be organized within non-formal vocational and technical education institutions.

Courses can be organized through educational activities based on short-term programs for everybody regardless of place and time, in any occasion.

It is essential that vocational education programs should be prepared as modular characteristics in compliance with national standards (Vocational and Technical Education Regulation, Article 30). Modul; is a unit of program which is entire in instruction program and having singly teachable/learnable content, able to integrate the other moduls in its area and constitute wider professional functions group, and if necessary, by means of certificate providing employment qualification in a professional area.

By means of wide base and modular programs arranged, equivalent certificate or equivalent vocation certificate is given to the persons attending to formal and non formal vocational and technical education and acquiring same professional knowledge, skills, attitudes and behaviors. Horizontal and vertical transitions are possible in the programs bring about certificate, document and diploma in the integrity and continuity of program. The bases and procedures of horizontal and vertical transitions are determined by the Ministry (Vocational and Technical Education Regulation, Article 37; Regulation on Non-formal Education Institutions, Article 74).

Vocational and technical secondary education programs, apprenticeship education programs and frame programs are prepared by the related unit of the Ministry. In the institutions, to develop vocational and technical education, special programs prepared in the frame of domestic and abroad projects may be applied. The bases of the application of these programs occur in the projects. Continuation, generalizing or termination of the program its project duration was completed are decided by the Ministry (Vocational and Technical Education Regulation, Article 34).

In vocational and technical secondary education and apprenticeship education, weekly course schedule and frame curriculum by developed related unit of the Ministry and approved by Ministry are applied.

Types of courses and examples of courses according to course type are given in the following.

Types and Names of Courses Conducted by Halk Eğitim Merkezis (HEMs)

Course types	Course Names
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Family Education	Mother Education on 5-6 Year-old Child Care Father Support Program for 0-6 Age Group
Shoemaking	Shoe Repairing Shoemaking
Hairdressing and Skin Care	Health Care
Computer	Computer Literacy Web Design
Maritime	Fire Prevention in Sea
Textiles	Blanket Manufacturing
Handicraft –Machine and Embroidery	Clothing (Basic) Wood Works Silver Embroidery Preparation for Fine Arts (Design)
Electrics – Electronics	Maintenance Reparation of Electrical Households Electronics
Disabled	Sight impaired Hearing Impaired
Food And Health	Cooking Foods and Nutrition
Confection and Flat Knitting	Dress making Level 1,2,3 Tailoring Flat Knitting
Education of Local Servant	Servant Education
Machine – Installation –Automotive – Construction	Maintenance and Reparation of Machine Auto Painting
Printery	Bookbinding
Metal Works	Aluminium Embossing
Furniture	Furniture Upholstery
Accountancy – Business Management – Office Management	Estate Agency Cooperative System Accountancy – Salesmanship
Music	Turkish Bağlama (stringed instrument) Polyphonic Music Lute
Literacy	I. Level Literacy Courses II. Level Literacy Courses
Hotel Management and Tourism	Canteen and Open Space Course Education of Hotel Management and Tourism
Artistic, Social and Cultural Courses	Kemalism Bale Environment Health Theatre
Preparation for Exams and Supportive Courses	Preparation for Civil Servant exams Literature – Turkish Course Preparation for University exams

Sport	Aerobic-Fitness Basketball Football Swimming
Agriculture and Husbandry	Trout Farming and Fishing net Course Beekeeping
Foreign Language	German (Basic) French (Intermediate) English Italian (Basic) Japanese (Basic) Russian

In the context of Apprenticeship training carried out by Çıraklık ve Yaygın Eğitim Genel Müdürlüğü (General Directorate of Apprenticeship and Non Formal Education) education is provided in 131 vocations in 35 vocational areas given below.

Basic Modular Vocational Areas in the Scope of Apprenticeship Education

	Basic Vocational Areas
1	Wood work
2	Hardwood body building
3	Key making and locksmith
4	Luminaire manufacturing
5	Schoes and saddling technology
6	landscape gardener
7	Glass technology
8	Leather
9	Smelting technology
10	Upholstering
11	Electricity electronics technology
12	Hand loom
13	Fotographing
14	Gas and installment technology
15	Ship construction
16	Clothing production technology
17	Beauty and hair care services
18	Construction technology
19	Paper technology
20	Hosting Service
21	Dry Cleaning
22	Jevellery Technology
23	Machine Technology
24	Printery Technology
25	Mesmerism and decorative Stone work
26	Metal Works
27	Moto-vehicle Technology
28	Plastics work

29	Advertisement Signboard
30	Horography
31	Salesmen
32	Ceramics
33	Refrigeration and Climatization
34	Textile
35	Food and Drink Services

Non-modular Vocational Branches and Programs in the Scope of Apprenticeship Education

If the application to related branch, former program would be applied because of unfinished modul program.	
1	Typography
2	Planer
133	Non-modular Vocational Branches in Total

Special Education Programs

Ministry of National Education (Milli Eğitim Bakanlığı-MEB) 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 (Vocational Education Law/Mesleki Eğitim Kanunu, Article 39).

Within the courses organized for the disabled to make them productive, socialize, to facilitate their employment, to promote their participation in social activities under the roof of HEM; disability category of people are taken into consideration, and programs are prepared and applied accordingly. Courses can be organized as mainstreaming or separate courses according to disability categories.

[Ministry of National Education](#)

[Constitution 1982](#)

[Regulation on Non-formal Education Institutions](#)

[Vocational Education Law](#)

7.11. Teaching Methods

Designing vocational education programs in modular structure in accordance with national vocational standarts is the essential principle (Vocational and Technical Education Regulation/Mesleki ve Teknik Eğitim

Yönetmeliği, Article 30). Non-formal education programs are organized in stages. Each stage is the improved and comprehensive version of the former stage (Regulation on Non-formal Education Institutions/Yaygın Eğitim Kurumları Yönetmeliği, Article 75). Educational activities (theoretical and practical) are conducted within vocational education institutions and/or plants in compliance with the types and contents of the programs implemented. Practice courses are conducted in business. Whereas, if the person evaluated as to attend practicum in the institution necessarily and in then condition that there is not enough number of business, the practices can be conducted in the institution under the supervision and control of branch teachers according to a program (Vocational and Technical Education Regulation, Article 58).

Modular program is applied in framework of the Project for Strengthening Vocational Education System (SVET). Modular training is a student based method and students are focus of activities in class, atelier and laboratory. The main objective of student-based education is to help student to discover their own learning profile and type; thus, to teach them how to learn (Öğretim Programları ve Modüller Öğretim Uygulama Kılavuzu). In the direction of this common point of view, the teachers carried out the lessons are free to select methods and techniques suitable for teaching-learning activities.

Apprenticeship period education programs consisted of 40% of general information courses and 60% vocational information courses. Candidate apprentices and apprentices participate at least 8 hours theoretical courses according to the speciality of the vocation and participate 11 months duration practicum according to the training program developed considering the speciality of the vocation. They work suitable for the working hours in the workplaces under the supervision of master trainer/educator according to 73rd article of 4857 numbered Work Law (Vocational and Technical Education Regulation-Mesleki ve Teknik Eğitim Yönetmeliği).

Enterprises providing skill education form an education unit to this end. This unit is equipped by the enterprise accordingly. Education unit is organized duly for skill education and theoretical education (Vocational and Technical Education Regulation, Articles 201, 202, 203, 204, 205). Textbooks used in this institutions are determined by the Ministry and published in Tebliğler Dergisi. In the selection of the textbooks of the common courses in weekly course schedule and the courses not prepared as modular structure in area/branch courses, MEB Textbooks and Educational Materials Regulation's decisions are followed (Vocational and Technical Education Regulation, *Madde 157*).

The vocational education activities conducted within [Halk Eğitimi Merkezleri \(HEM\)](#) and Vocational Education Centres include both theoretical and practical education. In addition, it is possible to benefit from facilities of different institutions. Learning and teaching methods and techniques used in the vocational education activities conducted within these centres change according to characteristics of the vocational activity; therefore, generally teaching methods peculiar to vocational branch are used.

Within the open primary school, open high school and open vocational and technical education practices regarding adults, information technologies are used and individualized support programs (face to face education) are also included.

[Öğretim Programları ve Modüller Öğretim Uygulama Kılavuzu](#)

[Labor Law](#)

[Regulation on Non-formal Education Institutions](#)

[Vocational and Technical Education Regulation](#)

[Vocational Education Law](#)

7.12. Trainers

Within the non-formal vocational and technical education, trainers with different status, competence and education qualifications render service. In case there are not enough trainers or regular master trainers in the centres, the need is met via expert or master trainers who render service in return of supplementary course fee. In assignment of expert and master trainers in return of supplementary course fee, principally faculty members, instructors, field experts in vicinal higher education institutions; teachers serving in formal and non-formal education institutions and experts working in the other public and private institutions and organizations; retired assistant professors, instructors, field experts, teachers and regular master trainers as well as those who serve successfully as expert and master trainer in the non-formal education institutions affiliated to the Ministry at least during one course term, who are competent for serving as trainer and working within any institutions and organizations or to his/her name with insurance, under private pension insurance or holder of Bağ-kur (Social Security Institution for Artisans and Self-Employed) insurance are preferred (Directive regarding Duties, Powers and Liabilities of Staff other than Administrators Employed in Public Training Centers under General Directorate of Apprenticeship and Informal Education as well as Documents and Assessments, Article 11).

These are:

Expert: Person who has higher education in the field and has worked in this field at least for five years or who has master degree in the field (Vocational and Technical Education Regulation/Mesleki ve Teknik Eğitim Yönetmeliği, Article 3).

Training Personnel: Person, who has vocational qualifications, is responsible for education of students in the workplace, has business pedagogy education, knows and applies vocational education methods and techniques, or who are competent to serve as teacher in atelier, laboratory and vocational courses within vocational and technical education schools and institutions (Vocational Education Law/Mesleki Eğitimi Kanunu, Article 3).

Master Trainer: "Master Trainer" is the person who has mastership qualification; is responsible for education of apprentice candidate, apprentice, foreman and students in vocational and technical education schools and educations in workplace, knows and applies vocational education techniques (Vocational Education Law, Article 3).

"Tutor" is the person who is responsible for education and care of free boarding students in METEMs during out of course hours in boarding houses (The Regulation for Unpaid Boarded Students in Apprenticeship Training Centers and Social Aid to be Provided for Them as well as Administration of Accommodation Facilities/Çıraklık Eğitimi Merkezlerinde Parasız Yatılı Çırak Öğrenci Okutma ve Bunlara Yapılacak Sosyal Yardımlar İle Pansiyonların Yönetimi Yönetmeliği, Article3).

Voluntary Trainer: Person who serves voluntarily in the courses organized by the centres on condition to have expert and master trainers qualifications

Regulation on Non-formal Education Institutions

The Directive regarding Duties, Powers and Liabilities of Staff other than Administrators Employed in Public Training Centers under General Directorate of Apprenticeship and Informal Education as well as Documents and Assessments

The Regulation for Unpaid Boarded Students in Apprenticeship Training Centers and Social Aid to be Provided for Them as well as Administration of Accommodation Facilities

Vocational and Technical Education Regulation

Vocational Education Law

7.13. Learner Assessment/ Progression

How to evaluate the achievement in nonformal education programs are determined by certain legal arrangements.

Within the courses less than one year, success is determined by making evaluation in total or separately for each course according to nature of the implemented program. Evaluation is made according to written, oral, applied exams and assignments/projects, if any. Provisions of Ortaöğretim Kurumları Sınıf Geçme Yönetmeliği are applied in grading system. (Vocational and Technical Education Regulation/Meslekî ve Teknik Eğitim Yönetmeliği, Article 87; Regulation on Non-formal Education Institutions, Article 66). Some of the exams are conducted using an exam method adequate for the status of learners due to state of learners' health or physical disabilities. Points and grades to be given to learners are evaluated as follows: 85-100 is 5 Very Good, 70-84 is 4 Good, 55-69 is 3 Average, 45-54 is 2 Pass, 0-44 is 1 Failed (Regulation on Non-formal Education Institutions, Article 66).

Evaluation of non-formal education courses established by institutions other than Ministry of National Education (Millî Eğitim Bakanlığı-MEB) is executed via commissions under the control of MEB. Success of candidates is determined according to result of the exam conducted at the end of the course relying on the nature of course. Candidate should take at least pass degree in the course completion exam (45 over 100).

In the apprenticeship education, related decisions of "Millî Eğitim Bakanlığı Ortaöğretim Kurumları Sınıf Geçme ve Sınav Yönetmeliği" are applied. Assessment of the achievement in the theoretical courses made by written, oral or practice examinations according to the speciality of the lesson. Candidate apprentices who participate the training and achieve "adequate" mark in general information and vocational courses, except vocational practice examination, are exempted from these courses in the headmanship examinations (Meslekî ve Teknik Eğitim Yönetmeliği Madde 84)

The person who attend mastery training, are taken to a written or written-practice examination by the course's trainer at the end of the training. Headmen who participate the training and achieve "adequate" mark in general information and vocational courses, except vocational practice examination, are exempted from these courses in the mastership examinations. The person who fail in some of the courses' examinations at the end of training, may attend, if they wish, the training of these courses at next semester's mastership education and also may only attend the examinations of these courses (Meslekî ve Teknik Eğitim Yönetmeliği Madde 85)

Assesment in Distance Education

Measurement and assessment of student success in [Açık İlköğretim Okulu](#): Success is evaluated by central examination system and based on examination grades obtained for each courses. Relevant provision of Regulation on Primary Education (İlköğretim Kurumları Yönetmeliği) is applied in grading and determination of grade point average in the end of year (Regulation on Open Primary Education School/Açık İlköğretim Okulu Yönetmeliği, Article 31, 32, 33, 35).

Students who have been successful in all courses pass grade directly in Open Primary Schools. Students can pass upper grade or graduate directly if their arithmetic average of grades in the end of year is at least 50 even if they have failed two courses at most on condition to be successful in Turkish course (Regulation on Open Primary Education School, Article 38).

In [Açıköğretim Lisesi](#) passing lesson and credit system is applied. Programs consisted of common, branch and elective courses, the educational year consisted of independent semesters. Students who succeed the exam of a course, achieve the credit of that course. Student success is evaluated by the scores achieved in centralized exams (Açıköğretim Lisesi Yönetmeliği, Article 38).

Exams in [Açık Mesleki Öğretim Lisesi](#) are conducted as written, oral-applied exams. Written and oral-applied exams are evaluated over a hundred (100) point scale, students having sixty (60) at least become successful in this course (Regulation on Open Vocational and Technical School, Article 25 and 27).

Exams are conducted twice at the end of terms and once for the students who meets requirements on the date determined by Directorate of High School. Exams are applied with central system and test method (Regulation on Open Vocational High School/Meslekî Açık Öğretim Lisesi Yönetmeliği, Article 49). Exams of courses in face to face education are conducted by evaluating written, oral and applied exams, assignments and projects for each course taken in an academic term (Regulation on Open Vocational and Technical Schools/Meslekî ve Teknik Açık Öğretim Okulu Yönetmeliği, Articles 34, 35, 36).

Assesment in Private Courses

Course completion exam is conducted by provincial/sub-provincial directorate of national education at the end of course program in order to determine success of learners. Principles of course completion exams are defined by Ministry according to nature of course. Those who obtain 45 and more over 100 are evaluated as successful, and who obtain 44 and less are evaluated as failed (Regulation on Private Courses/Özel Kurslar Yönetmeliği Article 24).

Ministry of National Education

[Directive on Non-formal Education Courses Conducted by Public Institutions and Organizations, Municipalities, Foundations, Associations and Trade Chambers Under Surveillance and Control](#)

[Regulation for Primary Education Institutions](#)

[Regulation on Non-formal Education Institutions](#)

[Regulation on Open High School](#)

[Regulation on Open Primary Education School](#)

[Regulation on Open Vocational and Technical Schools](#)

[Regulation on Private Courses](#)

[Vocational and Technical Education Regulation](#)

[Vocational Education Law](#)

7.14. Certification

Knowledge and skills gained outside of formal education are measured and assessed in non-formal education institutions and Ministry of National Education (Milli Eğitim Bakanlığı-MEB) does necessary arrangements regarding this issue (Regulation on Non-formal Education Institutions (Yığın Eğitim Kurumları Yönetmeliği, madde 139).

According to Article 250 of Vocational and Technical Education Regulation (Mesleki ve Teknik Eğitim Yönetmeliği), vocational education is provided by means of formal, apprenticeship, non-formal vocational and technical education and distance education. This education is certified with one or more of the diploma, completion certificate, certificate of authorization, certificate, certificate of foremanship, mastership and master training determined by MEB. According to Article 5/m of the same regulation, the basic principle is to evaluate qualifications acquired in all media and ensure certificate unification.

Pursuant to article 128 of Vocational and Technical Education Regulation and relevant articles (17, 28c, 31) of Regulation on Non-formal Education Institutions, the following certificates are issued:

- **Vocational education completion certificate** (equivalent of vocational high school diploma of this field/branch) for those who successfully completed all the modules of a non-formal vocational and technical education program equivalent of vocational and technical secondary education programs,
- **Mastership certificate** (named “ustalık belgesi”) for those who entered mastership exam after mastership education or pursuant to Law (transfer of graduates of vocational high school) and pass the exam as well as who are entitled right of mastership directly,
- **Craftsman training certificate** (named “usta öğreticilik belgesi”) for those who have mastership certificate and completed successfully the business pedagogy courses organized by MEB,
- **Foremanship Certificate** (named “kalfalık belgesi”) for those who entered and succeeded in foremanship exam after apprenticeship education or pursuant to Law as well as who are entitled right of foremanship directly,
- **Certificate** for those who completed programs successfully approved by the Ministry,
- (Course) **completion certificate** (named “bitirme belgesi”) for those who complete successfully non-formal vocational and technical education programs at all level ant type.

In framework of broad based and modular program structure of vocational and technical education, equivalent vocational certificate is issued to persons having received formal or non-formal education and having acquired the same vocational knowledge, skill and behaviours. Vocational high school diploma of the subject field / branch is issued to high school graduates having completed all modules of formal vocational and technical education (Vocational and Technical Education Regulation, Article 37; Regulation on Non-formal Education Institutions, Article 74).

Those who have completed non-formal education courses are issued document, certificate or similar instruments according to nature of program. Certificates obtained at the end of course are credited while transferring to foremanship and mastership education (Regulation on Non-formal Education Institutions, Articles 66, 120, 131).

Direct measurement and evaluation of knowledge and skills acquired by individuals out of educational institutions within non-formal education system and certification process accordingly are regulated by the Ministry (Regulation on Non-formal Education Institutions, Articles 139).

Within the Open High School and Open Vocational and Technical High School, passing class and credit system are applied. Passing lesson and credit system is applied in high schools. Programs consisted of common, branch and elective courses and the educational year consisted of independent semesters. The students achieve the credit of the courses if succeed. In the secondary education institutions students attend before the registering to high school, the credit of the courses student succeed according to the grade system educational year consisted of two dependent semesters is determined by multiplying the number of weekly course hour by two. The credit of accomplished courses of the students who complete first semester and registers to high school is determined according to the weekly course hours of these courses (Regulation on Open High Schools-Açık Öğretim Lisesi Yönetmeliği, Madde 25; Regulation on Open Vocational High School-Meslekî Açık Öğretim Lisesi Yönetmeliği, Madde 27). [Açık İlköğretim Okulu](#) Diploma is issued to those who completed Açık İlköğretim Okulu.

“**Mastership certificate**” (ustalık belgesi) is issued directly to the graduates of vocational and technical secondary education institution or vocational and technical education centre who obtained certificate from a two-year non-formal education institution affiliated to the Ministry (Vocational Education Law-Mesleki Eğitimi Kanunu, Article 29).

“**Office Certificate**” (bağımsız iş yeri açma belgesi) bearing authority and responsibilities of mastership certificate in the vocational branches in scope of apprenticeship education is issued to those who are graduates of vocational and technical secondary education program or of four-year education programs of vocational and technical education institutions or schools (Vocational and Technical Education Regulation, Article 233).

Besides, diploma, course completion certificate, authorization certificate, service certificate, certificate and similar documents issued by the Ministry or in cooperation with the Ministry, the other institutions and organizations or obtained in abroad are evaluated (Vocational and Technical Education Regulation, Article 230).

In addition to these certification procedures, credits obtained by those who either completed formal vocational education or left earlier or who completed some of modules in the non-formal vocational education are evaluated mutually and certificated in scope of relevant law and regulations.

Modular training programs related to the vocational courses conducted in HEMs were reorganized paralel with the opinion of Turkish Educational Board and 509 programs in 29 professional areas were decided to be put into action since 2008-2009 educational year.

The implementation, evaluation and certification of the moduls are made according to the decisions of Regulation on Non-formal Education Institutions

Yaygın Eğitim Kurumları Yönetmeliği). The competences and moduls of the trainees who leave program undone are underlined in their transcripts.

Because of the same moduls based on same competence used in diploma or certificate programs, equivalence procedure based on the transcript are made in evaluations toward vocation certificate and diploma.

Ministry of National Education

Regulation on Grade Promotion and Examination in Secondary Education Institutions

Regulation on Non-formal Education Institutions

Regulation on Open High School

Regulation on Open Primary Education School

Regulation on Open Vocational High School

Vocational and Technical Education Regulation

Vocational Education Law

7.15. Education/Employment Links

Formal and non-formal vocational education in Turkey aims to improve employment, and it is essential to conduct this education in cooperation with the enterprises. In this context, system is based on school-industry cooperation. So, according to Vocational Education Law (Mesleki Eğitimi Kanunu), No. 3308, formal vocational education is based on school-enterprise cooperation (dual system). Likewise, apprenticeship, foremanship and mastership systems are also systems conducted in cooperation with the enterprises. Cooperation with enterprises is also made for number of programs in the non-formal vocational and technical education.

Apprenticeship education is a system based on working in an enterprise on contract and applied education studies are conducted in the work places. Those who do not hold foremanship or mastership certificate cannot work under the title of foreman or master and cannot be employed Mesleki Eğitimi Kanunu, Articles 17 and 28. Moreover, it is an obligation to hold mastership certificate to establish an independent enterprise or to employ a master (Vocational Education Law, Article 30).

Enterprises employing twenty or more staff are obliged to provide skill education for the students of vocational and technical education institutions and schools, in the ratio of not less than 5% and not more than 10% of the staff they employ (Vocational Education Law, Article 18). However, institutions which do not conduct skill education are obliged to pay contribution rate for the vocational education each month in the ratio of 2/3 of the minimum wage paid for individuals over the age of 18, for each student they are obliged to provide skill education during the education period (Vocational Education Law, Article 24).

Article 246 of Vocational and Technical Education Regulation (Meslekî ve Teknik Eğitim Yönetmeliği) states some provisions ensuring employment of graduates of vocational education. According to the same, institutions authorized to granting permission for open a business (municipalities, trade chambers etc.) are entitled to ask for mastership certificate. Besides, it is necessary that persons to be employed in the enterprises should be received vocational education (diploma, certificate, course completion certificate, foremanship certificate, mastership certificate etc.). Job pedagogy courses are open to develop the persons who have workplace opening or mastery certificate, are responsible for the training of candidate apprentices, apprentices, headmen and students, know and apply vocational education techniques. Responsible person for the training of candidate apprentices, apprentices, headmen and students in the corporations not having the personnel who have mastery trainer certificate can participate these courses (Vocational and Technical Education Regulation, Article 72).

Education is organized to improve knowledge and skills of individuals who have participate or completed formal or non-formal vocational and technical education through practice and to increase their productivity, to help them to get used to new technologies and to make progress in their jobs and improvement and adaptation courses are organized for the personnel working in the enterprises. (Vocational and Technical Education Regulation, Article 71).

As in the formal vocational and technical education system, guidance and counseling services are formed to carry out guidance services in the nonformal vocational and technical education institutions. guidance services are carried out according to Regulation of Guidance and Counseling Services and related legislations (Vocational and Technical Education Regulation, Article 154).

School counselors (Guidance Teachers) appointed in the nonformal vocational and technical education provide vocational guidance constantly to the candidate teachers, master trainers and tutors, and voluntary tutors in a direction of a plan. If there is not enough personnel to provide guidance service in the institution and the other institutions in the province/district need this service, school counselors may carry out the guidance duties of in their and other institutions according to governorship's approval. School counselors maintain their duties in cooperation with deputy principal/principals steadily and participate to the field studies actually (Vocational and Technical Education Regulation, Article 270).

Candidate teachers, master trainers and tutors appointed in the course centers maintaining their duties as Nonformal Education Institution are provided pedagogical guidance by school administrators and school counselors during the educational year. School counselors prepare monthly guidance plan to carry out guidance activities and apply them after the approval of school administrator. Likewise, School counselor prepare monthly work report based on the guidance activities realized in the month and put forward for the opinion and approval of the director of center. Guidance services in the centers having no school counselor are carried out by deputy principle responsible for curriculum development (Regulation on Non-formal Education Institutions-Yaygın Eğitim Kurumları Yönetmeliği, Article 81).

[Regulation on Open Primary Education School](#)

[Vocational Education Law](#)

[Vocational and Technical Education Regulation](#)

[Regulation for Guidance and Psychological Counseling Services](#)

7.16. Private Education

Real persons and corporate bodies as well as foreigners can establish private education institutions. These institutions are established and operated in accordance with the Law of Private Education Institutions (Özel Öğretim Kurumları Kanunu) No. 5580 and other relevant legislation. Private education institutions are under supervision and control of Ministry of National Education (Milli Eğitim Bakanlığı-MEB). Curricula approved by MEB are applied in the courses.

In respect the 2008-2009 education year, there are 4 262 private teaching institutions providing formal education service, 1 803 various private course centers, 2 707 private motor vehicles courses and 456 private students study centers and 1 790 special education and rehabilitation centers, totally 11 018 private institutions. In these organizations, more than 250 different programs are applied.

Course fees are paid by the learners and set in accordance with the regulation (The Law for Determining and Collecting Students' Fees in Private Education Institutions- Özel Öğretim Kurumları Öğrenci ve Kursiyer Ücretleri Tespit ve Tahsil Yönetmeliği, Article 5). On the other hand, private education institutions are obliged to render free service to students not less than 3% of its capacity (Law of Private Education Institutions Education/Özel Öğretim Kurumları Kanunu).

Private Teaching Institutions, are the education institutions opened to develop the students in the lessons they want to be successful and increase their knowledge level, prepare the entrance examination of an upper school, prepare the examinations conducted by public or private organizations.

Private Courses are the private teaching institutions aimed to acquire skills and vocations in certain fields. These institutions develop semi-professionals by means of short term education. Course programs vary in themselves. the cours may be opened in every program developing skills or teaching any job or vocation. Minimum the graduates of primary education or the adults attending secondary education are accepted to the courses (Regulation on Private Courses/Özel Kurslar Yönetmeliği, Articles 16 ve 18).

At the end of course program, course completion examination is administered to determine the achievements of the persons attending courses by the national education directorate of province/district the course bound. The person achieveing in the course completion examination are provided "Course Completion Document".

Ministry of National Education

Basic Law of National Education

Law of Private Education Institutions

Regulation on Private Courses

The Law for Determining and Collecting Students' Fees in Private Education Institutions

7.17. Statistics

7.17.1. Non-formal Education Statistics

Indicator	2000-01	2005-06	2006-07	2007-08	2008-09
Number of attendees	2.749.242	4.508.564	5.117.623	5.765.168	7.062.429
Male	1.545.515	2.545.004	2.942.086	3 249 638	3.725.436
Female	1.203.727	1.963.560	2.175.537	2 515 530	3 336.993
Number of completed attendee		2.305.767	1.775.322	5.356.703	..
Male	..	1.267.753	801.429	3.073.322	..
Female	..	1.038.014	973.893	2.283.381	..
Number of teachers	46.892	79.370	87.232	94.693	92.976
Male	33.636	48.211	51.176	54.362	..
Female	13.256	31.159	36.056	40.331	..
Number of institutions	7.060	10.576	11.864	13.013	13.439
Number of classrooms	..	36.599	75.969	83.870	83.708
Number of attendee per teacher	58,63	56,80	58,63	60,88	75,96
Private education attendee ratio (%)	57,32	52,5	53,75	52,87	45,39

Notes:

(1) Data related to the end of school year.

Türkiye İstatistik Kurumu-TÜİK

7.17.2. Figures of Non-Formal Education According to Institution Type (end of 2007-08)

Type of institution	Number of institutions	Attendees started	Attendees completed	Number of teachers	Classrooms
General total	13.013	5.765.168	5.547.788	5.356.703	94.693
Public training center	957	2.271.057	2.115.986	1.969.695	4.851
Vocational training center	369	304.856	304.856	304.856	4.657
Vocational courses as per law no 3308	-	72.561	63.308	60.541	-
Practical arts school for girls	355	58.513	50.798	48.797	164
Advanced technical inst. For girls	12	977	859	523	363
Special education	164	8.550	8.550	8.550	654
Guidance research center	198	-	-	-	-
Tourism training center	10	654	654	654	86
Yetişkinler Teknik Eğitim Merkezi	12	120	114	113	-
Private preparation courses	4.262	1.178.943	1.178.943	1.178.943	51.916
Driving licence courses	2.707	1.405.320	1.405.320	1.405.320	16.716
Misc. Private courses	1.803	261.611	216.394	176.705	3.545
Special edu. and rehabilitation center	1.708	187.726	187.726	187.726	10.799
Private study training centers	456	14.280	14.280	14.280	942

8. Teachers and Education Staff

In this chapter, initial teacher training for pre-primary, primary and secondary education institutions, employment and working conditions of teachers, schools administrators, inspectors and other personnel are outlined.

8.1. Initial Teacher Training

Initial teacher training programs for pre-primary education, primary education, and secondary education in Turkey are carried out by the universities. Today, main source for training of teacher is faculties of education. Programs regarding of training teachers for pre-primary and primary education (*generalist* teacher and *specialist* teacher) are at the bachelor's degree level (4 years), programs in respect of training teachers for secondary education is master's levels (5 years). Some branch teaching programs common in both primary and secondary education (physical education, painting, music, computer teaching) are bachelor's degree (4 years) level. In addition, teachers are also trained via master's degree programs (leading to authorised [Öğretmenlik Formasyonu](#)) for the graduates of faculties of science and/or letters. The faculties of education bound either in public or private universities have same structure and programs. The basic director of the structure and programs of teacher education is Higher Education Council (Yüksek Öğretim Kurulu-YÖK). In this process, it is necessary to cooperate Ministry of National Education (Milli Eğitim Bakanlığı-MEB) with faculties of education.

In the process of new regulation conducted in the educational year of 2006-2007, a "special education" course is added to the all teacher education programs (including music, physical education, painting, foreign languages). Detailed information related is given in Chapter 10.

Articles 22-33 of the Higher Education Law (Yükseköğretim Kanunu) No 2547 state the minimum criteria and working conditions in respect of groups, assignment and promotion of teaching staff. Universities may add additional conditions to the same; however, they shall not define standards at lower degrees. While it is not legally stipulated to have teaching certificate for the teaching staff at universities, it is obligation to take at least two courses related to teaching skills during the doctoral study. Nevertheless, some institutions envisage having certificate of "teaching formation" as a condition for assignment at teaching staff.

Ministry of National Education

Higher Education Council

Higher Education Law

8.1.1. Historical Overview of Initial Teacher Training

It is necessary to examine the history of teacher education in two periods in Turkey. The first of them is the period bound to Ministry of National Education (Milli Eğitim Bakanlığı-MEB) (1923-1982), the second is the period bound to universities (after 1982). The period bound to MEB will be treated according to the educational levels and at the universities period, all levels will be treated together. Training teaching staff for higher education which is regulated with law will be held under a separate title.

Ministry of National Education

8.1.1.1. Training Teachers for the Primary Education

In Turkey, history of teacher training goes back to Reforms Period (1839-1876) within the Ottoman Empire (Türk Eğitim Tarihi, p.161). First Teacher's Training School for Men was established on March 16, 1848 called [Darülmüallimin](#). This school is important in respect of being first educational institution training teachers except for madrasah during modernization process of the Empire (Ottoman Civilization 1, p. 375).

In Ankara, on July 15, 1921, before declaration of Republic of Turkey (declared on October 29, 1923) and during War of Independence; an Education Congress was convened. Mustafa Kemal opened the Congress, coming from the front and gave an opening speech. Demanding to prepare a "national curriculum" in compliance with the national and historical characteristics of Turkey from the Congress, Mustafa Kemal described teachers as 'esteemed leaders of independence of Turkey in the future', and expressed his expectations from the teachers as *"Teachers! New generation will be your devotion. Value of devotion will be parallel to the degree of your skill and self-devotion"* (Türk Eğitim Tarihi, p. 292-293).

Within the first years of Republic periods, [İlköğretmen Okulu](#) (muallim mektebi) in provinces (First Teaching Schools for Boys and Girls) were taken from the private province administration on September 1, 1923 and affiliated to the Ministry of National Education (Milli Eğitim Bakanlığı-MEB). During this period, there were 20 İlköğretmen Okulu, 80% of curriculum applied in these schools covered general culture courses whereas only 20% of the same was related to vocational education (Osmanlıdan Günümüze Eğitim Tarihi, p. 224). In the beginning, period of these schools was raised from 5 years to 6 years in 1932-1933 school year. The first 3 years of 6 years consisted of courses at the secondary school level and the rest 3 years consisted of a curriculum including also vocational courses (Türk Eğitim Tarihi, p. 346).

On April 17, 1940 an original educational institutions called Village Institutions ([Köy Enstitüsü](#)) were created as per law no 3803 in line with training teacher. Establishment objectives of these institutions based on pragmatic education philosophy understanding are to provide basic education for the people living in the rural areas and constituting the large part of the population of Turkey in said period, as well as to provide basic information and skills on production to increase welfare of both themselves and the state. But, in February 1954 said schools were unified with İlköğretmen Okulus.

İlköğretmen Okulus was 3 years over lower secondary schools (like upper secondary school named lise) till 1970-1971 in this way, after then raised to 4 years. Basic Law of National Education (Milli Eğitim Temel Kanunu) No. 1739 enacted in 1973 included provision "teaching is a certain speciality occupation undertaking education and administrative duties related to the same of the state" and stipulated that teachers be provided with higher education regardless of instruction level.

As of 1974-1975 school year some İlköğretmen Okulus were brought into status of 2 Years [Eğitim Enstitüsü](#). This status continued up to 1982 when bounding universities. In 1997, elementary schools named "İlkokul" were integrated with lower secondary schools named "ortaokul" under a single structure of primary education schools named "İlköğretim Okulu".

[Ottoman Civilization I](#)

[Türk Eğitim Tarihi](#)

[Law on Village Institutes](#)

[Basic Law of National Education](#)

8.1.1.2. Teacher Training for the Lower Secondary Schools

Considering the institutions training teachers for lower secondary schools, the basic resources for training teachers for the lower secondary schools were 3 years [Eğitim Enstitüsü](#) till the regulation in 1982.

Resources of such teachers' colleges were the "Gazi Teachers' Collage and Training Institute for Lower Secondary Education", established in 1926-27 academic year. In the beginning education period of said school is 3.5 years, while education period of all the departments were arranged as 3 years as of 1967-68 education year.

Function of eğitim enstitüsü as training branch teacher for lower secondary schools continued till 1978-79 academic year. As of this date, these were called as [Yüksek Öğretmen Okulu](#) (teacher training schools for secondary education), their number reduced and their curriculum was restructured as four years so as to train teachers for the high school. These schools were affiliated to existing universities or newly established universities in 1982 and turned into education faculties.

8.1.1.3. Training Teachers for High Schools (Upper Secondary Schools)

Two resources can be mentioned in respect of teacher training for secondary education schools (named "lise") between 1923 and 1982. These are [Yüksek Öğretmen Okulus](#) (these schools are different from the schools mentioned in 8.1.1.2 and the existed between the years 1891-1978) and universities.

Yüksek Öğretmen Okulus

One of the institutions contributed significantly to teacher training for upper secondary schools during Republic period is Yüksek Öğretmen Okulus. "[Darülmüallimin-i Aliye](#)" established in Istanbul in 1891 is considered as the beginning of Yüksek Öğretmen Okulu (Cumhuriyet Döneminde Eğitim, p. 609).

The Ministry of National Education (Milli Eğitim Bakanlığı-MEB) took the necessary measures to develop these schools so as to meet the teacher need and this educational institution continued its function of training teachers as a unique school in its field till 1954-55 school year. As need of teacher in high schools, Yüksek Öğretmen Okulus were established in Ankara in 1959 and another in Izmir in 1964. However, Yüksek Öğretmen Okulus which were most long standing educational institution in respect of training teachers for high schools for 130 years were abolished in 1978.

Universities

MEB was completely responsible of teacher training till 1982, while universities had significant resources. Primarily faculty of Science and Letters in Istanbul University as well as University of Ankara Faculty of Language, History and Geography and Faculty of Science trained number of teachers in the field of Turkish language and Literature, Mathematics, Science, History, Geography and Foreign Languages for high schools and equivalent schools. Particularly, teachers were trained via "[Pedagojik Formasyon](#)" program conducted by the departments of education in some universities since the midst of 1970s. In other words, the students of certain faculties (science, literature etc.) would both attend their undergraduate programs and took the pedagogical proficiency courses parallel to these programs.

Türk Eğitim Tarihi

[Ministry of National Education](#)

8.1.1.4. Transition of Teacher Education to the Universities Situation and Developments after 1982 (all stages)

With the Decree Law No 41 dated July 20, 1982 (in 1983, it was turned into Yükseköğretim Kurumları Teşkilatı Hakkında Kanun, No. 2809), all the institutions training teachers, affiliated to the The Ministry of National Education (Milli Eğitim Bakanlığı-MEB) as all the higher education institutions other than universities were affiliated to universities.

Institutions training teachers for primary schools renamed as eğitim yüksek okulu while they were two years [Eğitim Enstitüsü](#), they were raised to four years in 1989-1990 school year and some were converted in Faculty of Education and some of them become department of "Classroom Teacher" with in the faculties of education in July 1992. Thus, duration of teacher training for pre-primary and primary education was made equal to that of high schools and raised to undergraduate level.

With the Regulation in 1982, basic resource of teacher training for elementary schools, lower secondary schools and *upper* secondary schools became faculties of education. However, generally teachers have been trained via "[Öğretmenlik Formasyonu](#)" programs organized for students in faculties of science and/or letters as well as said faculties.

By the year of 1997, Higher Education Council (Yükseköğretim Kurulu-YÖK) rearranges teacher education, names of the departments, divisions and programs were reorganized, curricula are developed and teacher education for primary education (in 1997, compulsory education was expanded to 8 years, elementary schools and *lower secondary* schools were united under the name of *primary education* by the law numbered 4306) and secondary education were restructured. These are the basic rationales of reorganization (Eğitim Fakülteleri Öğretmen Yetiştirme Programlarının Yeniden Düzenlenmesi):

- The programs did not have definitive standards in certain aspects such as context, course numbers, and credits and practices in schools,
- There are inconsistency in the context of the courses in the programs and the context of the courses in related school level,
- Theoretical courses are focused and practicum courses are neglected generally.
- The courses related with the branch's instruction methods are insufficient,
- The professional courses are far from ensuring to acquire the knowledge and skills for practice,
- Programs did not have sufficient elective courses.

In this framework, totally 16 teacher training programs at the undergraduate level were developed. One of the major changes with new arrangements is related to training teachers for secondary education. Different from former totally four-year application, new regulation envisages that said teachers be trained via master programs (without thesis). Hence, duration of training branch teachers for the secondary education within the faculty of education has been raised to 5 years. Moreover, a 1.5 years master program has been envisaged for those who have undergraduate degree from any faculties other than faculty of education (such as faculty of science, faculty of letters) and want to be teacher. With this arrangement concurrent model was turned into consecutive) model.

Initial teacher training programs were updated in 2006-2007 (Yeni Programlar Hakkında Açıklama). The basic rationales of these updates are given below:

- Increase of the criticism related with the insufficiency of teacher education programs on the ensuring contemporary knowledge and skills in the academical activities organized by universities, MEB and non-governmental organizations,

- MEB should modernize all primary education programs, so that the need for adaptation with new programs,
- In the context of European Higher Education Area studies, the need for definition of “learning outcome”.

Basic innovations of the reorganization in the light of above rationales are:

- Programs in ratio, contain 50% field knowledge and skills, 30% professional knowledge and skills, 20% general culture courses. Course hours and ratios differ according to the teaching branches.
- Faculties are given the authority to determine the courses in the ratio of 25% of total credits and elective course opportunity is increased.
- New courses are added to the programs. History of Science, Effective Communication, School Administration, Social Service Practices.

In the rearrangement, professional courses were redetermined. The application of new programs starts in 2006-2007 in the department of primary school teacher education and in 2007-2008 in the department of secondary school teacher education.

Ministry of National Education

Higher Education Council

4306 numbered Law

Law on Organization of Higher Education Institutions

8.1.1.5. Training Teaching Staff for Higher Education Institutions

Needs of teaching staff of the higher education institutions are considered under the Article 35 of Higher Education Law (Yükseköğretim Kanunu) No 2547. According to said law, Higher education institutions training teaching staff to satisfy need of themselves, newly established and to be established institutions at home and in abroad in compliance with principles and objectives of development plan and needs and procedures defined by the Higher Education Council (Yükseköğretim Kurulu-YÖK) In addition to this law, some of teaching staff needs in the higher education institutions are also met as per Law about Students to be Sent for Studying Abroad (Ecnebi Memleketlere Gönderilecek Talebe Hakkında Kanun) No 1416. Thus, universities in Turkey supply their teaching staff needs from the graduates of graduate schools at home and with the candidates coming from the universities abroad.

Higher Education Council

The Law about Students to be Sent for Studying Abroad

Higher Education Law

8.1.2. Ongoing Debates and Future Developments

Some of the studies conducted recently by the Ministry of National Education (Milli Eğitim Bakanlığı-MEB), Higher Education Council (Yükseköğretim Kurulu-YÖK) and universities on initial teacher training and expected developments are as follows:

Studies on Teacher Competencies by MEB: In the scope of Basic Education Support Program (TEDP) Teacher Education Component, three basic studies have been conducted toward increasing the quality of education and satisfying the developmental needs. These are:

1. **General competencies for teachers:** General competencies for teachers consist of 6 main competencies, 31 subcompetencies and 233 performance indicators containing knowledge, skills and attitudes necessary for teaching as a profession have been prepared and put into action.
2. **Special field competences for teachers:** "Special Field (branch) Competencies" necessary for primary education teachers have been developed and put into action in 16 fields. Special field competencies for secondary education teachers are under development.
3. **School based vocational development guide (OTMG):** An OTMG guide was developed for the teachers' continuous development in the school environment, after implementing in 6 pilot provinces, it was revised in 2008. Planning efforts of this practice aiming at supporting life long learning of teachers continue to cover all the country.
4. **Performance Management System Guide:** is a system to evaluate performance of the personnel of MoNE, ensure constant development and increase the productivity of human resource. Software efforts related with multi-data e-performance model for Performance Management System continues. Pilot application of the guide was planned for 2010 year.

These studies are expected to have orienting function on the determining teacher education policies and on the subjects of pre-service teacher training programs, in-service-training of the teachers, teacher selection, evaluation of teacher performance, etc. (MEB 2009 Yılı Bütçe Raporu).

The studies in the context of Higher Education Academic Evaluation Committee (YÖDEK) constituted by YÖK are expected to direct the studies of accreditation and standards in teacher education fields.

Three new developments occurred in preservice teacher education in 2009-2010 educational year. The first of them was the start of "pedagogical formation" application. By means of this application, parallel with the bachelor's degree programs, "pedagogical formation" courses have been provided to the students of science and literature faculties of some of the universities. Another word, it was turned to the practice before 1997 for students of science and literature faculties. Second progress is the termination of master education without dissertation. The third progress was the transformation of faculties of vocational education and technical education that provide teachers for vocational and technical education into "the faculty of technology".

At the end of 2009, a new regulation has been made related with the entrance to tertiary education. At the end of this regulation students selection examination (ÖSS) has changed and a new two-step examination system was put into rule. This new system containing the entrance of the faculty of education will be applied from 2010 (For further information see 6.6.1.)

Higher Education Council

Ministry of National Education

Turkish Education Board

8.1.3. Specific Legislative Framework

Basic legal arrangement related to initial teacher training to render service in pre-primary, primary and secondary education institutions is Article 43 of Basic Law of National Education (Milli Eğitim Temel Kanunu) No 1739. According to this regulation, preparation to teaching profession is provided by general culture, field

education and pedagogic formation, and education of teacher at any stage should be provided at higher education level.

On the other hand, terms of education related to higher education are set by Higher Education Council (Yükseköğretim Kurulu-YÖK) in the framework of Article 44 of Higher Education Law (Yükseköğretim Kanunu) No 2547. Also, programs of initial teacher training are defined by YÖK with the participation of faculty of educations.

One of the basic elements of teacher education system is Turkish National Teacher Training Committee (ÖYTMK) constituted in 1997. The construction aim of this committee is constitute a policy and consultation element to cooperate the related parties of teacher training and employment (MEB, YÖK, education faculties).

In the pre-service education, there is a directive to regulate the details of “teaching practicum activities” in the schools.

Ministry of National Education

Higher Education Council

Basic Law of National Education

Higher Education Law

8.1.4. Institutions, Level and Models of Teacher Training

Models, institutions and durations of initial teacher training are as follows:

The pre-service teacher education have been carried out in the universities organization since 1982. primary model in the teacher education is concurrent model and primary institutions are “education faculties”. In this context, general culture, branch knowledge and courses for [Öğretmenlik Formasyonu](#) are carried out in integrity. Besides this model, teacher education is carried out by means of a consecutive model “[Ortaöğretim Alan Öğretmenliği Tezsiz Yüksek Lisans Programı](#)” developed for the graduates of other faculties, primarily for the graduates of faculties of science-letter. (It is decided that this program will not be open after 2010-2011 educational year).

Teacher education institutions, levels and duration may be grouped :

- [Eğitim Fakültesi](#):
 - Programs training teachers for primary education (teachers for pre-primary education, teachers for primary schools, teachers of sciences etc.): at the bachelor’s level (4 years),
 - Programs training teachers for secondary education (teachers of physics, of history etc.): master’s level (5 years),
 - Programs training teachers for both of the stages (teachers of music, painting, foreign language, physical training etc.): at the bachelor’s level (4 years).
- Other faculties ([Fen-edebiyat Fakültesi](#) etc.): [Ortaöğretim Alan Öğretmenliği Tezsiz Yüksek Lisans Programı](#) following bachelor’s degree (1 year). (It is decided that this program will not be open after 2010-2011 educational year). Additionally, pedagogical formation training program paralel to bachelor’s degree programs started at some universities).

Teacher education courses (theoretical and practical) both in primary and secondary teacher education programs comprise of 25-30 percent of whole teaching time devoted to those programs.

Teacher candidates appointed as teachers in all three level (pre-primary, primary and secondary education) must undergo “candidacy-internship” period at least one year at most two year. Candidate teachers succeeding in this period are appointed as “actual teacher”. Candidacy-internship period of the teachers include the educations as:

- Basic education: At least 50 hours,
- Preparation education: At least 110 hours,
- Practicum: At least 220 hours.

Within the initial teacher training, maintaining cooperation between faculties of education and Ministry of National Education (Milli Eğitim Bakanlığı-MEB) is a basic principle. In this context, common studies are performed with MEB in terms of all planning and programming studies as well as development of model. To achieve this cooperation and coordination The Teacher Training National Committee has been formed within Higher Education Council (Yükseköğretim Kurulu-YÖK) (For details see 8.1.3.).

Ministry of National Education

Higher Education Council

8.1.5. Admission Requirements in Initial Teacher Training

Entrance to any higher education institutions in Turkey is regulated by article 45 of Higher Education Law (Yükseköğretim Kanunu) No. 2547. According to the same, it is obligation to hold a diploma from secondary education institution (high school) for admission to higher education institutions. Entrance examination to higher education conducted centrally by Student Selection and Placement Center (Öğrenci Seçme ve Yerleştirme Merkezi-ÖSYM) once a year. Entrance to tertiary education was reorganized in 2009. Candidates are placed according to their secondary education success degree and grades obtained from the examinations named as [Yükseköğretime Geçiş Sınavı \(YGS\)](#) [Lisans Yerleştirme Sınavı \(LYS\)](#) and their choices in the higher education institutions. This system also prevails for all the faculties of education. There is an exemption for this application: for admission to some of the teacher training programs (such as drawing, music, physical education and sport), each faculty of education admits students by performing [Özel Yetenek Sınavı](#) in addition to ÖSS grades. Moreover, health criteria may be stipulated for admission to certain programs (For more details see 6.6.). Quota of tertiary education institutions, minimum scores, date of centralized examination, content of the examination and registration calendar is determined by YÖK. Arrangements related with special aptitudes examinations is determined by faculties.

Higher Education Council

Student Selection and Placement Center

Higher Education Law

8.1.6. Curriculum, Special Skills, Specialisation

Pursuant to Article 43 of Basic Law of National Education (Milli Eğitim Temel Kanunu) No 1739, teacher training programs related to any education stages must cover three main fields. These are:

- General culture,
- Field education,
- Pedagogic formation (in other words, professional courses).

Higher Education Council (Yükseköğretim Kurulu-YÖK) has the final authority to determine the pre-service teacher training programs. Education faculties have the right to change 25% of the curriculum. Teacher training programs for both primary and secondary education has three components approximate weight of which are shown below:

- General culture: 15-20%
- Field practice: 50-60%
- Professional courses: 25-30%.

Curricula are consisted of compulsory and elective courses. The rate of elective courses differs according to the program. For example, It is 14% in the department of preschool education, 10% for the department of primary school teachers education, 18% in the department of primary school mathematics education. Elective courses primarily exist in the context of general culture and branch courses dimensions. The program of professional courses are common for all branches and consist of compulsory courses entirely.

For the aim of special skills development of candidate teachers, computer, foreign language, school administration, special education and effective communication courses are compulsory courses.

All candidate teachers, out of classroom teachers, are graduated as a specialist in a certain field.. Classroom teachers are "generalist".

At the educational year of 2006-2007, all programs were revised and the courses' contents were published in the web site (<http://www.yok.gov.tr/egitim/ogretmen/ogretmen.htm>).

There are 27 teacher education programs carried out currently for pre-primary education, primary education, general secondary education and academic courses of vocational and technical education (excluding branches for vocational and technical courses).

Higher Education Council

Basic Law of National Education

8.1.7. Evaluation, Certificates

Students in the faculties of education are evaluated by the teaching staff and teachers within the schools where they make teaching practice. Measurement and evaluation of the students in the courses are performed by means of written exams, assignments, portfolio evaluations, monitoring of teaching performance etc. Despite changing depending on the faculties, students are obliged to have at least one midterm exam and one final exam for each course.

For graduation, it is obliged to obtain envisaged total credits and to succeed teaching practice course. There is not any supplementary completion exam. Those graduated from department of pre-primary and primary education in faculty of education obtain bachelor degree and those graduated from teaching in secondary education programs obtain master degree. Graduates are entitled to be teacher with their diplomas. In the diplomas, the branches (for example, classroom school teacher, history teacher, etc.) that students graduated are represented. Additionally, a transcript (list of the courses, grades and credits) and "diploma supplement" are provided with the diploma. However, this diploma does not entitle to recruit as a teacher automatically. Recruitment requires satisfying some more conditions (see 8.2.5.).

Two terms (1 year) [Ortaöğretim Alan Öğretmenliği Tezsiz Yüksek Lisans Programı](#) is organized for those graduated from the faculties other than faculties of Education (i.e. faculties of science and/or letters) to entitle the right of being teacher. Students having completed these programs are entitled to be teacher (generally teaching in the secondary education).

All higher education institutions in Turkey (public or private) can operate by resolution of Higher Education Council (Yükseköğretim Kurulu-YÖK) and any program is put into practice after the approval of YÖK. This, at the same time, means to approval of diplomas and degrees.

Higher Education Council

8.1.8. Alternative Training Pathways

In the initial teacher training, in addition to normal (day-full time) and second shift education (evening programs) programs conducted in faculties of education, distance education programs at the undergraduate level by the Anatolian University Open Education Faculty in the field of “English teaching” and “pre-primary teaching” are applied temporarily because of the high teacher demand. In the first two years of English Teaching Program is carried out through face-face education and in the last two years it is through distance education. Both program have teaching practice components at schools. Besides, short term “[Öğretmenlik Sertifikası](#)” programs of teaching for classroom teacher education, teaching for pre-primary education and English teaching for the undergraduate of branches (demanding) defined by the Ministry of National Education (Milli Eğitim Bakanlığı-MEB) are carried out by the faculties of education.

[Ministry of National Education](#)

8.2. Conditions of Service of Teachers

The service requirements of öğretmenler (teachers) in Turkey are determined by various laws and institutions. And also, there are differences in the service requirements of teachers (preschool, primary and secondary school teachers) bound to Ministry of National Education (Milli Eğitim Bakanlığı-MEB) and academic staff of universities. In this context, all teachers, in the professional status, acceptance to the profession, working period and holidays, salary and retirement, are primarily subject to the general laws (Civil Servants Law/Devlet Memurları Kanunu, Retirement Fund Law/Emekli Sandığı Kanunu). Additionally, there are special laws on the status description, promotion in profession, working period and holidays, in-service-training, etc. (for the teachers of MEB, Basic Law of National Education (Milli Eğitim Temel Kanunu), for tertiary education academic staff, Higher Education Law/Yükseköğretim Kanunu and Law on Higher Education Personnel/Yükseköğretim Personel Kanunu).

Main decision agencies in the determining service requirement of teachers are MEB (status description, in-service-training, working period and holidays, placement and appointment, etc.) and YÖK (planning and coordinating institution).

[Ministry of National Education](#)

[Higher Education Council](#)

[Civil Servants Law](#)

[Retirement Fund Law](#)

[Higher Education Law](#)

[Law on Higher Education Personnel](#)

8.2.1. Historical Overview

In Turkey, teachers working in pre-primary, primary and secondary education institutions and teachers working in the higher education institutions (teaching staff working in either public or private universities) render service within the framework Civil Servants Law (Devlet Memurları Kanunu) No 657 as well as special legislation related to their own institutions as being public official. While teachers working in private education institutions and teaching staff working in the private universities render service in the framework of same conditions as the other public officials in respect of general terms, they are subject to special conditions regarding salary and certain social rights.

It can be seen that a great effort was exerted to make teaching a profession during the first years of the Republic. According to article 1 of Law on Secondary Education Teachers No. 439, definition of "teaching is a profession undertaking education and instruction duties of public service of the state, dividing in distinct classes and degrees" was included. It can be seen that teaching profession was given importance, its status was increased and significant developments comparing with the other public officials and the past were experienced in respect of salaries and some social rights given to the teachers during mentioned period.

As other public officials, the first comprehensive step to regulate the service condition of teachers in Turkey is Civil Servants Law (Devlet Memurları Kanunu) No 657. This Law is a reform legislation related to the regime of Turkish public personnel. This law regulates the recruitment, in-service education, promotion, salaries, social rights and responsibilities of public officials in detail.

Currently, the most important development related with the service conditions of Ministry of National Education (Milli Eğitim Bakanlığı-MEB) teachers is the determination of "career ladders" by the change of 43. article of Milli Eğitim Temel Kanunu in 2004. In this context, after the candidate status, the status of teachers in Turkey are divided into three career ladders as "Öğretmen", "Uzman Öğretmen" and "Başöğretmen". Basic rationale of this arrangement is to go toward the practice based on the performance and competition in teaching profession. Promotion in career ladder provides additional increases in the salaries of the teachers.

Teaching staff serving in public higher education institutions work under the Civil Servants Law, No 657. However, as distinct from the other education stages, there is special legislation related to service conditions of higher education institutions (Higher Education Law/Yükseköğretim Kanunu, No 2547 and Law on Higher Education Personnel/Yükseköğretim Personel Kanunu, No 2914). These laws promulgated in the process of tertiary education reform in 1981, have brought changes in the service conditions of academic staff (for instance, placement process and criteria, salary, work security, working period, retirement, etc.).

The last arrangement concerned on the retirement of all teachers was conducted by the law no. 5434 in 1999. By means of this regulation, working period for retirement and age limits of teachers increased like the other public servants. Basic rationale of this legal arrangement is to increase the working period for retirement and age limits of public servants in Turkey.

Planning related to teacher training and needs included in the section of education and labour force of Development Plans and these studies have been conducted in cooperation with State Planning Organization (Devlet Planlama Teşkilatı-DPT), MEB and YÖK.

State Planning Organization

Ministry of National Education

Higher Education Council

Civil Servants Law

Retirement Fund Law

Basic Law of National Education

Higher Education Law

Law on Higher Education Personnel

8.2.2. Ongoing Debates and Future Developments

In the context of enhancement of the service conditions of teachers, there are some developments on the enhancement of the salaries and providing mass housing to the teachers. In this context, teacher salaries were enhanced in 2009 and totally 1870 mass housing buildings, majority in the villages, were constructed (MEB 2010 Yılı Bütçe Raporu).

[MEB 2010 Yılı Bütçe Raporu](#)

[Ministry of National Education](#)

[Activities of Inservice Training](#)

[Principles Regulating the Employment of Contracted Personnel](#)

8.2.3. Specific Legislative Framework

National Education Basic Law (Milli Eğitim Temel Kanunu): This law regulates the basic topics related with the teaching profession and the topics related with the teachers in pre-primary, primary, secondary and adult education levels. These topics are career ladders, the qualities and selection of teachers, service regions of teachers, in-service and abroad education of teachers, teachers' habitation, etc. 43-50th articles of the law are related with the teaching profession.

The Law on the Organization and Duties of Ministry of National Education (Milli Eğitim Bakanlığı'nın Teşkilat ve Görevleri Hakkında Kanun): This law regulates basic topics related with appointment of the administrators, mission duration of the teachers on service regions, replacement of the teachers and teaching personnels. The articles related with the topic were 56, 61 and 62.

Decision of MoNE on Temporary Personnel Employment (MEB'in Geçici Personel İstihdamına İlişkin Karar (26.08.2005): This decision regulates teacher employment for a certain period of time (at most 10 months per year) to fulfill the teacher needs of MoNE. Decision comprises of the temporary personnel number, necessities of the employment, working durations, salaries and social security topics.

[Basic Law of National Education](#)

[Law on Organization and Duties of Ministry of National Education](#)

8.2.3.1. Pre-primary Education, Primary Education and Secondary Education

Basic Law of National Education (Milli Eğitim Temel Kanunu): This law regulates basic concerns related with teaching profession in Turkey and preschool, primary, secondary and nonformal (adult) education level teachers' related subjects. These are; career ladders, qualifications and selection of teachers, service zones of teachers, in-service and abroad education of teachers, teachers' housing, etc. The articles of the law related with the teaching profession are 43-50.

Law on organization and Duties of Ministry of National Education (Milli Eğitim Bakanlığı'nın Teşkilat ve Görevleri Hakkında Kanun): This law regulates appointment of administrators, term of service of teachers in service regions, transfer of teachers, basic issues related to teacher vacancy. Relevant articles are Articles 56, 61 and 62.

Retirement Fund Law (Emekli Sandığı Kanunu): It is the basic law regulating retirement and salaries of civil servants. All teachers working at public schools are also covered by this law.

Civil Servants Law

Retirement Fund Law

Principles Regulating the Employment of Contracted Personnel

8.2.3.2. Higher Education

Higher Education Law (Yükseköğretim Kanunu): This law is the basic law regulating Turkish Higher Education System. In this context, the said law includes issues related to duties, working principles, appointments, promotion, training and assignment to other universities or in abroad of teaching staff. Relevant articles are Articles 22-40.

Law on Higher Education Personnel (Yükseköğretim Personel Kanunu): This law is a special personnel law regulating classification, salaries, promotion, enjoying social rights of teaching staff, employment of retired and foreign teaching staff in higher education institutions.

Certainly, there are other laws and more detailed regulations (Directives, regulation, circular etc.) enacted based on these laws regulating working conditions of teachers in Turkey. These are mentioned in detail under related chapters (See also 8.2.6.).

Higher Education Law

Law on Higher Education Personnel

8.2.4. Planning Policy

In general, planning of pre-primary, primary and secondary education and adult education is conducted by the Ministry of National Education (Milli Eğitim Bakanlığı-MEB), while planning of higher education is conducted by the Higher Education Council (Yükseköğretim Kurulu-YÖK). In this context, teacher need projections is determined by MEB and quota of teacher training is determined by YÖK. However, both institutions are working in cooperation and in coordination in respect of planning studies. National Committee on Teacher Training (ÖYTMK) including representatives from both sides was founded for this cooperation and coordination (1999). This planning process contains the parameters related with the population projections, schooling rate and the reclamation of teacher/student rate.

As a planning instrument at national level, pursuant to Cabinet Decision No 2000/1658 Rules and Principles Governing Norm Staff Activities to be Undertaken by Public Institutions and Organizations (Kamu Kurum ve Kuruluşlarının Yapılacak Norm Kadro Çalışmalarında Uyulacak Usul ve Esaslar) it is asked public institutions to determine vacant posts. Ministry determined vacant post regarding administration and teaching according to schools and institutions, thus it is put into force.

On the other hand, pursuant to Law on Public Financial Administration and Control (Kamu Mali Yönetimi ve Kontrol Kanunu) No. 5018 dated 2003 on efficient use of public resources; it is envisaged to establish strategy development units in all public institutions and to develop strategic plans. As per the said law, MEB, following required organization, has established MEB Strategy Development Presidency and strategic planning studies has been started as of the beginning of 2007. "Strategic Plan of Ministry of National Education 2010-2014" policy and strategy document is approved in 2009 and put into practice in 1st January 2010 (MEB 2010 Yılı Bütçe Raporu).

Further information on graduates of teacher training departments in universities and teacher appointments by MEB according to years are presented on the tables 8.7.3. and 8.7.4.

MEB 2010 Yılı Bütçe Raporu

Higher Education Council

Ministry of National Education

Strategy Development Presidency

Law on Public Financial Administration and Control

Rules and Principles Governing Norm Staff Activities to be Undertaken by Public Institutions and Organizations

8.2.5. Entry to the Profession

8.2.5.1. Teachers for Pre-Primary Education, Primary Education and Secondary Education

The teachers are recruited in accordance with the general conditions as determined in Article 48 of the Civil Servants Law (Devlet Memurları Kanunu) No 657 (being citizen of Republic of Turkey, being older than 18, holding at least a bachelor's degree, etc.) and the special conditions as determined in MEB Öğretmenlerinin Atama ve Yer Değiştirme Yönetmeliği.

In accordance with Article 6 of the Regulation on Appointment of Administrators in the Educational Regulation on Recruitment and Transfer of Teachers of Ministry of National Education (MEB Öğretmenleri Atama ve Yer Değiştirme Yönetmeliği), the conditions for the recruitment of the teachers are as follows:

- To be suitable for the position to be recruited in accordance with resolutions of the Turkish Education Board (Talim ve Terbiye Kurulu-TTK) in respect of higher education program graduated from.
- To have successfully completed one the teacher training programs approved by Higher Education Council (Yükseköğretim Kurulu-YÖK),
- To have equivalent education and pedagogic formation certificate with the higher education institutions and programs at home for those having graduated from higher education institutions in abroad,
- Not to have any health problem to be capable of serving (health report),
- Not to have reached the 40th age for those who shall be recruited as teacher for the first time,
- To have obtained base point or above for the area where s/he will be recruited in the Examination of Civil Servant Selection (Kamu Personeli Seçme Sınavı-KPSS),

All placements (permanent or contractual) are conducted by MEB (centrally) in electronic media and transparent to the candidates in the frame of quantitative needs determined by MEB, in concern with the KPSS examination scores and their school preferences of the candidates.

Ministry of National Education

Turkish Education Board

Higher Education Council

Civil Servants Law

Regulation on Recruitment and Transfer of Teachers of Ministry of National Education

8.2.5.2. Teaching Staff of Higher Education Institutions

Teaching staff of higher education institutions also need to have qualifications required for being public officers as given in the Civil Servants Law (Devlet Memurları Kanunu) No. 657 (See 8.2.5.1.).

The minimum conditions regarding the recruitment of the teaching staff to serve at higher education level (Professor, associated professor, assistant professor, lecturer, instructor, etc.) are regulated by Yükseköğretim Kanunu and Regulation on Appointment and Promotion of Faculty Members (Öğretim Üyeliğine Atanma ve Yükseltme Yönetmeliği).

The criteria for appointment of the teaching staff are as follows:

Assistant professor: Article 23 of the Higher Education Law regulates recruitment as assistant professor. The vacant position of assistant professor at a university is announced by the office of rector for the candidates to apply. The dean and related head shall submit their recommendations to the rector together with the recommendation of their own managements. Appointment is performed by the rector. The assistant professors may be recruited in a university up to 12 years, each appointment having a total term of 2 to 3 years.

Conditions for recruitment as assistant professor

- To have obtained doctorate degree or have qualifications in medicine or one of the defined branches of art,
- To have succeeded in the foreign language examination.

Associated professor: The vacant position of associated professor at a University is announced by the office of rector for the candidates to apply, stating the status as full time or part time position. Three professors are determined by the rector for evaluation of the candidates. These professors shall submit their individual ideas to the rector regarding the candidates. The rector shall perform the recruitment based on these ideas, together with the idea of the board of university administration (Higher Education Law, Article 25)

For requirement as the associated professor, one needs to have the title of associated professor. (For the title of associated professor, one needs to have passed the examination for the associated professor (Higher Education Law, Article 24).

Professor: Promotion and appointments to professorship is handled within the frame of 26 article of the above mentioned regulation.

- To have worked in the scientific field related with the vacant professor position at least for five years, after receiving the title of associated professor.
- To have conducted applicable studies and have published authentic articles at international level in the related scientific field.
- The rectors announce the vacant positions together with the qualifications required for the candidates indicating that position is permanent position or part-time position.
- For determination of the scientific qualifications of the candidates having applied for the vacant professor position, at least five professors related to scientific area shall be appointed by the management of the university, at least three being from different universities. These professors shall each submit a report separately for each candidate and if there is more than one candidate for appointment in the staff, they indicate their preferences. In accordance with the resolution to be resolved by the management of the university in consideration of these reports, the rector shall perform the appointment.

Other teaching staffs: Lecturers, instructors, research assistant, experts, education planners.

For the recruitment of the other teaching staff, the conditions stated in the Law No 657 (Civil Servants Law) shall be sought. Special conditions are indicated in relevant articles of the Higher Education Law (Article 31,

32 and 33). The recruitments for these positions shall be generally made for a term of one or two years. In case of continuity of the necessity, the term of appointment shall be extended. The final decision regarding the appointment of the this group of staff belong to the rector of the universities.

[Civil Servants Law](#)

[Higher Education Law](#)

[Regulation on Appointment and Promotion of Faculty Members](#)

8.2.6. Professional Status

Professional status of teachers working in pre-primary, primary and secondary education, and higher education institutions in Turkey are regulated by law, and they have the status of "civil servant". They are subjected to all rights, authority and prohibitions for the civil servants. Also, they are employed as a permanent status as most of the civil servants and have employment guarantee.

In addition, contracted employment status are getting widespread in Ministry of National Education (Milli Eğitim Bakanlığı-MEB) as per regulations enacted particularly in recent. In higher education, types of employments vary in line with ranks of the teaching staff.

[Ministry of National Education](#)

8.2.6.1. Pre-Primary Education, Primary Education and Secondary Education

The employment of teachers at Ministry of National Education (Milli Eğitim Bakanlığı-MEB) institutions can be permanent,or contracted status. "Permanent" status is more common. This personnel has life-long "employment warranty".

Since 2005 parallel with general public personnel policies, "contractual" teachers are employed in public education institutions The work contracts are extended depending on teacher needs every year.

[Ministry of National Education](#)

8.2.6.2. Teaching Staff in Higher Education Institutions

"Associated professors" and "professors" among the teaching staff in higher education institutions in Turkey are employed in the status of permanent position. Working type of the same can be either full time or part time status (Higher Education Law/Yükseköğretim Kanunu, Articles 23, 25 ve 26).

Other teaching staff (assistant professors, instructor, lecturers, experts, research assistants, education planners) is employed on the contractual basis (for 1-3 years). They can be employed again when their term of contract is completed (Higher Education Law, Articles 31, 32, 33).

Retired teaching staff and foreign teaching staff can be employed with contract at the universities.

[Higher Education Law](#)

8.2.7. Replacement Measures

8.2.7.1. Pre-primary, primary and secondary education

In Turkey, in general, one of the teachers in appropriate status in school is assigned in lieu of teachers on leave or incapable of coming to duty in the schools affiliated to Ministry of National Education (Milli Eğitim Bakanlığı-MEB). For long term leaves, teachers in appropriate status can be assigned temporarily by the Directorates of National Education or teachers can be employed temporarily.

Ministry of National Education

8.2.7.2. Higher education

At the higher education stage, there is inter-institutional cooperation in terms of supplying needs of teaching staff. The said cooperation can be either as assignment to give only for certain courses or as assignment for a certain period from one university to other (Higher Education Law-Yükseköğretim Kanunu, Articles 40 - 41).

Higher Education Law

8.2.8. Supporting Measures for Teachers

8.2.8.1. Pre-primary, Primary and Secondary Education

Within the schools affiliated to Ministry of National Education (Milli Eğitim bakanlığı-MEB), teachers are supported by the Ministry, school administration and [Okul-Aile Birliği](#) (school-parents associations). Among the regulations on these supports, activities such as school seminars, colleague sharing, in-service training, supplying teaching material, distance education etc. may be mentioned. As the supporters of the teachers, administrators of the school, experienced teachers, inspectors, voluntary educators can be listed. In addition, MEB uses ICT for the teachers at any level as a “substantial learning resource”. Also, school guidance services support teachers in different areas.

Special training programs are applied for the beginner teachers to prepare and develop them because they are candidate teacher in the first year.

Ministry of National Education

8.2.8.2. Higher education

At higher education level, appointing teaching staff temporarily abroad, public or private institutions, supporting the participation of teaching staff to activities such as conferences, congresses, workshops, university organized seminars/in-service training activities (computer literacy courses, training of trainers etc.) to develop their proficiencies are among the supporting measures to strengthen teaching staff in the frame of Higher Education Law.

Higher Education Law

8.2.9. Evaluation of Teachers

8.2.9.1. Pre-primary Education, Primary Education and Eecondary Education

Activities aimed at evaluation of the teacher achievement at the schools and institutions under provision of the Ministry of National Education (Milli Eğitim Bakanlığı-MEB) may be considered as two main topics:

Internal supervision and evaluation

In accordance with the Regulation for Primary Education Institutions (İlköğretim Kurumları Yönetmeliği), heads of school are responsible for management, evaluation and development of the school in accordance with the purposes of the school (Article 60). In accordance with this authority, they are responsible for continuously approving the annual plans of the teachers, monitoring the applications, detecting and getting rid of the deficiencies and providing constant development of the teachers.

According to Secondary Education Institutions Regulation (Ortaöğretim Kurumları Yönetmeliği), school administrator is a principal educational leader responsible for realizing the objectives of the school. In this context, school administrators observe the lectures to evaluate the teachers' performances and guide them (Article 76).

External supervision and evaluation

There are also "supervision and evaluation" activities via external inspection. This type of evaluation varies according to the levels of education.

Evaluation of the teachers serving in pre-primary and primary education levels is performed by the "primary education supervisors" at local levels. The supervisors submit reports regarding the performance of the teachers at the end of this evaluation. Supervision of the teachers at high school level shall be performed by the "Inspectors of the Ministry" at central level. The purpose of both supervisions is to examine the activities of teachers in and out of classrooms and to provide support for the improvement of education. The supervisors submit the "evaluation reports" prepared at the end of the evaluation to the authorized bodies and they request the measures regarding the insufficiencies to be taken. Reports of the inspectors regarding the teachers shall be entered in the individual files of the teachers. These reports shall be taken into account during promotion of the teachers (Directive on Guidance and Inspection of Predecencies of Primary Education Inspectors-İlköğretim Müfettişleri Başkanlıkları Rehberlik ve Teftiş Yönergesi; Regulation on Supervisory Board-Teftiş Kurulu Yönetmeliği, Article 62).

[Directive on Guidance and Inspection of Predecencies of Primary Education Inspectors](#)

[Ministry of National Education Regulation on Supervisory Board](#)

[Regulation for Primary Education Institutions](#)

[Regulation on Secondary Education Institutions](#)

8.2.9.2. Higher Education Institutions Teaching Staff

The teaching and research activities of the higher education institutions teaching staff shall be evaluated at two levels. One of these is the central level inspection and evaluation activity at central level as performed by Higher Education Supervisory Board of Higher Education Council (Yükseköğretim Kurulu-YÖK) (Higher Education Law/Yükseköğretim Kanunu, Articles 8 and 9). The other is the "scientific evaluation" at university level (Article 42). In accordance with this, the heads of departments shall report the previous year education, research and publishing activities of their departments during the previous year and plans for the following

year to the offices of the deans at the end of the educational year. The deans shall submit these reports to the rectors, adding own comments. The rectors shall take the measures regarding the insufficiencies. Also, another issue regarding the university level evaluation of the lecturers is that the evaluations made by the offices of the deans and the resolutions resolved based on these evaluations on the files (educational responsibilities, publishing, etc.) of the lecturers appointed on the temporary basis (assistant professor, lecturer, instructor, research assistant, etc.) regarding their performances for the request of extension of their working period shall be subject to an evaluation process.

Higher Education Council

Higher Education Law

8.2.10. In-service Training

8.2.10.1. Pre-primary Education, Primary Education and Secondary Education

The in-service training and further education and development of the teachers (excluding higher education staff) in Turkey are governed and executed in accordance with Articles 48 and 49 of the Basic Law of National Education (Milli Eğitim Temel Kanunu), No. 1739, the Laws and Law on organization and Duties of Ministry of National Education (Milli Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun) No. 3797. It is obligatory for the in-service training activities to be performed in accordance with the defined regulations and planning by the Directorate for In-service Training Office (Hizmetiçi Eğitim Daire Başkanlığı). Also, in order to provide the teachers with opportunity to have education at the higher education level at home and abroad, the teachers are granted paid or unpaid vacation.

Via in-service training activities such as changing the field, pedagogical proficiency, foreign language, computer, special education etc, teachers are provided with training on being candidate, renewal of information, development and preparation for higher duties. In-service training activities are planned and executed by the Directorate for In-service Training at central level and by the Governorships at local levels. There are 7 In-Service Training Institutions (Hizmetiçi Eğitim Enstitüsü) of Ministry of National Education (Milli Eğitim Bakanlığı-MEB) related with the in-service-training activities in several provinces of Turkey.

Development activities at school are governed in accordance with Article 98 of the Regulation for Primary Education Institutions (İlköğretim Kurumları Yönetmeliği). Within this scope, three seminars are held per year for vocational development of the teachers and the participation of these seminars is compulsory (At the beginning of the educational year, within the educational year and at the end of the educational year).

On the other hand, MEB has a tendency to use distance education and the e-learning methods for the vocational development of the teachers in a more widespread manner. Examples of these are the training portal in MEB Web Site, data access portal (Global Gateway, Skool.tr Portal, think.com), Microsoft Collaboration in Education Programs Programı, Intel Teacher Education Programs, Web Based Software Writing Programs, Project of Innovative Teachers, Program of CISCO Networking Education Academy.

Participation to the in-service-training activities (except primary education seminars) are not compulsory. But, in the placement to some positions, in-service training related with that position may be reason of preference. Additionally, in moving up the steps of career, in service and upper level trainings of the teachers are also credited (Basic Law of National Education/Milli Eğitim Temel Kanunu, Article 43).

Ministry of National Education

Basic Law of National Education

Civil Servants Law

Law on organization and Duties of Ministry of National Education

Ministry of National Education Regulation on Inservice Training

Regulation for Primary Education Institutions

8.2.10.2. Higher education

There is no particular regulation related with in-service training of the academic staff of tertiary education. However, universities organize various in-service training activities (for instance, instruction skills, personal development, computer and internet utilization, etc.) for continuous professional development of academic staff and/or permit academic staff to participate professional development activities outside of university and provide financial support for certain activities.

8.2.11. Salaries

Salaries of teachers working in public schools at any stage and teaching staff working in public universities are paid from state budget in Turkey.

8.2.11.1. Teachers of Pre-Primary, Primary and Secondary Education

Salaries of teachers working in the schools and institutions affiliated to the Ministry of National Education (Milli Eğitim Bakanlığı-MEB) in a permanent and contractual status are defined and paid in accordance with the degrees and ranks mentioned in article 36 of Civil Servants Law (Devlet Memurları Kanunu) No 657. Teachers are included in "educational service class" in this law, and their salaries are defined in accordance with this class and their degrees/ranks.

According to the law mentioned above, entrance degree of a vocation is determined by the service category of that vocation (for example, for teachers "education-instruction" category) and the educational level of the individual. Promotion in the profession is actualized as every year of service equivalent to promoting a rank, promoting rank for advanced level of education (a rank for master's degree and three for doctorate degree), and a rank promotion for the person whose six years average score 90 or over at the end of annually qualification evaluation. Every rank promotion (per three year e degree promotion) at the same time means increase in salary. Another words, teachers promotions in the profession and increases in the salary is related with the length of service period, advanced level of education teachers completed and excellence of the performance of teacher.

Salary and additional index tables in article 43 is taken as a basis on determining salaries. In addition, education compensation and fringe benefits in an amount determined by the Council of Ministers are paid in compliance with article 152 of Civil Servants Law (Devlet Memurları Kanunu) No 657.

In addition to the base salary payment mentioned above, there are certain additional payments for the teachers. These are:

- In addition to this net salary, "fund of preparation to education" amount of which is determined by MEB every year was granted at the beginning of each school year for once.
- Expert teachers and head teachers are extra paid regarding their career title.
- Additional course wage is paid to teachers exceeding compulsory weekly course load for each additional course hour (unit price of additional course hours is 5.55 YTL as of January 2007).

- Foreign language amends are paid every month to the teachers who acquire more than a predetermined score in Public Personnel Foreign Language Examination([Kamu Personeli Yabancı Dil Sınavı \(KPDS\)](#)).
- Payments are also made to the teachers, as other civil servants subjected to Civil Servant Law-Devlet Memurları Kanunu within the scope of social rights: family allowance for unemployed spouse and children, maternity grant, death benefit, treatment grant etc. (See 2.8. for payment policies).

Ministry of National Education

Civil Servants Law

8.2.11.2. Teaching Staff of Higher Education Institutions

Index table and parameters within the Civil Servants Law (Devlet Memurları Kanunu), No. 657 are taken into consideration in determining salaries of teaching staff working in higher education institutions. Additional index figures stated in Law on Higher Education Personnel (Yükseköğretim Personel Kanunu), No 2914 are also considered while salaries are determined. In case required provisions are not included in this specific law, procedures are executed pursuant to Laws No 2547 (Higher Education Law/Yükseköğretim Kanunu) and 657 (Civil Servants Law).

Other than basic salary payment to teaching staff, some additional payment are made considering factors such as titles, course loads, working stations, administrative positions etc. (additional course wage, fund of university, fund of development, administrative post fund, revolving fund share etc.) (Law on Higher Education Personnel, Articles 3, 4, 5, 11, 12, 13, 14).

Teaching staff of higher education also enjoy social rights and foreign language amends provided to the other civil servants under Law No. 657 (Article 10).

Higher Education Council

Civil Servants Law

Higher Education Law

Law on Higher Education Personnel

8.2.12. Working Time and Holidays

The general arrangements regarding the responsibilities and working hours of the public officers are governed by the Civil Servants Law (Devlet Memurları Kanunu) No. 657.

Weekly working hours of the public officers is 40 hours. Saturdays and Sundays are holidays. However, based on the qualities of the services, institutions may define various working hours based on specific Laws (Article 99). The annual vacation times of the public officers are determined in accordance with the seniority of the officers. Based on this calculation, the annual vacation is 20 days for the service period up to 10 years and 30 days for those with a service period over 10 years (Article 102).

Civil Servants Law

8.2.12.1. Pre-primary Education, Primary Education and Secondary Education Teachers

It is fundamental of the course year in primary schools and high schools not to be less than 180 working days (Regulation for Primary Education Institutions/İlköğretim Kurumları Yönetmeliği, Article 8; Regulation on Grade Promotion and Examination in Secondary Education Institutions/Ortaöğretim Kurumları Sınıf Geçme ve Sınav Yönetmeliği, Article 63).

Weekly teaching loads of the teachers were reorganized by Cabinet Decision in 2006. According to this, preschool teachers and primary school classroom teachers are obliged to attend 30 hours per week (12 hours of which requires extra payment), branch teachers (primary and secondary education) are obliged to attend 30 hours per week (15 hours of which require extra payment). Classroom teachers are obliged to be present minimum 30 hours in the school per week. Branch teachers can leave the schools at the end of their class hour. However, all teachers are obliged to attend legally determined and school administrations' anticipated duties out of the teaching duties (commissions, board, watch, social activities, etc.) (Regulation for Primary Education Institutions/İlköğretim Kurumları Yönetmeliği, Article 64; Regulation on Secondary Education Institutions/Ortaöğretim Kurumları Yönetmeliği, Article 79). Because it can not be calculated the time spent for the activities out of the teaching, the rate of the educational load in the total load can not be calculated. However course load is 75% in the total load as an average estimate may be claimed.

According to Primary Education Law (İlköğretim ve Eğitim Kanunu) (article 43); teachers are on vacation continuous for two months in summer holiday. Teachers in the secondary education institutions are on vacation for 20 or 30 days (according to the length of service) in summer holiday as mentioned above in Civil Servants Law (Devlet Memurları Yasası). Legal settings acknowledge a special arrangement (summer holiday) for only classroom teachers. Summer holidays of the other teachers are regulated by the general laws related with civil servants.

The teachers shall have days off in official holidays (Saturdays and Sundays) and other holidays (national days' festivals) and no cut-off shall be made from the salaries for the days off.

[Civil Servants Law](#)

[Decision regarding Limits of Number of Classes and Additional Classes to be Taken by Administrators and Teachers of Ministry of National Education](#)

[Primary Education Law](#)

[Regulation for Primary Education Institutions](#)

[Regulation on Grade Promotion and Examination in Secondary Education Institutions](#)

[Regulation on Secondary Education Institutions](#)

[Regulation on Secondary Education Institutions](#)

8.2.12.2. Teaching Staff of Higher Education Institutions

In accordance with the Higher Education Law (Yükseköğretim Kanunu) (Article 22); the teaching are responsible for performing the teaching, research duties and other duties to be given by the management.

The associated professors and professors working as full time personnel in universities are responsible for using all their times for the university. Part time faculty are responsible for working in University at least 20 hours per week.

Compulsory weekly taught time (hours in response to salary) of faculty staff is 10 hours and it is 12 hours for other teaching staff (Article 36/d, e).

Teaching staff are subject to the above provisions in relation with the annual vacations (Higher Education Law, Article 64) (See 8.2.12.1.).

[Higher Education Law](#)

8.2.13. Promotion, Advancement

8.2.13.1. Pre-primary, Primary and Secondary Education

Potential career and promotion ladders for the teachers within the body of Ministry of National Education (Milli Eğitim Bakanlığı-MEB) are:

Uzman Öğretmen and **Başöğretmen**: In 2004 by means of a change in Basic Law of National Education (Milli Eğitim Temel Kanunu) (Article 43), "career ladders " were created in teaching profession. According to this, teaching profession was divided into three career ladders as teacher, master teacher and head teacher (not related with administrative duties). The details related with the promotion in career ladders was regulated by Regulation on Promotion at the Teaching Career (Öğretmenlik Kariyer Basamaklarında Yükselme Yönetmeliği). According to this regulation, 20% master teacher and 10% head teacher cadres of total free teacher cadres are planned to allocate. (Some articles of 5204 numbered law regulating the teachers career ladders were annulled by Constitution Court (Anayasa Mahkemesi). A new law proposal efforts considering the annulling reasons of Higher Court are carried out).

School administrators (assistant principal and principal): teacher status is prerequisite to be appointed to the assistant principal positions (See 8.3.1.).

Primary Education Inspectors (Assistant Inspector and Inspector): teacher status is prerequisite for the Primary Education Inspectorships positions.

Ministerial Inspectors (Assistant Inspector, Inspector and Inspector General): There are two sources for Ministerial Inspectorship. One of them is teachers and the other is the graduates of other faculties (law, economics, public administration, etc.) (See 8.4.1.).

Administrators in MEB Central Organization (From chieftaincy to undersecretariat): commonly A and B type school principals are appointed to certain positions (department, directorate administratorship, etc.) in the central organization of MEB.

Province/District National Education Directorate (branch administratorship and national education directorate): Most of the administrative positions in local level are occupied by A and B type school principals.

When all these position are thought together, It may be said that teachers' promotion opportunity in the profession are wide in Turkey.

[Ministry of National Education](#)

[Basic Law of National Education](#)

[Regulation on Promotion at the Teaching Career](#)

8.2.13.2. Teaching Staff in Higher Education Institutions

Promotion of teaching staff in the higher education institutions is regulated as per Higher Education Law (Yükseköğretim Kanunu), Articles: 24 and 26. According to this regulation, there are three career ladder in tertiary education. These are, assistant professor, associate professor and professor. Additionally, academic administrative positions in the tertiary education institutions (rektorate, deanery, directorate, headship of department, etc.) is open to all academic staff having required conditions.

[Higher Education Law](#)

8.2.14. Transfers

In principle, generally civil servants in Turkey can change institutions or within their institutions according to their demands and requirements of service (within province, between provinces, different units etc.). During these transfers, family status is taken into consideration (Civil Servants Law/Devlet Memurları Kanunu, Article 72).

[Civil Servants Law](#)

8.2.14.1. Pre-primary, Primary Education and Secondary Education

It is essential for teachers to render service in different parts of the country (Basic Law of National Education (Milli Eğitim Temel Kanunu), article 46). Teachers work in different regions according to necessities. Service regions, the regions that have compulsory working duty and terms related to teachers are regulated by the relevant regulation (Regulation on Appointment of Administrators in the Educational Regulation on Recruitment and Transfer of Teachers MEB Öğretmenleri Atanma ve Yer Değiştirme Yönetmeliği).

According to this regulation, appointment kind by means of replacement are: depend on wish, depend on compulsory work duty, service requirement, excuse status-health, spouse, education status- etc. In this context, a teacher worked in any school at least two years may request to appoint another school. Again a teacher worked in the compulsory working duty regions may request to change the region. Shortly, in a certain condition, teachers may request replacement within the province and inter-provinces. At this kind of school and province replacements, teachers get same salary. But, the teachers who transfer from public schools to private schools lose the "civil servant" status (See 8.2.6.) and are not paid by government. Private school administrations provide their salary.

Replacement of teachers, in principle, are actualized in the semester and summer period (June-July-August).

As other public officials, teachers working for the Ministry of National Education (Milli Eğitim Bakanlığı-MEB) can also retreat from a post or transfer to other institutions on their discretion (Civil Servants Law/Devlet Memurları Kanunu Article 76).

[Higher Education Council](#)

[Ministry of National Education](#)

[Basic Law of National Education](#)

[Civil Servants Law](#)

[Higher Education Law](#)

[Regulation on Recruitment and Transfer of Teachers of Ministry of National Education](#)

8.2.14.2. Teaching Staff in the Higher Education Institutions

Teaching staff in the higher education institutions can also be transferred to the institutions or universities other than their universities as other public officials. Within the framework of related articles (23, 25, 26) of Higher Education Law (Yükseköğretim Kanunu), a teaching staff planning to transfer from one university to the other can apply for the vacant posts of the university to which s/he wants to transfer and can be appointed on condition to satisfy appointment criteria.

[Higher Education Law](#)

8.2.15. Dismissal

8.2.15.1. Pre-primary, Primary Education and Secondary Education

Dismissal of teachers working as a civil servant can be executed in two ways. One of them is teacher's leave the job with his/her own will, the other one is in cases of dismissal because of undisciplinatory behaviors, retirement or death (Civil Servants Law/Devlet Memurları Kanunu, article 98). According to the 27, article of the special law that regulates teachers disciplinary conditions (Law on Promotion and Punishment of Teachers in Primary and Secondary Education-İlk ve Orta Tedrisat Muallimlerinin Terfi ve Tecziyeleri Hakkında Kanun); teachers who behave in an incongruous manner to the teaching profession within or out of the schools and teachers who encourage students against administrators are assigned dismissal penalty.

[Civil Servants Law](#)

[Law on Promotion and Punishment of Teachers in Primary and Secondary Education](#)

8.2.15.2. Higher Education Institutions

Dismissal of teaching staff in higher education institutions is regulated by Article 53 of the Higher Education Law (Yükseköğretim Kanunu) No. 2547 and the regulation (Regulation on Disciplinary of Administrator, Teaching Staff and Officials in Higher Education Institutions/Yükseköğretim Kurumları Yönetici, Öğretim Elemanı ve Memurları Disiplin Yönetmeliği) enacted on the basis of the said law in accordance with the procedures and principles related to civil servants. In this context, actions and conditions merit dismissal punishment are listed in article 11/a. According to this article, the conditions requiring dismissal from teaching profession are:

- Performing private professional activities without permit of authoritative bodies of university,
- Plagiarism,
- Impeding carry out instructional activities or participate this kind of activities.

[Higher Education Law](#)

[Regulation on Disciplinary of Administrator, Teaching Staff and Officials in Higher Education Institutions](#)

8.2.16. Retirement and Pensions

The topics related with retirement (service duration, salary amount, age limit etc.) are regulated by Retirement Fund Law-Emekli Sandığı Kanunu (No. 5434) for the person who employed before October 2008 that 5510 numbered law put into action and Law on Social Security and General Health Insurance-Sosyal Sigortalar ve Genel Sağlık Sigortası Kanunu (No. 5510) and Emekli Sandığı Kanunu 39/b article (new change

in 1999 year) for the others employed after this date. This laws proposed that the females can retire in 58 years of age and males can retire in 60 years of age after completing 25 years of working.

However, subject article was amended because some of the articles of the law were annulled by the Constitutional Court (Provisional Article 205 of Law No 5434) and “gradual transition process” was stipulated. On the other hand, pursuant to amendment made in Article 40 of Law No 5434 (Article 3 of Law No 5335 dated 21.04.2005), retirement age limit for the *public officials* other than teaching staff in universities (including the teachers of MEB) is 65 and for the *teaching staff in the universities* is 67 (Higher Education Law/Yükseköğretim Kanunu, Article30). By means of 5510 numbered law, retirement age limit increased gradually until 2048 year and determined as 65 years of age for teachers in 2048. However, in extraordinary cases (permanent illness, disability etc.) exceptional provisions exist. Persons within the coverage of Law numbered 5434 who deserves retirement is put on a salary in the context of indexes and multiples related with civil servants. In the condition like this, in a certain degree low salary is paid to those persons. According to a new arrangement put into action recently, retired persons may go on working in another job on the condition of intermitting retirement salary.

Ministry of National Education

Higher Education Law

Law on Social Security and General Health Insurance

Retirement Fund Law

8.3. School Administrative and/or Management Staff

8.3.1. Requirements for Appointment as a School Head

8.3.1.1. Pre-primary, Primary and Secondary Education

The appointment of the administrators (administrator, chief deputy principle, deputy principle) of formal and nonformal school and education institutions bound to Ministry of National Education (Milli Eğitim Bakanlığı- MEB) was reorganized by a regulation legislated in 2009 (Regulation on Appointment and Replacement of Administrators for Education Institutions of Ministry of National Education/MEB Eğitim Kurumları Yöneticilerinin Atama ve Yer Değiştirmelerine İlişkin Yönetmelik).

The authority of administrator appointment to all educational institutions was given to the governor of province.

As per Article 5 of the said Regulation, the basic principles taken as a basis on appointment of administrators are as follows:

- Career and seniority,
- Vacant post principals,
- Score superiority,
- Requirements of service and superiority of point.

There are different administration ranks in the Ministry. These ranks are as follows (Article 6):

- First rank: Deputy Directorship of Educational Institution,

- Second Rank: Chief Deputy Directorship of Educational Institution, Headship of C type educational institution,
- Third rank: Headship of C type educational institution,
- Fourth rank: Headship of B type educational institution,
- Fifth rank: Headship of A type educational institution,

The regulation mentioned before discusses the required conditions for the person who appointed as administrator into two groups as common conditions and specific conditions.

Some general requirements (Article 7-11):

- To be graduated from higher education institution,
- There must be the course to instruct compulsory weekly taught time (hours in response to salary) in the appointed education institutions according to related legislations
- Three year teaching experience in the Ministry
- Register grade in last three years, if any, must be positive.
- To be successful in selection examination, if any.

Specific requirements (Article 8):

- To serve at least for one year in a educational institution as a administrator for those to be appointed as a head of a C type educational institution,
- To serve at least for two years in a educational institution as a administrator for those to be appointed as a head of a B type educational institution,
- To serve at least for three years in the administrative positions in any public institutions for those to be appointed as a head of an A type educational institution

Ministry of National Education

Basic Law of National Education

Regulation on Appointment and Replacement of Administrators for Education Institutions of the Ministry of National Education

8.3.1.2. Higher Education

For detailed information about appointment process of tertiary education administrators, see 2.6.4.5.

8.3.2. Conditions of Service of School Heads

8.3.2.1. Pre-primary Education, Primary Education and Secondary Education

School administrators' service conditions such as in-service training, salary, working period and annual vacancy, discipline, retirement conditions and retirement salary are mostly parallel with the teachers (See 8.2.10., 8.2.11.1., 8.2.12.1., 8.2.14.1., 8.2.15., 8.2.16.). Besides this, they get additional payment because of their administrative duties. They have to participate the vocational courses related with the administration, if invited. They have the right to change their institution and may be appointed to an upper level administrative positions when they ensure necessary conditions.

8.3.2.2. Higher Education

Salary, working period and annual vacancy, retirement conditions and retirement salary subjects of administrators of higher education (rector, dean, etc.) are similar to academic staff and subject to same legal arrangements (See 8.2.11.2., 8.2.12.2., 8.2.15., 8.2.16.). But, they get additional payment because of administrative duties and discipline investigations are subject to distinctive regulations.

8.4. Staff involved in Monitoring Educational Quality

Ministry of National Education (Milli Eğitim Bakanlığı-MEB) is responsible for execution, monitoring and supervision of educational services in Turkey according to the objectives provided in the Basic Law of National Education (Milli Eğitim Temel Kanunu) (Article 56). This responsibility of the Ministry includes not only control but also evaluation and development of educational services.

The Ministry (MEB) executes this monitoring and evaluation duty via school administrators at school level (internal evaluation) and via supervision system (Head of Primary Education Inspection Board at local level and Ministerial Inspection Board at central level) at national level.

All administrators, teaching or non-teaching personnel working in the educational institutions (public and private) in Turkey are inspected and evaluated under the name of administrator, teacher, non-teaching personnel, seminar and course inspection. Moreover, "institutional" inspection is carried out as a whole.

[Ministry of National Education](#)

[Basic Law of National Education](#)

8.4.1. Requirements for Appointment as an Inspector

As indicated in the previous section, there are two subsystems in the inspection of the Turkish Education system. These are:

- Directorate of Ministerial Inspection Board (Teftiş Kurulu Başkanlığı) (Central Level – National)
- Directorate of Primary Education Inspectors (İlköğretim Müfettişleri Başkanlıkları) (Provincial level – local)

Regulation regarding the central level Directorates of Ministerial Inspection Board is based on Ministry of National Education Regulation on Supervisory Board (MEB Teftiş Kurulu Yönetmeliği).

- **Ministerial Inspector:** Ministerial Inspectorship career system are separated into graded ranks as; assistant inspectorship, inspectorship and inspectorship general. First appointment to the duty shall commence with "assistant to inspector". There are two sources for assistance to inspector. One of these shall be those still employed as teachers or managers in institutions under provision of the Ministry and the other shall be those who shall be appointed for public service for the first time based on the results of Examination of Civil Servant Selection (KPSS). The main condition for being appointed as the assistant to the inspector from both resources shall be to pass the "Entrance Examination" held by the Ministry.

The requirements needed to apply **Assistant Inspectors** entrance examination and placement are these (Article 17):

- For the candidates in wish for appointment based on Examination of Civil Servant Selection results:
 - To have the public officer qualifications as indicated in the Civil Servant Law (Devlet Memurları Kanunu),
 - To have at least a bachelor's degree in the given areas (law, economics, etc.)

- To have hit above the basis point as determined by the Ministry in the Examination of Civil Servant Selection.
- Candidates employed as teachers or managers at schools or institutions under provision of the Ministry.
 - To have graduated from a faculty or higher school of at least a bachelor's degree,
 - Being personnel of the Ministry having acted in own branch for at least 10 years, or, for at least five years but then having a management experience of at least three years.

Those passing the entrance examination to be held by the ministry among the candidates meeting the above conditions, appointment shall be made in order of success, with consideration of vacations in staff.

Conditions required for appointment as **inspector** are as follows:

- To have worked for at least three years as assistant to the inspector,
- To pass the sufficiency examination (written and oral)

Promotion as Head Inspector (Article 49); among those who have served as inspector for at least five years, it shall be performed upon advice of the President of Board of Inspection as result of the evaluations based on the vocational capability, suitability and work performance.

Primary Education Inspectors Matters regarding appointment of the primary school inspectors are governed in accordance with the Regulation on Precedency of Primary Education Supervisors (İlköğretim Müfettişleri Başkanlıkları Yönetmeliği).

The first level of primary education inspectorate is "assistance of primary education inspector". It is required to perform successful in the examination for appointment as Assistant to Primary Education Inspector. The conditions required for participation in the examination are (Article 6):

- Among those who had higher education for at least four years;
 - Those employed as teachers at schools or institutions under provision of the Ministry for at least eight years,
 - Those who have passed at least four years in state schools and institutions and as managers in the ministry central or local institutions,
 - Having one of the conditions of; graduating from the faculties' department/division of educational administration, supervision, planning and economics or educational administration and supervision, or attending the master's or doctorate education in these fields and having minimum three years of teacher or administrator position in the public schools or institutions bound to MEB.
- To be working in the Ministry organization,
- To be under the age of 40
- To have at least "good (4)" degree in the personal file for the last six years (performance evaluation).

Appointment of primary education inspectors: For appointment as inspector of primary education, it is required to have served as assistant to inspector for at least three years and become successful in "Proficiency examination" (content of the proficiency examination, commission, call for examination, evaluation, etc. matters are governed by Articles 18 – 25 of the Regulation). Those who have been found successful in the Proficiency Examination are appointed as primary education inspector to the cities where there is shortage, upon proposal of the MEB General Directorate for Personnel and approval of the Ministry.

Ministry of National Education

Ministry of National Education Regulation on Supervisory Board

Regulation on Precedency of Primary Education Supervisors

8.4.2. Conditions of Service

Inspectors under provision of Authority of Supervision Board (Teftiş Kurulu Başkanlığı) and primary education inspectors are subject to the Civil Servants Law (Devlet Memurları Kanunu) No 657 in relation with working conditions (status, charges, working time and vacations, social rights, etc.) and the rights and responsibilities of the public officers are valid also for these. For further information see 8.2.6., 8.2.11., 8.2.12., 8.2.16.

Special regulations for training, working and changing of location procedures for the inspectors are regulated in accordance with the above regulations mentioned in 8.4.1.

Based on the "Inspector Security" principle in the inspection system, inspectors of Teftiş Kurulu Başkanlığı can not be taken away from their jobs or appointed to other duties unless health, ethical and vocational insufficiencies are determined (Ministry of National Education Regulation on Supervisory Board / MEB Teftiş Kurulu Yönetmeliği, Article 13).

Duty of inspection is considered to be an employment "requiring constant vocational training" at all the stages from assistant to the inspector to head inspectorate, and "training senior colleague" has an important place among the training approaches. Training principles, program and procedures are governed in accordance with various articles of the related regulation.

Head of Board of Inspectors shall be appointed among the Head Inspectors (Article 52).

Inspectors perform their duties based on the instructions received from the head, upon order and approval of the Minister.

The inspectors receive their travel and related monetary rights using credit book and check.

Working conditions for primary education inspectors: Statue and working conditions of the primary education inspectors serving at local level and employed in connection with the Governorships are highly similar to inspectors of Board of Inspection, but have variations in some aspects (i.e., obligatory areas of service, orders, etc.).

There also is "security of inspection" in primary education inspectorate (Article 65) and "constant vocational training" has a great significance. Regulations regarding the inland and abroad "in service" and "on appointment" training methods of the inspectors are given in detail in the Regulation.

Primary education inspectors and assistants of inspectors receive their duties and orders from the Head Inspector, director of provincial [Milli Eğitim Müdürlüğü](#) (Provincial Director of National Education) and the Governor.

Primary education inspectors serve within the country in five different service areas based on geographical condition, level of development and transporting opportunities, etc. The inspectors have an obligation to work for at least 3-5 years in each area of service.

The inspectors completing a service period of at least two years at the service location where they stand may apply for change of their locations. Changes of locations are performed in July under normal circumstances, it may be possible to change location based on special conditions such as health, condition of the wife / husband and children, etc.

[Authority of Supervision Board](#)

[Civil Servants Law](#)

[Ministry of National Education Regulation on Supervisory Board](#)

[Regulation on Precedency of Primary Education Supervisors](#)

8.5. Educational Staff Responsible for Support and Guidance

Execution of guidance service at the level of province/sub-province and school and staff related to the topic are regulated as per Regulation for Guidance and Psychological Counseling Services (Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği).

Psychological counselling and guidance services in province/sub-province and schools are performed at two levels:

- **Rehberlik ve Araştırma Merkezi (RAMs)** are founded in provinces and sub-provinces for execution of guidance and psychological counselling services in the schools more efficiently and diagnosis of the individuals in need of special education as well as giving service to those individuals. In these centres, adequate numbers of staff are employed. Personnel of the centre comprises: Psychological counselling, psychologist, psychometrist, education programmer, social worker, special trainer, child development and trainer (Articles 21, 29, 31).
- **Guidance and Psychological Counseling Services** are founded in order to conduct guidance and psychological counseling activities in the public and private education institutions. Adequate numbers of personnel are appointed to this service according to the number of students. Necessary physical environment and required equipment are provided in respect of nature of service (Article 43).

Guidance and psychological counseling services work in coordination with guidance and research centres. Education institutions without guidance teacher (School counselor) work in cooperation with guidance and research centres in scope of "guidance services related to classroom guide teacher (classroom teacher)".

In schools, coordinator school counselor, school counselor and Classroom Guide Teacher (form teacher) work. School counselor is responsible to the head of school or to the related deputy manager. School counselor makes cooperation with the other teachers in respect of situation of students.

Guidance teachers (school counselors), in the context of preservice teacher education model (See 8.1.4.), educated in the department of "guidance and psychological counseling" bound to faculty of education. They attend bachelor's degree education. But, when this department graduates are not eligible, the department of psychology graduates may also be appointed as school counselor.

Service conditions of guidance teachers are parallel with the other teachers.

For guidance service in Higher education institutions, see 6.16.

Ministry of National Education

Regulation for Guidance and Psychological Counseling Services

8.6. Other Educational Staff or Staff working with Schools (officer, servant, health staff, librarian, technician, master trainer etc.)

In the schools affiliated to Ministry of National Education (Milli Eğitim Bakanlığı-MEB), non-teaching personnel other than administrator, teacher and inspectors also render service according to capacity and characteristics of school. These are administrative personnel, health staff, librarian, technical personnel, assistant servant etc. In 2008, roughly 65 000 non-teaching personnel work in the Ministry (Table 8.7.2.) Same

kinds of personnel are also employed in the universities (Administrative personnel, technical personnel, health personnel, laboratory staff, technician, librarians etc.).

All personnel are subject to Civil Servants Law (Devlet Memurları Kanunu) with regard to the service conditions (status, salaries, working period and holidays, promotions, retirement, etc.) (See 8.2.3.).

Ministry of National Education

Civil Servants Law

8.7. Statistics

8.7.1. Number of Teachers and Teaching Staff

Education level	2000-01	2005-06	2007-08	2008-09	2009-10
Pre-primary education^{1,2}	11.896	20.910	25.901	29.342	42.716
Male	166	1.167	1.218	1.644	2.069
Female	11.730	19.743	24.683	27.698	40.647
Primary education	345.015	389.859	445.452	453.318	485.677
Male	193.799	207.223	223.406	224.644	232.948
Female	151.216	182.636	222.046	228.674	252.729
Secondary education	140.969	185.317	191.041	196.713	206.862
Male	84.268	108.195	111.958	115.030	120.174
Female	56.701	77.122	79.083	81.683	86.688
Higher education	67.880	84.785	98.766	100.504	..
Male	43.519	51.927	39.852	59.643	..
Female	24.361	32.858	58.914	40.861	..
Continuous education³	46.892	69.530	87.232	94.693	92.976
Male	33.636	26.441	51.176	54.362	..
Female	13.256	43.089	36.056	40.331	..
Total	612.652	750.401	848.392	874.570	..
Male	355.388	394.953	427.610	455.323	..
Female	257.264	355.448	420.782	419.247	..

Notes:

(1) There were 12.116 "master trainers" in 2005-06 and there are 13.465 "master trainers" in 2006-07 in addition to teachers work as permanent staff in pre-primary private education Institutions.

(2) 4.667 pre-primary teachers in 2000-01 academic year; 12.662 pre-primary teachers in 2005-06 academic year; 14.759 pre-primary teachers in 2006-07 academic year; and 15.333 in 2007-08 have been shown under the number of teachers of institutions where they are permanent staff. As Ministry of National Education (2007) did not provide these numbers in gender number of pre-primary teachers is not subtracted from the total amount.

(3) The data for continuous education teachers show the numbers by the end of previous school year. Continuous education teachers data related to 2000-01 are by the end of that school year.

MEB Sayısal Veriler 2000-01, 2003-2004, 2004-2005

Milli Eğitim İstatistikleri: Örgün Eğitim 2007-2008

Milli Eğitim İstatistikleri: Örgün Eğitim 2008-2009

Milli Eğitim İstatistikleri: Örgün Eğitim 2009-2010

Türkiye Eğitim İstatistikleri 2005-2006

Yükseköğretim İstatistikleri 2000-01

Yükseköğretim İstatistikleri 2005-06

Yükseköğretim İstatistikleri 2007-08

Yükseköğretim İstatistikleri Kitabı 2008-09

Türkiye İstatistik Kurumu-TÜİK

8.7.2. Number of Non-teaching Personnel in Ministry of National Education

Unit	2000-01	2003-04	2004-05	2007-08	2000-09
MEB central organization	2.909	2.803	2.655	2.443	..
MEB provincial organization	93.420	86.737	85.989	62.645	..
General administrative services	25.506	23.786	23.639	27.290	..
Health care services	1.485	1.663	1.620	400	..
Technical services	3.637	3.533	3.477	3.074	..
Supportive services	59.880	54.776	54.274	31.811	..

MEB Sayısal Veriler 2000-01, 2003-2004, 2004-2005

Strategy Development Presidency

Ministry of National Education

8.7.3. Graduates of Programs Training Teachers in Universities

	1999-00	2004-05	2005-06	2006-07	2007-08
ISCED 5A teacher training programs	29.115	47.296	48.635	48.884	50.520
Educational sciences	1.569	790	998	993	1.179
Pre-primary education	592	2.021	2.228	2.367	2.797
Primary education	5.763	21.651	20.985	20.899	20.651
Classroom teacher	5.440	12.039	11.255	10.926	10.525
Special education	133	410	500	538	518
Science education	4.059	1.724	1.696	1.704	1.823
Social sciences education	2.440	642	814	744	746
Foreign languages education	2.901	3.031	3.306	3.462	3.915
Turkish language and literature education	1.977	3.804	4.165	4.431	4.562
Arts and applied arts education	1.546	2.177	2.001	2.017	2.006
Physical education and sports	3.583	3.789	3.653	3.545	4.054
Technical education	2.850	5.406	6.239	6.318	6.428
Vocational education	1.702	1.851	2.050	1.866	1.841
Open education teacher training programs	-	3.778	5.455	6.280	5.285
Pre-primary education	-	3.224	3.618	4.125	3.527
Foreign languages education	-	554	1.837	2.155	1.758
ISCED 6 teacher training programs	-	2.485	2.659	2.778	3.424
Secondary education social fields	-	1.466	2.046	1.936	2.432
Secondary education science fields	-	1.019	613	842	992
Total	29.115	53.559	56.749	57.942	59.229

[Yükseköğretim İstatistikleri 2000-01](#)

[Yükseköğretim İstatistikleri 2005-06](#)

[Yükseköğretim İstatistikleri 2006-07](#)

[Yükseköğretim İstatistikleri 2007-08](#)

[Yükseköğretim İstatistikleri 2008-09](#)

8.7.4. Recruitment of Teacher in Ministry of National Education

	2003-05	2006	2007	2008	2009
Permanent staff teachers	62.620	31.000	19.493	21.016	23.393
Contractual teachers	0	20.000	20.000	10.000	20.000
Part-time temporary trainer	20.000	3.500	0	0	0
English language trainer	5.000	0	0	0	0
Computer language trainer	4.000	0	0	0	0
Deputy teacher	5.000	0	0	0	0
Pre-primary master trainer	30.000	15.000	14.495	16.812	16.696
Continuous education master trainer	38.000	12.000	14.177	14.177	17.897
Total	164.620	81.500	68.165	61.485	79995

MEB 2010 Yılı Bütçe Raporu

8.7.5. Typical Salary of Public Teacher and Teaching Staff (YTL)

Payment type	2005	2006	2007	2008	2009
Salary of teaching staff (monthly)					
Professor (4 years)	2.176	2.283	2.501	2.786	2.894
Assoc. Prof. (2/1)	1.068	1.172	1.371	1.483	1.631
Assist. Prof. (3/2)	1.013	1.075	1.293	1.410	1.551
Instructor (4/1)	794	876	1.027	1.129	1.242
Research assistant (7/1)	757	837	982	1.080	1.187
Additional hourly payment for academic staff					
Professor	11,58	12,48	13,42	14,63	15,43
Assoc. Prof.	9,65	10,4	11,19	12,2	12,86
Assist. Prof.	7,72	8,32	8,95	9,75	10,29
Instructor	6,18	6,66	7,16	7,8	8,23
Salary of teacher (monthly)					
1/4 (highest level)	791	873	998	1.123	1.236
4/1 (15 years)	719	796	917	1.018	1.120
9/1 (elementary)	637	707	823	928	1.036
Additional hourly payment for teachers	3,25	3,51	5,17	5,86	6,1

Notes:

(1) It is presented the net amounts as of end of the year. Salaries do not include the amounts that are not paid to every one, such as family, foreign language and expert allowances. The figures were updated by yearly rates of increases announced by government.

(2) For average exchange rate see Chapter 1. Table 1.7.5.

Canım Öğretmenim

9. Evaluation of Educational Institutions and the Education System

The studies related with the education system and the evaluations of the educational institutions are given below.

9.1. Historical Overview

From the historical point of view, the issues related to the supervision and evaluation of the education system can be discussed in two stages, Ottoman Empire and Republic periods.

Inspection has been included in a pleading for the first time which was filed in 1838 about provincial schools upon foundation of secondary schools called "Rüşdiye". Within this pleading Inspection is mentioned as "supervision by assigned officers to determine the professional skills of the teachers in these schools, to improve education and to provide a better education for students" (MEB Teftiş Kurulu Başkanlığı İnceleme ve Soruşturma Rehberi, p.10). (<http://tkb.meb.gov.tr/yayinlar/inceleme.doc>)

In 1862 the officers who were assigned to inspect the Primary ("Sibyan") and Secondary ("Rüşdiye") Schools were called Müfettiş (inspector) for the first time.

The terms "investigator" and müfettiş (inspector) were included in the Regulations of Public Education in 1869 yet they are assigned in Provincial Education Assemblies.

The guidance principle was brought in foreground and to provide an inspectional register and to write down and keep the determinations, observations and suggestions in this register were prescribed by a regulation that was set up in 1875.

Central Services were divided into two sections as "administrative" and "inspectional" and election of inspectors among secondary school and college teachers were introduced as a principle by the regulations about the Supervision of Public Education Central Organization that were executed in 1911.

In the new by-laws that was set up in 1912 the phrase "general inspectorship" was included and inspectors were stated to be in charge of education and administration tasks of schools for girls and boys and other organizations affiliated to the Ministry and regular inspection of the execution of the act, provisions, regulations and resolutions pertaining to each of them and informing the Ministry together with the impressions, gathered information and remarks in this respect, investigation task till the results are achieved. The regulation that was made according to these by-laws is the first regulation exclusively for the general inspection of the Ministry of National Education (Milli Eğitim Bakanlığı-MEB) The principles to be observed at the inspection of secondary schools and other institutions affiliated to the Ministry were determined by an additional arrangement in 1914.

In 1923 with the Republic the "Guidelines for Inspectorate of Schools" was published and herein were described the establishment, mission and powers of the inspectorship and the principles of the inspection, for the first time the term "Inspectional Staff" was expressed in this Guidelines.

Upon the adherence of all the schools and madrasahs to the Ministry of Education this issue was brought up on the agenda again by the Tevhid-i Tedrisat Kanunu No. 430, dated March 3, 1924 and by the guidelines on law, authority and missions of school inspectors it is concluded that vice-inspectors are to be assigned by general inspectorates' side to inspect all the educational institutions on behalf of the president of the Ministry of Education properly in accordance with the laws, by-laws and regulations.

In 1933 by the Law No. 2287 the organization of the MEB was expanded, establishment of the [Teftiş Kurulu Başkanlığı](#) (Inspection Board) was concluded by the 10. Article of this Law and the tasks of this Committee were rearranged. Although there has been some amendments on various dates on the establishment law of the Ministry of Education in time, the structure of the inspection has been maintained in general terms.

At the present day the organization concerned with the supervision of Turkish Education System is arranged and tasks are defined by 1992 dated Law No. 3797 (Law on Organization and Duties of Ministry of National Education/Millî Eğitim Bakanlığının Teşkilât ve Görevleri Hakkındaki Kanunun, Article 26, 27 and 53). According to this, there is a [Teftiş Kurulu Başkanlığı](#) (Inspection Board) Department consisting of *bakanlık müfettişi* (ministerial inspector) who work affiliated directly to the Minister in the Board of Education central organization and Primary Education Inspection Board (consisting of primary school inspectors in the provincial organizations (at the province level).

When the development and trends of the recent years are analyzed, supervision conception of MEB shows a shifting tendency towards the pattern "performance evaluation" that handles the educational institutions together with their stakeholders. Nevertheless the approaches to evaluate the education system improve gradually through national and international examinations.

When the higher education area is considered closely it is hardly possible to mention an academic evaluation process in a modern sense in the universities through its historical evolution. However, arising from the international interactions of the Turkish universities and the effect of the Bologna Process some progress has already been taken for the establishment of the "quality assurance systems" in the higher education area both at national and academic levels in the near future.

[Authority of Supervision Board](#)

[Ministry of National Education](#)

[Law on Organization of the Ministry of Education](#)

[Law on organization and Duties of Ministry of National Education](#)

[Law on Unity of Education](#)

9.2. Ongoing Debates and Future Developments

In recent years Turkey's education sector exhibits dynamic changes in every area. In this sense there are innovative studies on the evaluation of the successes (performances) of both the education system and the educational institutions. Some of them can be summarized as follows:

9.2.1. Pre-primary Education, Primary Education, Secondary Education and Adult Education

Performance Management Model for School: This model is developed within the scope of Curriculum Laboratory Schools (MLO) Project. By this model it is planned to handle the existing evaluation system with a new understanding. In this sense it is intended to transform the new supervision conception to "performance evaluation" form, ground the evaluation process on multi-data resources (bakanlık müfettişis-ministerial inspectors, manager, teacher, colleague, student, curator) and multi-methods, improve the personnel and institutional capacity and introduce evaluation process to the participation of the stakeholders. Desirable destination by succeeding in these objects is to save the evaluation process from its centralist structure and enable the members of the school community to take place in this process.

Planned School Development Model: This is a management model that executed within the scope of the Curriculum Laboratory Schools (MLO) Project (208 schools). By this model that is revised in 2007 it is intended to set up a strategic plan and establish an understanding of a “sharing school” model. In 1999 by “the instructions for the generalization of the MLO Practices” the school development studies in all the educational institutions are conducted in accordance with this model.

Total Quality Management (TQM): Within the Ministry of National Education (Milli Eğitim Bakanlığı-MEB) (Central and Provincial Organization), Total Quality Management Implementing Regulations that was issued in the 1999 dated and 2506 numbered journal called “Tebliğler Dergisi” started the studies on “quality in education” This study is followed by studies on MEB Provincial Organization TQM Implementation Project, Award Guidelines in MoNE TQM Practices and “Quality in Education” Award Manual. TQM practices in MoNE proceed with the self evaluation studies based on "Excellence Model" which was developed by Turkish Society for Quality (KalDer) and European Foundation for Quality Management (EFQM).

The efforts for the dissemination of TQM practices in schools, as a tool to evaluate the institutional performance, are being made. Some incentives are provided to schools and institutions, such as “quality certificate” and “incentive award”. Moreover, These efforts are expected to provide support for the formation of new organisation culture consisting of self evaluation, stakeholder participation, etc.

Although there exists a system of evaluation for individual performances in state organisations, It doesn't exist an evaluation system which measures and evaluates the performance of the institution and/or team performances. Award Guidelines in MoNE TQM Practices, mentioned above, has brought an opportunity to fulfil the gap in this field in educational institutions. According to the Guideline, evaluations in two categories are being made, namely “the Institutin/School of the Year Award” and “the Quality Team of the Year Award” .

An evaluation has been made through the evaluation of 114 related reports by “the Quality Movement in Education Executive Committee of MoNE” in 2009. The first three of 56 institutions/schools and 58 teams were awarded and given their “quality certificates” in Ankara (MEB 2010 Bütçe Raporu, p.118)

Some seminars are planned by the MoNE for the year 2010. These seminars will be organised in central, and local units of the Ministry. Higher ranked administrators of the ministry at central and local level, primary school supervisors, TQM school representatives, and award winner schools' principals will be included in the seminars. Some of the seminar topics are; new approaches in administration/management, sharing of TQM practices, process management and managing through the processes, institutional self evaluation reports and techniques for preparing feedback reports, self evaluation and teaching leadership in curriculum, effectiveness and efficiency in school administration/management and competencies of administrators (MEB 2010 Bütçe Raporu, pp.119-120).

Eventually another individual study that considered as an internal evaluation tool is the “Strategic Planning” study. At the beginning of 2007 Ministry of Education commenced preliminary studies on “2010-2014 MEB Strategic Plan”. This study is expected to play an important role on the formation of the “quality culture” both at central organization level and schools level and the generalization of “the quality assurance system”. Strategic plan preparatory works at school level are mainly done by the contributions of School Improvement Management Team (Okul Gelişim Yönetim Ekibi) in each school.

Achievement evaluation studies that Turkey organized nationally (ÖBBS-Examination of Student Achievement) and participated internationally (PISA, TIMMS, PIRLS) are going on. These studies will provide an opportunity for the evaluation of the Turkish education system as a whole and for the comparison at international levels.

The Project for Strengthening the Statistical Infrastructure of the MoNE: A project coherent with the statistical systems in EU Countries and Decision Support System of the MoNE is put into practice by the support of 2,050 milyon Euro EU project (MEB 2010 Bütçe Raporu, p. 19).

The Project for the Control of the MoNE's Budget and Budget Based Measurement of School Performance:

A 1,9 million TL project financed by TÜBİTAK is put into practice to make researches on ways of effective and efficient finance of education and the measurement of budget spending based school performance.

An Action Plan for Adaptation to Inner Control Standards: It is stated that an action is prepared coherent with the EU Inner Control Standards for central and local units of MoNE. The plan will be put into practice in the year 2010. The analysis of functionality of the units of MoNE will be examined and their missions in education system are to be defined through the plan. The qualities of the personnel recruited in the MoNE and their performance indicators are to be determined and clarified. Malfunctioning units in the MoNE will be analysed. It is targeted that delegation of some authorities to the local units of MoNE will be made for the purpose of empowering school based management approach (MEB 2010 Bütçe Raporu, p.20).

Regulation on Professional Qualification and Certification is published in the Official Journal (dated 30.12.2008 and numbered 27096). The regulation mainly stipulates the procedures and principles about the determination of national professional qualifications in technical and vocational areas and development of a national qualification framework. It also determines the principles and procedures of examination and certification matters and the formation and authorisation of accreditation agencies.

The main purposes of the system are as follows;

- to strengthen the relationship between education and employment
- to form national standards for learning outcomes
- to encourage the quality assurance in education
- to relate the qualifications for horizontal and vertical transitions and to form an infrastructure for comparisons
- to provide the comparability, advancement, reaching and recognition of learning.
- to support life long learning

37th item of the Regulation designs matters related with the accreditation of education institutions. Item stipulates that the National Qualification Institution authorises an institution/organisation as an authorised education accreditation institution/organisation.

The institutions are accredited by the institutions/organisations determined by the National Qualification Institution. The institution that wishes to be accredited submits an application file to the Institution with required information, documents and the areas of accreditation. The Institution examines the file and assigns the accrediting institution/organisation to check whether the related institution meets with the requirements. Accreditation is realised and a report is submitted to the National Qualification Institution (Article 40).

Authorised education accreditation institution/organisation is periodically supervised in terms of determined principles and procedures by the National Qualification Institution (item 45).

The evaluation criteria which will be considered in the accreditation process of educational institutions are decided by the Executive Board of National Qualification Institution through considering the opinions of MoNE, YÖK, education accreditation institutions, unions of employee and employers, and profession institutions (Article 50).

MEB 2010 Yılı Bütçe Raporu

Ministry of National Education

Regulation on Professional Qualification and Certification

9.2.2. Some Improvements of the Recent Years in the Higher Education

Strategic planning studies required by primarily Law on Public Financial Administration and Control (Kamu Mali Yönetimi ve Kontrol Kanunu) No. 5018 of 2003 and the regulation based on this law is one of the studies initiated. Also with this study an internal evaluation tool will be developed. Strategic planning and performance based budget studies are expected to expand in the future years rapidly. Publishing *Turkey's Higher education Strategy (Türkiye'nin Yükseköğretim Stratejisi)* in 2007, Higher Education Council (Yükseköğretim Kurulu-YÖK) supported these studies at national level.

The second phase in academic evaluation and quality improvement studies within yükseköğretim higher education is the studies that are initiated by Regulations issued in 2005 (Regulation for Academic Evaluation and Quality Improvement in higher education institutions. In this sense new organizations have been established within the constitution of YÖK under the name of "Higher Education Academic Evaluation and Quality Improvement Committee" (YÖDEK) and at universities level "Academic Evaluation and Quality Improvement Council (ADEK) and Quality Guide (<http://www.yodek.org.tr/?page=download>) was published regarding the quality assurance system. Beginning from 2007 the studies on the improvement of the quality assurance system in higher education area are expected to be intensified.

Higher Education Council has released a document with the name of Turkey's Higher Education Strategy in February 2007. Turkey's higher education system were analysed in almost every aspect in the document. The document deals with the funding of the system, student selection examinations, issues with strategical importance and its' performance. The document covers also some internal and external reviews and evaluation studies in detail (http://www.yok.gov.tr/duyuru/yok_strateji_kitabi.pdf).

[Türkiye'nin Yükseköğretim Stratejisi](#)

[Higher Education Council](#)

[Law on Public Financial Administration and Control](#)

9.3. Administrative and Legislative Framework

Authority of Supervisory Board (MEB Teftiş Kurulu Başkanlığı) has determined the methods and principles which will be used in performance assessment of institutions and personnel and published in a booklet called "The Principles of Provincial Supervision and Performance Assessment". The booklet comprised the dimensions of "The Principles of Primary Education Supervision and Performance Assessment" and "The Principles of Secondary Education Supervision and Performance Assessment" as well. (<http://tkb.meb.gov.tr/Denetim/Performans>).

The goals of each of these dimensions are listed separately for provinces, districts, primary schools and secondary schools. These are; to determine the methods and principles which will be used in performance assessment of primary education institutions and secondary education institutions and their personnel. Booklet mentions the foundations of supervisions and assessments.

Government policies on education, working plans of the Ministry of National Education (Milli Eğitim Bakanlığı-MEB), recommended decision by the National Education Council are the basic foundations of provincial supervision and performance assessment.

According to Constitution (Anayasa) 1982 (article 42) education are given in accordance with Atatürk's reforms and principles and in line with the principles of contemporary science and education under the supervision of the state.

The supervision and evaluation of the Education System in Turkey are implemented through supervision sub systems since foundation of the Turkish Republic.

Basic Law of National Education (Millî Eğitim Temel Kanunu) No. 1739 Article 56: It is foreseen that MEB is responsible for implementation, supervision and control of education and instruction services in accordance with the Law regulations on behalf of the State.

Among the tasks of the Law on organization and Duties of Ministry of National Education (Millî Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun), No. 3797, Article 2: includes also the task of “planning, programming, implementing, following and controlling all the educational and instructional services pertaining to the teachers and students of the education institutions in all stages that are affiliated to the Ministry”.

Specific arrangements related to the implementation of the supervision services are as follows:

- By-laws for the Teftiş Kurulu Başkanlığı (Supervision Department of the Ministry of National Education)
- Regulation for the Supervision Department of the Ministry of Education
- Regulation for the Primary Education Inspectorates of MEB

In addition to these basic arrangements there are some guidelines.

MEB implements above-mentioned supervision and evaluation tasks through supervisory organs. These are:

- Teftiş Kurulu Başkanlığı (Authority of Supervision Board) (National level). The main tasks of the Committee are as follows:
 - To arrive at evaluations and inspect at schools and institutions that are subject to the supervision and control of the Ministry,
 - To improve the objects of the Ministry, to do analysis and research for securing the work implemented in accordance with the legal provisions, plans and programs and to develop suggestions.
- Primary Education Supervisory Boards (İlköğretim Müfettişlikleri Başkanlıkları) (Provincial-Local level). The main tasks of the Committee are as follows:
 - Supervision and evaluation of the schools and institutions within its sphere of duties (predominantly pre-primary education and primary education institutions),
 - To do investigation and researches,
 - To provide on-the-job-training for the teachers, managers and other personnel,
 - To raise the quality in education, determine the problems and develop solution proposals.

In addition to these arrangements and organizations the Ministry has been doing innovative studies and researches for the improvement of schools and education via MEB Educational Research and Development Department (EARGED) in recent year.

According to the Higher Education Law (Yükseköğretim Kanunu), No. 2547 foundation of an academic unit and opening a program affiliated with higher education institutions can only be implemented by permission from Higher Education Council (Yükseköğretim Kurulu-YÖK) in accordance with the determined criteria. However these conditions, describable as an initial permission, do not guarantee the implementation of the service in specific standards. On the other hand, supervision and evaluation activities on central level by Higher Education Supervisory Board which is affiliated with YÖK as an instrument for external evaluation of the higher education institutions (Higher Education Law, Article 8 and 9). This Board keeps the universities, affiliated units, teaching staff and their activities under supervision and control.

Should the condition till 2005 is considered, a legal arrangement or an organization as is the case in quality assurance system can hardly be mentioned in higher education area either on national or academic level. In

recent years the knowledge that arises from Bologna Process and the cooperation process between various higher education institutions and foreign accreditation institutions has led to new formations. As mentioned in Section 9.2 first of these is the Regulation that arranges the issues related with higher education area such as academic evaluation and quality improvement (Regulation for Academic Evaluation and Quality Improvement in Higher Education Institutions). This Regulation is followed by organizations such as “Higher Education Academic Evaluation and Quality Improvement Committee” (YÖDEK) on YÖK level and “Academic Evaluation and Quality Improvement Council” (ADEK) on academic level as well as publication of quality guide.

Authority of Supervision Board

Higher Education Council

Ministry of National Education

Constitution 1982

Higher Education Law

Law on organization and Duties of Ministry of National Education

Ministry of National Education Regulation on Supervisory Board

Regulation on Precedency of Primary Education Supervisors

Vocational Education Law

9.4. Evaluation of Schools/Institutions

Ministry of National Education (Milli Eğitim Bakanlığı-MEB)’s responsibility of implementation, supervision and control of educational services in Turkey includes not only supervision but also evaluation and improvement of educational services.

MEB fulfills these tasks of supervision and evaluation via school managers on school level (internal evaluation) and via R&D system on local and national level (external evaluation). This external evaluation is carried out by [İlköğretim Müfettişis](#) (primary education inspectors) on local level and Bakanlık müfettişleri (Ministerial Inspectors) (Inspection Department) on central level. Within the external evaluation process; institution and staff (managers, teachers, non-educator staff etc.) are supervised and evaluated. And “student achievements” are evaluated by R&D and Achievement determination studies on national and international levels (Section 9.5).

In addition to above mentioned traditional denetim (supervision) and evaluation practices as seen in Section 9.2. there have been innovative practices for school based evaluation in recent years. Among them; total quality management, planned school development model, performance management model for school and similar studies can be emphasized.

From the point of internal evaluation the “scientific supervision” process (Higher Education Law, Article 42), and as an external evaluation body “Higher Education Supervisory Board” can be considered within supervision and evaluation system of higher education. However it is hardly possible to mention an academic evaluation body and process in the literal sense in Turkey. Required legal arrangements and organizations are established for academic evaluation and quality improvement bodies at national and institutional levels (YODEK and ADEK) also in connection with the Bologna Process to cover this deficit.

Ministry of National Education

Higher Education Law

9.4.1. Internal Evaluation

9.4.1.1. Pre-Primary Education, Primary Education, and Secondary Education

Ministry of National Education (Ministry of National Education-MEB) has published the Regulation on the methods and Principles of Inner-Supervisors (published in Official Gazette: 12.07.2006/26226) (<http://tkb.meb.gov.tr/Yonerge/icdenetim.pdf>). Then, MEB has published the Directive on the Authority of Inner-supervision Division on the basis of mentioned Regulation. The directive stipulates the duties, authorities and responsibilities of inner-supervisors and higher ranked administrators.

The scope of inner-supervision comprises all activities and operations of central organization, provincial educational institutions, educational institutions in foreign countries, and affiliated institutions. Inner-supervisions are conducted in a systematic, continuous and disciplined manner in line with the standards of inner-supervision.

Evaluation at school level is first of all within “school principal’s” authority and responsibility. School principals are responsible from the administration, evaluation and development of the school in conformity with the objectives. According to the concerned regulations main tasks of the school managers, relating to supervision and evaluation are as follows (Regulation for Primary Education Institutions/İlköğretim Kurumları Yönetmeliği, Article 60):

- To get an annual plan from the teachers at the beginning of the school term, to monitor whether the curriculum is observed or not,
- To keep close tabs on lessons of teachers and their students on variable times of the school term (Attending at least two lectures in a year is mandatory).
- To discuss the gaps that he/she observed in curricular and extracurricular studies and the measures that should be taken with the teachers individually and to enter her/his remarks in the register for every teacher on the basis of these inspections that are done throughout the school term.
- To discuss general run of education works and teaching methods with branch teachers or teachers’ committee.

Achievement evaluations of the assigned teachers in pre-primary and primary education institutions in Turkey are arranged according to the principles of the Ministry of Education Registrar Regulations with the latest amendments of 2004. According to the Regulations school teachers are authorized to audit and evaluate the studies of the teachers as Primary Registrars (Regulation for Primary Education Institutions/İlköğretim Kurumları Yönetmeliği, Article 60).

It can be told that teachers partially participate in educational evaluation together with the school managers at school level. Regulations for Primary Education Institutions, Articles 94 and 95 cover education evaluation and improvement among the tasks of “Teachers’ Board” which every teacher joins and [Zümre Öğretmenler Kurulu](#) (Branch Teachers Board) which teachers of specific branches join.

Together with the traditional evaluation approaches emphasized above, some pilot practices of school based management approaches (Performance Management Model for Schools, Planned School Development Model, Total Quality Management) can also be mentioned. (Also see Section 9.2.1.)

Among innovative practices the studies on “institutional performance evaluation” are published on the website as Guidelines for the Control and Performance Evaluation in Secondary Education, Guidelines for the Supervision and Performance Evaluation in Primary Education, Guidelines for the Control and Performance Evaluation of Provincial Education (<http://www.meb.gov.tr>).

The studies on “Institutional and Individual Performance Evaluation” continue in web based Management Information System of Provincial and County National Education Agencies according to “Multi-Data

Resources" to generalize "e-state applications in supervision" and to form decision support systems within the Secondary Education Project by utilizing the above studies of the Supervision Department. By this study institutions are going to conduct self-evaluations, evaluation results are going to be monitored by Authority of Supervisory Board (Teftiş Kurulu Başkanlığı) and thus effectiveness in supervision will be provided.

The tasks of the School Development Administrative Team (OGYE) that is established on school level in recent years include achievement enhancement of education and instruction with a sharing and cooperation based management conception.

Eventually another individual study considered as an internal evaluation tool is the "Strategic Planning" study. Law on Public Financial Administration and Control (Kamu Mali Yönetimi ve Kontrol Kanunu) No. 5180 foresee strategic planning to be made in all public institutions and organizations and a performance-based budgeting system to be adapted. In this context MEB initiated the studies on "2010-2014 MEB Strategic Plan" at the beginning of 2007. Certainly this study will be constructed on knowledge and experiences which are attained from the studies done to date and play an important role on "quality culture" formation and generalization of "quality assurance system" both at central organization and school levels. In this sense self evaluation, stakeholder and SWOT analysis, effectiveness, performance evaluation and similar planning tools and concepts will become widespread.

Authority of Supervision Board

Ministry of National Education

Law on Public Financial Administration and Control

Regulation for Primary Education Institutions

9.4.1.2. Internal Evaluation in Higher Education

Within Turkish higher education system the arrangement related with "scientific supervision" can be discussed as an institutional and individual internal supervision and evaluation tool (Higher Education Law, Article 42). According to this, at the end of every academic year department chairs report departmental education, research and publishing activities of the previous year and the planning for the next year to the deans. The deans, adding their comments to these reports present them to the Rector. Chancellors adopt required measures by evaluating these reports that come from faculties.

Regarding the evaluation of the teaching staff the process for the continuation of the assigned teaching staff in provisional service (assistant professor, lecturer, instructor, research assistant) can be emphasized. In this context by evaluating the performance files of the teaching staff (education load, research, publishing etc) deans give a judgment on the continuation of the tasks of the said teaching staff.

In higher education area one of the subjects on the agenda in recent years is the "academic evaluation and quality improvement" as mentioned in Section 9.2.. It can be argued that the quality assurance aspect of the higher education system in Turkey is not convincing. However in recent years this issue has become important on international level and specifically significant developments within the Bologna Process excited higher education institutions' interest on this subject dramatically. In this context the Regulations that is emphasized in section 9.2. (Regulation for Academic Evaluation and Quality Improvement in Higher Education Institutions (September 20, 2005)), foresee conduction of internal evaluation studies by higher education institutions on the institutional basis annually which is the most important factor within Standards and Guidelines for Quality Assurance in the European Higher Education Area and formation of strategic planning under the light of the attained results and with periodic monitoring and improvement process continual improvement of their services by reviewing their improvements as of 2007.

Essential elements of the Quality Assurance System to be constituted within the Bologna Process, determined objectives in the Law on Public Financial Administration and Control (Kamu Mali Yönetimi ve Kontrol Kanunu) No. 5180 and these studies in accordance with the principles of “Regulations on Procedures and Elements for Strategic Planning in Public Administration” were started to be initiated for an effective quality evaluation and improvement process in higher education institutions as of 2007.

Academic evaluation and quality improvement studies in higher education institutions are to be conducted under the responsibility and coordination of Academic Evaluation and Quality Improvement Councils (ADEK) on university level in accordance with the Regulations.

According to Higher Education Council Strategy Report, an internal evaluation system has been established both in national and institutional level by “academical evaluation and quality improvement reports” prepared by the higher education institutions. However, it is added in the report that it lacks independent institutions able to produce external evaluations of the higher education institutions and units. Because of this, it is necessary to make required legislative arrangements for the formation of such kind of independent accreditation agencies which will work in line with the principles and standards anticipated in Bologna process (p.182) (http://www.yok.gov.tr/duyuru/yok_strateji_kitabi.pdf)

YÖK Faaliyet Raporu 2007

Higher Education Law

Law on Public Financial Administration and Control

Regulation for Academic Evaluation and Quality Improvement in Higher Education Institutions

9.4.2. External Evaluation

9.4.2.1. Pre-primary Education, Primary Education and Secondary Education

External supervision of all the institutions that render educational services in Turkey (excluding higher education): General supervision, teacher-personnel supervision, examination supervision, course and seminary supervision and evaluation is conducted in stages of analysis, research and inquiry (Ministry of National Education Regulation on Supervisory Board/MEB Teftiş Kurulu Yönetmeliği, Article 60). This supervision process describable as external supervision (out of school/educational institution) is implemented by two different supervisory unit. These are:

- **Teftiş Kurulu Başkanlığı** (Authority of Supervision Board) (National and Central levels-Ministerial Inspectors)
- Primary Education Supervisory Board (İlköğretim Müfettişleri Başkanlıkları) (Local-Provincial level)

The “supervision and evaluation” activities via external supervision vary by education stages. The evaluations of the teachers who serve at pre-primary and primary education stages are conducted by ilköğretim müfettişi (primary education inspectors) on local level. After this supervision, inspectors submit a report on performances of the teachers. The supervision of the secondary education teachers is conducted by “Ministral Inspectors” on national-central level. The objective of both of the supervisions is to analyze curricular and extracurricular studies and provide support for educational development. Bakanlık Müfettişi (ministerial Inspectors) submit the “evaluation reports” to the authorities that are prepared after denetim (supervision) and request for measures to be adopted to solve deficiencies (Directive on Guidance and Inspection of Precedencies of Primary Education Inspectors/MEB İlköğretim Müfettişleri Başkanlıkları Rehberlik ve Teftiş Yönergesi; Ministry of National Education Regulation on Supervisory Board/MEB Teftiş Kurulu Yönetmeliği, Article 62).

The observed studies of the assigned managers in institutions are evaluated with "Manager Inspection Sheet" according to the qualification of the institutions. The condition of the institution managers who do not have a manager inspection sheet is evaluated by institutional inspection report. (Directive on Guidance and Inspection of Precedencies of Primary Education Inspectors, Article 19).

Both of the supervisions (made by ilköğretim müfettişis (primary education inspectors) and Bakanlık Müfettişi (ministerial Inspectors) include institutional and personnel supervision. Within institutional supervision; the condition of conformity to Act in every action and proceedings of schools and institutions, the achievement conditions of principals, teachers and other personnel, environmental relationships and whether the deficits that are determined within previous supervisions are solved or not are inspected.

Potential career and promotion ladders for the teachers were created within the body of Ministry of National Education (Milli Eğitim Bakanlığı-MEB). In 2004 by means of a change in Basic Law of National Education (Milli Eğitim Temel Kanunu) (Article 43), "career ladders " were created in teaching profession. According to this law, teaching profession was divided into three career ladders as teacher **uzman öğretmen** (master teacher) and **başöğretmen** (head teacher) (no relation with principalship). The details related with the promotion in career ladders was regulated by Regulation on Promotion at the Teaching Career (Öğretmenlik Kariyer Basamaklarında Yükselme Yönetmeliği). According to this regulation, 20% master teacher and 10% head teacher cadres of total teacher cadres were planned to allocate.

Authority of Supervision Board

Ministry of National Education

Basic Law of National Education

Directive on Guidance and Inspection of Precedencies of Primary Education Inspectors

Ministry of National Education Regulation on Supervisory Board

Regulation on Promotion at the Teaching Career

9.4.2.2. Higher Education Institutions

When the current thematic condition in Turkey and in this sense all the studies that are conducted to date are considered, foundation of academic units and sub-units that are affiliated to higher education institutions can only be done by Higher Education Council (Yükseköğretim Kurulu-YÖK)'s permission. Although this application secures that programs of this kind enter into service on a specific quality level, there is not any stated legal procedure expressly for supervision and evaluation of the future activities and services of these units.

However supervision and evaluation activities on central level by "Higher Education Supervisory Board" which is affiliated with YÖK as an instrument for external evaluation of the higher education institutions (Yükseköğretim Kanunu, Article 8 and 9). This Commission keeps the universities, affiliated units, teaching staff and their activities under supervision and control.

YÖK, in its report (YÖK Faaliyet Raporu) published in 2007, has declared that they are conducting regular supervisions in every year for foundation universities. They also conduct supervisions for the state and foundation universities if applications are made. Report also declares that, as a supreme body, general assembly conducts supervisions (p. 10).

In the last ten years the quality assurance in higher education has been on the agenda and as a result of specific universities' strong interest in this issue some significant steps are taken in this context. Some of these are as follows in summary:

Within the frame of international recognition and capacity to get accreditation, engineering departments of long established universities of the country beginning from the first half of 1990 by undergoing ABET (Accreditation Board for Engineering and Technology-USA) evaluation process on various times and by attaining (ABET Substantial Equivalence) provided international quality assurance for concerned engineering programs. This process brought on a significant formation of a national quality system establishment in engineering field. In 2002 Engineering Accreditation Committee (MÜDEK) was founded within Engineering Deans Council that is constituted by deans of engineering faculties and set a good example in the country for establishing a national quality system in engineering fields.

Beginning from 1988-99 academic year education faculties underwent a reconstruction by YÖK. Within the context of these studies the teacher training programs of education faculties were rearranged, pilot studies on the accreditation of teacher training were conducted and within this frame quality raising arrangements are done.

In recent years, another quality evaluation method that aroused interest in yükseköğretim kurumları (higher education institutions) in Turkey is the "Institutional Evaluation Program" of European Universities Association. Eight universities have undergone this evaluation process by EUA as per date.

As abstracted above, the quality awareness and studies of higher education institutions in Turkey that gain speed specifically with Bologna Process formed a significant knowledge and experience in this issue. Yet, excluding the foreseen applications within Higher Education Law, No. 2547 a quality assurance system could not be established within national frame in accordance with the international developments as per date. The most important leap to solve this deficit is fulfilled by Regulation for Academic Evaluation and Quality Improvement in Higher Education Institutions (Yükseköğretim Kurumlarında Akademik Değerlendirme ve Kalite Geliştirme Yönetmeliği).

In accordance with the regulations Higher Education Academic Evaluation and Quality Improvement Committee (YÖDEK) entered upon its duty Guide for Academic Evaluation and Quality Improvement in Higher Education Institutions that was accomplished by YÖDEK in May 2006 (<http://www.yodek.org.tr/?page=download>), was prepared considering the developments worldwide and European-wide particularly in the Bologna process; within this context obligations of the higher education supreme council and higher education institutions, internal and external evaluation principles and criteria and details of the process were determined.

Essential elements of the Quality Assurance System to be constituted within the Bologna Process, determined objectives in Law on Public Financial Administration and Control (Kamu Mali Yönetimi ve Kontrol Kanunu) No. 5180 and these studies in accordance with the principles of "Regulations on Procedures and Elements for Strategic Planning in Public Administration" No. 26179 initiated an quality evaluation and improvement process in higher education institutions as of 2007.

YÖK Faaliyet Raporu 2007

Higher Education Council

Law on Public Financial Administration and Control

Higher Education Law

Regulation for Academic Evaluation and Quality Improvement in Higher Education Institutions

9.5. Evaluation of the Education System

Imbalances between supply and demand in education institutions in almost any stage in Turkey put examination necessity forth on inter-echelon transitions and these examinations in a sense reflects an evaluation of education system at national level. On the other hand some studies done at national and international levels (ÖBBS, PISA, TIMMS, PIRLS) are critically important for indicating the ilköğretim achievement level of our primary education and osecondary education students and its place among other countries.

And some national examinations that higher education graduates should enter at employment stage ([Kamu Personeli Yabancı Dil Sınavı \(KPDS\)](#), [Üniversitelerarası Kurul Dil Sınavı \(UDS\)](#), [Tıpta Uzamanlık Sınavı \(TUS\)](#), [Akademik Personel ve Lisansüstü Eğitim Giriş Sınav \(ALES\)](#)) are significant for reflecting the performances of the higher education institutions.

There are primarily three institutions related with examinations. These are Student Selection and Placement Center (Öğrenci Seçme ve Yerleştirme Merkezi-ÖSYM) that is affiliated with Higher Education Council (Yükseköğretim Kurulu-YÖK), Ölçme, Measurement, Evaluation and Placement Center Değerlendirme ve Yerleştirme Merkezi-ÖSYM) and Eğitimi Araştırma ve Geliştirme Daire Başkanlığı (EARGED) that are affiliated with Ministry of National Education (Milli Eğitim Bakanlığı-MEB).

Ministry of National Education

Higher Education Council

Student Selection and Placement Center

9.5.1. Achievement Determination Examinations on National Level (Primary and Secondary Education Students and Graduates)

Examination of Student Achievement (ÖBBS): The examination that is developed, conducted and reported by Ministry of National Education (Milli Eğitim Bakanlığı-MEB) –EARGED (Educational Research and Development Department of MEB) is implemented every three years for 4, 5, 6, 7 and 8th grade students of primary schools in Turkish, Mathematics, Social Sciences, Natural Sciences and Foreign Language fields. Also student and teacher surveys are conducted in addition to achievement test. The use of different measurement tools intends to evaluate student achievements in several ways. 154 thousand students from 81 provinces and 829 schools entered for ÖBBS examination held in 2005. The last ÖBBS examination was conducted with the participation of 34.767 students at 270 schools of 36 provinces in 2008. These examinations provide significant clues on performances of primary school students at national level.

Ortaöğretim Kurumları Sınavı (OKS) (Secondary Education Institutions Entrance Examination): In this examination which is held for transition from primary to secondary education last grade students are intended to be placed at selected secondary educational institutions ([Anadolu Lisesi](#), [Fen Lisesi](#), [Anadolu Öğretmen Lisesi](#), etc.). This examination is going to be practiced last time in 2008. This it is going to be replaced with [Seviye Belirleme Sınavı \(SBS\)](#). It is going to be applied to students of 6th, 7th and 8th grades at the end of every school year. It covers all courses. Examination results will be used for student placement to some secondary education institutions (5.7.). The results of the exams will provide data about achievement levels of primary education students.

Öğrenci Seçme Sınavı (ÖSS): In Turkey, since 1974 to date transition to higher education is accomplished by central examination at national level. Since previous five years, one and a half million candidate on average enter this examination every year. 1,644,073 candidates entered the exam and a total of 833,515 students were placed in a program (505,083 of them to formal education programs, 328,432 of them to open

university programs) in 2008. This figure shows that almost 50% of the candidates were placed in a program (<http://www.osym.gov.tr>). It is decided by the Higher Education Council that there will be two-stage centrally administered university entrance examination beginning with the year 2010.

Ministry of National Education

Higher Education Council

9.5.2. Achievement Determination Examinations on International level (PISA, TIMSS, PIRLS /Primary and Secondary Education Students)

There are three different research data which can be utilized in determination of educational quality of Turkey within international comparisons. These are: TIMSS, PIRLS and PISA results.

TIMSS is an international level determination exam in science and mathematics fields that is repeated every four year by an organization which conducts international measurement-evaluations (Trends in International Mathematics and Science Study). The Third International Achievement Determination Program in Mathematics and Science). 38 countries among which Turkey is also present enter for the examination held in 1999. This examination is held for the 8 grade students of 7800 from 206 schools. According to TIMSS report, Turkey held the 33rd place in science and 31st place in mathematics among 38 countries. TIMSS 2007 was applied to the 8th grade students of 5000 from 150 schools. Turkey held 29th place at mathematics and 28th place at science among the 50 countries.

International Reading Skills Development Project (PIRLS) of International Association for the Evaluation of Educational Achievement –IEA is a "Reading Skills Research" which is conducted in 35 countries among 4th grade students. 5390 students from 62 provinces and 154 primary schools joined this research. According to PIRLS results; Turkey held 28th place among 35 countries. Turkey was not participated PIRLS 2006.

Turkey will participate TIMSS 2011 at 4th and 8th classes. Pilot study of TIMSS 2011 will be held on April, 2010 and the final exam will be made on April 2011. The Meeting of TIMSS 2011 3rd National Research Coordinators was hold in November 2009 in İstanbul to revise the means of measurement and evaluation which are used in the pilot study (MEB 2010 Bütçe Raporu, p.90).

The most extensive international evaluation project PISA is intended to measure whether the 15 year old students can be prepared for life or not at the end of the compulsory schooling and their mathematics, science, literacy levels and problem solving skills.

According to the results of PISA-2003, among 41 countries that are evaluated, Turkey held 28th place among the 30 OECD countries at mathematics, reading and science and problem solving.

Turkey participated PISA 2003, 2006 and 2009 studies.

Turkey also joined PISA 2006 – the third term study of OECD PISA. According to the results of this study, Turkey held 29th place at mathematics and science among the 30 OECD countries and 28th place at reading comprehension among the 29 OECD countries. The results are clearly demonstrate that Turkey is statistically well under the OECD average.

Turkey is expected to participate PISA 2009. It will focus on reading literacy and data collection will take place in April, 2009. Turkey will take part in PISA 2012. It will mainly be focused on mathematics and problem solving skills. A pilot study for PISA 2012 is to be administered in April 2011. 2009 PISA Executive Committee meeting was hold in November in Turkey (MEB 2010 Bütçe Raporu, p.90).

9.5.3. Higher Education Graduates' Achievement Determination Examinations (KPSS, KPDS/UDS, ALES, TUS)

University graduates in Turkey have to enter various national examinations in transition to business life and/or postgraduate education. These examinations are significant for reflecting various knowledge and skills that university graduates obtained within their education (general culture, general skills, field knowledge, foreign language knowledge etc.). The feedbacks that universities obtained from the results are expected to be evaluated in favor of self-development. It is observed that such a trend in universities become more prevalent day by day. Main national examinations are as follows:

Kamu Personeli Seçme Sınavı (KPSS): Institutions (irrespective of the field) should enter. This examination is generally held once a year. The results of this examination are also used to take employment in private sector. This examination reflects general culture, general skill levels and field knowledge of university graduates.

Kamu Personeli Yabancı Dil Sınavı (KPDS): Public personnel who would like to prove her/his foreign language level enters this examination which is intended to incite public personnel to "learn foreign languages". According to the examination result foreign language allowance is paid to public personnel who know foreign language on a specific level. Also this examination is used for the "foreign language" achievement levels in entrance examination for postgraduate education.

Akademik Personel ve Lisansüstü Eğitim Giriş Sınavı (ALES) (Entrance Examination for Academic Personnel and Graduate Education): This is national examination for university graduates required to enter the graduate education and to be appointed to research assistantship. The results of this examination are added in achievement points at a specific rate for entrance to graduate education. This examination that was used only for postgraduate entrance before (LES) is called ALES after a new arrangement at the end of 2006 and appointment to research assistantship is affiliated with a central examination.

Tıpta Uzmanlık Sınavı (TUS): This is national examination that is held in entrance to medical specialization education for graduates of faculty of medicine. Graduates of faculty of medicine who would like to have specialization in medical education should obtain a specific achievement in this exam.

It is hardly possible to tell that the results of the current examination system which provide extensive data on student and graduate achievements at almost every stage are evaluated extensively by educational administrators. However competition between the institutions affecting almost all stages of education and the developments on quality awareness give signals of "achievement-oriented" and versatile evolutions for future years.

9.6. Research on Education linked to Evaluation of the Education System

The studies of Milli Eğitim Bakanlığı (MEB) on educational researches are increasing gradually. In this context while financial incentives are raised for directing the researches by universities to the subjects /issues related to Ministry of Education on the other hand there are researches conducted by the Ministry. These researches are conducted by the R&D unit of MEB named as EARGED (Educational Research and Development Department).

It is possible to discuss these studies conducted by the said unit in two groups:

- Innovative school/learning model studies:
 - Curriculum Laboratory Schools (MLO) Model,

- Planned School Development Model
- Student Based Educational Practice Model
- Performance Management Model for Schools
- Developmental Guidance for Primary Schools

Öğrenci-Veli-Okul Sözleşmesi Studies related to achievement evaluation of institutions/teachers and students:

- Evaluation of student achievements on national and international levels:
- "Examination of Student Achievement" on national level (ÖBSS),
- Achievement determination exams on international level: "PISA" project conducted by OECD and "TIMMS" exam conducted by IEU.

Excluding these studies there are research activities that are conducted by EARGED for development of education in Turkey. There are more than 280 researches that have been accomplished to date and 32 researches have still been continuing. Some of the researches that are done in recent years are as follows.

- Research on the evaluation of occupational studies done by primary school teachers,
- [Anadolu Öğretmen Lisesi](#)'s adequacy to attain their objectives
- Performance evaluation of the secondary education teachers
- Research on the evaluation of total quality management (TKY) practices in industry vocational high schools
- Research on the evaluation of [Anadolu Otelcilik Ve Turizm Meslek Lisesi](#).
- Research on the reasons of achievement downfall in [Öğrenci Seçme Sınavı \(ÖSS\)](#) at [Endüstri Meslek Lisesi](#) and [Teknik Lisesi](#).
- The evaluation of primary school textbooks
- The effects and reflections of custom and honor killings on students and parents
- Teachers' knowledge, observations and evaluations about violence at schools and their recommendations for the issue.
- The effects of internet-café's on students

Excluding these studies there are research activities that are conducted by EARGED for development of education in Turkey. There are more than 280 researches that have been accomplished to date and 44 researches have still been continuing. Some of the researches that are done in recent years are as follows.

- The Reasons for and Ways of Overcoming Stress on Students
- The Evaluation of the System of Adult Education
- The Evaluation of School Security
- Teachers' Following and Practising Levels of New Information Technologies
- The Evaluation of School Administrators and Teachers about Applications of Modular Programs
- The Evaluation of the Coherence Between the Technical and Vocational Qualification Levels of Teachers and the Requirements of Job Market.
- The Evaluation of the Effectiveness of Apprenticeship Education

Ministry of National Education

9.7. Statistics

9.7.1. Evaluation Statistics

Indicator	2000-01	2005-06	2006-07	2007-08	2008-09
Number of Ministry inspectors	289	288	302	302	302
Inspector general	197	129	115	115	115
Inspector	72	27	35	35	35
Assistant inspector	20	132	152	152	152
Number of primary education inspector	2.912	2.884	2.844	2.844	3.018
Number of primary schools	36.072	34.990	34.656	34.093	33.769
Schools per inspector in primary education	12,39	12,13	12,19	11,99	11,19
Number of primary school teachers	345.015	389.859	402.829	445.452	453.318
Teachers per inspector in primary education	118,48	135,18	141,64	156,63	150,20
Number of secondary schools	6.291	7.435	7.934	8.280	8.675
Schools per inspector in secondary education	21,77	25,82	26,27	27,42	28,73
Number of secondary school teachers	139.969	185.317	187.665	191.041	196.713
Teachers per inspector in secondary education	484,32	643,46	621,41	632,59	651,37
Expenditures on research and development of education (1000 YTL)	..	279.083	315.976	359.309	593.040
Total public education expenditures from overall public budget (1000 YTL)	..	22.218.521	25.720.314	30.493.022	35.722.592
Share of expenditures on research and development of education in public education expenditures (%)	..	1,26	1,23	1,18	1,66
Initial allowances granted to public education institutions (1.000 YTL)	4.386.966	22.414.968	27.942.456	27.592.707	36.219.498
Share of education institutions in total public budget initial allowances (%)	0,09	12,79	12,99	12,40	13,98
Number of graduate students in educational disciplines	8.481	29.443	28.867	28.619	29.096
Educational sciences	2.633	5.771	5.782	5.628	5.433
Educational administration and supervision	639	2.392	2.371	2127	1.951

Note: Budget data belong to second year..

[Kamu Hesapları Bülteni 2007](#)

[MEB Sayısal Veriler 2000-01, 2003-2004, 2004-2005](#)

[Yükseköğretim İstatistikleri 2003-04](#)

[Yükseköğretim İstatistikleri 2004-05](#)

[Yükseköğretim İstatistikleri 2005-06](#)

[Yükseköğretim İstatistikleri 2007-08](#)

10. Special Educational Support

Special education in Turkey is conducted by the public institutions affiliated to Ministry of National Education (Milli Eğitim Bakanlığı-MEB) as well as the private special education schools and institutions to serve the individuals who need special education to attain their right to have general and vocational education based on the overall objectives and basic principles of Turkish National Education.

Individuals in need of special education are those who differs significantly from his/her peers in terms of the individual characteristics and educational adequacy. In this context, severe mental deficiency, more than one deficiency, profound mental deficiency, attention deficit hyperactivity disorder, speech and language disorders, emotional and behavioral disorders, visual impairment, mild mental deficiency, hearing impairment, moderate mental deficiency, learning difficulty, orthopedic impairments and autism are included.

There are several types and levels special education schools and institutions to educate the individuals in need of special education. These are primary schools for the visually impaired and mild mentally impaired, and special education vocational high schools for hearing and orthopedically impaired children and [Hastane İlköğretim Okulu](#) for the children experiencing chronic illness [Eğitim ve Uygulama Okulları](#) for the moderate and severe mentally impaired children, [İş Okulu](#) for the mild mentally impaired children [İş Eğitim Merkezi](#), for moderate-severe mentally impaired and autistic children and [Bilim ve Sanat Merkezi](#), [Görme Engelliler Basımevi ve Akşam Sanat Okulu](#) and Special Education Classes (Özel Eğitim Hizmetleri Yönetmeliği, Article 39). Special education programs applied in these schools aimed to provide independent living skills and vocational skill to all students having special education and including practice. In addition, strategies of special education consist of concentrating on special education vocational program, establishing an infrastructure to enable education practices and encouraging the initiatives of the private sector in this field.

Special education is an integral part of the general education. All the individuals who are in need of special education will benefit from the special education services disregarding the type and level of their disability. It is essential to continue vocational training and rehabilitation of the individuals who needs special education continuously. Preschool education, primary school, secondary school, vocational education and non-formal training services for the individuals in need of special education is planned by MEB and conducted by the related institutions (Özel Eğitim Hizmetleri Yönetmeliği, 6, 16). Special education boarding schools have been established for the children in need of having education in a boarding school. In addition, [İş Okulu](#) and occupational training centers for the individuals who needs special education and cannot continue their education after primary school because of their disability and characteristics have been established to enable them to have a vocation or profession.

Special education schools/institutions are established in accordance with the general objectives and basic principles of the Turkish National Education and pursuant to the relevant Regulations through the proposal of the Provincial Directorate of National Education and on approval of the Governorate. While basic approach in the special education is mainstreaming, for every kind deficiency and in every level of education, formal and non-formal special education schools are instituted by MEB. Real and juristic persons may establish special education school or institutions in compliance with the provision in Law of Private Education Institutions Education (Özel Öğretim Kurumları Kanunu), No 5580 for the education of the handicapped. The number of the individuals according to their disability type, characteristics of the location and transportation facilities are taken into consideration in establishing schools and institutions. Other than the schools and institutions where handicapped persons attend, special education schools/institutions have been also established in order to prepare and produce educational material and equipment as well as to develop educational program.

Ministry of National Education

Law of Children in Need of Special Education

Law of Private Education Institutions

Special Education Services Regulation

10.1. Historical Overview

Studies on the special education in Turkey started with establishment of a school for hearing-impaired children under the Istanbul Trade School in 1886, before the Republic. Elementary Education Law entering into force in 1913 included decisions about constitution of special education services. In 1921, Izmir Private School for the Deaf and Blind was established. Special Education Services were sustained by section under General Directorate of Primary Education (İlköğretim Genel Müdürlüğü) from 1950 to 1980.

The first constitutional regulation for the handicapped individuals was appeared in 1961 Constitution. Article 50 of the 1961 Constitution envisaged that the required education for the individuals in need of special education shall be provided. The provision "State shall take the measures to render the individuals in need of special education useful in the society" was included in the Republic of Turkey Constitution of 1982.

Law of Deprived Children (Korunmaya Muhtaç Çocuklar Kanunu), No 5387 promulgated in 1949, and a law no 5247 on the gifted was enacted in 1948. Context of the both law was extended in 1957. General Directorate for Special Education was established within Ministry of National Education (MEB) on August 6, 1980 as per the approval no 2429, and the same was converted into Özel Eğitim ve Rehberlik Dairesi Başkanlığı pursuant to Decree Law, No 179 of 13.12.1983. Özel Eğitim Rehberlik ve Danışma Hizmetleri Genel Müdürlüğü was established as per Law No. 3797 (Milli Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun) of 30.04.1992 in order to render service more efficiently and more widely as a result of increase in need of special education and guidance field in nationwide basis.

Within Law of Children in Need of Special Education (Özel Eğitime Muhtaç Çocuklar Kanunu), No. 2916 promulgated in 1983, principles of education related with the individuals in need of special education were defined. Law underlines that the children who needs special education shall be in the limelight of all the staff in the school. In addition, special education principles regarding the disabled were defined pursuant to Decree Law No. 573 published in the Official Gazette No. 23011 of 06.06.1997.

Especially after 1983, in deference to the examples and experiences of the developed countries and Turkey's needs, new regulations focused on "mainstreaming education" basically aimed to help children to adjust to society in which they are living in, were readjusted. In 1955, an important turning point for the studies on the special education, in Ankara, Istanbul and İzmir, Psychological Service Centers were established to assess the primary school aged handicapped children and providing special educational opportunities for them (Rehberlik ve Psikolojik Danışma). Then, these centers were transformed into [Rehberlik ve Araştırma Merkezi \(RAM\)](#) and dispersed throughout the country. Today, in 190 centers with about a thousand expert personnel, these centers render services such as assessment and evaluation, directing individuals to appropriate educational institution and proper level, monitoring and strengthening educational process (Regulation for Guidance and Psychological Counseling Services/Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği). Today, various studies and projects are carried out within MEB to render more efficient educational service to the individuals need special education.

[Rehberlik ve Psikolojik Danışma](#)

[General Directorate for Special Education Guidance and Counseling Services](#)

General Directorate of Primary Education

Ministry of National Education

Decree Law on Special Education

Law of Children in Need of Special Education

Law of Deprived Children

Law on Approval of the Engagement Related with the Rights of the Disabled

Law on organization and Duties of Ministry of National Education

Regulation for Guidance and Psychological Counseling Services

10.2. Ongoing Debates and Future Developments

Recently new amendments on laws and regulations are being made for the purpose of meeting the need of the individuals who are in need of special education in Turkey more efficiently and adequately. Rehabilitasyon ve Eğitim Dairesi Başkanlığı was established (The Disabled Law/Özürlüler Kanunu, Article 44) with the aim of supporting the studies on rehabilitation of the disabled, conducting studies on maintaining all the standards concerning rehabilitation of the disabled, providing educational opportunity at every stage to the disabled children, youths and adults pursuant to Law on Amendment to Law on the Disabled and to the Certain Decree Laws (Özürlüler ve Bazı Kanun ve Kanun Hükmünde Kararnamelerde Değişiklik Yapılması Hakkında Kanun) and to the Certain Laws and Decree Laws. In addition, Presidency of Handicappeds Directorate of defectiveness Research and Statistics (Özürlülük Araştırmaları ve İstatistik Dairesi Başkanlığı) was established on the purpose of defining the policy regarding the disabled individuals in Turkey in accordance with the article 45 of the same law. In Turkey, steadily new preventive approaches would be developed to solve the problems of individuals who need special education. "Treaty on the rights of the handicapped-Engellilerin Haklarına İlişkin Sözleşme" approved in the General Assemble of United Nations in 13 December 2006, was accepted by TBMM in 03 December 2008 and to become law. The law mentioned above (Law on Approval of the Engagement Related with the Rights of the Disabled) was edited in Official Journal/27084 in 18 December 2008. The engagement aims to encourage and assure handicapped persons to be benefited from all basic rights and freedoms wholly and equally

In addition to new legal amendments, the Ministry of National Education (Milli Eğitim Bakanlığı-MEB) is conducted several projects on the individuals who need special education.

A primary school building has been constructed in Ankara under the school project for the children with cerebral palsy carried out in cooperation with the Governorship of Ankara (Ankara Valiliği), National Education Foundation (Milli Eğitim Vakfı) and Association for Cerebral Palsy (Serebral Palsili Çocuklar Derneği) (2006).

Education Project for the Visually Impaired commenced in 1997 and completed in 2001 The project aimed to educate the students with low vision and can be benefited from education by means of auxiliary devices.

Education project for the children with Attention Deficit Hyperactivity Disorder between the ages 13-18 has been planned to last for eight years from 2003-2004 on the purpose of assessment, diagnosis and educating the children with Attention Deficit Hyperactivity Disorder. The project have pursued at 14 pilot provinces. In this context, teacher's manual for the education of Attention Deficit and Hyperactivity Disordered Children was prepared.

Educational Models Development Project on the practice of Improving and mainstreaming the children with language and speech deficit within preschool period was completed in December 2006 MEB with the

support of University of Anatolia with the intention of increasing the quality and quantity of the educative service provided to the children with language and speech deficit and especially wide spreading mainstreaming practices.

Gratis transport program for transportation of the disabled students to their schools since 2004-2005 within the framework of the Gratis Transport Project to help the students in need of special education access to the schools was prepared in coordination with the MEB and Prime Ministry Directorate of Handicapped (Başbakanlık Özürlüler İdaresi Başkanlığı). The project will be maintained at 2009-2010 educational year.

Education Project for Autistic Children was performed for 5 years and completed with the aim of providing education in suitable environments for the autistic children at the age of 3-15 who cannot benefit the existing educational-instructional materials due to their individual differences and autistic characteristics. Studies on "Education Center for Autistic Children" where the Autistic children can receive education according to their performance and special education classes where the autistic children can continue their education via mainstreaming and studies in this framework is currently continuing.

Two projects on the children working in the street within Izmir and Çorum has been conducted by the Ministry of National Education (İlköğretim Genel Müdürlüğü Projeler): Project on Eradication of Child Labor within the Industrial vocation field in Izmir aiming withdrawal of 1500 children under the age of 15 from the specified industrial field in Izmir (shoemaking, textile and auto repairs) and Project on Orientation of the Children working in the street to education in Çorum aiming to lead children to the primary school education.

A Project was conducted by MoNE to universalize mainstreaming for pre-primary period disabled students. The Project was started at Amasya, Nevşehir, Çanakkale, Bilecik, Edirne, Karabük, Ardahan, Gümüşhane, Trabzon, Yalova, Karaman, Tunceli, Kilis, Bolu, Kırıkkale, Bayburt, Burdur, Kırklareli, Muğla, Düzce, Bartın, Artvin, Çankırı, Kütahya, Rize, Isparta, Kırşehir, Giresun, Uşak, Eskişehir, Sinop and Samsun provinces (Okul Öncesi Dönemde Kaynaştırma Eğitimini Yaygınlaştırma Genelgesi no 2009-66).

A protocol was assigned between MoNE, Türkiye Özel Sporcular ve Spor Federasyonu Başkanlığı (Turkey Special Sportspersons and Sports Federation Directorate (TOSSFED) and Türkiye Özel Sporcular Spor Eğitim ve Rehabilitasyon Derneği (Turkey Special Sportspersons Sports education and Rehabilitation Association) to improve and universalize the sports in the special education schools and institutions.

MEB 2010 Yılı Bütçe Raporu

Association for Cerebral Palsy

General Directorate of Primary Education

General Directorate of Private Education Institutions

Governorship of Ankara

Ministry of National Education

National Education Foundation

Presidency of Handicappeds Directorate of defectiveness Research and Statistics

Prime Ministry Directorate of Handicapped

Law of Children in Need of Special Education

Law on Amendment to Law on the Disabled and to the Certain Decree Laws

Law on Approval of the Engagement Related with the Rights of the Disabled

10.3. Definition and Diagnosis of the Target Groups

All the individuals showing difference from the common characteristics are evaluated in scope of special education. Individuals in need of special education are those who are at a significantly different level compared to his/her peers in terms of the individual characteristics and educational adequacy. Individuals having mental deficiency, having more than one deficiency, attention deficit hyperactivity disorder, language and speech deficiency, emotional and behavioral disorders, visual impairment, hearing impairment, orthopedic impairment and autism are included in this context (Special Education Services Regulation/Özel Eğitim Hizmetleri Yönetmeliği, Article 4). Moreover, gifted individuals are also included within the framework of the special education.

The person who determined as disabled at least 20% by the authorized health institutions and organizations, and approved their need of supportive education by the Special Education Evaluation Boards after performing educational evaluation and diagnosis are provided service in the special education institutions. The persons whose disability level is specified as less than 20% in Disabled Medical Committee Report will be examined but supportive education will not be suggested. Special Education Evaluation Boards reports are available for two years.

Educational assessment and diagnosis of individual is performed by the [Özel Eğitim Değerlendirme Kurulu](#) constituted within the [Rehberlik ve Araştırma Merkezi \(RAM\)](#) in an objective way with the standard test. In diagnosing process, individual's medical assessment report, as well as mental, physical, psychological, social developmental history, characteristics in all the development fields, competency in the academic fields, educational performance, needs, time for benefiting from the education services and individual development report prepared by the teacher of the school where the child is registered are taken into consideration (Special Education Services Regulation, article 7).

"RAM Module" was prepared to help Rehberlik ve Araştırma Merkezi (RAM) to perform the responsibility of educational evaluation and diagnosis, and to enter institutional data in internet medium on Ministry of National Education electronic information system (MEBBIS).

Educational materials and special education program limited to minimum extend are decided according to the educational assessment and diagnosis report of the individual and special education assessment board report including the instruction plan is prepared. Özel eğitim değerlendirme kurulu places the individual in need of special education in a suitable public school or institution according to the special education assessment report (Special Education Services Regulation, articles 11, 12).

Medical diagnoses of the autistic children are made by the specialists within the hospitals having child-adult mental health and disorders clinics. Children/students who are supposed to be gifted attending preschools, primary schools and secondary schools are presented to the center by their teacher in the formal education institute or their parents in accordance with the observation format prepared by the ministry. Following the pre-assessment of the diagnosis commission (Directive for Science and Art Centers/Bilim ve Sanat Merkezleri Yönergesi, Article 10), group surveillance is applied to the children/students chosen for the group surveillance. Finally, children/students showing adequate performance during group surveillance are subjected to individual examination by the experts in this field. Students whose individual skills are defined by the experts are provided education within [Bilim ve Sanat Merkezi](#) (Directive for Science and Art Centers/article 12).

Regulations and studies on the children in need of protection are implemented by Institution of Social Services and Child Protection (Sosyal Hizmetler ve Çocuk Esirgeme Kurumu-SHÇEK). Institutional care, foster-parents and adoption of children services are rendered by the Provincial Directorate of Social Services.

Status of the children within the primary schools who move out of the school environment, and address cannot be found, who move a region without school or go abroad are monitored by the headship of the schools or the provincial directorate of national education. Enrolment of these children is not cancelled until they complete the age of compulsory education. Children who come back are made attend to the school. Monitoring of the students who leave the school and enrolment of the same to the closest schools in the region where they have moved is provided (Regulation for Primary Education Institutions/İlköğretim Kurumları Yönetmeliği, Article 27).

[Institution of Social Services and Child Protection](#)

[General Directorate of Private Education Institutions](#)

[Directive for Science and Art Centers](#)

[Circular on Guidance Research Centers and Special Education Expenditures of Handicapped Individuals](#)

[Special Education Services Regulation](#)

[Regulation for Primary Education Institutions](#)

10.4. Financial Supports for Pupil's Families

Basic education is compulsory and free of charge for the entire Turkish citizen as per law named Basic Law of National Education (Millî Eğitim Temel Kanunu), No. 1739 article 7. Expenditures of the basic education and rehabilitation of the individuals in need of special education is paid by the Ministry of National Education (Millî Eğitim Bakanlığı-MEB). According to The Disabled Law (Özürlüler Kanunu), No. 5378 article 35 and Law on Organization and Duties of Ministry of National Education (Millî Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun), No. 3797 additional article 3, the provision asserts that "A certain amount of educational expenses of children with visual, orthopedic, hearing impaired, language-speech, voice disorders, mental and psychological disabilities who are deemed suitable by special education assessment boards for continuing special education and rehabilitation centers which is defined in budgetary practice directives every year is paid by funds to be appropriated to budget of the MEB. In line with this provision, the Ministry pays for up to 12 hours in total, 8 hours of which are individual and 4 hours are group education, to the institution where the student receive special education or rehabilitation. In case the individual in need of special education demands more than 12 hours in a week, the additional hours are paid by the custodian of the student.

In addition, MEB provides gratis transportation to school for the day students attending to public special education schools and institutions and special education classes. Day students with free boarding status attending to the boarding or day special education schools are provided with lunch free of charge (Special Education Services Regulation/Özel Eğitim Hizmetleri Yönetmeliği Articles 90, 91).

Not only are measures regarding the disabled in Turkey taken to support their education and rehabilitation but also measures to facilitate the life of the disabled and to improve their life standards are taken. Articles concerning the disabled are added to MEB, The Disabled Law No 5378 ve Law on Granting pension to Dependant, Helpless and Homeless Turkish Citizens over the age of 65 (65 Yaşını Doldurmuş Muhtaç, Güçsüz ve Kimsesiz Türk Vatandaşlarına Aylık Bağlanması Hakkında Kanun) No 2022. According to this new amendment, the disabled evidencing that they are disabled and not capable of managing their lives without help of the other through a report of medical committee, people having legal dependent relative who is disabled under the age of 18 are granted a pension (Article 17).

Individuals in need of special education are granted scholarships as their normal peers. Students winning the scholarship are enrolled to the adequate schools or to the schools to have mainstreaming education in line with their disabilities and students winning boarding schools are enrolled to the special education schools they have chosen or to the schools to have mainstreaming education in line with their disabilities. Students in need of special education other than mentally disabled students who are graduated from the primary schools or special education primary schools in which they have received education are enrolled to the free boarding department of the adequate boarded secondary education institutions without examinations according to their success levels (Regulation for Scholarship, Free Boarding and Social Aids within the Primary Schools and Secondary Schools affiliated to MEB, articles 5, 9).

Ministry of National Education

Basic Law of National Education

Law on Granting pension to Dependant, Helpless and Homeless Turkish Citizens over the age of 65

Law on organization and Duties of Ministry of National Education

Regulation on Educating Gratis Boarding or beneficiary Pupils in Primary and Lower secondary Education and Social Contributions offered to the Pupils

Special Education Services Regulation

The Disabled Law

10.5. Special Provision within Mainstream Education

Mainstreaming is a special education practices on the basis that the individuals in need of special education are enabled to receive education in the preschools, primary schools, secondary schools and non-formal education institutions with their peers without disabilities rendering support education services. The individuals in need of special education in Turkey are enabled to continue their education within the same institutions with their peers without any disability. The individuals in need of special education can continue their education through mainstreaming either as a full time within the same class with their peers or as a part time within a special education classes. Part time mainstreaming practices are performed through educating the students within the same classes with their peers without disabilities or participation of students at extracurricular activities with their peers without disabilities (Special Education Services Regulation/Özel Eğitim Hizmetleri Yönetmeliği Madde 23).

Mainstreaming is planned according to the individual's educational performance and their fundamental needs. [Bireyselleştirilmiş Eğitim Programı \(BEP\)](#) is prepared in line with their needs based on the programs followed by the students (Special Education Services Regulation, Article 69). Unit for developing Individualized Education programme (Bireyselleştirilmiş Eğitim Programı) is established within the schools and institutions providing education through mainstreaming practices. The subject institutions make environmental arrangements according to disability of the student. Special equipment and educational materials are provided and support education room is opened on the purpose of efficiently conducting the education services rendered to the student (Special Education Services Regulation, Article 23).

The support is provided to the students who attend mainstreaming by school administration. Additionally, when the special education board states the report that students need special education, students may attend special education in private special educational institutions minimum 8 hours individual and four hour group sessions per month out of school time.

All the individuals in need of special education who are either disabled or gifted may benefit from mainstreaming in Turkey. Individuals in need of special education are included in mainstreaming when they

are decided to be capable of benefiting the mainstreaming as a result of examination of [Özel Eğitim Hizmetleri Kurulu](#) and the experts from Rehberlik Araştırma Merkezi (RAMs). Gifted students continue their education with their normal peers; however, these students are provided education within [Bilim ve Sanat Merkezi](#) without hindering their education in the formal education institutions (Directive for Science and Art Centers/Bilim ve Sanat Merkezleri Yönergesi).

Circular on Mainstreaming (Kaynaştırma Yoluyla Eğitim Uygulamaları Genelgesi) 2008/60 numbered and issued in 02.9.2008 repealed Kaynaştırma Uygulamaları Genelgesi 2004/7 numbered and issued in 09.02.2004. By means of this circular, practice principles of laws and regulations related with mainstreaming education was defined.

Mainstreaming is underlined regarding the education of the individuals in need of special education (Özel Eğitim Hakkında 573 sayılı Kanun Hükmünde Kararname). During the academic year 2008–2009, 58.325 students in total from 34.670 classes were participated in the mainstreaming (Milli Eğitim İstatistikleri, 2009-10).

[Milli Eğitim İstatistikleri: Örgün Eğitim 2009-2010](#)

[Circular on Mainstreaming](#)

[Directive for Science and Art Centers](#)

[Special Education Services Regulation](#)

10.5.1. Specific Legislative Framework

Legal arrangements concerning the individuals in need of special education have been adopted in Turkey to meet their social life and educational needs. [The Disabled Law](#) (Özürlüler Kanunu) underlines that no discrimination against to the disabled can be made and stipulates that vocational rehabilitation and education program are to be developed according to their situations. Amendments on the articles 13, 14, 15, 16 and the provisional articles to the said law are made to prevent the difficulties met by the disabled in their education and social life and to increase their life standards.

By means of Circular on Guidance Research Centers and Special Education Expenditures of Handicapped Individuals (Kaynaştırma Yoluyla Eğitim Uygulamaları Genelgesi) 2008/60 numbered and issued in 02.9.2008 Circular on Mainstreaming (Kaynaştırma Uygulamaları Genelgesi) 2004/7 numbered and issued in 09.02.2004 was repealed. By means of this circular, basic principle of mainstreaming was cleared. Program to be implemented within the mainstreaming is defined by Special Education Services Regulation (Özel Eğitim Hizmetleri Yönetmeliği), Articles 23 and 69.

[General Directorate of Private Education Institutions](#)

[Circular on Guidance Research Centers and Special Education Expenditures of Handicapped Individuals](#)

[Circular on Mainstreaming](#)

[Circular on the Education practices Through Mainstreaming](#)

[Special Education Services Regulation](#)

[The Disabled Law](#)

10.5.2. General Objectives

Special education aims to educate individuals in need of special education as a productive and content citizens, to live independently in the society, to improve their social skills to become self sufficient and to prepare them for an occupation Special Education Services Regulation (Özel Eğitim Hizmetleri Yönetmeliği, Article 5).

It is essential that all the individuals in need of special education benefit from the educational services at equal level as their peers without disability in Turkey. Private or Public preschool, primary school and secondary school as well as non-formal education institutions are responsible for providing special education services to the individuals in need of special education. In addition, it is essential that the handicapped individuals at the age of preschool and primary school be provided education services at home in case they are not capable of having education in educational institutions directly (Special Education Services Regulation, Article 34). Additionally, necessary precautions will be made to transport the mainstreaming students in student transportation service vehicles.

Formal and non-formal special education schools of any type and level are established by the Milli Eğitim Bakanlığı. The number of the individuals according to their disability group, characteristics of the location and transportation facilities are taken into consideration in establishing schools and institutions. Moreover, special education schools/institutions are also established in order to prepare educational material and equipment as well as to develop educational program for the same (Special Education Services Regulation, Article 37).

Furthermore, in the scope of open primary education, education opportunities are also provided to the students who are getting older till completing primary education and not included in compulsory education age because of the reasons such as starting school late or late diagnosis-orientation while they are having normal education through mainstreaming practices or attending special education classes in any primary school.

Individuals in need of special education benefit from special education services in line with their educational needs, interest, abilities and qualifications and levels (Special Education Services Regulation, Article 6). Purpose of this education is to develop the fundamental life skills. [Bireyselleştirilmiş Eğitim Programı \(BEP\)](#) is developed according to the special characteristics and disabilities of the students, and provide them opportunity for self-improvement (Special Education Services Regulation, Article 69).

[Ministry of National Education](#)

[Circular on the Education practices Through Mainstreaming](#)

[Special Education Services Regulation](#)

10.5.3. Specific Support Measures

It is essential that the individual in need of special education participate in the education in the same level with their normal peers. However, supportive education including providing expert staff, equipment, education and counseling services to the handicapped individuals, their families, teachers and school personnel in line with their educational needs defined as a result of medical and educational assessment and diagnosis are provided. Mainstreaming students whom the [Özel Eğitim Değerlendirme Kurulu](#) states a supportive educational need, may attend maximum eight hour individual and four hour group supportive education per month

In addition, Special equipment and education materials are provided for the handicapped and gifted students continuing their education within the schools other than the special education schools and institutions and supportive education room is opened on the purpose of providing special education support. One-to-one education is carried out within the supportive education room based on the

educational performance of the students. However, group education may also be conducted, if deemed necessary, with the students who are at the same level regarding the educational performance (Special Education Services Regulation, Article 28).

One of the most important components within the educational process of the individual in need of special education is family. Therefore, supportive education is planned in such a way to include the family (Special Education Services Regulation, Article 36).

Special Education Services Regulation

10.6. Separate Special Provision

Various kinds of educational institutions are established by the Ministry of National Education (Milli Eğitim Bakanlığı-MEB) for the individuals in need of special education in Turkey in accordance with their disability groups. It is aimed to enable participation of the individuals in society more actively by means of mainstreaming as the Turkish national education policy as well as various kinds of schools and institutions can be established for the different disability groups according to the type of disability.

Children within 36-72 months are accepted to the schools established for the individuals in need of special education. However, preschool education period can be extended one more year considering their individual development and individual characteristics.

Compulsory primary school period includes the children at the age of 6-14. Individuals in need of special education at the age of primary education can either continue their primary school education with their peers through mainstreaming or continue within the primary schools established for each disability groups. Whereas, the children who are in the compulsory education period, must attend the private or public special education school, if the guidance and research center special education board states the students must attend private or public special education schools. The educational expenditures of these students would not be paid by Milli Eğitim Bakanlığı if they attend the other private special education and/or rehabilitation centers (Circular on Guidance Research Centers and Special Education Expenditures of Handicapped Individuals/Rehberlik Araştırma Merkezleri ve Özel Eğitim Giderlerinin Karşılınması Genelgesi no 2007/85).

The individuals in need of special education can either continue their secondary education with their peers through mainstreaming within general and vocational secondary institutions or continue within the secondary education institutions established for the individuals in need of special education. The students decided to be oriented to the general and vocational secondary schools are placed within boarding schools closest to their domicile address when they want to study in a boarding school. In the centralized entrance examinations and the evaluations for the students need special education, arrangements appropriate to their handicaps and speciality are made.

Arrangements in accordance with the type and characteristics of disability of these individuals are fulfilled in the higher education entrance exams and their assessment.

Special education classes can be established for the individuals in need of special education within the non-formal educational institutions (Special Education Services Regulation/Özel Eğitim Hizmetleri Yönetmeliği; Articles 29-33).

Special education schools in Turkey comprise the schools established for hearing, visually and orthopedically impaired, the mentally retarded, autistic individuals, individuals having inpatient treatment in the health institutions, gifted individuals. In addition, [Görme Engelliler Basımevi ve Akşam Sanat Okulu](#) is established on the purpose of publishing and copying the written materials such as text books, reference books, etc. required for the education of the visually impaired by Braille system (Special Education Services Regulation, Article 39).

In addition to the schools and the institutions established for the disabled individuals, [Bilim ve Sanat Merkezi](#) for the gifted students at the age of primary education and secondary education have been established.

Bilim ve Sanat Merkezi, established at 53 centers, provide service for 5534 gifted students in 2008-2009 academic year (Milli Eğitim İstatistikleri 2009-10).

In addition to schools and educational institutions established by MEB for the individuals in need of special education, special education schools/institutions may be opened by the real or juristic persons as well (Law of Private Education Institutions/Özel Öğretim Kurumları Kanunu No 5580). Encouraging the initiatives of the Private sector in this field is included in the special education strategies. Incentive Certificate for those who want to establish private school is granted by the Undersecretaries of Treasury in the framework of the provisions of the "Decision on the State Assistance for Investment (Yatırımlarda Devlet Yardımları Hakkında Karar)".

Milli Eğitim İstatistikleri: Örgün Eğitim 2009-2010

Ministry of National Education

Decision on the State Assistance for Investment

Law of Private Education Institutions

Special Education Services Regulation

10.6.1. Specific Legislative Framework

All the education and teaching activities conducted in either public or private institutions in Turkey are regarded in the scope of Law no 1739 (Basic Law of National Education/Milli Eğitim Temel Kanunu articles 56-58). In addition, one of the essential regulations on the individuals who are in need of special education is covered in the Primary Education Law (İlköğretim ve Eğitim Kanunu), No. 222. Articles 52-59 of this law regulates that the children at the age of primary school are obliged to attend school whether they are in need of special education or not. Apart from this, the 7th article of Özel Eğitim Hakkında Kanun Hükmünde Kararname requires compulsory pre-primary education for the children whose special education need is diagnosed.

Moreover, article 15 of The Disabled Law (Özürlüler Kanunu) regulates the education of the individual who are in need of special education.

Special Education Services Regulation (Özel Eğitim Hizmetleri Yönetmeliği) draws types of the special education services conducted in all the institutions and at all stages, schools to be established, their educational objectives and principles.

Principles on establishing private special education schools/institutions by the real and juridical persons affiliated to the Ministry of National Education (Milli Eğitim Bakanlığı-MEB) are regulated as per Law no 5580 of Private Education Institutions. Further, by means of the circulars, MEB clarifies the application of laws and regulations in the special educational schools and institutions,

Ministry of National Education

Basic Law of National Education

Decree Law on Special Education

Law of Private Education Institutions

Primary Education Law

Special Education Services Regulation

10.6.2. General Objectives

It is essential that the individual who are in need of special education in Turkey continue their education through mainstreaming. However, special education schools/institutions established considering the individuals who are required to receive education in different schools and programs due to their disabilities are also responsible for conducting studies in line with the general purpose and principles of the national education. Special education aims to educate the individuals in need of special education as a productive and content citizens, to live independently in the society, to improve their social skills to become self sufficient and to prepare them for an occupation (See 10.5.2.).

Private or public preschool, primary school and secondary school as well as non-formal educational institutions are responsible for providing special education services to the individuals in need of special education. All the individuals in need of special education are provided equal opportunities on choosing the schools on their demand (See 10.5.2.). Formal and non-formal special education schools and institutions are constituted according to the number of the individuals and their disability type and level, characteristics of the location and transportation facilities.

In enrollment of the individual to the schools and institutions, the placement decision of the [Özel Eğitim Hizmetleri Kurulu](#) is not obligatory. However, the school management commences the required official dealings on taking decision of placement for these people. If the school where the student is registered is adequate for the student's special education needs, the student continues his/her studies in the school. In case there is a different placement decision, referral of the students is realized in accordance with the placement decision (Special Education Services Regulation/Özel Eğitim Hizmetleri Yönetmeliği, Article 77). Educational process is planned individually based on the needs of students and their disability status.

Special Education Services Regulation

10.6.3. Geographical Accessibility

In the Turkish National Education system, it is essential to plan and conduct the special educational activities and services as possible as without isolation of the individual from their social and physical environment. Special education services are planned in such way to cover the process of interaction and mutual adjustment with the society and the individual who are in need of special education (Special Education Services Regulation/Özel Eğitim Hizmetleri Yönetmeliği, Article 6). Therefore, it is aimed to provide service to the individual in each region and center. [Ministry of National Education](#) (Milli Eğitim Bakanlığı-MEB) provides free transportation to schools for the day students in the special education classes and special education schools and institutions.

Special education schools and special education classes have been established in several centers in order to maintain special education service to all the students in nationwide basis. The number of schools and classes as well as the students according to levels within these schools is given in the following:

Profile of disability in Turkey is researched comprehensively through "Research on the Disabled in Turkey" (Türkiye Özürlüler Araştırması) by the Statistics Institution of Turkey (Türkiye İstatistik Kurumu) upon the demand of the Prime Ministry Directorate of Handicapped (Başbakanlık Özürlüler İdaresi Başkanlığı). Total number of students attending special education schools was 29.634, and in special education classes was 13.015'dir. Additionally, 42647 students in the primary education level and 2663 secondary education level have been attending mainstream education. (For further statistics see Section 10.8.). In the educational year of 2008-2009, totally 286.906 persons were provided special education. 33.906 of them attended special

education schools, 47.957 to mainstreaming and 13.015 special education classes, 4.302 persons in private special education primary schools and 187.726 persons in rehabilitation centers under the supervision of Özel Öğretim Kurumları Genel Müdürlüğü. There are totally 5492 students in 47 Hastane İlköğretim Okulu established in 44 centers in 2008-2009 school year. However, the number of the students in the hastane ilköğretim okulu varies throughout the year due to changes in the health condition of the students. Special education services are delivered at home for about 1004 students whose conditions do not allow them to go to school.

There are 50 primary schools and 64 İş Okulu There are 15 primary schools concerning the visually impaired and 48 primary schools concerning the hearing impairment. There are High Schools for the Hearing Impaired in 16 centers. There are 125 Trainable Disabled Eğitim ve Uygulama Okulları, and 124 İş Eğitim Merkezi 3 primary schools for the orthopedic impairment, 2 vocational high schools for the orthopedic impairment, 25 Training Center and 2 Practice Schools for the Autistic Children, 54 Bilim ve Sanat Merkezi, one primary school for the children with adjustment problems. Boarding special education services are rendered to the individual who are in need of special education in Yatılı İlköğretim Bölge Okulları (YİBO). In addition to this, totally 9252 students within 801 primary school special education classes continue their education in Turkey. For type of schools and the number of the students in the schools see Section 10.8. Free boarding and scholarship facilities are also provided for the students who cannot access to education service in the region where s/he lives (See Section 10.4.).

Prime Ministry Directorate of Handicapped

Ministry of National Education

Institution of Social Services and Child Protection

Statistics Institution of Turkey

General Directorate of Private Education Institutions

Special Education Services Regulation

10.6.4. Admission Requirements and Choice of School

Enrollment for the schools and the institutions of all the individuals who are defined in need of special education at the age of compulsory education or who are not diagnosed or whose placement decision has not been taken is performed disregarding the date set in annual working schedule. Enrollment of the individuals in 36 months is made in preschools and that of the individuals in 72 months is made in the primary schools or in the special education schools and institutions providing education for the individuals at the age of compulsory education. These individuals are placed in a class according to their age, developmental characteristics and educational performance. In enrollment of the individual who are in need of special education into the schools and institutions, the placement decision of the Özel Eğitim Hizmetleri Kurulu is not obligatory. However, the school administration commences the required official dealings on taking decision of placement for these people. If the school registered is adequate for student's special educational needs, the student continues his/her education in the school. In case there is a different placement decision, the required dealings for the referral of the students are carried out in accordance with the placement decision. (Special Education Services Regulation/Özel Eğitim Hizmetleri Yönetmeliği, Articles 75, 76, 77). The individuals who are under the age of 21 on the date of registration are registered in the Labour schools. There is not age limit in registration for the work education centres (Special Education Services Regulation, Articles 76).

Individuals applying for educational evaluation and diagnosis to the Rehberlik ve Araştırma Merkezi (RAM) are assessed after being examined by the special education assessment board composed within these

centers. Special Education Evaluation Board (Özel Eğitim Değerlendirme Kurulu) [Bilim ve Sanat Merkezi](#) (Directive for Science and Art Centers/Bilim ve Sanat Merkezleri Yönergesi, Articles 7-11).

Individuals who have primary school diploma and are incapable of continuing general and vocational secondary schools, under the age of 21 with moderate mental disorder are registered to the [İş Okulu](#). Individuals who are over the compulsory education age, have continued or graduated from [Eğitim ve Uygulama Okulları](#) and have severe mental disorders are registered into the Work Education Centres.

General Directorate of Private Education Institutions

Directive for Science and Art Centers

Special Education Services Regulation

10.6.5. Age Level and Grouping of Pupils

Classes in special education practices in Turkey are planned according to needs of the disabled group. Individuals education room shall be at least 6 m² and only one student receive education in this room. Classroom or group education room is at least 15 m². Space per individual is calculated as 2,5 m². The maximum number of the individuals in the classrooms or in the group education room according to programs is 10 for the hearing impaired, 4 for the autistic children, 10 for the visually impaired and 10 for the orthopedic disabled. It is obliged to assign one room for the individual education and one for group education for each program. Fizyoterapi gerektiren bireylere hizmet veren kurumlar ile Bedensel Engelli Bireyler Destek Eğitim Programı uygulayan kurumlarda fizyoterapi salonu zorunludur. This hall is at least 20 m² with 4 people capacity. Individual support rooms must be 6 m² minimum and serve only one person. One student receives education in a size of 6 m² room. The maximum number of the students in the classrooms in the [İş Okulu](#) established for the individuals in need of special education is 10 at most.

Number of the students in special education schools is 10 at most for the preschool, primary school and non-formal schools, 15 for the secondary schools. Groups consist of 10 students at most in the applied workshop and laboratory classes in the vocational school for the hearing impaired and in the vocational high schools for the orthopedic disabled. The number of students in the schools established for individuals with severe mental disorders is 6 students at most in preschool and 6 students in the other classes (Special Education Services Regulation/Özel Eğitim Hizmetleri Yönetmeliği, Articles 38).

Special Education Services Regulation

10.6.6. Organization of the School Year

Academic year of special education includes the period elapsing from the date of the beginning of the courses to the date of the beginning of the courses for the next year. As per the Law on the National Holidays and general holidays, weekends and national holidays are free days. However, individual, group and rehabilitation programs for the disabled individuals continue also during the holidays.

Period for the academic year in the primary schools cannot be less than 180 workdays between June and September. Beginning and end of the date for enrollment – acceptance and summer holidays are defined in the work program issued every year. Date of commence of the academic year, semester holiday and end of courses are set by the Ministry. Work Program prepared in line with above mentioned dates enters into force by proposal of the provincial directorate of national education and on approval of the governor. School year is divided into two terms. There is a semester holiday between two terms. Semester holiday is in January or in February for a period of two weeks and summer holiday starts from the end of the school year.

Period of school year is calculated by counting the work days of the school from the beginning of the courses to the end of the courses, and official holidays when students participate in the celebrations (Regulation for Primary Education Institutions/İlköğretim Kurumları Yönetmeliği Article 8).

One teaching period in special education schools is 40 minutes and course plan applies in accordance with the weekly course planning schedule accepted by Turkish Education Board (Talim ve Terbiye Kurulu-TTK). Planning of the daily total six-hour working hours according to lesson, break, meal and other activities is defined by the institution's administration (Special Education Services Regulation/Özel Eğitim Hizmetleri Yönetmeliği, Article 41). Daily education program is implemented between 08.00 and 19.00. Number of teaching periods in a week is 30. This number is 35 in İş Okulu.

In addition, regulations have been also made regarding special needs of each disability groups. Weekly teaching periods of the schools established for the individuals having inpatient treatment in health institutions is planned so as not to be less than 10 hours taking into consideration their health and circumstances in the educational environment (Special Education Services Regulation, Article 42).

Duration of the education and weekly number (can not be less than 10 hours per week) of the courses for the students who have not been able to acquire toilet training, is showing serious behavioral problems and are incapable of adaptation to the group education in the schools and institutions established for the autistic children is set by the Özel Eğitim Hizmetleri Kurulu.

Education provided to the gifted students in the Bilim ve Sanat Merkezi is programmed as three terms: first term is between October-January, second term is between February-May and third term is between June-September (Directive for Science and Art Centers/Bilim ve Sanat Merkezleri Yönergesi, Article 13).

Turkish Education Board

Directive for Science and Art Centers

Special Education Services Regulation

Regulation for Primary Education Institutions

10.6.7. Curriculum Subjects

Students in the primary and secondary schools for the hearing and visually impaired and orthopedic disabled children dependent to the General Directorate for Special Education Guidance and Counseling Services (Milli Eğitim Bakanlığı Özel Eğitim Rehberlik ve Danışma Hizmetleri Genel Müdürlüğü) services follow the general curriculum; however, the required adjustment is made in line with the characteristics and needs of such students. In case there are not workshops and laboratories where the applied vocational lessons are conducted in the vocational high schools for the hearing impaired and orthopedic disabled, students receive education regarding such courses in other vocational and technical secondary education institutions. Bilim ve Sanat Merkezi for the students are prepared on the base of curriculum applied in the school. List of the courses provided in these schools are given on the table.

Weekly Course Schedule

COURSES	GRADES								
	Prep.	1	2	3	4	5	6	7	8
Turkish	16	12	12	12	7	7	6	6	6
Mathematics	2	4	4	4	4	4	5	5	5
Life sciences	2	5	5	5	-	-	-	-	-
Science and Technology	-	-	-	-	4	4	4	4	4
Social Sciences	-	-	-	-	3	3	3	3	-
History of Turkish Revolutions and Atatürk's Principles	-	-	-	-	-	-	-	-	3
Religious Culture and Moral Code	-	-	-	-	2	2	2	2	2
Visual Arts	2	2	2	2	2	2	1	1	1
Music	2	2	2	2	1	1	1	1	1
Physical Education	2	2	2	2	2	2	1	1	1
Technology and Design	-	-	-	-	-	-	2	2	2
Traffic and First Aid	-	-	-	-	1	1	-	-	-
Guidance/Social Activities	2	1	1	1	1	1	1	1	1
Total Sum	30	30	30	30	30	30	30	30	30

However, special education program equivalent to the primary school program is applied within the primary schools established for the individuals with moderate mental disorder. [Bireyselleştirilmiş Eğitim Programı \(BEP\)](#) are prepared based on this education program. Course of social adjustment skills is included in this program in addition to courses given on the table.

Special education programs prepared to the end of developing the self-care and daily life skills as well as their functional academic skills and maintain social adaptation of the students in the [Eğitim ve Uygulama Okulları](#) established for the individuals who are at the age of compulsory education but not capable of following the primary education programs due to their severe mental disorders, are applied. Such program includes Social Adjustment Skills, Life Sciences, Language and Speech Development, Reading, Writing, Mathematics, Physical Education, Drawing, Music, Nutrition Knowledge, Traffic and First Aid Education and elective courses.

In the [Eğitim ve Uygulam Okulları Özel Eğitim Hizmetleri Kurulu](#) (Özel Eğitim Hizmetleri Yönetmeliği article 40).

Special education programs prepared to the end of developing the self-care and daily life skills as well as their functional academic skills and maintain social adjustment of the individuals are applied in the education centers for the autistic children established for the autistic children who are at the age of compulsory education. [Bilim ve Sanat Merkezi](#) is prepared based on this program (Special Education Services Regulation/Özel Eğitim Hizmetleri Yönetmeliği, Article 41). This program includes Preparation to Learning Skills, Self-care Skills, Daily life Skills, Communication Skills, Motor skills, Game and Socialization Skills, Social Skills, Pre-academic skills, Academic skills, Hand-Eye Coordination and Game and Art activities courses (Communications Journal, 2005).

It is essential that individualized education be performed within the Bilim ve Sanat Merkezisi. Educational activities in such institutions are planned and conducted so as to support the programs in the formal

education institutions that students are attending (Directive for Science and Art Centers/Bilim ve Sanat merkezleri Yönergesi, Articles 5, 6, 12).

Curriculum of Eğitim ve Uygulama Okulları prepared to develop basic life skills, to maintain adjustment to society and to provide vocational skills in various fields is applied for the individuals with mental learning difficulties or incapable of following general education program and in need of special education who have completed İş Eğitim Merkezi Curriculum or are over the age of compulsory education (Communications Journal, 2005).

General Directorate for Special Education Guidance and Counseling Services

Directive for Science and Art Centers

Special Education Services Regulation

Frame Regulation for the Special Education Schools

10.6.8. Teaching Methods and Materials

Instruction plans are established regarding each disability groups for the education of the individuals who are in need of special education. Individualized education is used as a fundamental method. Plans on how to improve the defined skills have been prepared in the programs developed based on behaviorism. Detailed applied plans on what the teacher to do in lessons are developed. Education Methods as shaping, differential reinforcement, clear expression, grading method, forward and backward chaining method etc. are followed.

Bireyselleştirilmiş Eğitim Programı (BEP) including annual objectives covered in curriculum; duration of the support education services rendered to student and method and technique, equipment and education material; measures to prevent the behavioral problems is prepared for the individuals (Special Education Services Regulation/Özel Eğitim Hizmetleri Yönetmeliği article 69).

Different practices according to disability group of the individuals in need of special education are also fulfilled. For example, trips, celebrations, etc activities are organized with the aim of maintaining social development of the autistic children (Curriculum for Autistic Children).

Educational activities in Bilim ve Sanat Merkezi encourage students to think ahead, to make prediction and to discuss and to reflect them on their studies. It is organized so as to develop an internal focused discipline and control approach instead of an external oriented – directed discipline and control (Directive for Science and Art Centers/Bilim ve Sanat Merkezleri Yönergesi, Articles 12-13).

Textbooks to be used in the special education schools and institutions are determined by the Ministry of National Education (Millî Eğitim Bakanlığı-MEB) (Frame Regulation for the Special Education Schools/Özel Eğitim Okulları Çerçeve Yönetmeliği).

Homework and projects are assigned, collected and assessed in scope of the related regulations. Success of the hearing and visually impaired students, language and speech difficulty is assessed via written exams, homework and projects. Attention deficit hyperactivity disordered students are assessed through written exams with short answers and few questions, homework and projects (Regulation for Primary Education Institutions/İlköğretim Kurumları Yönetmeliği, Articles 35, 36 and 38).

Ministry of National Education

Frame Regulation for the Special Education Schools

Directive for Science and Art Centers

Law of Children in Need of Special Education

Special Education Services Regulation

Regulation for Primary Education Institutions

10.6.9. Progression of Pupils

Within the Turkish national education system, one of the basic principles in assessment of success of individual at any stage and type of compulsory education is to maintain development of individuals in line with their interest and skills rather than their fulfillment of the program's objectives completely.

Success of students following an education program of the school applying mainstreaming or an equivalent program is assessed according to provisions related to passing a grade level and exams of the schools they are attending. However, [Bireyselleştirilmiş Eğitim Programı \(BEP\)](#) of the students is taken into consideration in assessment process. For the assessment of the student success, written and oral exams in accordance with disability group and individual needs of the students are prepared. Assessment of success of the individual receiving education at home is made in the same way as the other students in the school where s/he is registered (Special Education Services Regulation/Özel Eğitim Hizmetleri Yönetmeliği, Articles 24, 34).

In the [Eğitim ve Uygulama Okulları](#), education centers for the autistic children and [İş Okulu](#) charts for each of the courses of students including behaviors on objectives planned to be acquired in each term are prepared separately for assessment of student success. Each behavior is graded in such way that score for all the behaviors determined for each terms in this chart is 100 in total (Curriculum for the Trainable Children). Students continuing such schools are not assessed as failure, they are assessed through four different grades as Excellent 5 (85-100) Good 4 (70-84) Average 3 (55-69) Pass 2 (0-54).

Autistic children attending to the [Bağımlı Otistik Çocuklar Eğitim Merkezi \(BOÇEM\)](#) and students in need of special education continuing their education via mainstreaming method are not made to repeat a grade level due to their failure (İlköğretim Kurumları Yönetmeliği, article 47).

Students attending to [İş ve Uygulama Okulları](#), İş Okulus are made to repeat a grade due to their absence in case such students are absence for 70 days continuously without any excuse despite at least two warning in writing of the school administration (Özel Eğitim Hizmetleri Yönetmeliği, article 79).

Special Education Services Regulation

Regulation for Primary Education Institutions

10.6.10. Educational/Vocational Guidance, Education–Employment Links

For the aim of planning special education services and ensuring the continuity in education, the development of the individuals need special education are observed by [Özel Eğitim Hizmetleri Kurulu, Rehberlik ve Araştırma Merkezi \(RAM\)](#), schools and institutions in every level of education since early childhood period (Special Education Services Regulation/Özel Eğitim Hizmetleri Yönetmeliği, Article 13).

Both guidance and research centers and school guidance services provides guidance service toward the individuals need special education. Special education section of guidance and research centers provide necessary services to diagnose the individuals need special education (Regulation for Guidance and Psychological Counseling Services/Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği, Article 31-32).

[İş okulu](#) have been established in order to orientate the individuals who are in need of special education. Such schools accepts the individuals in need of special education who completed their primary education, are incapable of continuing general and vocational secondary education programs and under the age of 21.

İş okulu programs are four-year programs and the individuals are placed in a job as of second year. Individuals placed in a job receive education in school for one day and in working place for four days. Individuals placed in a job enjoy the rights entitled to apprentice students pursuant to Vocational Education Law (Mesleki Eğitim Kanunu), No 3308.

Guidance services are rendered to the individuals in need of special education by [Rehberlik ve Araştırma Merkezi \(RAM\)](#) and school guidance unit. Special Education Services Units of RAMs render the required services in the process of diagnosis of the individuals in need of special education (Regulation for Guidance and Psychological Counseling Services/Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği articles 31-32). Moreover, it also provides the required studies and coordination on orientation of the individuals in need of special education in their region to the higher education institutions and to profession. In addition to this, guiding teachers working in guidance unit established in special education schools/institutions plan and fulfill the family education services related to students in need of special education and their families.

Amendments on the Labor law have been made in to the end of participation of the disabled to the society more efficiently. The year of 2005 was declared as the employment year of the disabled pursuant to Prime Ministerial Directive on the Declaration of 2005 as Employment Year of Handicapped Individuals 2005 Yılı'nın "Özürülerin İstihdamı Yılı" Olarak İlan Edilmesi ile İlgili Başbakanlık Genelgesi) No 2004/28. Upper age limit for employment of the disabled personnel was annulled as per Prime Ministerial Directive on the Employment of Handicapped Individuals (Özürü İstihdamı İle İlgili Başbakanlık Genelgesi) No 2006/15. Employers undertake to employ disabled employee in a ratio defined by the Cabinet within positions adequate for professional, physical and mental state of the disabled within their work place where fifty or more workers are employed in accordance with the Labor Law (Labor Law). Treasury is paid 50% of the employer's social security contribution to the employers who employ the disabled more than the predetermined ratio for the quota surplus employee, or who employ the disabled lost more than 80% of his work force for each disabled who is employed (Labor Law, Article 30). According to the Labor Law, the disabled having a certain profession is to be employed in a position related to their profession and the disabled is to be employed in available positions where they can work in case they do not have a specific profession or there is not any available vacancy.

Care and health services are also provided to the disabled. Real and juridical persons obtaining license from the Institution of Social Services and Child Protection (Sosyal Hizmetler ve Çocuk Esirgeme Kurumu-SHÇEK) as well as public institutions and organizations render care services for the disabled (The Disabled Law/Özürüler Kanunu, Article 7).

[Institution of Social Services and Child Protection](#)

[Prime Ministerial Directive on the Declaration of 2005 as Employment Year of Handicapped Individuals](#)

[Vocational Education Law](#)

[Regulation for Guidance and Psychological Counseling Services](#)

[Special Education Services Regulation](#)

[Prime Ministerial Directive on the Employment of Handicapped Individuals](#)

[The Disabled Law](#)

[Labor Law](#)

10.6.11. Certification

Diploma is granted to those who have completed primary and secondary education programs in the special education schools. The person who completed autistic children education center program provided Autistic Children Education Center Diploma. Children who completed the program of education for more than one

inability are provided primary education diploma or the certificate related with the program who attended. Work School Diploma is granted for those who completed work school program. Eğitim ve Uygulama Okulu Diploma is granted to those who have completed program of [Eğitim ve Uygulama Okulları](#), and İş Eğitim Merkezi Kurs Bitirme Belgesi (Course Completion Certificate) is granted to those who completed a course [İş Eğitim Merkezi](#) and vocational education center (Frame Regulation for the Special Education Schools/Özel Eğitim Okulları Çerçeve Yönetmeliği, Articles 40-46). It is possible to give education to the individuals in need of special education within the Private Vocational Rehabilitation Centers. A certificate is granted to the participants at the end of the course (Private Vocational Rehabilitation Centers Regulation/Özel Mesleki Rehabilitasyon Merkezleri Yönetmeliği, Article 6).

[Eğitim ve Uygulama Okulları](#) Diploma is granted to those who complete the eğitim ve uygulama okulu program; however this diploma does not entitle right to continue secondary school education. Autistic Children Education Center Diploma is granted to the autistic children who complete successfully the [Bağımsız Otistik Çocuklar Eğitim Merkezi](#). This diploma do not entitle right to continue secondary school education, either (Directive on Autistic Children Education Centers Otistik Çocuklar Eğitim Merkezleri Yönergesi, Article 14). Passing a grade and diploma procedures of the students in the primary schools established within the hospitals are fulfilled by the school where they are registered (Special Education Services Regulation/Özel Eğitim Hizmetleri Yönetmeliği, Article 42). Primary school diploma is granted to those who are in the compulsory education age, have more than one disability and have completed a primary school program, while the certificate to be granted to the students who have completed the special education program that they followed is granted to those who followed a special education program according to their disability group. [İş Okulu](#) diploma is granted to those who completed the İş Okulu program. Such diploma does not entitle a right to continue higher education. However, this diploma enable the individual to enjoy the rights entitled to those who graduated from a secondary education institutions when they apply for a position.

[Directive on Autistic Children Education Centers](#)

[Special Education Services Regulation](#)

[Private Vocational Rehabilitation Centers Regulation](#)

[Frame Regulation for the Special Education Schools](#)

10.6.12. Private Education

Education institutions can be established by real and juridical persons at any stage of education (Law of Private Education Institutions Education/Özel Öğretim Kurumları Kanunu, articles 1-8.). 5706 students are rendered service in 125 public special education primary schools and 4302 students are in 171 private special education primary school and 187726 students in 1708 rehabilitation centers. Additionally, students are provided education in 46 hospital primary school.

In addition, private vocational rehabilitation centers are also established. These centers meet the special educational needs of the individuals attending normal educational process and render education and rehabilitation service to those who are incapable of participate in a normal education program due to their disability. There are 72 rehabilitation centers established under the supervision of Institution of Social Services and Child Protection (Sosyal Hizmetler ve Çocuk Esirgeme Kurumu-SHÇEK). Supervision of these centers is given to the Ministry of National Education (Milli Eğitim Bakanlığı-MEB) pursuant to regulation for private vocational rehabilitation centers. Social and vocational rehabilitation services are also rendered by municipalities (The Disabled Law/Özürlüler Kanunu, Article 13).

Measures are taken to ensure the individuals in need of special education to benefit from these services. According to additional article 3 of Milli Eğitim Bakanlığı Teşkilat ve Görevleri Hakkında Kanununun, a certain

amount of education expenses of those who are deemed suitable by special education assessment boards for continuing special education and rehabilitation centers, which is defined in budgetary practice directives every year, is stipulated to be paid by funds to be appropriated to MEB. Moreover, expense of the care service to be rendered to the disabled in need of nursery is also paid by the special funds to be appropriated to the SHÇEK budget.

Moreover, in framework of provision published in the Official Gazette No 24810 dated 09.07.2002 "Yatırımlarda Devlet Yardımları Hakkında Karar ve 30.07.2002 tarih ve 24831 Sayılı Resmi Gazete'de yayımlanan Yatırımlarda Devlet Yardımları Hakkında Kararın Uygulanmasına İlişkin Tebliğ", Incentive Certificate is granted by the Undersecretary of Treasure (Hazine Müsteşarlığı) to those willing to invest in educational institution and rehabilitation centers.

Institution of Social Services and Child Protection

Ministry of National Education

Undersecretary of Treasure

Decision on the State Assistance for Investment

Law of Private Education Institutions

Law on Organization and Duties of Ministry of National Education

10.7. Special Measures for the Benefit of Immigrant Children/pupils and Those from Ethnic Minorities

Regulation for the Migrant Workers' Children (Göçmen İşçi Çocuklarının Eğitimine İlişkin Yönetmelik) has been prepared on the purpose of meet educational needs of migrant's children in Turkey. Compulsory education practice in Turkey is also valid for the children of migrants at the defined age. Students are placed in a school closest to their home and equivalent to their school/department/program studying in their own country in accordance with the possibilities. Migrant students enjoy the scholarship opportunities under the same conditions for the students in Turkey (Regulation for the Migrant Workers' Children, Article 10). Within the framework of the educational opportunities provided to the students, the same certificate given to the Turkish students is granted to such students. Related legislation provisions are followed in assessment of student success.

It is cooperated with the relevant states to enable students to learn their own language and culture and protect their identity. Required measures are taken to teach Turkish to the students who do not know Turkish. Support courses are arranged to teach their mother tongue in accordance with the possibilities.

Regulation for refugees is also made in Turkish education system. "Student Visa" is not required to the children of the foreigners who are stateless or refugee for enrolment in a school. Those who are in such status are enrolled school after the term "Stateless" or "Refugee" is checked in their residence permit (Vocational and Technical Education Regulation/Mesleki ve Teknik Eğitim Yönetmeliği). In addition, children of migrants or refugees are preferred for enrolment in a school and for placement in a dormitory in case the number of applicants is more than the school quota in the enrolment of primary schools with boarding and social conditions of the students is equal (Regulation for Boarding Primary Schools/Yatılı Pansiyonlu İlkokullar Yönetmeliği).

Rights of those in minority status as per Lausanne Agreement are guaranteed by the Constitution (For further information, see section 1.5.).

Provisions in articles 25 and 27 of İlköğretim Kurumları Yönetmeliği applies to those who migrate in Turkey to work as seasonal worker or who continually change place due to any reason. When a child at the age of compulsory education leaves school without informing school, student is monitored and ensured to have education in the region where the family has moved (Regulation for Primary Education Institutions/İlköğretim Kurumları Yönetmeliği article 25). Bussed education is provided to the children at the age of compulsory education whose address is determined after leaving school but there is no school in the region where they live (Regulation for Bussed Primary School/Taşımali İlköğretim Yönetmeliği, Article 9).

Furthermore, traveling schools can be established in the regions where population is low or dispersed. Traveling teachers work in the traveling schools (Primary Education Law Article 9). Teachers of visually, hearing impaired and mental disabled classes can be assigned as teacher to render special education service by traveling (traveling teacher) at home, in hospitals, schools and institutions for the individuals who are in need of special education (Special Education Services Regulation/Özel Eğitim Hizmetleri Yönetmeliği, Article 4).

[Regulation for the Migrant Workers' Children](#)

[Vocational and Technical Education Regulation](#)

[Regulation for Bussed Primary School](#)

[Regulation for Boarding Primary Schools](#)

[Special Education Services Regulation](#)

[Regulation for Primary Education Institutions](#)

[Primary Education Law](#)

10.8. Statistics

Statistical data on the special education in Turkey is given in this section

10.8.1. Special Education Statistics

Indicator	2000-01	2005-06	2007-08	2008-09	2009-10
Special education institutions					
Number of students	18.249	23.685	33.036	33.936	61.581
Male	12.836	14.952	20.257	20.848	37.364
Female	2.728	8.733	12.779	13.088	24.217
Number of teachers	2.728	4.594	6.574	7.135	7.579
Number of student per teacher	6,69	5,16	5,03	4,76	8,13
Number of institutions	363	571	744	945	1.136
Number of classrooms	..	1446	3163	5.120	5.992
Special education classes ¹					
Number of students	8.728	9.361	9.250	13.015	15.707
Male	5.435	5.900	5.787	8.102	9.727
Female	3.293	3.461	3.463	4.913	5.980
Number of classes	..	1.451	1.076	8.652	10.373

Note:

(1) Numbers regarding special education classes is included in the number of the schools which they are tied to.

MEB Sayısal Veriler 2000-01, 2003-2004, 2004-2005

Milli Eğitim İstatistikleri: Örgün Eğitim 2006-2007

Milli Eğitim İstatistikleri: Örgün Eğitim 2007-2008

Milli Eğitim İstatistikleri: Örgün Eğitim 2008-2009

Milli Eğitim İstatistikleri: Örgün Eğitim 2009-2010

Türkiye Eğitim İstatistikleri 2005-2006

10.8.2. Numbers in the Special Education schools according to types (2009-10)

Education institution	Institution	Teacher	Student		
			Total	Male	Female
Total special education institutions	1.136	7.579	61.581	37.364	24.217
Total formal education institutions	602	6.928	28.195	17.915	10.280
Special education primary schools	506	6.270	22.335	13.862	8.473
Public special education primary schools	361	4.822	18.218	11.362	6.856
Kindergartens in special education schools	77	87	659	401	258
Hearing impairment	49	1.096	4.598	2.637	1.961
Visually impairment	15	392	1.325	777	548
Orthopedic impairment	3	79	485	259	226
Trainable mentally disabled	54	1.001	2.933	1.882	1.051
Autistic children	33	404	1.206	964	242
Individuals with adjustment difficulty	1	13	39	39	-
Educable mentally disabled	129	1.750	6.973	4.403	2.570
Private special education primary schools	145	1.448	4.117	2.500	1.617
Vocational and technical secondary education	96	658	5860	4053	1807
Orthopedic Impairment	2	28	135	95	40
Hearing Impairment	17	258	1.822	1.192	630
Trainable mentally disabled	77	372	3.903	2.766	1.137
Non-formal education institutions	329	651	33386	19449	13937
Educable mentally disabled (occupation training center)	130	62	3.824	2.550	1.274
Talented and gifted (science and art center)	57	589	6.942	3.459	3.483
Autistic children (occupation training center)	5	-	58	58	-
Private special education school (non-formal education)	137	-	22562	13382	9180
Guidance and Research Center	205	-	-	-	-

Note:

(1) Data on non-formal education belongs to 2008-09 school year.

11. The European and International Dimension in Education

There are several issues for European and international dimension in education of Turkey. First of them is related to education of the Turkish citizens and their family members working and living in the European states. Education of the Europeans living and working in Turkey may be taken into consideration in this scope.

The second important issue is Turkish origin individuals who are living in a EU member state or in a candidate country and are the citizens of the country where they live. Likewise, education of non-Moslem minorities of Turkish citizens is also another issue. Progress in relation to the education of these groups has been made through international and bilateral agreements.

Third and current issue is related to accession process of Turkey to EU. Turkey is obliged to align with Lisbon and Bologna processes during to accession negotiations. On the other hand, participation actively in Socrates, Leonardo da Vinci and the other education and youth programs has been realized. Life Long Learning Programme-LLP and Youth in Action during 2007-2013 will also be conducted by full participation of Turkey. It is expected that accession process to EU will have a positive impact on the education in Turkey.

Within the international platform, both the Turkish citizens have education and render service as teacher in the foreign countries and the foreigners have education and works as teacher in Turkey for years. Briefly, Turkey has been continuing its international cooperation in the field of education from past to today.

11.1. Historical Overview

Turkey made application for EU membership in July, 1959. A partnership agreement which would be in force till membership requirements were fulfilled was signed in Ankara. Agreement of Ankara established the basis for Turkey's full membership to EU by increasing the life standard of Turkish people. The agreement was planned to consist of 3 periods as "preparation", "transition" and "final" and custom union was planned following transition period. Due to some political and economic developments, agreement protocol could not be completed as envisaged and the Union suspended its relations with Turkey after 1980. Turkey applied for full membership in 1987. In 1995, decision was made on commencement of custom union, coming into agenda on proposal of the Union in 1989 and the custom union has been in force as from 01.01.1996. Turkey was declared as a candidate country in Helsinki in December, 1999. In December 2002, European Council stated that the EU would open negotiations with Turkey without delay if Turkey fulfils the Copenhagen criteria. A decision was made to start negotiations with Turkey in December, 2004 and negotiations were commenced in October 2005 (Türkiye - AB ilişkileri).

Six chapters of the EU Acquis were opened on 3 October 2005. On 12 June 2006 chapter on Science and Research was opened and closed. On 11 December 2006 EU stated that eight chapters were frozen due to controversies on Cyprus issue, and no chapter will be closed until a resolution is found. So far after this date 6 chapters were opened and opening of one chapter was blocked. 17 chapters are awaited for opening. Status of all 35 chapters at the beginning of 2010 was as follow: 8 chapters were frozen, 1 chapter was closed, 11 chapters are open, 13 chapters are waiting for opening, and 2 chapters do not require adjustment.

1	Free Movement of Goods	Chapter frozen
2	Freedom of Movement for Workers	
3	Right of Establishment for Companies & Freedom to Provide Services	Chapter frozen

4	Free Movement of Capital	
5	Public Procurement	
6	Company Law	Chapter opened
7	Intellectual Property Law	Chapter opened
8	Competition Policy	
9	Financial Services	Chapter frozen
10	Information Society & Media	Chapter opened
11	Agriculture & Rural Development	Chapter frozen
12	Food safety, Veterinary & Phytosanitary Policy	
13	Fisheries	Chapter frozen
14	Transport Policy	Chapter frozen
15	Energy	
16	Taxation	Chapter opened
17	Economic & Monetary Policy	Chapter opened
18	Statistics	Chapter opened
19	Social Policy & Employment	
20	Enterprise & Industrial Policy	Chapter opened
21	Trans-European Networks	Chapter opened
22	Regional Policy & Coordination of Structural Instruments	
23	Judiciary & Fundamental Rights	
24	Justice, Freedom & Security	
25	Science & Research	Chapter opened
26	Education & Culture	Chapter opened
27	Environment	
28	Consumer & Health Protection	Chapter opened
29	Customs Union	Chapter frozen
30	External Relations	Chapter frozen
31	Foreign, Security & Defence Policy	
32	Financial Control	Chapter opened
33	Financial & Budgetary Provisions	
34	Institutions	No adjustment
35	Other Issues	No adjustment

Some issues on education were brought to the agenda among the decisions taken between 1980 and 2000 by Turkey-EU Partnership Commission during the period before negotiations were started. Among these topics are there (Türkiye AT Ortaklık Konseyi Kararları):

- Reciprocally, children's utilization from general and vocational education facilities equally within the country where their parents accommodated;
- Cooperation on the topic of continuation of Turkish culture and relations on the activities useful for socio-cultural progression of Turkish workers and their family members, especially reading and writing courses on language of host country and equal opportunities for having vocational education;
- Supporting the education of labour force in industrial and agricultural sector in Turkey in scope of "Economic and Technical Cooperation", Turkish researchers shall be ensured to enjoy scientific institutions of the union and exchange and education of young workers shall be facilitated.
- Monitoring the participation process of Turkey into EU education programs.

Before beginning of the negotiations, in the progress reports having been prepared as from 1998 (till 2006) in regard of accession process of Turkey to EU, it was underlined that education system in Turkey was in alignment with the system in EU in general but there were significant differences between Turkey and EU in respect of education possibilities and accession to education and the progress achieved each year was at limited level. The issues and developments mentioned in the reports are as follows (Türkiye için Katılım Ortaklığı Belgesi):

- Turkey falls behind the EU standards in regard to education services, education staff and general staff;
- Educational deficit within the poor parts of the society and improvement in education of girls;
- Extending compulsory education from five years to eight years and aiming 12 years compulsory education;
- Efforts to make preschool education compulsory;
- Revising plans and goals on secondary education and diminishing pressure of the secondary education on the higher education;
- Central structure and autonomy deficiencies of higher education; cancellation of representation of Presidency of General Staff in the Higher Education Council;
- Shortages in providing the educational needs of children in need of special education;
- Low participation to life long learning;
- Establishment of National Agency to enable participation of Turkey into EU programs (Socrates, Leonardo Da Vinci and Youth); Establishment of the Agency and its studies;
- Localization of education administration;
- Reform studies related to vocational education system;
- Enforcement of relations between labour market and education;
- Adaptation of directive on education of children of the migrant workers into domestic law;
- Prohibition on education in languages other than Turkish and annulment of this prohibition.

Within the Katılım Ortaklığı Belgesi adopted in 2004 by European Commission; the requirements pointed out include an increase in education level in general, duty of National Agency regarding EU education programs and access to education in languages other than Turkish (Türkiye için Katılım Ortaklığı Belgesi).

Under the section with the title of "Education, Teaching and Youth" in the national report of Turkey issued in 2003 (Ulusal Raporlar); it was mentioned that regulation on the children of the migrant workers was adopted, legal arrangements on alignment to European Council decision on vocational education was fulfilled; legal arrangements related to learning languages and dialects other than Turkish were made; applications of Socrates, Youth and Leonardo da Vinci programs were achieved in Turkey and Ulusal Ajans (AB Eğitim ve Gençlik Programları Merkezi, DPT, as a department of DPT) was established.

Right after start of Accession Negotiations to European Union, Screening Process was initialized with the Introductory Screening Meeting held in Brussels on October 20, 2005 on the subject of Science and Research which is 25th phase. Then, introductory and comprehensive screening meetings on the subject of Education and Culture which is 26th phase within the 35 phases included in Negotiation Framework Instrument for Turkey was fulfilled along with the other phases in the same year. In these meetings, organization of education and vocational training systems, defining common goals at EU level, national policies related to Lisbon strategies, Bologna process and points of alignment to EU were handled. Negotiation on Education and Culture phase has not been started as of the beginning of 2008 (Türkiye Düzenli İlerleme Raporları).

In scope of European Union Education and Training 2010 studies, state coordinator and staff have been assigned to conduct the studies on the following points since May, 2006:

- Teachers and formator teachers
- Access to lifelong learning
- Information and Communication Technologies

- Recognition of learning outcomes

“European Council/UNESCO joint Agreement on recognition of Instruments related to Higher Education in European Region” signed by Turkey on December 1, 2004 and deemed convenient to be ratified by Decision of Cabinet of February 23, 2006 and Law no 5463 and ratified by Decision of Cabinet No 2006/11158 was entered into force as of March 1, 2007 in Turkey. Within this scope, five basic principles of the Agreement were adopted to be taken as the bases for the accreditation procedures for the diplomas/degrees obtained abroad with the decision of Higher Education Council in April 13, 2006. It was adopted that “regulation on accreditation of higher education diplomas obtained abroad” in effect would be aligned with the provisions of four basic additional instruments of the aforesaid agreement and amendment to the subject regulation has been realized within 2007. The amendment is related to arrangements facilitating recognition of degree within the scope of Bologna Process. As a result, prerequisite of university examination exam is abolished for EU member, EU candidate and some other countries’ universities (YÖK Faaliyet Raporu 2007).

Within the chapter about 26th phase under the title of “education and culture” of 2006 Progress Report of European Commission (Türkiye Düzenli İlerleme Raporları); it was stated that a favourable progression has been achieved regarding education, culture and youth, accession to community programs has been enabled successfully, enrolment rate at every grade has shown increase although it falls behind the OECD average, campaigns aiming to increase participation of girls resulted in favourably, new curricula have been put into effect in primary education and vocational education, Turkey has made contribution to development of European Qualifications Framework, European Credit Transfer System (ECTS) was made a compulsory application in all higher education institutions in Turkey as from the end of 2005/2006 academic year. 45 universities of totally 78 universities completed their ECTS studies as of end of 2005/2006 academic year. On the other hand, it also pointed out deficiencies in the same chapter that national qualifications system has not been established and participation to life long learning has remained at low level. As a result, it was stated that Turkey was fulfilled substantially alignment to aquis communautaire and efforts on remaining topics are continuing (Türkiye Düzenli İlerleme Raporları).

In Accession Partnership decision of European Council issued on 28 February 2008, it is stated that “Enhance the administrative capacity of the Lifelong Learning and Youth in Action National Agency in order to be able to deal with the increased workload.” In 2008 Progress Report, it is stated that there has been good progress in the areas of education, training, youth and culture; but, Turkey did not pay its total contribution to Lifelong Learning and Youth in Action programmes in time. In 2008 National Program, schedule of legislative alignment, schedule for personnel requirement and table for financial requirements and resources were stated. Negotiation on Education and Culture chapter has not been started as of the beginning of 2010.

[Türkiye - AB İlişkileri](#)

[Türkiye AT Ortaklık Konseyi Kararları \(1964-2000\)](#)

[Türkiye Düzenli İlerleme Raporları](#)

[Türkiye İçin Katılım Ortaklığı Belgesi: 14 Nisan 2003 Tarihinde AB Konseyi Tarafından Kabul Edilen Nihai Metin](#)

[Ulusal Raporlar](#)

[YÖK Faaliyet Raporu 2007](#)

[Secretariat General for EU Affairs](#)

[State Planning Organization](#)

11.2. Ongoing Debates and Future Developments

Education is considered as a preliminary reform area in Turkey. Long-term goals of reform activities are to transform into information society and to increase life quality of society. Policies followed to attain these long-term objectives include development of an up-to-date curriculum, teacher training and improvement of quality of teachers, establishment of infrastructure for information and communication technology, improvement of physical capacity, instalments and participation to education.

In line with these policies, objectives of Turkey on education reform are as follows (Türkiye Tarama Süreci):

- Universalization of preschool education
- Enforcement of relations between vocational education and labour markets.
- Development of a vocational qualification system related to vocational standards.
- Providing diversity on the basis of curriculum in secondary education.
- Increase in use of information and communication technology.
- Development of a competitive higher education system through of specialization, autonomy and academic freedom.

In addition, the followings are pointed out as fields required to be improved in the same text (Türkiye Tarama Süreci)

- Linkages between vocational education and labour markets.
- Quality of education.
- Disparity in schooling based on region and gender.
- Highly centralized structure of higher education system; accountability and administrative and financial autonomy in higher education.

Reform studies in the field of education on the accession of Turkey to EU can be taken into consideration in line with Lisbon process and Bologna process. Turkey adopts all of these processes and assesses goals and targets of Lisbon with the relations between development and education. Developments in Turkey related to Lisbon Criteria are as follows (Türkiye Tarama Süreci):

- Constant increase in resources of government budget and households allocated for education since 2004.
- Gradual decrease in school dropouts,
- Reaching an achievement ratio close to OECD average in education of mathematics, science and technology.
- Achieving a slight increase in the ratio of population graduated from secondary education, which falls too behind of EU average.
- Aiming to make progress within 8 key qualifications fields via new primary education curriculum (using Turkish correctly and efficiently, critical thinking, creative thinking, communication, problem solving, research, using information and communication technologies, entrepreneurship).
- Considering life long learning as a field having priority.
- Considering efficient and extensive use of information and communication technologies (ICT) as a field having priority.

The arrangements that Turkey plans to made concerning the Education and Culture chapter within the process of adjustment to EU, since 2007 are as follows (Secretariat General for EU Affairs):

- It has been aimed to adjust legislations related to EU youth programmes for 2007-2013 period by means of a amendment in the law on the foundation of DPT (State Planning Organization). Efforts on this law are contunuing. Within the frame of this law EU Education and Youth Programmes Center is preparing a "Human Resources Regulation" for adjustment concerning personnel regime. Also related to this law in process, a "Procedures and Principles Regulation" is being prepared. For adjustment concerning budgeting and accounting, "Regulation for Procedures and Principles Related to Budgeting and Accounting" is being prepared. For arrangements related to working

conditions of the guides that will be assigned for presentation of youth programmes, "Guides Regulation" is being prepared.

- An adjustment package is being prepared by YÖK (Higher Education Council) and MEB (Ministry of National Education), related to amendments in those laws which may lead to discrimination against foreigners for the benefit of EU citizens
- Lifelong Education Strategy Document has been signed in 2009, and a report is being prepared for the determination of responsibilities to be taken by related institutions.

Screening Report Turkey: Chapter 26 – Education and Culture

YÖK Faaliyet Raporu 2007

Yükseköğretimde Bologna Sürecine Uyum Çalışmaları

Secretariat General for EU Affairs

Ministry of National Education

Higher Education Council

11.3. National Policy Guidelines/Specific Legislative Framework on International and European Dimension

Basic legislative arrangements on education in Turkey can be considered within the framework of Constitution (Anayasa), Basic Law of National Education (Milli Eğitim Temel Kanunu), No 1739, Vocational Education Law (Mesleki Eğitim Kanunu), No 3308, Primary Education Law (İlköğretim ve Eğitim Kanunu), No 222 and Higher Education Law (Yükseköğretim Kanunu), No. 2547. Basic legislative framework is defined by TBMM (Turkish Grand National Assembly) while the Cabinet defines the basic education policies. Basic branch on Education is Ministry of National Education (Milli Eğitim Bakanlığı-MEB) while planning and coordinating body on the higher education is Higher Education Council (Yükseköğretim Kurulu-YÖK). Decisions on main policy and objectives and appropriation to various social and economic sectors are taken by State Planning Organization (Devlet Planlama Teşkilatı-DP).

In this section, legal bases and international cooperation activities of MEB, YÖK, and DPT in respect of European and international dimension of education in Turkey.

Ministry of National Education (Milli Eğitim Bakanlığı-MEB)

There are three units of MEB special to international dimension of education. These are General Directorate of Foreign Relations (Dış İlişkiler Genel Müdürlüğü), General Directorate of Education Abroad (Yurtdışı Eğitim Öğretim Genel Müdürlüğü) and General Directorate of Higher Education (Yükseköğretim Genel Müdürlüğü).

Duties of General Directorate of Foreign Relations; are defined as per article 20 of Law named of Milli Eğitim Bakanlığı'nın Teşkilat ve Görevleri Hakkında Kanun No. 3797 as follows:

- To arrange educational services on protecting, introducing and making widespread the Turkish national culture in foreign countries,
- To execute all duties and services on foreign students coming Turkey to have education on behalf of on their own by means of scholarship granted by foreign governments and institutions and by Turkish Government to foreign countries,
- To follow the educational developments in the fields of general, vocational and technical education of foreign countries and to make required cooperation with the related countries,

- To introduce the activities on education and science of Turkey in foreign countries, to follow and to assess the activities of foreign countries and international organizations on field of education and science and to make required cooperation with the relevant countries (Dış İlişkiler Genel Müdürlüğü, <http://digm.meb.gov.tr>).

Duties of General Directorate of Education Abroad; are defined pursuant to article of Law on organization and Duties of Ministry of National Education (Milli Eğitim Bakanlığı'nın Teşkilat ve Görevleri Hakkında Kanun) No. 3797 as follows;

- To take measures to protect primarily cultural identity of Turkish citizens and their children living abroad, to enable harmonization of them with the society where they are living and to increase their education level,
- To conduct studies to help them to enjoy the education opportunities of the country where they are living; to render educational service to maintain their adaptation to Turkish Education System when they return to Turkey,
- To conduct studies to improve Turkish of our citizens and those having common language, culture unity and to continue the relations between Turkish Culture,
- To prepare curricula, text books and educational equipments to this end and to take any steps to efficient use of the same,
- To make arrangements to provide education for children and youths at the age of primary school and secondary school and living abroad (General Directorate of Education Abroad, <http://yeogm.meb.gov.tr>).

Moreover; duties on conducting processes and procedures for establishment of primary and secondary education institutions and vocational education institutions and coordination procedures for assignment of staff, inauguration of schools to be opened in Turkish Republics and Turkish Communities, need of teacher and preparing and publishing legislation, text books and other equipments and budget and financial procedures, Education Consultancies, and "Büyük Öğrenci Projesi" (Great Student Project) under the education and culture relations between Turkish Republics and Turkish Communities and Turkey (General Directorate of Education Abroad), <http://yeogm.meb.gov.tr>).

As of academic year of 2006-2007 (that is to say as of March, 2007), 225 teachers in total are working and 8251 students and people attending courses have education within 16 education institutions (4 primary schools, 5 Education Centres for Turkey Turkish and 2 non-formal Vocational Education Centre). 1415 of these students are from Turkish Republics. Number of students from these countries and communities having education in Turkey by means of scholarships is 6053 (General Directorate of Education Abroad, <http://yeogm.meb.gov.tr>).

Under the "Büyük Öğrenci Projesi", 36317 quotas are given to the 57 countries and communities in activity area till today, 25863 of them were used. 6139 students graduated, 661 students are still studying (General Directorate of Education Abroad).

Duties of General Directorate of Higher Education (Yüksek Öğretim Genel Müdürlüğü) are defines as per subparagraphs of 19/d/h/ı of Law on organization and Duties of Ministry of National Education (Milli Eğitim Bakanlığı'nın Teşkilat ve Görevleri Hakkında Kanun) as follows:

- To carry out processes and procedures on education field, qualifications required for students, numbers, scholarship and credit status, education abroad and planning of the students to be sent abroad to have higher education,
- To take required measures to ensure employment of manpower educated abroad in suitable fields of their education,
- Except for those to be send pursuant to provisions of Law No 1416 on Student to be sent to foreign countries, enable 200 students, at most, ranked in the first 2000 students based on the scores received at Student Selection and Placement Exam (ÖSS) conducted every year, 800 students, at

most, who graduated from the higher education institutions and received a score with 60% success at least in the exams by Student Selection and Placement Center (Öğrenci Eçme ve Yerleştirme Merkezi-ÖSYM) within the cooperation with the Ministry of National Education and the related institutions, based on the scores received to have undergraduate and graduate education in abroad as per the provisions of the same law,

- To inform students to be sent abroad for having education in bachelor's degree and master degree on the points as favourable or unfavourable situations to be encountered in these countries for their adaptation to the country and education environment and importance of returning to Turkey, to provide them with introductory documents and subject these students to an orientation course not less than 3 weeks (General Directorate of Higher Education, <http://yogm.meb.gov.tr>).

Higher Education Council (Yükseköğretim Kurulu – YÖK)

Pursuant to Higher Education Law (Yükseköğretim Kanunu), the basic duty of YÖK on the international dimension of higher education includes education of the academic staff demanded in the fields of higher education in abroad and determination of associate, undergraduate and graduate degrees that are received from foreigner higher education institutions (YÖK, <http://www.yok.gov.tr>). Besides, the processes of the assigning of staff member abroad and the assigning of foreign faculty staff in Turkey are executed by YÖK. Entrance exam for foreign students to be accepted to higher education institutions in Turkey (YÖS) is also conducted by YÖK. Starting with 2011 this examination will no longer done to allow universities to determine their own admission criteria.

YÖK grants scholarships for some graduate students appointed in research assistant status to supply the need of teaching staff of the higher education institutions. Besides, education of teaching staff is provided through the Support Programmes for Postgraduate Education, Post-Doctorate Research Support Programmes, and the Programmes conducted within the Frameworks of International Scientific Agreement by the Scientist Training Group of TUBITAK (YÖK, <http://www.yok.gov.tr>).

To establish legislative basis for enforcement and application of objectives of Bologna process in the Turkish Higher education Directorate of Higher Education Council acts decisions and regulation of Higher Education Council; makes coordination to apply objective of Bologna process in the higher education institutions. In addition, Bologna Follow-Up Group established to follow the application of Bologna Process effectively represents Turkey officially. YÖK attends actively to the meeting of this group. On the other hand, Turkish national agency render service to introduce Bologna Process in Turkey through meetings and conferences organized under a project supported by EU Commission during the last two years. Execution of these activities during 2007 is assigned to Directorate of Higher Education Council by EU Commission (Türkiye'nin Bologna Süreci).

State Planning Organization (Devlet Planlama Müsteşarlığı-DPT)

Relations of DPT with international dimension of education is principally based on policy proposals and DPT began to have much more active role with the establishment of Directorate of EU Education and Youth Programs Centre (Ulusal Ajans, <http://www.ua.gov.tr>) as a pertinent institution of DPT as per Law no 4968 in 2003. Duties of Ulusal Ajans on education include introduction of EU Education and Youth Projects to all relevant beneficiaries in Turkey and establishment and improvement of required physical and legal basis and provide manpower and information to this end, establishment and improvement of relations between EU Commission, other national agencies and beneficiaries from other countries, and maintaining coordination and cooperation (Ulusal Ajans, <http://www.ua.gov.tr>).

Türkiye'de Bologna Süreci

General Directorate of Education Abroad

General Directorate of Higher Education

Higher Education Council

MEB General Directorate of Foreign Relations

Ministry of National Education

State Planning Organization

Student Selection and Placement Center

Turkish Grand National Assembly

Basic Law of National Education

Constitution 1982

Higher Education Law

Law on organization and Duties of Ministry of National Education

Primary Education Law

Vocational Education Law

11.4. National Programmes and Initiatives

Studies on international and EU dimensions are executed by the Ministry of National Education (Milli Eğitim Bakanlığı-MEB), Higher Education Council (Yükseköğretim Kurulu-YÖK) and State Planning Organization (DPT). Function of DPT is conducted via the unit of European Union Education and Youth Program (National Agency).

DPT - Directorate of European Union Education and Youth Programs Centre (National Agency)

Carried out planning and coordination procedures on execution of EU education and youth programs, Ulusal Ajans has continued its activities since 2004 where participation into the programs commenced. National Agency carried out project studies in coordination with MEB on Socrates (general education), Leonardo da Vinci (vocational education) and Youth programs and with YÖK on Erasmus program during 2004-2006.

The number of attendant is getting increase by year and year. A new era has been entered within Youth Programs and Life Long Learning Program (LLP) which is a lifelong learning program continued for 7 years till the end of 2013 on participation of Ulusal Ajans- National Agency to EU education programs as of January 1, 2007 (Ulusal Ajans, <http://www.ua.gov.tr>).

The missions of the Center are defined as follows:

- Providing close coordination with the public institutions, public and private institutions, public and private schools, private sector, non-governmental institutions(NGO) , local authorities, professional organizations and youth organizations.
- Realizing small-scale pilot applications in various fields.
- Translating programme related documents into Turkish.
- Providing information to applicants on eligibility requirements, application and participation process, and supporting , organizing and registering documents during the application process.

- Giving advice and training applicants about project proposal preparation and the implementation of the selected projects to be financed.
- Evaluating and forming an opinion regarding the project proposals and other applications before admission.
- Supporting the EU Commission during the selection process.
- Preparing contracts and making payments for those who will make use of these programmes and the EU commission.
- Managing funds effectively and establishing the necessary system and business administration for financing and auditing sources that are allocated for the National Agency.
- Observing the development of the projects that are selected to be funded within the perspective of the programmes, technically auditing sources that are selected for funding, demanding reports and evaluating them (conduct of administrative, financial and legal matters).
- Contributing to dissemination of good practices and results of the projects at home and abroad.
- Contributing to making general evaluation and development of the programmes and making joint efforts for increasing network among various programmes.
- Making contacts with the EU commission, other national agencies and other nations? beneficiaries.

Ministry of National Education (Milli Eğitim Bakanlığı – MEB)

The efforts of MEB (Ministry of National Education) have been brought under three headings. These are EU adjustment process, relations with Turkish Republics and Turkish Communities, and relations with international organizations.

“Commission for Alignment to European Union Aquis Communitaires” was established within the MEB. This commission determined the legislation required to alignment through screening EU aquis communitaires, and under this framework most of the obstacles laid on the alignment to legislation is eliminated.

MEB executed Support to Basic Education Program, Enforcement of Vocational Education System, Modernization of Vocational and Technical Education and Education Framework projects at the amount of 270 million EUR under EU Financial Assistance.

In relation to EU adjustment process, goals of MEB for 2010-2014 period have been mentioned in its Strategic Plan as follows:

- To contribute to studies related to the making of national language policy and to update education policies in accordance with the outcome of the studies.
- To form a national information network to provide data for implementation of European language development file and language passport and to adjust legislations related to national language policy with EU policies.
- To help preparation of foreign language curricula to provide upper secondary school students with a level that they can understand and speak at least one foreign language.
- To provide at least 50 % of the Ministry's personnel with foreign language education.
- To double the number of foreigners who can speak Turkish as a foreign language by increasing the number of language instruction centers furnished by updated curricula and well-trained instructors.

- To bring vocational education system in harmony with EU acquis.
- To help teachers to benefit from Teacher Training Net (TTNet).
- To provide efficient participation and contribution to EU education programmes.

Strategic goals of MEB, for 2010-2014 period, within the framework of relationships with Turkish Republics and Communities are as follows:

- To increase utilization rate of quota determined for the development of human resources in Turkish Republics and Communities from 79.5 to 94 %.
- To improve legislations related to schools founded for meeting the demands of Turkish ex-patriates and foreign country nationals in Turkey, and to increase the number of those schools.
- To supply education and culture material needed abroad for maintenance, presentation and popularization of Turkish language and culture.
- To increase the number of cultural activities conducted in Turkish Republics and Communities.

Strategic goals of MEB, for 2010-2014 period, within the framework of relationships with International Institutions are as follows:

- To ascend in the PISA rank at least by 5 ranks.
- To provide effective participation to activities conducted with foreign governments and international institutions.
- To provide organization of at least 15 education activities conducted by international institutions.

Higher Education Council (Yükseköğretim Kurulu-YÖK) and Universities

YÖKve üniversitelerin Bologna süreci çerçevesinde program ve girişimleri ana faaliyet alanlarına göre ele alındığında şöyle özetlenebilir:

Recognition of Degrees and Study Periods: Turkey has signed Lisbon Recognition Convention in 2004. In line with the Lisbon Convention, the Regulation on the Recognition of Foreign Higher Education Qualification has come into force in 2007. Starting with 2005-06 school year Diploma Supplement has been started to implement. It has been aimed by all universities to provide all university graduates a diploma supplement, first copy being free of charge, in one of English, French and German languages and upon demand, in a format clear and understandable by everyone. In most of the universities DS is implemented, although newly founded universities' efforts are continuing. In more than 50% of the universities ECTS linked credits are being used in all programmes. The efforts are continuing related to generalization of the ECTS implementation to all universities. National Academic Recognition (ENIC/NARIC) of Turkey has been conducting communication activities since 2003.

Quality Assurance: A new "Regulation on Academic Assessment and Quality Improvement at Higher Education Institutions", complying with the recommendations and criteria of the European Standards and Guidelines for Quality Assurance in the EHEA was enacted in 2005. Following the adoption of the regulation, the independent "Commission for Academic Assessment and Quality Improvement in Higher Education (YÖDEK)" was formed. According to the Regulation a higher education institution undergoing external assessment may obtain a "Quality Certificate" indicating its level of quality and the level of quality improvements achieved in that institution. The period of validity of the certificate is five years. Within the scope of the regulations set up, at national level; YÖDEK and at institutional level; Academic Assessment and

Quality Improvement Boards (ADEKs) are responsible for organizing, coordinating and conducting the processes.

Higher Education Qualifications Framework: YÖK has founded Higher Education Qualifications Commission (YYK) in 2006. This Commission has prepared the first draft of “Turkish Higher Education Qualifications Framework” by using Dublin descriptors, sent to all universities and other related stakeholders and relevant feedbacks were included in the descriptors. In 2008, Commission was renewed and to support the studies of the Commission “Higher Education Qualifications Working Group” has been established. New Commission and Working Group determined a calendar for studies in the process of national qualifications formation, which is proposed to be completed in 11 stages. According to the calendar, preparation and ratification of NQF which was started in 2006, would be completed in January 2010, and necessary organizational structure would be established in February 2010. Framework will be implemented in pilot institutions and programmes until 2010 and implementation will be generalized to all institutions and programmes until the end of 2012. It is planned that the studies related to inclusion of qualifications to NQF will be completed within 2012-2015, and those related to adjustment to European QF within 2010-2012. A web page containing developments and works related to NQF is expected to be prepared and bring into use within 2010.

Student Participation and Social Dimension: Turkey has participated to the third stage of the Eurostudent project. Within this framework a report containing data obtained from a national survey has been published in 2008. In 2005 Regulation on Student Councils of Higher Education Institutions and the National Student Council of Higher Education Institutions has been issued. The first student council meet in that year. Since 2008 a students are represented in YÖDEK. Starting with 2009-10 it has been planned to conduct regular student surveys in every year.

[MEB 2007 Yılı Bütçe Raporu](#)

[MEB 2009 Yılı Bütçe Raporu](#)

[Yükseköğretimde Bologna Sürecine Uyum Çalışmaları](#)

[Higher Education Council](#)

[Ministry of National Education](#)

[State Planning Organization](#)

[Strategy Development Presidency](#)

[Turkish Grand National Assembly](#)

11.5. European/ International Dimension through the National Curriculum

European and international dimension through national curricula can be dealt within MEB and YÖK context separately. Issues related to MEB curricula can be seen within the framework of Strategic Plan goals (See Section 11.4). Issues related to higher education curricula can be dealt within the Framework of Bologna Process.

Ministry of National Education (Milli Eğitim Bakanlığı-MEB), in compliance with Lisbon process, accepts that education system should be handled in an integrated way and with life long learning to promote development of human resources. In this framework, new primary school curriculum aiming at progress in 8 key qualification areas (correct and efficient use of Turkish, critical thinking, creative thinking, communication, problem solving, inquiry, use of information and communication technologies,

entrepreneurship) has been entered into force as of 2005-2006 academic year. Secondary education was extended from 3 to 4 years; vocational secondary education curriculum was renewed. Moreover, in this framework, Curriculum of Turkish and Turkish Culture Course for the Turkish children living abroad (1-10 grades) was developed and has been put into force (MEB 2007 Bütçe Raporu).

Approach of MEB to education system and objectives constituting outlines of curriculum are included in Medium Term Program (2009-2011) prepared by the Undersecretariat of Devlet Planlama Teşkilatı. Educational policies included in this program are as follows (Orta Vadeli Program 2009-2011).

- Reorganization of administrative structure in order to improve quality, efficiency and competitiveness in education.
- Revision and updating of education curricula, provision of in-service training activities in required fields.
- Establishment of an effective orientation system in education levels.
- Increasing schooling rates and provision of equipment needs at all levels of education and improving physical infrastructure.
- Eliminating shortage of teachers and academic staff in required fields and regions.
- Extension and effective use of information technologies in education.
- Removals of barriers for access to education in all levels of education and in this regard the regional and gender disparities.
- Development of alternative financing models in all levels of education
- Taking necessary measures in order to remove disciplinary problems, primarily the problem of violence in education institutions.

YÖK Higher Education Qualifications Commission and Working Group have determined the cycles and level which will be contained in NQF. Turkish Higher Education System is compatible with three cycle system (bachelor's, master's, doctorate) which is proposed in Bologna process. The Commission and Group have defined higher education to contain four levels (associate, bachelor's, master's, doctorate) and determined current curriculum profiles at each level. These profiles are as shown below:

Higher Education Cycles	Degrees Awarded / Qualifications		
Doctorate QF-EHEA: 3rd Cycle EQF-LLL : 8th Cycle	Doctorate	Medical specialization	Qualification in arts
Master's degree QF-EHEA: 2nd Cycle EQF-LLL : 7th Cycle	Master's with a thesis		Master's without a thesis
Bachelor's degree QF-EHEA: 1st Cycle EQF-LLL : 6th Cycle	Faculty		Higher School and Conservatory
Associate's degree QF-EHEA: Short Cycle, EQF-LLL : 5th Cycle	Associate within Bachelor's		Vocational Higher School

For the upcoming debates YÖK has decided to establish "Higher Education Vocational Qualifications Working Group" and "Higher Education Arts Education Qualifications Working Group" within the body of Higher Education Qualifications Commission. Also implementation of necessary legislative and administrative arrangements in order to materialize NQF at sectoral level (scientific, vocational or arts field) and within sectors at programme level.

[MEB 2007 Yılı Bütçe Raporu](#)

[Türkiye'nin Yükseköğretim Stratejisi](#)

YÖK Faaliyet Raporu 2007

Yükseköğretimde Bologna Sürecine Uyum Çalışmaları

Higher Education Council

Secretariat General for EU Affairs

State Planning Organization

Strategy Development Presidency

Medium Term Programme 2008-2010

11.6. Mobility and Exchange

Turkey has recently become much more active both in student mobility and teacher/teaching staff mobility and exchange through EU programs. Topics of student mobility and teacher and teaching staff mobility and exchange are addressed in detail in as follows.

11.6.1. Mobility and Exchange of Pupils/ Students

International student mobility in Turkey is seen mostly at higher education level. Turkish students willing to have education abroad generally prefer the USA and European countries (especially Germany, France and Britain) while mobility from abroad to Turkey is mostly includes Asian countries. Within EU countries, it is seen that relatively limited number of students prefers Turkish universities (Milli Eğitim İstatistikleri).

The number of foreign students studying in Turkey is 18.720 within the academic year of 2008-2009; 3.280 students of which (%17,5) were from EU member or candidate countries. This figure was 18,1% in previous year (Yükseköğretim İstatistikleri Table 11.7.2.)

Resources are provided for those of Turkish national to study with scholarship abroad by real persons and corporations as well as by the government. The number of Turkish students going abroad to have higher education by means of their own resources or private scholarship is 21 981 in the academic year of 2007-08; 10 283 (46,8%) of them have education in EU member or candidate countries. This figure was 46,8% in previous year The number of Turkish students sent to abroad via government scholarship is 520 in the academic year of 2008-09; 110 of them (21,2 %) are studying in EU member states (Milli Eğitim İstatistikleri; Table _11.7.3.).The number of Turkish students sent to abroad via government scholarship is 574 in the academic year of 2007-08; 122 of them (21,2 %) are studying in EU member states (Türkiye Eğitim İstatistikleri; Table 11.7.3.).

Turkey has started to take place in Erasmus programs since 2004-05 school year. The number of outgoing students from Turkey between 2004-2008 school years totals up to 15.551. The number of incoming students was 4430 within same period. In total share of Turkey in Erasmus mobility was 2,43% in terms of outgoing students and 0,69% in terms of incoming students. Although very low, these shares have increased rapidly since 2004-05. (Erasmus Statistics; Table _11.7.1.). Average duration period for outgoing students is 6 months, while average for all countries is 6,5 months. Considering distribution by fields, ratio of students going from Turkey in the field of "language and philology" is rather below of the total distribution. However, ratio of Turkey in the fields of "agriculture", "engineering, technology" and "social sciences" is higher than the overall distribution. Ratio of "Management" field is the highest both in Turkey and in overall sum (Erasmus Statistics).

The share of Turkey in Erasmus mobility in terms of outgoing students is close to half of its share in budget allocations. Considering that Turkey has started to take place in Erasmus only since 2004-05, it can be expected that the shares will continue to increase in forthcoming years. Main factors affected student mobility is listed as follows in the national reports (Ulusal Raporlar).

- Difficulties in getting visa of outgoing student.
- Providing insufficient financial support for the students going abroad.
- Teaching staff's having insufficient or incorrect information on application of ECTS.
- Not updating the information on courses made available by the partner institution.
- European students' not being aware of quality of higher education in Turkey.

Within national reports, it is reported that the following measures are taken to increase the student mobility (Ulusal Raporlar):

- Administrative units dealing with Erasmus program was established in the universities.
- Erasmus program is promoted by being introduced the program in the universities.

- ECTS is started to be used as a supplement credit system.
- Web pages are prepared to increase the visibility of the Turkish Universities under Erasmus by publishing course catalogs and ECTS info packages.
- Number of the classes in foreign language (mostly in English) is getting increased.
- Introduction and marketing activities in European wide fairs and conferences is being conducted.
- Mutual visits are being made with the institutions to be partner.
- Related activities and organizations of national agency are participated.

Erasmus Statistics

Türkiye Eğitim İstatistikleri 2005-2006

Ulusal Raporlar

Yükseköğretim İstatistikleri 2007-08

European Commission – Erasmus Programme

Strategy Development Presidency

Student Selection and Placement Center

11.6.2. Mobility and Exchange of Teaching and Academic Staff

The number of foreign teaching staff in the universities was 1205 in 2008-2009 academic year (Yüksek Öğretim İstatistikleri; Table_11.7.2. The number of foreign teaching staff in the universities was 1205 in 2008-2009 academic year. Thus, ratio of foreign teaching staff is approximately 1%. The number of Turkish citizens giving service as teacher is 3 499 within 2004-2005; 2.895 of them work in EU countries (MEB Sayısal Veriler). The significant portion of this number includes teachers assigned in the framework of bilateral agreements for education of Turkish citizens living in these countries and studying at primary school education level.

Between 2004-2008 the number of teachers outgoing from Turkey was 3490 in total; and the number of incoming teachers was 2967. The number of mobilized teachers under Erasmus program was 97.304 during these years. Share of Turkey within total Erasmus teacher mobility is around 6,6%. (Erasmus Statistics; Table 11.7.1.). The number of mobilized teachers under Erasmus program was 70.135 during these years. Share of Turkey within the Erasmus teacher mobility is around 2,3%. Considering distribution by field, ratio of teachers going from Turkey in the field of "language and philology" is rather lower than the total distribution likewise that of the student mobility. However, share of Turkey in fields of "agriculture", "engineering-technology" and "natural sciences" and "medicine" is higher than the total distribution. The field of "engineering" has the highest share (Erasmus Statistics).

Share of Turkey in terms of outgoing teachers is lower than its share in budget allocations. Considering that Turkey is new in Erasmus mobility programs, it can be stated that an increase is expected in next years, which is the case for student mobility as well. Main factors affected teacher mobility are as follows according to national reports (Ulusal Raporlar):

- Difficulties in getting visa of staff going abroad.
- Providing insufficient financial support for the staff going abroad.
- Teaching staffs' having insufficient information on Erasmus program as the program has started very recently.

Measures taken to increase the teaching staff mobility are listed as follows in national reports (Ulusal Raporlar);

- Administrative units dealing with Erasmus program was established in the universities.

- Number of the classes in foreign language (mostly in English) is getting increased.
- Introduction and marketing activities in European wide fairs and conferences is being conducted.
- Mutual visits are being made with the institutions to be partner.
- Erasmus program is promoted by being introduced in the universities.

Erasmus Statistics

MEB Sayısal Veriler 2000-01, 2003-2004, 2004-2005

Ulusal Raporlar

Yükseköğretim İstatistikleri 2007-08

European Commission – Erasmus Programme

Strategy Development Presidency

Student Selection and Placement Center

11.7. Statistics

11.7.1. Erasmus statistics

Indicator	2004-05	2005-06	2006-07	2007-08	Total
Number of outgoing students	1.142	2.852	4.438	7.119	15.551
Share in total (%)	0,79	1,85	2,79	3,90	2,43
Average duration (months)	6,1	6,1	5,9	5,4	5,7
Grant per student (EUR) (all ERASMUS)	140	157	192	242	205
Number of incoming students	299	828	1.321	1.982	4.430
Share in total (%)	0,21	0,54	0,83	1,09	0,69
Number of outgoing teachers	339	581	666	1.904	3.490
Share in total (%)	1,62	2,48	2,58	5,95	3,41
Average duration (days)	8,2	8,4	8,8	6,3	7,3
Grant per teacher (EUR) (Turkey)	952	859	521	979	869
Number of incoming Teachers	218	440	1.378	931	2.967
Share in total (%)	1,04	1,88	5,34	2,91	2,90
Number of outgoing students for EILC	39	139	223	..	401
Share in total (%)	1,22	3,60	4,74	..	2,26
Number of incoming students for EILC	33	107	174	..	314
Share in total (%)	1,03	2,77	3,70	..	1,77
Budget allocation (EUR) (start year)	4.397.486	6.656.767	10.800.770	22.503	44,358
Share in total (%)	2,62	3,31	4,39	5,96	4,51

Erasmus Statistics

11.7.2. Number of Foreign Academic Staff and Students in Higher Education in Turkey

	2000-01	2005-06	2006-07	2007-08	2008-09
Total number of academic staff	851	1.014	1.057	1.203	1.205
Professor	59	100	96	112	119
Associate professor	45	70	87	93	110
Assistant professor	90	153	161	188	196
Lecturer	348	384	397	460	430
Instructor	213	221	232	246	216
Specialist	25	10	14	13	16
Research assistant	71	75	66	90	117
Translator	0	0	0	0	0
Education & teaching planner	0	1	4	1	1
Total number of foreign students	16.656	16.059	16.455	17.389	18.720
Universities	15.805	15.481	15.893	16.829	18.158
Origin of EU member and candidate state	2.630	2.983	2.963	3.145	3.280
Other education institutions	851	578	562	560	562
Origin of EU candidate country	0	17	20	24	28
Number of new registered students	2.926	3.481	3.690	3.971	4.254
Universities	2.713	3.323	3.533	3.824	4.099
Origin of EU member and candidate state	538	657	639	706	745
Other education institutions	213	158	157	147	155
Origin of EU candidate country	0	5	4	7	7
Number of students graduated last year	2.105	1.677	1.718	1.649	1.797
Universities	1960	1.499	1.599	1.550	1.691
Origin of EU member and candidate state	302	281	355	295	375
Other education institutions	145	178	119	99	106
Origin of EU candidate country	0	0	0	1	3

[Yükseköğretim İstatistikleri 2000-01](#)

[Yükseköğretim İstatistikleri 2005-06](#)

[Yükseköğretim İstatistikleri 2006-07](#)

[Yükseköğretim İstatistikleri 2007-08](#)

[Yükseköğretim İstatistikleri Kitabı 2008-09](#)

11.7.3. Number of Students Outgoing from Turkey to Have Higher Education Abroad

	2000-01	2005-06	2007-08	2008-09	2009-10
Total	20.467	19.735	21.481	24.411	23.421
By private scholarship or for own account	19.450	19.343	21.242	23.891	22.518
By public scholarship	1.017	392	239	520	903
EU member and candidate countries	7.021	9.567	10.340	10.859	10.424
By private scholarship or for own account	6.973	9.505	10.283	10.749	10.192
By public scholarship	48	62	57	110	232
Undergraduate level	15.109	13569	15908	18555	17.923
By private scholarship or for own account	15.084	13549	15899	18550	17.921
By public scholarship	25	20	9	5	2
Graduate level	5.358	6.166	5.573	5.856	5.498
Master's	3.203	4.010	3.871	4.056	3.899
By private scholarship or for own account	2.942	3.930	3.765	3723	3.277
By public scholarship	261	80	106	333	622
Doctorate	2.155	2.156	1.702	1.800	1.599
By private scholarship or for own account	1.424	1.864	1.578	1618	1.320
By public scholarship	731	292	124	182	279

MEB Sayısal Veriler 2000-01, 2003-2004, 2004-2005

Milli Eğitim İstatistikleri: Örgün Eğitim 2006-2007

Milli Eğitim İstatistikleri: Örgün Eğitim 2007-2008

Milli Eğitim İstatistikleri: Örgün Eğitim 2009-2010

Türkiye Eğitim İstatistikleri 2005-2006

GLOSSARY

Açık İlköğretim Okulu : The aim of the open primary education institutions can be summarized as allowing the adults that could not graduate from primary education and exceeding the age limit designated for compulsory primary education to enroll and graduate from primary education by using advanced communication tools and innovative technologies in accordance with the general objectives and fundamental principles of Turkish National Education and therefore improve the education and culture level of the community.

Açık Mesleki Öğretim Lisesi : Open Vocational High School. These schools offer vocational education programs through distance education. They also have practice component in regular school or workplaces.

Açıköğretim Lisesi : Open Education High School : These schools are established with the aim of offering the opportunity of general education for everyone in need at any desired place and time through distance education.

Akademik Personel ve Lisansüstü Eğitim Giriş Sınav (ALES) : Personnel and Postgraduate Education Entrance Examination: Those that are interested in studying post-graduate degree or being a research assistant in any of the higher education institutions must take this examination to prove proficiency in the quantitative and verbal ability

Ana okulu : Kindergartens are institutions that are responsible for training children of ages 37-72 months

Ana sınıfı : The class opened under formal education institutions for educating children of 60-72 months

Anadolu İletişim Meslek Lisesi : They are vocational secondary education institutions that basically run vocational training in communication-related areas (public relations, printing, journalism, radio, television, etc) and prepare students for both higher education and professional life beside training them on minimum common general culture knowledge at secondary education level. One foreign language is taught at a satisfactory level at the same time.

Anadolu Lisesi : General secondary education institutions which target at preparing students of Anatolian High Schools for higher education programs as required by their interests, skills and achievement and teaching one foreign language at a level satisfactory enough to follow-up scientific and technological developments on the world. These schools predominantly teaches one foreign language. Also students must take a central examination for entering these schools.

Anadolu Meslek Lisesi : Anatolian Vocational High Schools are vocational secondary education institutions that basically run vocational training in industrial technical areas beside training them on minimum common general culture knowledge at secondary education level and equip them for life and business world as well as higher education and teaching one foreign language at a satisfactory level at the same time. Students must take a central examination for entering these schools

Anadolu Öğretmen Lisesi : Anatolian Teachers' Training High Schools are general secondary education institutions that prepare students for higher education in parallel with their interests, skills and achievements. One foreign language is taught at a satisfactory level at the same time. Certain courses regarding training teachers are carried out at these schools. Students must take a central examination for entering these schools

Anadolu Teknik Lisesi : They are vocational secondary education institutions carrying out science-based programs that basically run vocational training in industrial areas beside training them on minimum common general culture knowledge at secondary education level and equip them for life and business world as well as higher education and teach one foreign language at a satisfactory level at the same time. Students must take a central examination for entering these schools

Anadolu Ticaret Meslek Lisesi : They are vocational secondary education institutions that basically run vocational training in commerce-related areas (accountancy, financing, marketing, office management, secretariatship, etc) beside training them on minimum common general culture knowledge at secondary education level and equip them for life and business world as well as higher education and teach one foreign language at a satisfactory level at the same time. Students must take a central examination for entering these schools

Bağımlı Otistik Çocuklar Eğitim Merkezi : It is the center constituted at the primary schools for the autistic children who can attend to the primary education by means of certain programs and mainstreaming

Bağımsız Otistik Çocuklar Eğitim Merkezi : It is the center constituted for the autistic children between the ages of 3-15 who could not benefit from mainstreaming because of autistic specialties and individual differences to develop self-sufficient independent living skills

Başöğretmen : It refers to teachers that are awarded positions in their respective areas as a consequence of evaluation and order of success held against criteria such as severence, in-service training, activities and conduct grade, and severence, training, activities, conduct grade and examination criteria applicable to those that completed PhD degree in their respective areas or educational sciences, and senior teachers that completed post-graduate degree in their respective areas or educational sciences, respectively. This grade is the third (highest) level on career scale of teachers.

Bilim ve Sanat Merkezi : It is the center constructed for high intelligent and talented students

Bireyselleştirilmiş Eğitim Programı (BEP) : It is a special education program developed for the targeted objectives in relation to the developmental characteristics, educational performance and needs of handicapped individuals containing support education services to the individuals

Çok Programlı Lise : High school running general and vocational programs under the umbrella of one school and administration in small settlement in terms of population. They are granted with the diploma of the school type related to the studies program.

Darülmualimin (*Erkek muallim mektebi*) : The earliest teachers' training school opened apart from moslem theological schools in order to bring up teachers for elementary schools during modernization period of the Ottoman Empire (16 March 1948).

Eğitim bölgeleri ve eğitim kurulları : In the Turkish Education System every province/district with population less than 30.000 is considered as an education zone. The purpose of forming such zones is to ensure complementary status for educational institutions in order to form unity; determination of regions to admit students for every institution; formation of central schools in areas with low and sparse population; ensuring contribution of local governments, representatives of the private sector and voluntary institutions by means of participation to the administration of education and decision-taking processes. School principal's boards and advisory boards are formed in these education zones

Eğitim enstitüsü (*iki yıllık eğitim enstitüsü, üç yıllık eğitim enstitüsü*) : Higher education institutions that functioned until 1982 (those with duration of three years until 1978) to bring up teachers for elementary and secondary schools under Ministry of National Education

Eğitim fakültesi : Education faculties are higher education institutions at least four years education period based on secondary education in the national education system. Their primary function is to ensure to train qualified teachers for pre-school, primary and secondary schools

Eğitim ve Uygulama Okulları : They are the schools providing education for only trainable mentally retarded children.

Eğitim Yüksek Okulu : Higher education institutions that were formed upon integration of two-year education institutes under Ministry of National Education with universities and renaming of them as of 1982. Duration of training in these schools, where class teachers are brought up, was increased from 2 years to 4 years in 1989.

Fen Lisesi : These schools are general secondary education institutions that prepare students with high levels of skills in science and mathematics for higher education and accept students that pass a central examination only.

Fen-edebiyat fakültesi : Higher education institutions that carry out instruction and research activities at undergraduate and graduate levels under universities and mainly function to bring up scientists in areas of science and literature. Graduates of these institutions are awarded to be teacher candidates by attending "no-thesis graduate program for secondary school teachers.

Görme Engelliler Basımevi ve Akşam Sanat Okulu : It is the special educational institution established by the Ministry of National Education on the purpose of producing, reproducing, distributing educational materials and develops educational programs and new educational-instructional methods necessary for the education of the visually impaired.

Güzel Sanatlar ve Spor Lisesi : High School of Fine Arts and Sports- Academic secondary education institutions providing education facilities for students in parallel with their interests and skills, prepare them for higher education programs in fields of fine arts and sports. Candidates must take flair examination for being accepted to these schools

Halk Eğitimi Merkezleri (HEM) : Education centers that carry out non-formal training activities

Hastane İlköğretim Okulu : It is the primary school constituted bound to the Ministry of National Education in relation to the protocol signed between MoNE, Ministry of Health and Universities at the hospitals for the compulsory education aged students who had inpatient treatment in public or private health institutions and/or had a chronic illness.

Hizmetiçi Eğitim Enstitüsü : MEB'nin öğretmen ve yöneticilerinin hizmetiçi eğitimlerini yürütmek üzere açmış olduğu eğitim kurumlarıdır.

İkili Eğitim : Education session held in the morning or afternoon in pre-primary education institutions in a way to include one teacher in each group and not to exceed 6 hours a day

İl İstihdam ve Mesleki Eğitim Kurulu : Provincial Employment and Vocational Education Board: It refers to a board at provincial level formed in order to undertake duties such as making decisions and expressing opinion and recommendation to provincial governorship regarding planning, developing and evaluating vocational training to be carried out in relevant bodies. The board is composed of representatives of various governmental bodies and Professional chambers as well as trade unions and is headed by provincial director of national education.

İlköğretim müfettişi (İlköğretim denetçisi) : Locally organised supervisors in 81 provinces within the Turkish Education System. They execute guidance, inspection, assessment, examination and investigation duties mainly in primary schools.

İlköğretim Okulu : Primary school

İlköğretmen Okulu (Öğretmen okulu, muallim mektebi) : Schools that were opened in early years of the Republic for bringing up teachers to serve in elementary schools. These schools functioned until 1974, when this duty was handed over to Education High Schools. While some of these institutions that bring up elementary school teachers were turned into Education High Schools, while some others are still functioning as Anatolian Teachers' Training High Schools (at the same level as high schools).

İmam Hatip Lisesi : These schools are vocational secondary education institutions that both equip students for imamate and elocution in religious education and vocational areas such as instructing in Koran Teaching Schools but also higher education in their own discipline

İş Eğitim Merkezi : Work education centres

İş okulu : It is the school to provide education for the handicapped individuals who completed primary education and could not attend the programs of general secondary education and under the age of 21.

Kalfalık sınavı : The examination held to measure whether Professional knowledge, skills and habits of semiskilled candidates are acceptable in business terms.

Kamu Personeli Seçme Sınavı (KPSS) : Public personnel selection examination

Kamu Personeli Yabancı Dil Sınavı (KPDS) : Public personnel foreign language examination to determine their language proficiency

Kız Teknik ve Meslek Lisesi : It is a vocational and technical high school conducting various vocational programs. Some of the programs of this school are girl oriented.

Köy enstitüsü : Institutions opened in 1940 in order to bring up teachers, health and other professionals for villages within the framework of policies towards developing villages. It is a teacher bringing up model peculiar to Turkey with its structure and programs. These schools were integrated with existing elementary teachers bringing up schools in 1954

Lisans Yerleştirme Sınavı (LYS) : Placemen Examination for Bachelor Programs. It is the second phase of higher education entrance examinations aiming at measuring the academic qualifications of the candidates in various fields. Candidates are required to have minimum pre-determined score from this exam in order to apply for placement of bachelor degree programs

Lise : General name given to all secondary schools. It is also type of high school providing general education oriented to the higher education.

Meslek Lisesi : Overall term for secondary education institutions that carry out vocational education and training

Meslek yüksekokulu (Meslek yüksekokulları) : Vocational higher education institutions in Turkey comprises education and teaching services at least four semesters based on secondary education. Besides students are given a general education at higher level, its' main focus is to equip with the students with required qualifications of a vocation at professional level. The graduates of vocational and technical secondary education institutions may enroll to the vocational higher education institutions considered sequel or proximate to the graduated branch free of examination, if desired.

Mesleki Açıköğretim Lisesi : Open vocational secondary school delivering course via distance education.

Mesleki Eğitim Kurulu : It refers to the body formed by Ministry of National Education for making decisions and expressing opinion to the Ministry regarding planning, developing and evaluating vocational training programs to be carried out in all types and degrees of formal, apprenticeship and informal education institutions and centers işletme where vocational and technical training programs are implemented. The Board is composed of upper level representatives concerned with vocational training under Ministry of National Education and upper level representatives of various ministries as well as professional chambers, employer and employment trade unions.

Mesleki ve teknik eğitim bölgeleri : There are vocational and technical education zones comprising of vocational and technical secondary education institutions associated in the integrity and continuity of one or more vocational higher (tertiary) education institution and curricula in Turkish Education System. So that the placement of graduates from vocational and technical secondary education institutions to the vocational tertiary education institutions located within or out of the vocational and technical education zone where the curricula considered sequel to the graduated curriculum or proximate curricula are implemented without being subject to any examination would be possible.

Mesleki ve Teknik Eğitim Merkezi (METEM) : Training centers that are opened in line with principle of plural programs and single management for decreasing cost of education, preventing waste of resources and

improving quality of education and implement programs that result in secondary education diploma, certificate and proficiency paper in areas of vocational and technical training

Milli Eğitim Müdürlüğü : Provincial administration is the extension of administration on education in local levels (provinces and districts). Every province and district has National Education Directorates. The National Education Directors are affiliated to civilian authorities (governor in provinces, kaymakam in districts). Governorships represent all ministries in local level. Instructions and directives from central organization are executed by the governor. All schools are affiliated to National Education Directorate

Milli Eğitim Şurası : The National Education Councils are organized with the purpose of steering the Turkish Education System in a broader sense by presenting and deliberating opinions and proposals. The first meeting convened in 1939. The meetings of the National Education Council currently perpetuates, even if organized in irregular intervals (once per approximately 4 - 5 years). The latest meeting was held on 2006 as the 17th National Education Council and is considered to be the advisory body of the Ministry where the resolutions adopted in the meetings are not binding, but guiding for the Ministry

Müfettiş / Bakanlık müfettişi (*denetçi/bakanlık denetçisi*) : Supervisors organised at central level with the duties of guidance, inspection, assessment, examination and investigation in schools and other bodies in the Ministry. Their number is around 400.

Öğrenci Konseyi : Student Councils; they are councils established for the determination of the opinion of the students enrolled to two - year and undergraduate programs of the universities related to matters to cover the educational, health care, sports and cultural requirements and to establish communication channels between the administrative bodies.

Öğrenci Seçme Sınavı (ÖSS) : In Turkey, transition to tertiary education is conducted with centralized examination (ÖSS). Generally, the higher education institutions and faculties of the universities at two-year degree and undergraduate levels admit students from candidates graduated from upper secondary education institutions by means of a centralized examination conducted statewide annually (usually within June) by Student Selection and Placement Center (ÖSYM) existing under the structure of YÖK taking into consideration the preferences of the candidates. The secondary education achievement grades and the performance in the examination is considered together in calculation of the final point.

Öğrenci-Veli-Okul Sözleşmesi : Student – Parent - School Contracts; for the purpose of having students to reach to the level of self actualization, settle democracy culture in schools, expansion of schools to its environs with all possibilities, inclusion of the expectations of parents and students to the system and determination of the relations between the service providers. The application associated with the contract is initiated as of 2005 – 2006 academic year.

Öğretmen : It refers to those that are equipped with general culture knowledge, specific discipline knowledge and pedagogical formation education and carry out educational-instructional activities and related services in formal and informal education institutions of all grades and types. This grade is the first grade on career scale of teaching.

Öğretmenler Kurulu : The teachers' board; It comprises of the deputy principals and all teachers and student advisory teachers and expert and master lecturers commissioned in the school on the basis of properties of the institution under the chair of the principal. The Board convenes at the beginning of the academic year, at the beginning of second semester and at the end of academic year as well as the times considered necessary by the school administration. At the first meeting, the Board conducts evaluation of the previous year and determines the principles applicable in the incoming academic year and division of labor is performed

Öğretmenlik formasyonu (*Pedagojik formasyon, öğretmenlik sertifikası*) : Proficiency certificate that candidate teachers are required to obtain as provided by Ministry of National Education. This program, composed of professional courses for bringing up teachers, is being run for teachers of English language, pre-school education and classroom teachers at present. Minimum period of the program is two semesters.

Okul-aile birliği : School – Parent Associations: They are established to realize integration between the institution and parents, ensure communication and cooperation between the parents and the institution,

support activities to improve education, cover compulsory requirements of pupils deprived of financial means and furnish financial contribution for the schools

Önlisans Diploması : En az dört yarı yıllık bir yükseköğretim programını bitirenlere veya herhangi bir yükseköğretim programının dört yarıyılıni başarıyla tamamlayanlara verilen diploma

Ortaöğretim alan öğretmenliği tezsiz yüksek lisans programı : Non-thesis programs of at least three semesters covering professional courses for bringing up specialized teachers (e.g. mathematics, physics, history, geography, etc) for secondary education institutions on the basis of license degree obtained from a university. Students who can successfully complete this program, are awarded the right to be teacher candidates as graduates of faculty of education.

Ortaöğretim Kurumları Sınavı (OKS) : Student selection examination for secondary education institutions. Some secondary schools accept students with examination.

Otelcilik ve Turizm Meslek Lisesi : Vocational high schools for hotel and tourism: They are vocational secondary education institutions that basically run vocational training in areas of tourism sector beside training them on minimum common general culture knowledge at secondary education level and predominantly teach one foreign language at the same time.

Özel Eğitim Değerlendirme Kurulu : It is the board for educational evaluation and diagnosis of the handicapped children consisted of the chief of special education service board, a school counselor able to use psychological measurement devices, one of the visual impairment, hearing impairment, or mental retardation teacher, one mobile special education teacher and children's parents under the head of the director of Guidance Research Center or a deputy principle entrusted by director of Guidance Research Center.

Özel Eğitim Hizmetleri Kurulu : It is the board for educational evaluation and diagnosis of the handicapped children consisted of the chief of special education service board, a school counselor able to use psychological measurement devices, one of the visual impairment, hearing impairment, or mental retardation teacher, one mobile special education teacher and children's parents under the head of the director of Guidance Research Center or a deputy principle entrusted by director of Guidance Research Center.

Özel Eğitim Meslek Lisesi : Special education vocational high school. This type of schools run vocational programs and admit handicapped students whose education is not possible with mainstream education.

Özel yetenek sınavı : For some higher education programs it is possible to organize special talent examinations (flair examination) in addition to the ÖSS (centrally administered student selection examination) for some curricula such as fine arts, sports, music, etc.

Pansiyonlu İlköğretim Okulu (PIO) : Day, boarding and hostel district schools opened in settlement units where there is not an elementary school yet due to several reasons, there are a few neighboring villages and groups of houses are scattered around.

Pratik Kız Sanat Okulu : Non-formal education institutions functioning in order to provide vocational training support by means of modular education programs of differing duration and grade for young females who graduated, left or did not start formal education institutions.

Rehberlik ve Araştırma Merkezi (RAM) : (Guidance and Research Center): It is the institution that carry out the educational evaluation, diagnosis, monitoring and orientation services for the handicapped persons and provides support education and guidance and counseling services to the individuals and their parents.

Sağlık Meslek Lisesi : They are vocational secondary education institutions that basically run vocational training in health-related areas (emergency medicine radiology, anaesthesia, environmental health, dental prosthesis, nursing, orthopedy, medical secretariatship, etc) and prepare students for both higher education and professional life beside training them on minimum common general culture knowledge at secondary education level.

Şartlı Nakit Transferi (ŞNT) : It is an income support program developed for poorest households that cannot afford sending their children to school due to economical reasons and lack of social security targeting preventing transfer of poverty to next generations.

Seviye Belirleme Sınavı (SBS) : Every student graduating from primary education is entitled to attend secondary education institutions and benefit from the opportunities of secondary education. Generally, enrolment to secondary education institutions in Turkey is not subject to any examination. However, there are secondary education institutions which admit students via an entrance examination. Ministry of National Education is planning to consider a new examination to enter secondary schools, namely "Level Determination Examination" for primary school students. The main purpose of the new system is simply to disseminate the burden of the examination and stress on the shoulders of the students, and to emphasize the importance of the school itself. New plan includes the implementation of examinations in 6th, 7th and 8th years separately

Sosyal Bilimler Lisesi : They are general secondary education institutions that prepare students with high interests and skills regarding literature and social sciences for higher education with an eye to bring up highly-qualified scientists in areas of literature and social sciences. Preparation class is carried out for one year to teach foreign language in such schools. Students must take a central examination for entering these schools.

Spor Lisesi : They are general secondary education institutions that prepare students for higher education regarding physical education and sports as well as bring up qualified athletes in areas of physical education and sports. Candidates must take flair examination for being accepted to these schools

Sürekli Eğitim Merkezi (SEM) : Centers which organize various skill courses for adults in order to develop their knowledge, skill, capability and experience for social, cultural and particularly vocational capabilities. These courses can be organized by private entities and organizations within the legal framework. Most of the universities also establish such centers for adults with similar objectives.

Talim ve Terbiye Kurulu (TTK) : Turkish Education Board It is the body in Turkish Education System which formulates and compose the strategy of education system. The Board functions as directly affiliated to the Minister and is the most proximate scientific advisory and decision taking body of the Minister.

Tam Gün Eğitim : It refers to the education program arranged by directorate of school in a way not to exceed daily time schedule covering both morning and afternoon sessions towards kindergarten and application classes.

Taşınmalı ilköğretim : The program planned in a way to enable education of students in It is the practice of transportation of the students in rural settlements where there are no primary schools to pre-determined primary schools in other settlements.

Taşınmalı öğretmen (Taşınmalı Öğretmen Projesi) : Ministry of National Education initiates a new project called "Mobile Teacher Project". The main purpose of the project is to prevent having some schools where courses can not be taught due to lack of teacher, especially in remote rural areas.

Taşınabilir okul : Ministry of National Education initiates a new project called "Transportable School Project". The main purpose of the project is to provide opportunity to the pupils who are not able to attend any school due to transportation difficulties. Ministry is able to prepare some kind of pre-fabric schools within one week in settlements, especially in remote rural areas, with no school. These schools have almost every facility in it.

Teftiş Kurulu Başkanlığı : Central supervisory body within the Turkish Education System. The board executes guidance, inspection, assessment, examination and investigation duties on behalf of the Minister by its' supervisors.

Teknik ve Endüstri Meslek Lisesi : They are are vocational secondary education schools that implement programs for equipping students for life, areas of business and higher education by means of providing

vocational proficiency in various areas of industrial vocation beside training them on minimum common general culture knowledge at secondary education level.

Teknoloji Geliştirme Merkezi : Technology Development Centers; these are centers initiated generally by the higher education institutions to promote school-community relations. They conduct high level of research, education, publication and counseling services

Ticaret Meslek Lisesi : Vocational secondary education institutions that basically run vocational training in commerce-related areas (accountancy, financing, marketing, office management, secretariatship, etc) and prepare students for both higher education and professional life beside training them on minimum common general culture knowledge at secondary education level.

Tıpta Uzmanlık Sınavı (TUS) : Medical specialty examination

Üniversitelerarası Kurul Dil Sınavı (UDS) : It stands for Inter-university Language Examination. It is the central foreign language proficiency examination which is a pre-requisite for entrance to postgraduate programs, academic upgrading and appointment in cadres, etc.

Uygulama sınıfı : The classrooms implementing programs regarding pre-elementary education of Ministry of National Education for educating children of 36-72 months

Uygulamalı Teknik Bilimler Fakülteleri : Higher Education Council (YÖK) is planning to convert existing technical sciences faculties, excluding two of them, to applied technical sciences faculties. The main purpose of the initiation is to educate the graduates in compliance with the requirements of the business

Uzman öğretmen : It refers to teachers that are awarded positions in their respective areas as a consequence of evaluation and order of success held against criteria such as severence, in-service training, activities and sicil, and severence, training, activities, conduct grade and examination criteria applicable to those that completed thesis post-graduate degree in their respective areas or educational sciences, and those that completed pre-license and license degree as well as post-graduate degree in their respective areas or educational sciences, respectively. This grade is the second grade on career scale of teachers.

Yarım Gün Eğitim : Education session held in the morning or afternoon in okul öncesi education institutions in a way to include one teacher in each group and not to exceed 6 hours a day.

Yatılı İlköğretim Bölge Okulları (YİBO) : Boarding and day schools opened in settlement units where population is small and scattered in Turkey (such as villages, hamlets, coms, nomad groups) for carrying out 8-year basic education for poor adults and children who are mature enough to go through compulsory education.

Yüksek Öğretmen Okulu (Darülmualimin-i Aliye) : There were two types of High School of Teachers. The first one (historically the most well-known) was established as "Darülmualimin-i Aliye" in 1891. These schools under Ministry of National Education were established to bring up teachers for high schools, but were closed in 1978. As for the other type of High School of Teachers, they were established upon extending 3-year education institutes under Ministry of National Education upto 4 years and renaming of them. These schools could operate as "High School of Teachers" for 4 years only. They were integrated with universities as "faculty of education" in 1982.

Yükseköğretime Geçiş Sınavı (YGS) : Higher Education Transition Examination. It is the first phase of the higher education entrance examinations measuring the general qualifications of the candidates. In order to enter the second phase examination named as Lisans Yerleştirme Sınavı (Placement Examination for Bachelor Programs), the candidates are required to have minimum predetermined score from this examination.

Zümre Öğretmenler Kurulu : It comprises of classroom teachers lecturing same class in 1st, 2nd, 3rd, 4th and 5th grades and the branch teachers, if any, in the 6th, 7th and 8th grades. The Board convenes at the beginning of the academic year, at the beginning of second semester and at the end of academic year as well as the times considered necessary by the school administration.

LEGISLATION

2252 numbered Law on Universities (Law) : 1933, 2252, Resmi Gazete

The law introduced reformist amendments on tertiary education. Darülfünun (University) established in Istanbul in 1970 upon entry into force of Maarif-i Umumiye Nizamnamesi (Statute on General Education) in 1869 was abolished and Istanbul University was established

4306 numbered Law (Law) : 18.08.1997, 4306, Resmi Gazete, <http://mevzuat.meb.gov.tr/html/126.html>, 10.01.2008

The law Which stipulates increase in the duration of compulsory education (primary education) to 8 years and introduces various sanctions for implementation

4702 numbered Law (Law) : 10.07.2001, 4702, <http://mevzuat.meb.gov.tr/html/197.html>, <http://mevzuat.meb.gov.tr/html/197.html>, 10.01.2008

The law undertakes amendments in some provisions of existing Laws and stipulates formation of Vocational and Technical Education Zones comprising of vocational and technical upper secondary education institutions associated in the integrity and continuity of one or more vocational tertiary education institution and curricula.

Activities of Inservice Training (Circular) : 10/06/2007, Resmi Gazete, <http://www.meb.gov.tr>, 10/01/2008

By means of this circular, various correspondences and directives entered into force before regarding planning and arranging in-service training activities beside various circulars towards planning and implementing central and local in-service training activities were reassessed and updated considering changing circumstances.

Basic Law of National Education (Law) : 24.6.1973, 1739, Resmi Gazete, <http://mevzuat.meb.gov.tr/html/88.html>, 20.01.2008

This law contains the aims and principles, general structure of Turkish National Education and teaching profession, school building and establishments, educational materials, and the duties and responsibility of the state on education and instruction.

Cabinet Decision on Employment of Part Time Temporary Personnel in the Status of English Teaching and Computer Teaching in the Provincial Organization of Ministry of National Education and on Payments to be Paid for Personnel (Cabinet Decision) : 14.09.2004, 2004/7891, Resmi Gazete, <http://www.meb.gov.tr>, 10.01.2008

This decision is about employment of part-time temporary personnel in the status of English language and computer teaching in a way not to exceed duration of 10 months a year with an eye to meet teacher need in various units under Ministry of National Education.

Cabinet Decision on Employment of Part Time Temporary Personnel in the Status of Teacher Based on Areas in Respect of Meeting Need of Teacher in the Provincial Organization of MoNE and on Payments to be Paid for Personnel (Cabinet Decision) : 26.08.2005, 2005/9345, Resmi Gazete, <http://www.meb.gov.tr>, 10.01.2008

This decision is about temporary instructor employment on part-time basis in a way not to exceed duration of 10 months a year with an eye to meet instructor need in various units under Ministry of National Education. The decision regulates temporary employment of 20.000 instructors by Ministry of National Education in education year 2005-2006 and how these will be appointed as well as their respective pays.

Circular on Guidance Research Centers and Special Education Expenditures of Handicapped Individuals (Circular) : 20.11.2007, 2007/85, Resmi Gazete, <http://ookgm.meb.gov.tr/genelgeler/291107-60490.pdf>, 25.01.2008

The aim of the circular is to solve the problems in the compensating the expenditures of handicapped persons by state.

Circular on Mainstreaming (Circular) : 09/02/2004, 616, Resmi Gazete, <http://orgm.meb.gov.tr/Mevzuat/genelgeler/kaynastirmauygulamalari.htm>, 25/01/2008

The aim of the circular is to determine the basic rule of mainstreaming.

Circular on Reducing School Types in Secondary Education (Circular) : 14/12/2008, 2008/81,
<http://omg.meb.gov.tr>, 10/01/2010

The Circular consists of orders to form and stress a kind of program diversity instead of existing having so many types of school. Vocational and technical secondary education institutions are brought together under certain types of school

Circular on the Development of Pre-primary Education (Circular) : 15/06/2009, 2009/53,
http://ooegm.meb.gov.tr/donatim/2009-53*genelge.pdf, 15/03/2010

The required measures to enhance the schooling rate in pre-primary education

Circular on the Education practices Through Mainstreaming (Circular) : 02/09/2008, Ministry of National Education, <http://orgm.meb.gov.tr/mevzuat/genelgeler/kaynastirma.pdf>, 20/12/2008

This circular clears uncertainties related with the mainstreaming education practices

Civil Servants Law (Law) : 23/07/1965, 657, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22/12/2007

Main law regulating service terms and conditions, qualifications, appointment and bringing up, promotion and progressing, duties, rights and liabilities, salaries and payments as well as other personal benefits

Constitution 1961 (Constitution) : 20/07/1961, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 26/02/2008

Constitution of Republic of Turkey, which remained in force between 1961-1981

Constitution 1982 (Constitution) : 07/11/1982, 2709, Resmi Gazete, <http://www.tbmm.gov.tr/Anayasa.htm>, 26.02.2008

Present constitution of Republic of Turkey

Decision on the State Assistance for Investment (Cabinet Decision) : 09.07.2002, 2002/4367, 2002/4367,
<http://www.aktifsmmm.com.tr/TSVK/tsvkbkk2002.4367.htm>, 25.01.2008

The aim of this decision is to encourage the investment on education.

Decision regarding Limits of Number of Classes and Additional Classes to be Taken by Administrators and Teachers of Ministry of National Education (Cabinet Decision) : 01.12.2006, 2006/11350, Resmi Gazete,
<http://www.meb.gov.tr>, 10.01.2008

This decision is about number of weekly classes to be performed by teachers, experts and senior instructors working in formal and informal education institutions of Ministry of National Education in return for monthly fee and additional classes, qualifications of those to be trained and other issues.

Decree Law on Special Education (Decree) : 06.06.1997, 573, Resmi Gazete,
<http://orgm.meb.gov.tr/Mevzuat/573.htm>, 20.01.2008

This Decree law regulates the bases for the handicapped persons to be educated generally and vocationally in relation to the basic aims and principles of Turkish National Education.

Decree Law on the Organization and Duties of Ministry of National Education (Decree) : 13.12.1983, 179, Resmi Gazete, <http://www.meb.gov.tr/mevzuat>, 10.01.2008

The law comprises the articles which describes the organisational structure of the Ministry of National Education and their duties, authorities and responsibilities.

Directive for Bussed Primary Education (Directive) : 12/1994, Tebliğler Dergisi,
<http://mevzuat.basbakanlik.gov.tr>, 19.12.2007

The legal document developed to ensure carrying out of education-instruction by means of daily transportation of elementary school children from less crowded and scattered settlement units to selected central places.

Directive for Child Clubs for Pre-primary Education Institutions (Directive) : 11.02.2008, 39,
http://ooggm.meb.gov.tr/mevzuat/cocuk_kulupleri_yonergesi.pdf, 21.12.2008

The aim of the directive is to regulate the principles and the bases of the child club to contribute the education in reference with the general objectives and basic principles of Turkish national education and

pre-primary curriculum at leisure times of 3-5 year old children attending public/private pre-primary institutions affiliated to the Ministry of National Education

Directive for Orientation in Primary Education (Directive) : 2003, *Tebliğler Dergisi*, <http://meb.gov.tr>, 22/12/2007

The law regulating principles and rules regarding identification of interests, needs, skills and characteristics of students and directing them towards relevant programs in elementary schools under Ministry of National Education

Directive for Science and Art Centers (Directive) : *Resmi Gazete*, http://orgm.meb.gov.tr/mevzuat/yonergeler/Bilim_Sanat_Yeni_Yonerge.doc, 25/01/2008

The aim of this directive is to regulate the methods and bases of selection, registration-acceptance, education, administrator and teacher selection and development for gifted children and constitution and functions of the Science and Art Centers

Directive of Standards on the Special Education Institutions (Directive) : 06/1997, *Tebliğler Dergisi*, http://mevzuat.meb.gov.tr/html/960_0.html, 25.01.2008

The aim of this directive is to determine the standards of private educational institutions establishment and buildings, and the materials necessary in the establishment and buildings.

Directive on Autistic Children Education Centers (Directive) : 12/2004, *Tebliğler Dergisi*/2567, http://mevzuat.meb.gov.tr/html/2567_0.html, 16.01.2008

The aim of this directive is to determine the methods and bases related with the constitution and the function of Autistic Children Education Centers (ACEC) operating to ensure the education of autistic children between the ages of 3-15.

Directive on Education Campuses (Directive) : March 2009, 2618, *Tebliğler Dergisi*, <http://yayim.meb.gov.tr/dergiler/pdf/2618.pdf>, 10/01/2010

The content of the directive is to determine the guidelines for the formation, development and management of new campuses.

Directive on Education Zones and Education Boards (Directive) : 1999, 20506, *Tebliğler Dergisi*, <http://mevzuat.meb.gov.tr>, 10/01/2008

The directive deals with the formation of Education Zones and Education Boards

Directive on Formation of Work Placement and Monitoring Unit in Vocational and Technical Education Schools and Institutions (Directive on Formation of Work Placement and Monitoring Unit in Directive) : 08/2002, *Tebliğler Dergisi* /2539, <http://mevzuat.meb.gov.tr>, 25/02/2008

This directive regulates formation of "Recruitment and Monitoring Units" in vocational and technical training institutions and schools under Ministry of National Education, and rules and principles regarding functioning of these units.

Directive on Guidance and Inspection of Predecencies of Primary Education Inspectors (Directive) : 2001, *Tebliğler Dergisi* 2001/2521, <http://www.meb.gov.tr>, 10/01/2008

This directive covers guidance and inspection of institutions determined in Ministry of National Education Elementary Education Inspectors Presidency Regulation and duties and liabilities as well as working procedures and principles of inspection groups.

Directive on Non-formal Education Courses Conducted by Public Institutions and Organizations, Municipalities, Foundations, Associations and Trade Chambers Under Surveillance and Control (Directive) : 2001, *Tebliğler Dergisi*, <http://mevzuat.basbakanlik.gov.tr>, 17/12/2007

The directive regulating principles regarding opening and operation of free courses to be started by public institutions and organizations, municipalities, foundations, associations, and professional chambers except for legislation regarding private education institutions and whose establishment purpose includes duties, powers and liabilities related with non-formal educational activities.

Frame Regulation for the Special Education Schools (Regulation) : 22.7.2005, *Resmi Gazete*, http://mevzuat.meb.gov.tr/html/25883_0.html, 20.01.2008

The aim of this regulation is to regulate the bases of education-instruction, administration, registration-acceptance, attendance, conveyance and evaluating student achievement in the private special education schools.

Framework Regulation on Private Schools (Regulation) : 22.07.2005, Resmi Gazete/25883, <http://ookgm.meb.gov.tr>, 27.02.2008

This legislation regulates issues about arranging education-instruction, management, student enrollment and acceptance, attendance and non-attendance of students, identification of student transfer and success in private schools.

Higher Education Law (Law) : 06.11.1981, 2547, Resmi Gazete, <http://www.yok.gov.tr>, 10.01.2008

The Law stipulated comprehensive modifications on the structure and functioning of tertiary education. The Law regulates the objectives and principles related to tertiary education; organization, functioning, functions, authorities and responsibilities of tertiary education institutions and administrative organizations and matters related to education, research, publications, instructors and students

Labor Law (Law) : 22/05/2003, 4857, Resmi Gazete, http://www.calisma.gov.tr/mevzuat/4857_is_kanunu.htm, 25/01/2008

The aim of this law is to regulate the rights and responsibilities related with the work conditions and work environment of employers and employees

Law Making Illiterate Citizens Who are Out of Compulsory Education Age Literate or Make Them to Have Education at Primary School Level (Law) : 16.06.1983, 2841, Resmi Gazete,

<http://mevzuat.basbakanlik.gov.tr>, 12.02.2008

The legislation regarding making illiterate citizens who are out of compulsory education age literate or make them have education at primary school level.

Law of Children in Need of Special Education (Law) : 15.10.1983, 2916, Resmi Gazete, <http://www.hukuki.net/kanun/2916.15.text.asp>, 20.01.2008

It is annulled by the decree law, 30/5/1997 date and numbered 573

Law of Deprived Children (Law) : 23/05/1949, 5387, Resmi Gazete, <http://orgm.meb.gov.tr/Mevzuat/genelgeler/kaynastirmauygulamalari.htm>, 25/01/2008

Contains the regulations related with the deprived children.

Law of Institution for Vocational Qualifications (Law) : 21.09.2006, 5544, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22.12.2007

The law regulating provisions regarding national proficiency framework as well as determination of basis of national proficiencies in technical and vocational areas, inspection, measurement and assessment, documentation and certification on the basis of national and international professional standards

Law of Merchants and Masters Vocational Organization (Law) : 07/06/2005, 5362, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22/12/2007

The legislation regulating meeting vocational and technical needs of merchants and masters as well as those employed by them in Turkey, facilitating their vocational practices, enabling them to develop in line with general interests of the profession and to receive vocational training, maintaining professional discipline and ethics as well as working rules and principles of Merchants and Masters Vocational Organizations in the status of public institutions and upper organizations of these such as union, federation and confederation.

Law of Private Education Institutions (Law) : 14.02.2007, 5580, Resmi Gazete, http://mevzuat.meb.gov.tr/html/26434_0.html, 20.01.2008

The aim of this law is to regulate the methods and bases of education-instruction, administration, supervision, monitoring and personnel employment in the private educational institutions

Law of The Union of Chambers and Commodity Exchanges of Turkey (Law) : 18.05.2004, 5174, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22.12.2007

The law regulating rules and principles regarding establishment and functioning of industrial and commercial chambers, chambers of commerce, chamber of industry, chambers of maritime trade, exchange commodities and Turkish Union of Chambers and Exchange Commodities.

Law on Amendment to Law on the Disabled and to the Certain Decree Laws (Law) : 01.07.2005, 5378, Resmi Gazete, <http://www.maliye.gov.tr>, 20.01.2008

The aim of this law is to ensure the handicapped persons to participate the society by means of preventing deficiencies, solving health, education, rehabilitation, employment, nursing and social security problems of the handicapped persons and organize the coordination of these services.

Law on Approval of the Engagement Related with the Rights of the Disabled (Law) : 03.12.2008, Resmi Gazete/Official Journal No. 27084, <http://www2.tbmm.gov.tr/d23/1/1-0567.pdf>, 20.12.2008

The engagement aimed disabled persons to be benefited from all basic rights and freedoms wholly and equally. Public areas are planned to be available for handicapped persons and planned to develop information and communication infrastructure for handicapped individuals

Law on Changes in the Labor Code and Some Other Codes (Law) : 15.05.2008, 5763, Resmi Gazete/Official Journal, <http://rega.basbakanlik.gov.tr>, 15.03.2009

The Law mainly stipulates the formation, bodies and duties of the Provincial Employment and Vocational Education Boards

Law on Educating Gratis Boarding or Beneficiary Pupils in Primary and Lower Secondary Education and Social Contributions Offered to the Pupils (Law) : 19/06/1982, 864, Resmi Gazete, <http://mevzuat.meb.gov.tr>, 22/12/2007

The law regulating placement of unpaid boarded or scholarship students in elementary and secondary education degree and social contributions to be provided for them

Law on Grant and Credit Provision for Higher Education Students (Law) : 03.03.2004, 5102, Resmi Gazete/25394, <http://www.kyk.gov.tr>, 27.02.2008

This law regulates principles and regulations regarding award of grant, credit and cash aid for students studying higher education in Turkey.

Law on Granting pension to Dependant, Helpless and Homeless Turkish Citizens over the age of 65 (Law) : 01.07.1976, 2022, 2022, <http://www.mevzuat.adalet.gov.tr/html/516.html>, 25.01.2008

The aim of this law is to determine the style and principles of the aid to the old and deprived persons over the age of 65.

Law on Higher Education Credit and Hostels Institution (Law) : 16.08.1961, 351, Resmi Gazete/10887, <http://www.kyk.gov.tr>, 27.02.2008

It regulates duties and responsibilities of Higher Education Credit and Hostels regarding providing loans and grant for higher education students, building and operating hostels, etc.

Law on Higher Education Personnel (Law) : 13.10.1983, 2914, Resmi Gazete, <http://www.yok.gov.tr>, 10.01.2008

The law regulates classification of higher education personnel, number of classes they have to perform, salaries, university development allowances and other additional payments.

Law on Highways (Law) : 13/10/1983, 2918, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 18/12/2007

The legal document ensuring traffic order on highways in terms of security of life and property and determining precautions to be taken in all issues regarding traffic security

Law on Organization and Duties of Ministry of National Education (Law) : 15.02.1992, 3797, Resmi Gazete, <http://mevzuat.meb.gov.tr>, 10.01.2008

Law defining organizational structure of Ministry of Education and duties, responsibilities of the units within this structure

Law on Organization of Higher Education Institutions (Law) : 28.03.1983, 2809, Resmi Gazete, <http://www.yok.gov.tr>, 10.01.2008

The law mainly regulates establishment of higher education institutions and issues regarding affiliated units.

Law on Organization of the Ministry of Education (Law) : 1926, 789, Resmi Gazete

The Law is of importance in the historical background as the law is the first legal arrangement regulating the administrative structure of the education system implemented in the Republican Period.

Law on Promotion and Punishment of Teachers in Primary and Secondary Education (Law) : 10/06/1930, 1702, Resmi Gazete, <http://www.meb.gov.tr>, 10/01/2008

It regulates payment degree, severance term and relevant charging of teachers to be appointed in elementary and secondary education institutions.

Law on promotion and Punishment of Teachers of Primary and Secondary Education (Law) : 10.06.1930, 1702, Resmi Gazete/Official Journal, <http://www.meb.gov.tr>, 31.12.2008

This law regulates salaries of the teachers to be appointed to primary and secondary education institutions, salary systems of them. Additionally discipline issues of teachers are included.

Law on Public Financial Administration and Control (Law) : 24/12/2003, 5018, Resmi Gazete, <http://mevzuat.meb.gov.tr>, 10/01/2008

The law stipulates arrangements associated with organizations and also undertakes significant arrangements related to budget and financial management of the institutions. The arrangements also bind the Ministry of National Education.

Law on School Boarding Houses (Law) : 13.07.1982, 2698, Resmi Gazete/17781, <http://mevzuat.basbakanlik.gov.tr>, 25.02.2008

This law regulates opening, operation and management of school hostels for students who are entitled to unpaid boarded education and those that want to be paid boarded students with an eye to ensure boarded education facilities in elementary and secondary schools affiliated to Ministry of National Education

Law on Social Security (Law) : 17.07.1964, 506, Resmi Gazete, <http://www.meb.gov.tr>, 10.01.2008

This is the basic law regulating service and working conditions of those working on insurance basis. The law is about payments in the event of well being, retirement, old age and death of insured employees.

Law on Social Security and General Health Insurance (Law) : 31/05/2006, Resmi Gazete/26200, <http://mevzuat.basbakanlik.gov.tr>, 10/01/2010

This legislation regulates the procedures and principles related to determining the people who will benefit social and general health insurance, benefiting requirements, determining provision methods of finance and financial sources, administration of social insurance and general health insurance.

Law on Unity of Education (Law) : 03.03.1924, 430, Resmi Gazete, <http://www.meb.gov.tr>, 27.11.2007

All educational institutions in the country were placed under the body and control of Ministry of National Education.

Law on Universities (Law) : 1973, 1750, Resmi Gazete, <http://>

It was the law on universities valid until 1981. The law determined the functions of the universities in detail. The functions of the universities elaborated in the law are briefly; educating pupils, undertaking scientific researches and studies, collaborate with national and international scientific and research institutions and disseminate scientific data to improve level of general culture in the society.

Law on Village Institutes (Law) : 25/06/1942, 5141, Resmi Gazete, <http://www.mevzuat.adalet.gov.tr/html/882.html>, 10/01/2008

An authentic educational institution (teacher training model) under the name of Village Institutes. Mainly comprises mainly teacher training especially for rural areas

Law on Weekly Course Hours and Additional Course Wages of Teachers in the Higher Education and Secondary Education Institutions and Primary School affiliated to Ministry of National Education (Law) : 05.03.1964, 439, Resmi Gazete, <http://www.meb.gov.tr>, 10.01.2008

This law regulates qualifications of managers, teachers, experts and senior instructors in education institutions affiliated to Ministry of National Education, mandatory number of courses teachers have to

perform in return for their salaries, and the number of courses they have to perform in return for additional payment, how to calculate and charge these courses.

Lousane Peace Treaty (Treaty) : 24.08.1923, *Resmi Gazete*, <http://mevzuat.basbakanlik.gov.tr>, 22.12.2007
The international legal document ensuring recognition of Turkey by international community as an independent and equal state.

Medium Term Programme 2008-2010 (Cabinet Decree) : 28.05.2008, *Resmi Gazete*, <http://www.meb.gov.tr>, 10.01.2008

The legislation regulates items such as examination and grades in secondary education institutions, passing and failing grades, types of examination, number of examinations, impact of examination on academic average, etc.

Ministry of National Education Regulation on Inservice Training (Regulation) : 08.04.1995, *Resmi Gazete/22252*, <http://www.meb.gov.tr>, 10.01.2008

This legislation regulates principles regarding in-service training. Within this context; objectives and types of in-service training, assignments, developing programs, payments, instructors, providing course materials, and place of education, etc.

Ministry of National Education Regulation on Supervisory Board (Regulation) : 03.10.1993, *Resmi Gazete*, <http://mevzuat.meb.gov.tr>, 10.01.2008

The regulation mainly stipulates the organisation structure and duties of supervisory board and also the duties, authorities and responsibilities of the head of supervisory board, supervisors, assistant supervisors and branch directors of the board.

Primary Education Law (Law) : 12/01/1961, 222, *Resmi Gazete*, <http://mevzuat.meb.gov.tr/html/24.html>, 20/01/2008

The law that regulates compulsory primary education

Prime Ministerial Directive on the Declaration of 2005 as Employment Year of Handicapped Individuals (Circular) : 2004, 2004/28, <http://www.ozida.gov.tr/istihdam/genelge.htm>, 25.01.2008

The aim of the directive is to ensure the employment of handicapped persons

Prime Ministerial Directive on the Employment of Handicapped Individuals (Directive) : 2006, 2006/15, <http://www.tsd.org.tr/content/view/406/2994/>, 25.01.2008

The aim of the directive is to unify the employment applications of handicapped persons

Principles regarding Areas Relevant with Appointment in the Status of Teachers in Education Institutions under Ministry of National Education and Postgraduate Programs They Complete and Courses They are Supposed to Take in Return for Monthly Salary : 08/2004, 2563, *Tebliğler Dergisi*, <http://www.meb.gov.tr>, 10.01.2008

This cabinet decision is the basic legal legislation regarding appointment of teachers in Turkey. The cabinet decision regulates in details prerequisites for appointment as teachers in all status, list of those entitled to be appointed as teachers according to the program they complete for each relevant course.

Principles Regulating the Employment of Contracted Personnel (Cabinet Decision) : 06.06.1978, 15745, *Resmi Gazete*, <http://www.meb.gov.tr>

It regulates issues such as contracted public officials, their payments, benefits other than payments, principles of recruitment, contract periods, conditions of employing contracted personnel abroad, and positions of contracted staff.

Private Vocational Rehabilitation Centers Regulation (Regulation) : 02.05.2006, *Resmi Gazete*, http://mevzuat.meb.gov.tr/html/26156_0.html, 25.01.2008

The aim of this regulation is to regulate the methods and bases of the constitution, supervision and function of the private vocational rehabilitation centers toward handicapped persons.

Regulation Concerning Students to Study Free of Charge or with Grants in Private Education Institutions (Regulation) : 11.02.2009, *Resmi Gazete*, <http://ookgm.meb.gov.tr>, 23.02.2009

The legal document regulating rules and principles regarding number, selection, acceptance terms and conditions and application of students that will study free of charge or with grants in private education institutions.

Regulation Concerning the Norm Staff of Administrators and Teachers of Schools Affiliated with the Ministry of National Education (Regulation) : 10.08.1999, *Resmi Gazete*, <http://mevzuat.basbakanlik.gov.tr>, 22.12.2007

The legal document regulating norm staff of managers and teachers in schools and institutions under Ministry of National Education

Regulation for Academic Evaluation and Quality Improvement in Higher Education Institutions

(Regulation) : 10.09.2005, *Resmi Gazete/25942*, <http://www.yok.gov.tr/mevzuat/yonet.html>, 26.02.2008

This legislation regulates activities regarding evaluation of education, instruction and research activities as well as administrative services of higher education institutions, improving quality of them, verifying and recognizing quality level of them by means of independent "external auditing" process.

Regulation for Anatolian İmam-Hatip High Schools (Regulation) : 16/09/2006, *Resmi Gazete/ 26291*,

<http://dogm.meb.gov.tr>, 27/02/2008

This legislation regulates issues such as determination of 9th grade capacity of Anatolian İmam-Hatip High Schools, students' applications, enrollment-acceptance and transfer of students, activities and transactions to be carried out regarding education-instruction and management.

Regulation for Boarding Primary Schools (Regulation) : 23.01.1967, *Tebliğler Dergisi*,

<http://mevzuat.meb.gov.tr>, 26.01.2008

This regulation organizes the principles of the Boarding Primary Schools provided to the children whose parents could not provide their children day education at home.

Regulation for Bussed Primary School (Regulation) : 15.04.2000, *Resmi Gazete*,

<http://mevzuat.meb.gov.tr/html/69.html>, 28.01.2008

The aim of this regulation is to ensure the students living in the zones there is no primary school exists or students of the closed or conjoint class practiced primary schools to attend the primary schools in the transport centers by means of daily transporting of students.

Regulation for Equivalency of Higher Education Diplomas Obtained Abroad (Regulation) : <http://>

Regulation for Graduate Education (Regulation) : 01/07/1996, *Resmi Gazete/22683*, <http://www.yok.gov.tr>, 28/02/2008

It is the framework legislation that arranges opening of post-graduate education programs (degrees of post-graduate and PhD), terms for acceptance, duration, education, evaluation and graduations, etc.

Regulation for Grant and Credit (Regulation) : 24/08/2004, *Resmi Gazete/25563*,

<http://www.kyk.gov.tr/yonetmelik/163.htm>, 27/02/2008

This legislation regulates conditions required for awarding grant and credit to students that will be determined by governmental institutions and organizations (except for private universities) against criteria specified in their respective legislation and those that will be determined by Higher Education Credit and Hostels as well as rights and liabilities to be applicable in case of ending of these and when required.

Regulation for Guidance and Psychological Counseling Services (Regulation) : 17.04.2001, *Resmi Gazete*,

Resmi Gazete, <http://mevzuat.meb.gov.tr/html/68.html>, 20.01.2008

The aim of this regulation is to regulate bases of the constitution and functions of guidance research centers and guidance and counseling services in schools in province/district level.

Regulation for Primary Education Institutions (Regulation) : 27/08/2003, *Resmi Gazete*,

http://mevzuat.meb.gov.tr/html/225_0.html, 25/01/2008

The aim of this regulation is to regulate the methods and principles related with the constitution, duty and function of public and private primary education institutions bound to Ministry of National Education

Regulation for Private (Foundation) Higher Education Institutions (Regulation) : 31.12.2005, Resmi Gazete/26040, <http://www.yok.gov.tr>, 27.02.20087

This legislation regulates issues related with establishment, operation, follow-up and inspection of private higher education institutions.

Regulation for Students Living Cost Credit (Regulation) : <http://>

Regulation for the Migrant Workers' Children (Regulation) : 14/11/2002, Resmi Gazete, <http://mevzuat.meb.gov.tr/html/188.html>, 28/01/2008

The aim of this regulation is to determine the principles and methods of the education-instruction of migrant worker's children.

Regulation for Turkish Education Board (Regulation) : 17.10.2003, Resmi Gazete, <http://ttkb.meb.gov.tr/>, 11.01.2008

Legislation related to the establishment and duties of Turkish Education Board

Regulation on Disciplinary of Administrator, Teaching Staff and Officials in Higher Education Institutions (Regulation) : 21.08.1982, Resmi Gazete, <http://www.yok.gov.tr>, 10.01.2008

It regulates rules and principles regarding examination and investigations for administrators, teaching staff and civil servants in higher education institutions, types of punishment and actions requiring punishment, bodies entitled to punish, investigation process and subjects of objection.

Regulation on Anadolu University Education and Examinations (Regulation) : 18/08/1993, Resmi Gazete, <http://www.anadolu.edu.tr>, 17.12.2007

The legislation regulating principles to be applied in faculties carrying out education activities on the basis of open education faculty of Anadolu University

Regulation on Administrators in the Educational Institutions of the Ministry of National Education (Regulation) : 24.04.2008, Resmi Gazete/Official Journal, <http://www.meb.gov.tr>, 30.12.2008

This regulation arranges the issues such as administrative positions, types of education institutions, appointment criteria of administrators to different types of institutions, position changes of the administrators

Regulation on Anadolu High Schools (Regulation) : 27/04/2006, Resmi Gazete /26151, <http://ogm.meb.gov.tr>, 27/02/2008

This legislation regulates processes and transactions regarding identification of preparation class capacities for schools with preparation classes, and identification of 9th grade capacity, students' applications, enrollment-acceptance, transfer, and activities and transactions related with education-instruction as well as management for schools without preparation classes.

Regulation on Appointment and Promotion of Faculty Members (Regulation) : 28.01.1992, Resmi Gazete, <http://www.yok.gov.tr>, 10.01.2008

This legislation is about criteria regarding appointment and promotion of university teaching staff (associate professorship, assistant professorship and professorship), their service periods, extension of their duties, types of posts, etc.

Regulation on Appointment and Replacement of Administrators for Education Institutions of the Ministry of National Education (Regulation) : 13/08/2009, Resmi Gazete/27318, <http://mevzuat.meb.gov.tr>, 20/02/2010

This legislation regulates the principles and procedures of selection, appointment and replacement of administrators for education institutions of Ministry of National Education.

Regulation on Appointment of Administrators in the Educational Institutions (Regulation) : 13.04.2007, Resmi Gazete/26492, <http://www.meb.gov.tr>, 10.01.2008

In this legislation; topics such as administration positions, types of education institutions, appointment criteria as administrator in various institutions, replacement of managers.

Regulation on Appointment of Energy Administrators in Educational Institutions (Regulation) :

17/04/2009, 27203, Resmi Gazete, <http://mevzuat.meb.gov.tr>, 10/01/2010

The regulation consists of articles which specify the methods and procedures considered in the selection of energy administrators to the schools:It aims to lower cost and raise the level of efficiency in energy consumption in schools.

Regulation on Educating Gratis Boarding or beneficiary Pupils in Primary and Lower secondary Education and Social Contributions offered to the Pupils (Regulation) :

05.10.1983, Resmi Gazete, <http://mevzuat.meb.gov.tr>, 31.12.2007

The legal legislation regarding operation of grant, unpaid boarded system and social contributions in elementary and secondary education institutions of Ministry of National Education

Regulation on Fine Arts and Sports High Schools (Regulation) :

23/06/2009, Resmi Gazete 27267, <http://mevzuat.meb.gov.tr/>, 26/02/2008

This legislation regulates application to High School of Fine Arts and sports, selection of students, enrollment-acceptance, transfer and transactions related with education-instruction

Regulation on Foreign Language Education (Regulation) :

31.05.2006, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22.12.2007

The legal document regulating rules and principles regarding foreign language education and instruction carried out in state and private elementary, secondary schools and distance education as well as informal education institutions

Regulation on Foreign Language Education and Principles of Education in Foreign Language in Higher Education Institutions (Regulation) :

04.12.2008, Resmi Gazete/27074, <http://mevzuat.basbakanlik.gov.tr>, 26.02.2010

The legal document regulating purpose, content, application and assessment principles of foreign language education in higher education institutions and terms and conditions that higher education institutions carrying out education in foreign language must comply with.

Regulation on Grade Promotion and Examination in Secondary Education Institutions (Regulation) :

08.12.2004, Resmi Gazete, <http://www.meb.gov.tr>, 10.01.2008

The legislation regulates items such as examination and grades in secondary education institutions, passing and failing grades, types of examination, number of examinations, impact of examination on academic average, etc.

Regulation on Higher Education Institutions Student Councils and Higher Education Institutions National Students Council (Regulation) :

20.09.2005, Resmi gazete/Official Journal No. 25942, <http://www.yok.gov.tr/mevzuat>, 12.03.2009

The regulation covers authority, duties and working principles of higher education student councils and National Student Council

Regulation on Non-formal Education Institutions (Regulation) :

14.2.2006, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 29.12.2007

The legal document regulating rules and principles regarding management, education, production, guidance and inspection in courses to be opened under supervision or cooperation of public training centers outside the scope of legislation for private education institutions as well as methods and principles regarding establishment, duties and functioning of informal education institutions under General Directorate of Apprenticeship and Informal Education of Ministry of National Education.

Regulation on Open High School (Regulation) :

14/12/2005, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22/12/2007

The legislation regulating principles and methods regarding establishment, education-instruction, management and functioning of Open High School under Ministry of National Education.

Regulation on Open Higher Education (Regulation) :

06/11/1982, Resmi Gazete/26291, <http://www.yok.gov.tr>, 02/10/2008

The legislation includes regulations regarding opening and functioning of open education institutions of higher education institutions.

Regulation on Open Primary Education School (Regulation) : 1982, Resmi Gazete,

<http://mevzuat.basbakanlik.gov.tr>, 19/12/2007

Millî Eğitim Bakanlığına bağlı Açık İlköğretim Okulunun kuruluş, görev ve işleyişiyle ilgili esas ve yöntemleri düzenleyen yönetmelik

Regulation on Open Vocational and Technical Schools (Regulation) : 10.10.1983, Resmi Gazete,

<http://mevzuat.basbakanlik.gov.tr>, 17.12.2007

The legislation covering purpose, establishment, administration, education-instruction affairs in Vocational and Technical Open Education Schools under General Directorate of Apprenticeship of Ministry of National Education as well as duties, powers and liabilities of those employed in such schools.

Regulation on Open Vocational High School (Regulation) : 24.12.2005, Resmi Gazete,

<http://mevzuat.basbakanlik.gov.tr>, 22.12.2007

The legislation regulating principles and rules regarding establishment, education-instruction, administration and functioning of Vocational Open Education High School under Ministry of National Education.

Regulation on Operating Procedures and Guidelines for Provincial Employment and Vocational and Boards (Regulation) : 21.10.2008, 27031, Resmi Gazete/Official Journal, <http://mevzuat.meb.gov.tr>, 15.03.2009

The regulation stipulates the formation, bodies and duties of the Provincial Employment and Vocational Education Boards

Regulation on Precedency of Primary Education Supervisors (Regulation) : 13/08/1999, Resmi Gazete,

<http://mevzuat.meb.gov.tr>, 10/01/2008

The regulation stipulates the qualifications of the primary school supervisors to be appointed and their duties, authorities, responsibilities. It also stipulates supervisors' advice, guidance, inspection, examination and investigation roles.

Regulation on Pre-primary Education Institutions (Regulation) : 08.06.2004, Resmi Gazete/25486,

<http://mevzuat.meb.gov.tr>, 10.01.2008

Regulation comprises the articles which describes the duties, authorities and responsibilities of pre-school education institutions

Regulation on Principles and Rudiments for Workplace Education, Practices and Training Courses of the Higher Vocational School Students within the Vocational Technical Education (Regulation) :

22.05.2002, Resmi Gazete/24762, <http://mevzuat.meb.gov.tr>, 25.02.2008

This legislation regulates issues regarding training, application and apprenticeship of vocational high school students covered in vocational and technical training zones in workplaces inside and abroad

Regulation on Private Courses (Regulation) : 22.7.2005, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 17.12.2007

The legal document regulating education-instruction, administration, student enrollment and acceptance, instruction programs, working hours, assessment of success and functioning principles in private courses.

Regulation on Professional Qualification and Certification (Regulation) : 30/12/2008, 27096, Resmi Gazete,

<http://mevzuat.meb.gov.tr>, 12/01/2010

The Regulation consists of articles to specify the principles, procedures and methods of accreditation of the education institutions of the Ministry of national Education

Regulation on Promotion and Title Changes of Personnel of the Ministry of National Education

(Regulation) : 04.03.2006, 26098, Resmi Gazete/Official Journal, <http://mevzuat.meb.gov.tr>, 15.03.2009

The regulation mainly stipulates the principles, procedures and required qualities for appointment and promotion of personnel in the Ministry of National Education

Regulation on Promotion at the Teaching Career (Regulation) : 13.08.2005, Resmi Gazete, <http://www.meb.gov.tr>, 10.01.2008

Purpose of the legislation covers principles and rules governing teachers' promotion inside the career itself. Within this context; promotion criteria beside content regarding the examination and other items are covered

Regulation on Recruitment and Transfer of Teachers of Ministry of National Education (Regulation) : 04.03.2006, Resmi Gazete, <http://www.meb.gov.tr>, 10.01.2008

The legislation regulates basic requirements for appointment of teachers, principles of appointment, manners of replacement, service duration in different areas, and other issues regarding their replacement.

Regulation on Reward and Discipline for Vocational Education Centres (Regulation) : 24.08.2007, Resmi Gazete, <http://mevzuat.meb.gov.tr>, 22.12.2007

The legislation regulating principles and rules regarding rewarding and discipline issues of students/ course attendees who receive theoretical and practical education-training in institutions and bodies carrying out apprenticeship training under Ministry of National Education.

Regulation on School Boarding Houses Affiliated to Ministry of National Education (Regulation) : 18.08.1983, Regulation, <http://mevzuat.basbakanlik.gov.tr>, 19.12.2007

The legal legislation regulating principles regarding administration of Boarding Houses opened for students entitled to unpaid boarded studying facilities and those interested in paid boarded facilities with an eye to provide boarding facilities in official schools under Ministry of National Education.

Regulation on School-Parent Association (Regulation) : 31.05.2005, Resmi Gazete, <http://mevzuat.meb.gov.tr/>, 10.01.2008

Regulation express the necessity and the functions of the association as realize integration between the school and parents

Regulation on Science High Schools (Regulation) : 23/12/2006, Resmi Gazete /26385, <http://ogm.meb.gov.tr>, 27/02/2008

This legislation is about selection of students for science high schools, enrollment-acceptance, transfer and transactions related with education..

Regulation on Secondary Education Institutions (Regulation) : 31/07/2009, Resmi Gazete/27305, <http://mevzuat.meb.gov.tr>, 20/02/2010

The legislation regulates issues in conducting education, teaching, administration duties and services in public and private secondary education schools and institutions affiliated to Ministry of National Education

Regulation on Social Sciences High Schools (Regulation) : 23.12.2007, Resmi Gazete/26385, <http://ogm.meb.gov.tr>, 27.02.2008

This legislation regulates issues such as selection, applications, enrollment-acceptance and transfer of students and education-instruction transactions applicable to social sciences high schools.

Regulation on Specialty Education in Medicine and Dentistry (Regulation) : Resmi Gazete, <http://www.yok.gov.tr>, 27.02.2010

This legislation regulates issues and basic principles related to specialty education in medicine and dentistry.

Regulation on Sports High Schools (Regulation) : 20.06.2007, Resmi Gazete/26558, <http://ogm.meb.gov.tr/>, 27.02.2008

This legislation regulates issues such as selection, applications, enrollment-acceptance and transfer of students and education-instruction transactions applicable to sports high schools.

Regulation on Students and Faculty Exchange Programmes between Higher Education Institutions (Regulation) : 18.02.2009, Resmi Gazete/Official Journal No. 27145, <http://turkuaz.yok.gov.tr>, 12.03.2009

This regulation determines the principles and procedures of student and faculty between higher education institutions.

Regulation on Teaching Practices of Teacher Candidates at schools on affiliated to Ministry of National Education (Directive) : 10/1998, Tebliğler Dergisi/2493, <http://www.meb.gov.tr>, 10.01.2008

This directive covers better preparation of prospective teachers for their profession, purpose, principles and methods of teaching practices in official and private education and instruction institutions under Ministry of National Education to be performed by students studying in institutions that bring up teachers.

Regulation on Textbooks and Educational Materials (Regulation) : 29/05/1995, Resmi Gazete/22297, <http://mevzuat.meb.gov.tr>, 26/02/2008

This legislation regulates conditions regarding identification, preparation, examination, assessment, acceptance, announcement, selection, publication and distribution of course books, basic course books, students' workbooks, teachers' guidance books, information process and transaction sheets and quality of other books and instruments of education, and requisites that printing houses must bear for supplying course books.

Regulation Regarding Educational Activities In Elementary Schools, High Schools And Equivalent Schools (Regulation) : 10/09/1985, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22/12/2007

The legislation regulating educational activities carried out in elementary schools, high schools and other equivalent schools

Retirement Fund Law (Law) : 08/06/1949, 5434, Resmi Gazete, <http://www.meb.gov.tr>, 10/01/2008

This is the basic law regulating retirement issues of public officials. The law includes issues such as service period regarding retirement, age limits, retirement pays and other payments, compensation payments, health checks, and retirement

Rules and Principles Governing Norm Staff Activities to be Undertaken by Public Institutions and Organizations (Cabinet Decision) : 06/11/2000, 2000/15, Resmi Gazete, <http://www.meb.gov.tr>, 10/01/2008

It regulates issues regarding determination of posts in number and quality required by institutions' services by public institutions. The decision regulates issues such as the manner of performing norm staff activities, who will be responsible for these activities and how these will be done.

Social Services and Child Protection Institution Law (Law) : 25.04.1983, 2828, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 27.12.2007

The law regulating rules and principles regarding social services provided for families, children, disabled, elderly and other people in need of protection, caring or aids and establishment, duties, powers and liabilities of institutions established with an eye to carry out these services as well as their activities and income.

Special Education Services Regulation (Regulation) : 31.05.2006, Resmi Gazete, http://mevzuat.meb.gov.tr/html/26184_0.html, 20.01.2008

The aim of this regulation is to regulate the bases and methods for the handicapped persons to be educated generally and vocationally in relation to the basic aims and principles of Turkish National Education.

Statue on Educational and Operational Principals of Pre-primary Education Institutions to be founded by Employers in Work Places Subject to the Labour Law 1475 (Statue) : 01.05.1997, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 26.2.2007

The legal legislation about education and functioning of pre-school education institutions to be opened by employers in work places subject to the Labor Law numbered 1475

The Directive regarding Duties, Powers and Liabilities of Staff other than Administrators Employed in Public Training Centers under General Directorate of Apprenticeship and Informal Education as well as Documents and Assessments (Directive) : Temmuz 2006, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22/12/2007

The legal document regulating duties, powers and liabilities of staff other than administrators employed in Public Training Centers under General Directorate of Apprenticeship and Informal Education as well as documents and assessments

The Disabled Law (Law) : 01.07.2005, 5378, Resmi Gazete, <http://www.ozida.gov.tr/mevzuat/kanun.htm>, 25.01.2008

The aim of this law is to ensure the handicapped persons to participate the society by means of preventing deficiencies, solving health, education, rehabilitation, employment, nursing and social security problems of the handicapped persons and organize the coordination of these services.

The Law about Students to be Sent for Studying Abroad (Law) : 08/04/1929, 1416, Resmi Gazete, <http://www.meb.gov.tr>, 10/01/2008

This law regulates issues regarding students to be sent abroad on state-provided grant for studying bachelor's degree or postgraduate degree in order to meet staff need of higher education institutions and meeting expertise need of public institutions at the same time.

The Law for Determining and Collecting Students' Fees in Private Education Institutions (Regulation) : 11.02.2009, Resmi Gazete/27138, <http://ookgm.meb.gov.tr>, 22.02.2009

The legal legislation regulating criteria against which students' fees are determined, settled and collected in private education institutions

The Law for Metropolitan Municipalities (Law) : 10/07/2007, 5216, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22/12/2007

The legal document regulating legal status of metropolitan municipality management, ensuring well-planned, systematic, effective, efficient and compliant implementation of services

The Law for Municipalities (Law) : 09/07/2004, 5125, Resmi gazete, <http://mevzuat.basbakanlik.gov.tr>, 22/12/2007

The legislative document regulating establishment, organs, running, duties, powers and liabilities as well as operating principles and rules of municipalities

The Law for Provincial Administration (Law) : 10/06/1949, 5442, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22/12/2007

The legal document regulating division of Turkey into provinces, counties, and sub-districts in a descending order on the basis of geographical status, economic circumstances and requirements of public services in terms of central administration establishment.

The Law for Provincial Administration (Law) : 22/02/2005, 5302, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22/12/2007

The legal document regulating establishment, organs, running, duties, powers and liabilities as well as operating principles and rules of provincial administration

The Law for Villages (Law) : 18/03/1924, 442, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22/12/2007

The legislation regulating position and managerial structure of villages as settlement units with population smaller than two thousand within political arrangements. All educational institutions in the country were placed under the body and control of Ministry of National Education.

The Law on Carrying Out Dual (Multi-shift) Education in Higher Education Institutions (Law) : 19.11.1992, 3843, Resmi Gazete/21418, <http://www.yok.gov.tr>, 26.02.2008

This legislation regulates principles and activities regarding multi-shift (evening) education and opening program in higher education institutions in this model.

The Law on Foreign Language Education (Law) : 14.10.1983, 2923, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22.12.2007

The legal document regulating principles governing foreign languages to be taught in education and instruction institutions and schools carrying out education in foreign language as well as teaching of different languages and dialects traditionally used by Turkish citizens in their daily life.

The Law regarding Abolishment of Caliphate (Law) : 03/03/1924, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22/12/2007

It is the legal regulation that abolishes caliphate showing that the Republic of Turkey is not founded on religious basis by means of cancelling conferring of caliphate upon Sultans in the Ottoman Empire.

The Law regarding Abolishment of Ministry of Religious Affairs and Pious Foundations (Law) :

03.03.1924, 429, Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22.12.2007

It is the legal regulation that abolishes Ministry of Religious Affairs and Pious Foundations, which is in charge of checking religious compliance of laws legislated by Turkish Grand National Assembly.

The Law Regarding Acceptance and Application of Turkish Alphabet (Law) : 1.11.1928, 1353, Resmi

Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22.12.2007

The law regulates entering into force and use of Turkish letters, which is based on Latin alphabet to replace Arabic Alphabet for inscribing in Turkish.

The Law regarding Establishment and Duty Principles of Ministries (Law) : 27/09/1984, 3046, Resmi

Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22/12/2007

The legal document regulating principles and rules regarding establishment of ministries, their duties and powers for systematic, speedy, effective, efficient and economical performance of public services.

The Law Regulating the Prodecures to Provide Grants and Boarding Facilities to the Students

Studying at Teacher Training Institutions (Law) : 15.06.1989, 3580, Resmi Gazete/Official Journal 20215,

<http://mevzuat.meb.gov.tr>, 15.03.2009

The law regulates the prodecures and methods to provide grants or boarding facilities to the students who prefer studying at teacher training instutions in their first five choices in the university entrance exam. The law gives opportunity to the Ministry of Education increase the demand of qualified students to teacher training instutions.

The Regulation for Unpaid Boarded Students in Apprenticeship Training Centers and Social Aid to be

Provided for Them as well as Administration of Accomodation Facilities (Regulation) : 31/05/2005, Resmi

Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22/12/2007

It is the legal instrument regulating principles of training unpaid boarded apprentices in apprenticeship training centers affiliated to Ministry of National Education in Turkey as well as administration of accomodation facilities opened for apprentice students entitled to unpaid boarded studying and social contributions to be provided for apprentice students to study in unpaid boarded status.

The Regulation of Financial Contribution to Private Education Institutions (Regulation) : 10.05.1985,

Resmi Gazete, <http://www.meb.gov.tr/mebasp/mebdata/mevzuat>, 30.12.2007

The legal legislation regulating basis, format and conditions of financial contribution to be made out of relevant budget of Ministry of National Education for non-profit private education institutions founded by plants and foundations functioning for public benefit.

The Regulation on Teaching Turkish Citizens Different Languages and Dialects (Regulation) : 20.09.2002,

Resmi Gazete, <http://mevzuat.basbakanlik.gov.tr>, 22.12.2007

The legal document regulating principles regarding opening, operation and inspection of language and dialect courses formed in private courses that might be opened for teaching different language and dialects traditionally used by Turkish citizens in their daily life and other language courses that might be started with similar purposes.

Vocational and Technical Education Regulation (Regulation) : Resmi Gazete,

<http://www.meb.gov.tr/mevzuat>, 12.02.2008

Regulation dealing with vocational and technical education practices

Vocational Education Law (Law) : 05.06.1986, 3308, Resmi Gazete, <http://www.meb.gov.tr>, 10.01.2008

Purpose of this law is to regulate principles regarding training of apprentices, semiskilled and masters beside vocational training to be carried out in schools and enterprises. This law covers education and training in institutions, organizations and enterprises as well as in professional and technical education schools and institutions held by public or private sector regarding professions to be identified by Board of Vocational Training.

INSTITUTIONS

Association for Cerebral Palsy

48.Cadde Asmalı Bahçe Apartmanı No:7/A Çukurambar Balgat Ankara/TÜRKİYE

Tel: +90 312 284 76 60

Fax: +90 312 284 11 54

E-mail: sercev@sercev.org

Website: <http://www.sercev.org> (19.01.2008)

The aim of Association for Cerebral Palsy is to reach all handicapped children and their parents, become a roof fort hem, ensure them to benefit from the services offered, help to cope with the problems and integrate them to the society as happy individuals

Authority of Supervision Board

Millî Eğitim Bakanlığı Merkez Bina B Blok Kat: 6 Bakanlıklar Ankara/TÜRKİYE

Tel: +90 312 425 27 57

Fax: +90 312 417 14 37

E-mail: <http://tkb.meb.gov.tr>

Website: tkb@meb.gov.tr (20.01.2008)

Authority of Supervision Board of Ministry of National Education performs following tasks on order or approval of the Minister: (a) to carry out the issues related to supervision and investigation of organizations and institutions of the ministry in relation to any activities and actions; (b) prepare necessary proposals to better realisation of Ministry's objectives and providing implementation to be in line with legislations, plans and programmes; (c) to do other tasks given by special laws.

Central Bank of the Republic of Turkey

İstiklal Cad. No:10 06100 Ulus Ankara/TÜRKİYE.

Tel: +90 312 310 36 46

Fax: +90 312 310 74 34

E-mail: iletisimbilgi@tcmb.gov.tr

Website: <http://www.tcmb.gov.tr> (11.01.2008)

Central Bank issues banknotes and is responsible for designation and execution of monetary policy in order to provide the price stability.

Department of Grant and Hostels for Secondary Education

MEB Ek Bina Millî Müdafaa Cad. No: 6 Kat : 7 06640 Kızılay Ankara/TÜRKİYE

Tel: +90 312 418 99 16

Fax: +90 312 425 19 23

E-mail: obydb@meb.gov.tr

Website: <http://obydb.meb.gov.tr> (27.02.2008)

A unit affiliated to Ministry of National Education at Headquarters responsible for carrying out processes and transactions related with them such as hostel investment and equipment services, grant services and private hostels.

European Commision – Erasmus Programme

Rue Archimède 73 1000 – Brussel

Tel: + 322 299 96 96

E-mail: eac-info@ec.europa.eu

Website: http://ec.europa.eu/education/index_en.html (20.01.2008)

Erasmus, the EU's flagship education and training programme, emphasises student and staff mobility and European co-operation involving higher education institutions and other key players in the knowledge-based economy. It supports the creation of a European Higher Education Area (EHEA) through increased mobility. This allows for more innovation, growth and jobs in the EU. Over 1.5 million students have participated so far with a goal of reaching 3 million by 2013. Together with an enriched study experience, Erasmus also provides exposure to different cultures.

General Directorate for Pre-primary Education

MEB OKul Öncesi Genel Müdürlüğü Bakanlıklar Ankara
Website: <http://>

General Directorate for Special Education Guidance and Counseling Services

Millî Eğitim Bakanlığı Atatürk Bulvarı Bakanlıklar Ankara/TÜRKİYE

Tel: +90 -312- 212 76 18-19

Fax: +90 312 213 13 56

E-mail: orgm@meb.gov.tr

Website: <http://orgm.meb.gov.tr> (18.01.2008)

Special Education Guidance and Counseling Services General Directorate(Ministry of national Education); the directorate which carries on the duties and responsibilities concerning teaching learning activities and administration of special education classes and institutions , centers for guidance and research , job schools and job training centers.

General Directorate of Apprenticeship and Non-formal Education

06500 Teknikokullar Ankara

Tel: +90 312 212 68 80

Fax: +90 312 212 99 58

E-mail: cygm@meb.gov.tr

Website: <http://cygm.meb.gov.tr/iletisim/index.html> (27.11.2007)

The main service unit under affiliated central body of Ministry of National Education and responsible for planning, carrying out and supervising non -formal educational services

General Directorate of Commerce and Tourism Education

Millî Müdafaa Caddesi No: 6 Kat: 6 - 06440 Kızılay / Ankara/TÜRKİYE

Tel: Fax: Fax: Fax: +90 312 418 11 58

Fax: +90 312 418 42 69

E-mail: ttogm@meb.gov.tr

Website: ttogm@meb.gov.tr (18.01.2008)

General Directorate of Commerce and Tourism Education Affiliated to Ministry of national education); the directorate which carries on the duties and responsibilities concerning teaching learning activities and administration of commerce, hotel management and tourism, communication and vocational and technical education centers.

General Directorate of Education Abroad

MEB Yurtdışı Eğitim-Öğretim Genel Müdürlüğü Atatürk Bulvarı No:98 C Blok 4.Kat Bakanlıklar Ankara/TÜRKİYE

Tel: +90 312 417 69 86

Fax: +90 312 425 54 01

E-mail: yeogm@meb.gov.tr

Website: <http://yeogm.meb.gov.tr> (16.01.2008)

General Directorate of Education Abroad (Ministry of National Education) is responsible for the education of citizens of Turkey and Turkish speaking nations and communities living abroad.

General Directorate of Higher Education

MEB Yükseköğretim Genel Müdürlüğü 6.Kat A Blok 06648 Bakanlıklar Ankara/TÜRKİYE

Tel: +90 312 418 49 82

Fax: +90 312 418 45 53

E-mail: yogm@meb.gov.tr

Website: <http://yogm.meb.gov.tr> (16.01.2008)

General Directorate of Higher Education is responsible for duties related to higher education policy, goals and principles of Ministry of National Education and higher education students sent abroad.

General Directorate of Primary Education

Atatürk Bulvarı No:98 B-C Blok 5 Kat Bakanlıklar Ankara/TÜRKİYE

Tel: +90 312 419 59 74

Fax: +90 312 417 71 05

E-mail: iogm@meb.gov.tr

Website: <http://iogm.meb.gov.tr> (19.01.2008)

Functions of General Directorate of Primary Education (Ministry of National Education) are (a) performing tasks and services related to the primary schools that the children in compulsory education period are attending, (b) to prepare the curriculum, textbooks and educational materials of the schools and institutions and to render to the Turkish Educational Board.

General Directorate of Private Education Institutions

MEB Beşevler Kampusu E Blok Beşevler Ankara/TÜRKİYE

Tel: +90 312 212 57 24

Fax: +90 312 223 99 26

E-mail: ookgm@meb.gov.tr

Website: <http://ookgm.meb.gov.tr> (19.01.2008)

General Directorate of Private Education Institutions performs the responsibilities and services loaded by the Law of Private Education Institutions to the Ministry.

General Directorate of Religious Education

İncitaşı Sok. MEB Kampüsü F Blok Beşevler Ankara

Tel: +90 312212 76 52

Fax: +90 312 212 68 16

E-mail: dogm@meb.gov.tr

Website: <http://dogm.meb.gov.tr> (08.01.2008)

General Directorate of Religious Education affiliated to the Ministry of national Education carries on the duties and responsibilities concerning teaching learning activities and administration of theology high schools.

General Directorate of Secondary Education

Millî Eğitim Bakanlığı Atatürk Bulvarı Bakanlıklar Ankara/TÜRKİYE

Tel: +90 -312-413 14 97

E-mail: ogm@meb.gov.tr

Website: <http://ogm.meb.gov.tr> (08.01.2008)

General Directorate of Secondary Education (Ministry of National Education); the directorate which carries on the duties and responsibilities concerning teaching learning activities and administration of general, anatolian, science, social science, fine arts and sports high schools (lises).

General Directorate of Vocational and Technical Education

Eğitim Teknolojileri Genel Müdürlüğü 06500 Teknikokullar Ankara/TÜRKİYE

Tel: +90 312418 62 18 (20 hat)

Fax: + 90 312 413 12 55

E-mail: etogm@meb.gov.tr

Website: <http://etogm.meb.gov.tr> (08.01.2008)

General Directorate of Vocational and Technical Education (Ministry of National Education); the directorate which carries on the duties and responsibilities concerning teaching learning activities and administration of technical and vocational high schools and vocational education centers offering dual education and technical education centers for adults.

General Directorate of Vocational Education for Girls

MEB Merkez Bina 3. Kat A – Blok Bakanlıklar Ankara/TÜRKİYE

Tel: +90 312 419 14 10

Fax: +90 312 418 84 06

E-mail: seldaa@meb.gov.tr

Website: <http://ktogm.meb.gov.tr> (08.01.2008)

Ministry of National Education General Directorate of Vocational Education for Girls; the directorate which carries on the duties and responsibilities concerning teaching learning activities and administration of technical, vocational high schools for girls, vocational and technical education centers, technical education continuation institutes and practical art colleges for girls.

General Directorates of Education Technologies

Eğitim Teknolojileri Genel Müdürlüğü 06500 Teknikokullar Ankara/TÜRKİYE

Tel: +90 312 296 94 00

Fax: +90 312 223 87 36

Website: <http://egitek.meb.gov.tr> (18.01.2008)

General Directorate of Education Technologies; (Ministry of National Education) mainly conducts researches on distance education technologies. Main purpose of the directorate is to be qualified center for education technologies through producing and developing audio-visual and computer based digital education materials.

Governorship of Ankara

Varlık Mahallesi Tanzimat Caddesi No: 58 Yenimahalle Ankara/Türkiye

Tel: +90 312 306 66 66

Fax: +90 312 306 66 70

E-mail: bilgi@ankara.gov.tr

Website: <http://www.ankara.gov.tr> (19/01/2008)

Higher Education Council

Yükseköğretim Kurulu Başkanlığı 06539 Bilkent Ankara/TÜRKİYE

Tel: +90 312 298 70 00

Fax: +90 312 266 51 53

E-mail: webadmin@yok.gov.tr

Website: <http://www.yok.gov.tr> (18.01.2008)

Higher Education Council is autonomous public organization regulating all tertiary education and steering the activities of tertiary education institutions. The fundamental functions of the Board can be summarized as ensuring realization of educational activities and ensuring connective, supplemental, continuous, harmonious and developmental cooperation and coordination between tertiary education institutions in accordance with the principles and objectives set forth in the Law.

Higher Education Credit and Hostels Institution

Kıbrıs Cad. No:4 Kurtuluş Ankara/TÜRKİYE

Tel: +90 312 430 17 80

Fax: +90 312 435 03 29

E-mail: kyk@kyk.gov.tr

Website: <http://www.kyk.gov.tr> (27.02.2008)

YURT-KUR is an official institution subject to supervision of Ministry of National Education and is responsible for providing facilities such as credit, grant, accomodation and meal for higher education students as well as carrying out processes and transactions related with them.

Institution of Social Services and Child Protection

Anafartalar Cad. No: 70 Ulus Ankara/TÜRKİYE

Tel: +90 312 310 24 60 - 80

Fax: +90 312 310 24 60 - 80

E-mail: webmaster@shcek.gov.tr

Website: <http://www.shcek.gov.tr> (19.01.2008)

Duties of Social Services and Saving Children Institution is to determine the bases of social welfare and services suitable with social welfare policy and objectives, to develop and implement work plan and programs, and organize coordination and cooperation between related ministry, institutions and organizations on behalf of Ministry of Health.

Inter-University Council

Üniversitelerarası Kurul Genel Sekreterliği 06539 Bilkent Ankara/TÜRKİYE

Tel: +90 (312) 298 70 00

Fax: +90 (312) 266 47 42

E-mail: uak@yok.gov.tr

Website: <http://www.yok.gov.tr/uak/kurul.php> (08.02.2008)

The Intercollegiate Board formed with the law is an academic agency. The functions of the Board includes coordination of educational, scientific research and publication activities of the universities within the framework of planning of tertiary education, evaluate practices, deliver opinion and recommendations to

Turkish Council of Higher Education and universities, propose measures to cover instructor necessities of universities and engage with educational, scientific research and publication activities.

MEB General Directorate of Foreign Relations

MEB Dış İlişkiler Genel Müdürlüğü 6. Kat C Blok 06648 Bakanlıklar Ankara/TÜRKİYE

Tel: +90 312 413 16 90

Fax: +90 312 418 82 89

E-mail: digm@meb.gov.tr

Website: <http://digm.meb.gov.tr> (16.01.2008)

General Directorate of Foreign Relations is responsible for the duties related to relations of Ministry of National Education with foreign countries

Ministry of Finance

Dikmen Caddesi No: 2 Dikmen Ankara/TÜRKİYE

Tel: +90 312 419 12 00

Fax: +90 312 425 78 16

E-mail: <http://mail.maliye.gov.tr>

Website: <http://www.maliye.gov.tr> (11.01.2008)

Ministry of Finance provides services for assisting the preparation of, implementation of, and observation and supervision of the implementation of fiscal policies.

Ministry of Labour and Social Security

Inönü Bulvarı No.42 Emek/Ankara

Tel: +90 312 296 60 00

Fax: +90 312 212 64 17

E-mail: diyih@csgb.gov.tr

Website: <http://www.calisma.gov.tr> (11.01.2008)

Ministry responsible for providing services related to labour force and social security.

Ministry of National Education

Millî Eğitim Bakanlığı Atatürk Bulvarı Bakanlıklar Ankara/TÜRKİYE

Tel: +90 312 424 08 87

Fax: +90 312 417 70 27

E-mail: <http://nilufer.meb.gov.tr>

Website: <http://www.meb.gov.tr> (18.01.2008)

Ministry of National Education is the major body responsible for the planning, implementing, supervising and inspecting almost every kind of education institutions and teaching learning activities in Turkey.

Mother Child Education Foundation

Büyükdere Cad. Stad Han. No.85 Kat:2 34387 Mecidiyeköy İstanbul

Tel: + 90 212 213 42 20 / 213 46 39

Fax: +90 212 213 36 60

E-mail: acev@acev.org

Website: <http://www.acev.org/hakkinda/iletisim.asp> (19.12.2007)

A non-governmental organization which develops various programs and arranges activities towards supporting children and their close vicinity as well as ensuring continuity of education for life time.

National Education Foundation

Azerbaycan Caddesi Kasım Gülek Sokak No:6 06490 Bahçelievler Ankara/TÜRKİYE

Tel: +90 312 215 43 10

Fax: +90 312 215 40 97

E-mail: iletisim@mev.org.tr

Website: <http://www.mev.org.tr> (19.01.2008)

The aim of National Education Foundation is to contribute psychologically and materially to the education and instruction in every level and type of educational institutions to reach the sufficient quality and quantity to satisfy the economical, social and cultural needs and for this aim offer new sources.

National Qualifications Institution

Atatürk Bulvarı No. 227 Kat 9-10-11 kavaklıdere ANKARA

Tel: +90 312 428 72 08

Fax: +90 312 428 72 07

E-mail: myk@myk.gov.tr

Website: <http://www.myk.gov.tr> (15/03/2010)

The institution is responsible for defining the basic characteristics of national professional qualifications in technical and vocational areas on the bases of profession standards and executing the activities related to supervision, measurement and evaluation and certification

Presidency of Handicappeds Directorate of defectiveness Research and Statistics

Atatürk Bulvarı İhlamur Sok. No:1 06440 Kızılay Ankara/TÜRKİYE

Tel: +90 312 419 79 23

Fax: +90 312 417 76 20

E-mail: bilgiedinme@ozida.gov.tr

Website: <http://www.ozida.gov.tr> (19.01.2008)

Functions of Directorate of Defectiveness Researches and Statistics are to constitute the data for the determining defectiveness policies, monitor and evaluate the researches on defectiveness, collect, examine and make studies to develop the legislations related with the handicapped persons. To constitute the database related with handicapped persons. Ensure to collect statistical data from national institutions and organizations in the data processing medium related with handicapped persons.

Presidency of Handicappeds Rehabilitation and Education Directorate

Atatürk Bulvarı İhlamur Sok. No:1 06440 Kızılay Ankara/TÜRKİYE

Tel: +90 312 419 79 23

Fax: +90 312 417 76 20

E-mail: bilgiedinme@ozida.gov.tr

Website: <http://www.ozida.gov.tr> (19.01.2008)

Functions of Directorate of Rehabilitation and Education are to ensure the cooperation and coordination of related institutions and organizations in the rehabilitation and education process of handicapped persons, make the studies to develop the standards toward the rehabilitation of handicapped persons and develop made prepared and applied the proposal and projects for preventing, early diagnosing of defectiveness, rehabilitation, education and social security of handicapped persons.

Prime Ministry

Ataürk Bulvarı Kızılay Ankara

E-mail: bilgi@basbakanlik.gov.tr

Website: <http://www.basbakanlik.gov.tr> (19.01.2008)

Functions of Prime Minister are designated in the Constitution of Turkish Republic, article 112 as such: Prime Minister, as the president of Ministerial Board, ensure the cooperation between ministries and protect common policy of government. Prime Minister is responsible for the proper performing of the duties of the ministers in relation to the constitution and laws, and responsible for preventive provisions.

Prime Ministry Directorate of Handicapped

Atatürk Bulvarı İhlamur Sok. No.1 06440 Kızılay Ankara/TURKEY

Tel: +90 312 419 79 23

Fax: +90 312 417 76 20

E-mail: bilgiedinme@ozida.gov.tr

Website: <http://www.ozida.gov.tr> (19.01.2008)

The functions of Prime Ministry Directorate of Handicapped are designated in Decree Law no. 571, article 1 as such: organize the cooperation and coordination between national and international institutions and organizations to carry out the services for handicapped persons efficiently and effectively, assist to develop national policy on handicapped persons, and determine the problems of handicapped persons and search solutions for these problems.

Prime Ministry Fund for Encouragement of Social Assistance and Solidarity

Akay Caddesi No. 6 Bakanlıklar Ankara

Tel: +90 312 424 09 40

Fax: +90 312 424 09 53

E-mail: sydgmm@sydgmm.gov.tr

Website: <http://www.sydgmm.gov.tr> (27.02.2008)

A body established in order to aid citizens in need as well as other persons who entered or are accepted into Turkey by whatever means, enable just distribution of income by taking precautions reinforcing social justice and enhance social support and solidarity.

Secretariat General for EU Affairs

Mustafa Kemal Mh. 6. Cd. No.4 06800 Bilkent-Ankara/Türkiye

Tel: +90 312 285 77 20

Fax: +90 312 286 04 08

Website: <http://www.abgs.gov.tr> (16/01/2008)

It was founded on 4 July 2000 for providing, in accordance with plans and programmes, the internal coordination and harmonisation between public institutions with regard to their activities which will be fulfilled within the framework of the activities to be carried out for the purpose of preparing Turkey to European Union membership

State Planning Organization

Necatibey Cad. No.108 06100 Yüce-tepe/Ankara-TURKEY

Tel: +90 312 294 50 00

Fax: +90 312 231 34 98

E-mail: ilgi@dpt.gov.tr

Website: <http://www.dpt.gov.tr> (11.01.2008)

State Planning Organization is a public institution founded for carrying out the economic, social and cultural planning services of the country in an integrative, efficient, regular and immediate way with the aims of efficient use of resources and increasing the speed of development.

Statistics Institution of Turkey

Necatibey Cad. No:114 Bakanlıklar Ankara/TÜRKİYE

Tel: +90 312 410 04 10

Fax: +90 312 425 33 87

E-mail: bilgi@tuik.gov.tr

Website: <http://www.tuik.gov.tr>

Turkish Statistical Institute is a public institution founded for gathering and evaluating data and information that the country needs, production, publication and distribution of the necessary statistics, and providing coordination among the institutions which involve in the statistics process.

Strategy Development Presidency

Atatürk Bulvarı No : 98 M.E.B 4.Kat A Blok Bakanlıklar Ankara/TÜRKİYE

Tel: +90 312 425 00 86

Fax: +90 312 418 64 01

E-mail: sgb@meb.gov.tr

Website: <http://sgb.meb.gov.tr> (16.01.2008)

Strategic Development Presidency is a unit of Ministry of National education related to preparation of strategic plan and budget of the ministry in accordance with development plans, annual programs, strategic plans and performance objectives and necessities of the service, and its implementation, effective, economic and efficient use of resources, execution and observation of fiscal administration and control system.

Student Selection and Placement Center

ÖSYM 06538 Bilkent Ankara/TÜRKİYE

Tel: +90 312 298 80 50

Fax: +90 312 298 85 30

E-mail: osym@osym.gov.tr

Website: <http://www.osym.gov.tr> (18.01.2008)

Student Selection and Placement Center (ÖSYM) selects students from candidates graduated from secondary education institutions by means of a centralized examination conducted statewide annually (usually within June). Director is appointed by the Higher Education Council. Executive Committee consists 5 members.

The Presidency of Religious Affairs

Eskişehir Yolu 9. km. Lodumlu Çankaya Ankara/TÜRKİYE

Tel: +90 312 295 7000

Fax: +90 312 285 1854

E-mail: diyanet@diyanet.gov.tr

Website: <http://www.diyanet.gov.tr> (19.01.2008)

A governmental office under Prime Ministry and responsible for carrying out activities related with Islamic beliefs, prayer and ethical principles, enlightening the community about religion and managing places of prayer.

Turkish Education Board

Talim ve Terbiye Kurulu Başkanlığı Teknikokullar 06330 Ankara-Türkiye

Tel: +90 312 213 39 62

Fax: +90 312 213 78 36

E-mail: ttkb@meb.gov.tr

Website: <http://www.ttkb.meb.gov.tr> (27.11.2007)

A unit functioning as scientific consultancy and decision body directly affiliated to Ministry of National Education undertaking inspection, research and development activities and supporting making of relevant decisions regarding developing and evaluating education plans and programs, education accessory equipment, instruction programs, coursebooks, supplementary books, and teachers' guidance books. This legislation includes arrangements about opening of open education programs in higher education institutions and functioning of these.

Turkish Grand National Assembly

TBMM Genel Sekreterliği 06543 Bakanlıklar Ankara/TÜRKİYE.

Tel: +90 312 420 50 50

Fax: +90 312 420 69 09

E-mail: bilgiedinme@tbmm.gov.tr

Website: <http://www.tbmm.gov.tr> (16.01.2008)

According to the Constitution, legislative power belongs to the TBMM (Turkish Grand National Assembly) on behalf of the Turkish Nation.

Turkish Red Crescent Association

Ataç-1 Sokak No: 32 Yenışehir Ankara/TÜRKİYE

Tel: +90 312 430 23 00

Fax: +90 312 430 01 75

E-mail: info@kizilay.org.tr

Website: <http://www.kizilay.org.tr> (27.02.2008)

Turkish Red Crescent Association

Undersecretary of Treasure

Başbakanlık Hazine Müsteşarlığı İnönü Bulvarı No: 36 06510 Emek Ankara/TÜRKİYE

Tel: +90 312 204 60 00

Fax: +90 312 204 60 00

E-mail: bilgiedinme@hazine.gov.tr

Website: <http://www.hazine.gov.tr> (19.01.2008)

As a public institution affiliated to Prime Ministry, its functions are to assist to determine economical policy and in the context of these policies, determine the bases of treasury operations, public finance, public economical corporations and state partnership, two fold or multiparty exterior economical relations, relationships with international and regional economical and financial organizations, take and give debit and grant, in the frame of finance policy of the country, making regulations and operations related with capital flow, banking and capital market, abroad contracting services, activities related with insurance sector and exchange, investment and regulating, implementing, monitoring implementation and development of investment activities.

BIBLIOGRAPHY

Adrese Dayalı Nüfus Kayıt Sistemi (ADNKS)-2007-2008-2009 Nüfus Sayımı Sonuçları = Address Based Population Registry System - 2007-2008-2009 Population Census Results / Türkiye İstatistik Kurumu (TÜİK) ; XX . - Ankara : Türkiye İstatistik Kurumu (TÜİK) , 2010 .

<http://tuikapp.tuik.gov.tr/adnksdagitimapp/adnks.zul> (20/01/2010)

This publication includes the results of Adress Based Population Census conducted regularly by Turkstat.

Çalışma ve Sosyal Güvenlik Bakanlığı İstatistik Bülteni 2006 = Ministry of Labour and Social Security Statistical Bulletin 2006 .

Work life statistics published two times a year (January and July) by Ministry of Labour and Social Security.

<http://www.calisma.gov.tr/istatistik/istatistik.htm> (08.01.2008)

Canım Öğretmenim = My Dear Teacher / Milli Eğitim Bakanlığı (MEB) . : MEB , 2007 .

This is a report by MoNE uploaded to web site on 24 November Teachers Day. Covers the actions and services of the MEB specific to teachers.

<http://www.meb.gov.tr> (24.11.2007)

Dokuzuncu Kalkınma Planı Stratejisi = Ninth Development Plan Strategy / Devlet Planlama Teşkilatı . - Ankara : DPT , 2006 .

<http://www.dpt.gov.tr> (07.01.2008)

The Ninth Development Plan is a national development plan prepared within the framework of the Long Term Strategy (2001–2023) beside a vision of Turkey, which is growing in an environment of stability, implementing a more fair income distribution, having competition force at global scale, turning into information community, completed the harmonization process for membership to the European Union.

Ekonomik ve Sosyal Göstergeler 2007 = Social and Economic Indicators for Year 2007 / DPT . - Ankara : DPT , 2007 .

<http://ekutup.dpt.gov.tr/ekonomi/gosterge/tr/esg.asp> (22.12.2007)

The book covers social and economic indicators for year 2007.

Erasmus Statistics = Erasmus İstatistikleri / European Commission . - Bruxelles , 2005 .

http://ec.europa.eu/education/index_en.html (25.02.2008)

Erasmus, the EU's flagship education and training programme, emphasises student and staff mobility and European co-operation involving higher education institutions and other key players in the knowledge-based economy. It supports the creation of a European Higher Education Area (EHEA) through increased mobility. This allows for more innovation, growth and jobs in the EU. Over 1.5 million students have participated so far with a goal of reaching 3 million by 2013. Together with an enriched study experience, Erasmus also provides exposure to different cultures.

Göç İstatistikleri = Migration Statistics / Türkiye İstatistik Kurumu . - Ankara , 2007 .

ISBN 9751937817

<http://www.tuik.gov.tr/yayinupload/katalog.pdf> (08.01.2008)

Includes migration statistics.

Halk Eğitimine Giriş, Yetişkin Eğitimi : Türkiye'de Halk Eğitimi, Toplumsal Kalkınma = Introduction to Public Education, Adults' Education / Sudi Bülbül . - Sudi Bülbül : Anadolu Üniversitesi Yayını , 1991 . - p.454. - (; 475) ISBN 975-492-225-X

The book addresses institutional foundations of adult education and organization structure of adult education in Turkey as well as development process of adult education.

İlköğretim 1, 2 ve 3. Sınıflar Hayat Bilgisi Dersi Öğretim Programı ve Kılavuzu = Civic Education Curriculum for 1st, 2nd and 3rd Grades and Guide Book / Talim ve Terbiye Kurulu Başkanlığı . - Ankara : MEB , 2005 .

<http://iogm.meb.gov.tr>

Civic Education Curriculum developed for 1st, 2nd and 3rd Grades on the basis of constructivist education approach and teachers' guide book.

İlköğretim Fen ve Teknoloji Dersi 4 ve 5. Sınıflar Öğretim Programı Öğretmen Kılavuz Kitabı = Science and Technology Course Curriculum for 4-5th Grades of Elementary Education and Teachers' Guidance Book / Talim ve Terbiye Kurulu . - Ankara , 2005 .

<http://iogm.meb.gov.tr> (22.12.2007)

Teachers' guide book covering elementary program covering Science and Technology Class Program which composes bringing up all students as science and technology literate regardless of personal difference, nature of science and technology, key science concepts, scientific process skills, science-technology-community-environment relations, scientific and technical psychomotor skills, values constituting basis of science, areas regarding attitudes and values regarding science and elaborates the program itself.

İlköğretim Programları Tanıtım El Kitabı = İlköğretim Programları Tanıtım El Kitabı / Talim ve Terbiye Kurulu . - Ankara : MEB , 2005 .

İlköğretim 1-5. sınıflardaki dersleri içeren eğitim programı.

<http://ttkb.meb.gov.tr> (19.12.2007)

İstatistik Göstergeler 1923-2005 : Statistical Indicators 1923-2005 / Türkiye İstatistik Kurumu . - Ankara : TÜİK , 2005 .

<http://www.tuik.gov.tr/yayinupload/katalog.pdf> (22.12.2008)

In this publication which was published in 1991 for the first time; there are basic statistical indicators covering the Republic Period. Also the publication covers data regarding population, demographic statistics, health, education and culture, justice, social insurance and social aid, agriculture, mining, energy, manufacturing industry, building construction, transportation and communication, tourism, home trade and services, foreign trade, prices and indexes, money and bank, and finance and national accounts.

İstatistik Göstergeler 1923-2007 = Statistical Indicators 1923-2006 / Türkiye İstatistik Kurumu . - Ankara : TÜİK , 2007 .

http://www.tuik.gov.tr/yillik/ist_gostergeler.pdf (24.12.2007)

TURKSTAT contributes to the process of writing history in an impartial fashion by recording development using the methods and means of science and statistics with the publication called Statistical Indicators which presents basic statistical indicators in the period between 1923 and the present time and was published first in 1991. This publication which has become one of the major references with 22 chapters that cover social, economical and cultural subjects for the Republican Era is available on CD and Internet in every year.

İstatistiklerle Türkiye 2007 : Turkey in Statistics 2007 = Turkey Statistics 2007 / Türkiye İstatistik Kurumu . - Ankara : TÜİK , 2007 .

<http://www.tuik.gov.tr/yayinupload/katalog.pdf> (22.12.2007)

In this publication, which was published in 2006 for the first time; data land, climate, environment, population, migration, demography, health, education and culture, tourism, justice, election, labor force, income and consumption, prices, consumer confidence index, foreign trade, agriculture, business statistics, industry, mines and energy, building construction, transportation, national accounts, finance, information regarding science and technology are presented in tables within periods of two and three years time sequence, and enriched with graphics and pictures.

Kamu Hesapları Bülteni 2009 = Public Accounts Bulletin 2009 / Maliye Bakanlığı Muhasebat Genel Müdürlüğü . - Ankara : Muhasebat Genel Müdürlüğü , 2010 .

<http://www.muhasabat.gov.tr> (08.01.2008)

Budget revenues and expenditures of all public institutions at monthly and yearly basis since 2000.

MEB 2007 Yılı Bütçe Raporu = MoNE (Ministry of National Education) 2007 Budgeted Report / MEB Strateji Geliştirme Başkanlığı . - Ankara : MEB Devlet Kitapları Müdürlüğü Basımevi , 2006 .

As a publication of the Ministry of National Education, the book basically includes a brief summary of the structure and historical development of The Ministry of National Education, basic purposes and principles of national education, teaching and learning activities organised by the ministry, on-going activities and planned developments by the ministry.

MEB 2008 Yılı Bütçesine İlişkin Rapor = MEB 2008 Budgeted Report / MEB Strateji Geliştirme Başkanlığı . - Ankara : MEB Devlet Kitapları Müdürlüğü Basımevi , .
[http](http://sgb.meb.gov.tr)

As a publication of the Ministry of National Education, the book basically includes a brief summary of the structure and historical development of The Ministry of National Education, basic purposes and principles of national education, teaching and learning activities organised by the ministry, on-going activities and planned developments by the ministry.

MEB 2009 Yılı Bütçe Raporu = Ministry of National Education 2009 Budget Report / MEB Strateji Geliştirme Başkanlığı . - Ankara : MEB Devlet Kitapları Müdürlüğü , 2008 . - p.232.
<http://sgb.meb.gov.tr> (12.03.2009)

As a publication of Ministry of national Education, the book basically includes a brief summary of the structure and development of the Ministry, basic purposes and principles of national education, teaching and learning activities organised by the Ministry, on-going debates, annual budget details of the -Ministry.

MEB 2010 Yılı Bütçe Raporu = Ministry of National Education 2010 Annual Budget Report / Strateji Geliştirme Başkanlığı . - Ankara : MEB Devlet Kitapları Müdürlüğü , 2009 . - p.258.
<http://sgb.meb.gov.tr> (20/02/2010)

As a publication of the Ministry of National Education , the book basically gives a brief summary of structure and developments in the Ministry, activities organised by the Ministry, on-going debates, planned activities and annual budget details of the Ministry.

MEB Sayısal Veriler 2000-01, 2003-2004, 2004-2005 = MoNE (Ministry of National Education) Statistical Data 2000-01, 2003-2004, 2004-2005 / Strateji Geliştirme Başkanlığı . - Ankara : MEB Strateji Geliştirme Başkanlığı , .
<http://sgb.meb.gov.tr> (25.02.2008)

Students, teaching staff, institution and programs in Preprimary, primary, secondary and tertiary education institutions in Turkey, and other data related to education.

Milli Eğitim İstatistikleri: Örgün Eğitim 2006-2007 = National Education Statistics: Formal Education 2006-2007 / MEB Strateji Geliştirme Başkanlığı . - Ankara : MEB SGB , 2007 .
<http://sgb.meb.gov.tr> (25.02.2008)

Students, teaching staff, institution and programs in Preprimary, primary, secondary and tertiary education institutions in Turkey, and other data related to education.

Milli Eğitim İstatistikleri: Örgün Eğitim 2007-2008 = National Education Statistics: Formal Education 2007-2008 / MEB Strateji Geliştirme Başkanlığı . - Ankara : MEB Strateji Geliştirme Başkanlığı , 2008 .
ISSN 13000993

<http://sgb.meb.gov.tr> (25.02.2008)

Students, teaching staff, institution and programs in preprimary, primary, secondary and tertiary education institutions in Turkey, and other data related to education.

Milli Eğitim İstatistikleri: Örgün Eğitim 2008-2009 = National Education Statistics: Formal Education 2008-2009 / MEB Strateji Geliştirme Başkanlığı . - Ankara , 2009 .
ISSN 13000993

<http://sgb.meb.gov.tr> (03.04.2009)

It includes statistical figures on students, teaching staff, institutions, programmes in pre-primary, primary, secondary and tertiary education institutions in Turkey and some other figures related to education.

Milli Eğitim İstatistikleri: Örgün Eğitim 2009-2010 = National Education Statistics 2009-2010 / Strateji Geliştirme Başkanlığı . - Ankara : MEB SGB , 2010 . - p.186.
ISBN 978-975-11-3308-3 ; ISSN 1300-0993

<http://sgb.meb.gov.tr> (20/03/2010)

It includes statistical figures on students, teaching staff, institutions, schooling in pre-primary, primary and secondary education in TR and some other related figures regarding education in 2009-2010.

Öğretim Programları ve Modüller Öğretim Uygulama Kılavuzu = Curricula and Modular Instruction Implementation Guide / TTK . - Ankara : MEB , 2007 .

<http://cygm.meb.gov.tr/ciraklikegitimi/cdicerigi/aciklamalar.htm> (22.12.2007)

The module program which is composed of Vocational Computer Skills, Religious Culture and Professional Ethics, Business Administration Knowledge and Total Quality Management, Mathematics and Vocational Mathematics and Turkish language courses instruction programs covered under semiskilled general knowledge in apprenticeship and semiskilled training and includes semiskilled vocational classes instruction program and mastership framework instruction programs.

Okul Öncesi Eğitim Programı = Pre-Primary Education Curriculum / MEB Okul Öncesi Eğitimi Genel Müdürlüğü . - Ankara , 2007 .

http://ooegm.meb.gov.tr/mevzuat_bank/mevzuat.asp (21.12.2007)
Education program developed for children of 36-72 months.

Okul Öncesi Eğitimi Programı Öğretmen Kılavuz Kitabı I = Pre-Primary Education Curriculum and Teachers' Guidance Book I . - Ankara : Okul Öncesi Eğitimi Genel Müdürlüğü , 2007 .

36-72 Aylık Çocuklar İçin Okul Öncesi Eğitim Programı'nı tamamlayıcı olarak hazırlanan kitap; program ile birlikte, sınıfta etkili bir öğrenme ortamı yaratabilmek adına, temel kaynak niteliği taşımaktadır. Kitapta Türk Millî Eğitimin genel amaç ve ilkeleri, okul öncesi eğitim ilkeleri ile yıllık, günlük planlar ve etkinlik örnekleri yer almaktadır.

Osmanlı İmparatorluğu Klasik Çağ: 1300-1600 = Ottoman Empire Classical Era: 1300-1600 / Halil İnalçık . - İstanbul : Yapı Kredi Yayınları , 2004 .

The Book includes the topics of a brief history of Ottoman Empire classical period of 1300-1600, social class structure, economic and social life, religion, culture and education, educational institutions.

Ottoman Civilization I = Osmanlı Uygarlığı I / Ekmeleddin İhsanoğlu . In: Ministry of Culture and Tourism . - Ankara , 2004 .

in his article "Ottoman Educational Institutions" in the book Ottoman Civilization 1 (edited by İnalçık, H. and G. Renda) İhsanoğlu explains Ottoman educational institutions including their types, nature, curricula, teaching methods, administration and development. Author gives also some statistical figures about the education and schools concerning the late period of the Empire.

Rehberlik ve Psikolojik Danışma = Guidance and Psychological Counseling / Yıldız Kuzgun . - 7 - Ankara : ÖSYM Yayınları , 2000 .

Psikolojik Danışma covers the history of Guidance and Psychological Counseling chronologically up to today. It provides brief information about guidance and counseling related to different historical periods in the world and in Turkey.

Screening Report Turkey: Chapter 26 – Education and Culture = Türkiye Tarama Süreci: Başlık 26 – Eğitim ve Kültür / Avrupa Birliği Genel Sekreterliği . - Ankara , 2007 .

<http://www.abgs.gov.tr> (25.02.2008)

Sosyal Bilgiler 4-5. Sınıf Programı ve Öğretmen Kılavuz Kitabı = Civic Education Curriculum for 4-5th Grade and Teacher's Guidance Book / Talim ve Terbiye Kurulu Başkanlığı . - Ankara , 2005 .

The book is composed of civic education program and Teachers' Guidance Book developed for elementary education social sciences course.

The book is composed of civic education program and Teachers' Guidance Book developed for elementary education social sciences course = CBRT Electronic Data Delivery System / Türkiye Cumhuriyet Merkez Bankası . - Ankara : TCMB , 2007 .

<http://evds.tcmb.gov.tr> (08.01.2008)

EDDS is a dynamic and interactive data dissemination system providing access via internet to the statistical data produced and/or compiled by the Central Bank of the Republic of Turkey.

TÜİK Türkiye İşgücü İstatistikleri .

Türk Eğitim Tarihi = History of Turkish Education / Yahya Akyüz . - 9 - Ankara : PegemA Yayıncılık , 2005 .

This ninth edition of Turk Eğitim Tarihi covers the history of Turkish education chronologically starting BC 1000 upto today. It provides brief information about education related to different historical periods.

Türkiye - AB İlişkileri = Turkey – EU Relations / Avrupa Birliği Genel Sekreterliği . - Ankara , 2007 .

<http://www.abgs.gov.tr> (25.02.2008)<http://www.abgs.gov.tr>

Turkey- EU Relations: From Past to Present; Turkey - EC Customs Union; Turkey - ECSC Free Trade Area Agreement; Candidacy Process; Community Programmes and Agencies.

Türkiye AT Ortaklık Konseyi Kararları (1964-2000) = Turkey EC Association Council Decisions / Devlet Planlama Teşkilatı . - Ankara : DPT , 2001 .

<http://ekutup.dpt.gov.tr> (25.02.2008)Of this study which brings together Turkey EC Association Council Decisions in a chronological order for the first time; volume one includes Turkish translations of the decisions (1964-2000) and volume two includes French (1964-1971) and English (1972-2000) texts of the decisions

Türkiye Düzenli İlerleme Raporları = Turkey Regular Progress Reports / Avrupa Birliği Genel Sekreterliği . - Ankara , 2006 .

Unofficial translation of the English text obtained from the website of the European Commission, Enlargement part (http://europa.eu.int/comm/enlargement/index_en.html). Progress Reports on Accession process of Turkey to European Union of 20012006.

Türkiye Eğitim İstatistikleri 2005-2006 = Education Statistics of Turkey 2005-2006 / MEB Strateji Geliştirme Başkanlığı . - Ankara : SBG , 2006 .

<http://sgb.meb.gov.tr> (25.02.2008)

Students, teaching staff, institution and programs in Preprimary, primary, secondary and tertiary education institutions in Turkey, and other data related to education.

Türkiye İçin Katılım Ortaklığı Belgesi: 14 Nisan 2003 Tarihinde AB Konseyi Tarafından Kabul Edilen Nihai Metin = Accession Partnership with Turkey: Version Adopted by the Council of the EU on 14 April 2003 / Avrupa Birliği Genel Sekreterliği . - Ankara , 2003 .

This Communication presents the Commission’s follow-up to the recommendations of the Strategy Paper and the Copenhagen conclusions.

<http://www.abgs.gov.tr> (25.02.2008)

Türkiye İstatistik Yıllığı 2006, 2007 = Turkey Statistical Yearbook 2006, 2007 .

<http://tuik.gov.tr/yillik/yillik.pdf> (20/02/2008)

This publication includes population statistics and data regarding health, education and culture, justice, social insurance and social aid, agriculture, mining, energy, manufacturing industry, building construction, transportation and communication, tourism, home trade and service, foreign trade, prices and indexes, money and bank, and finance and national accounts for year 2006.

Türkiye İstatistik Yıllığı 2008 = Turkish Statistical Yearbooks 2008 / TÜİK . - Ankara : TÜİK , .

<http://www.tuik.gov.tr/yillik/yillik.pdf> (22.02.2010)

This publication includes population statistics and data regarding health, education and culture, justice, social insurance and social aid, agriculture, mining, energy, manufacturing industry, building construction, transportation and communication, tourism, home trade and services, foreign trade, prices and indexes, money and bank, and finance and national accounts for year 2007.

Türkiye’de Bologna Süreci = Bologna Process in Turkey / Ulusal Ajans . - Ankara , 2005 .

<http://www.bologna.gov.tr> (25.02.23008)

Bologna Process which has been started in 1999 with the aim of an integration of European higher education system; seeks to built an European Higher Education Area (EHEA) and promote this area in a global context. Turkey participated in the process in 2001.

Türkiye’de İlköğretim: Dünü, Bugünü, Yarını = Primary Education in Turkey: Yesterday, Today and Tomorrow / MEB İlköğretim Genel Müdürlüğü . - Ankara : MEB , 2003 .

<http://iogm.meb.gov.tr> (23.12.2007)

The book addresses development process of elementary education in Turkey such as pre-Republic and post-Republic period, and covers topics such as historical development of elementary education and relevant

managerial arrangements, elementary education programs and bringing up teachers, schools in elementary education, numerical developments and inspection, innovations related with elementary education and relevant activities, etc.

Türkiye'nin Yükseköğretim Stratejisi : Higher Education Strategy of Turkey / Yükseköğretim Kurulu . - Ankara : YÖK , 2007 .

<http://www.yok.gov.tr> (25.02.2008)

Report on strategies of the Higher Education Council (HEC).

Ulusal Raporlar : National Reports / Avrupa Birliği Genel Sekreterliği . - Ankara : Avrupa Birliği Genel Sekreterliği , .

<http://www.abgs.gov.tr> (25.02.2008)

2003 Year NPAA for Documents. Decision of the Council of Ministers Dated 23 June 2003 No. 2003/5930.

Yıllık Ekonomik Rapor 2006 = Annual Economic Report 2006 / Maliye Bakanlığı . - Ankara , 2007 .

<http://www.maliye.gov.tr> (22.12.2007)

YÖK Faaliyet Raporu 2007 = Higher Education Council Report of Activities 2007 / Yükseköğretim Kurulu . - Ankara , 2007 .

<http://www.yok.gov.tr> (25.02.2008)

This report is a summary of activities of Higher Education Council during 9 December 2003 – 9 December 2007 period.

Yönetim Hukuku = Administrative Law / Şeref Gözübüyük . - Ankara : Turhan Kitabevi , 2007 .

The book is composed of subsections such as General Qualifications of Management, Managerial Organizations, Public Officials, Public Goods, Functioning of Management and Inspection of Management.

Yükseköğretim İstatistikleri 2000-01 : Higher Education Statistics 2000-01 / OSYM .

<http://osym.gov.tr> (12.02.2009)

Statistical data on Students, teaching staff, institutions and programs in higher education institutions in Turkey.

Yükseköğretim İstatistikleri 2003-04 = Higher Education Statistics 2003-04 / ÖSYM . - Ankara , 2005 .

<http://www.osym.gov.tr> (25.02.2008)

Statistical data on students, teaching staff, institutions and programs in higher education institutions in Turkey.

Yükseköğretim İstatistikleri 2004-05 = Higher Education Statistics 2004-05 / OSYM . - Ankara : OSYM , 2006 .

<http://www.osym.gov.tr> (25.02.2008)

Students, teaching staff, institution and programs in higher education institutions in Turkey.

Yükseköğretim İstatistikleri 2005-06 : Higher Education Statistics 2005-06 / ÖSYM . - Ankara , 2007 .

<http://www.osym.gov.tr> (25.02.2008)

Students, teaching staff, institution and programs in higher education institutions in Turkey.

Yükseköğretim İstatistikleri 2006-07 = Higher Education Statistics 2006-07 / OSYM . - Ankara : OSYM

Yayınları , .

<http://www.osym.gov.tr> (12.03.2009)

This document provides statistics on students, teaching staff, institutions, and program in higher education.

Yükseköğretim İstatistikleri 2007-08 = Higher Education Statistics 2007-08 / OSYM . - Ankara : OSYM

Yayınları , .

<http://www.osym.gov.tr> (12.02.2009)

This document provides statistics on students, teaching staff, institutions and programs in higher education.

Yükseköğretim İstatistikleri Kitabı 2008-09 : Higher Education Statistics Book 2008-09 / OSYM . - Ankara : OSYM , 2009 .

<http://osym.gov.tr>

This book provides statistics on students, academic staff, institutions and programs in Turkish higher education system.

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Documents and Reports related to Bologna Process.