



TURKISH EDUCATION SYSTEM

Key Elements, Policies and Reforms

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FOREWORD BY THE MINISTER OF NATIONAL EDUCATION

With its deep-rooted history, our national education system continues to evolve in response to the ever-changing needs of society. The scope of services it offers, as well as its beneficiaries and stakeholders, is steadily expanding, reaching a larger service capacity and a more comprehensive content framework. In an era where reliable information is more valuable than ever, resources that thoroughly and comprehensively reveal the structure of our dynamic and multifaceted education system are of great importance for accurately understanding, articulating, and further developing our system.

Such resources play a vital role not only for individuals involved in the educational process but also for those seeking to gain a broader perspective on the functioning and future of the system. They serve as essential resources for a wide range of audiences, including students, parents, researchers, academics, and policymakers. Furthermore, such works carry strategic significance in contributing to the international recognition of our education system.

This publication, titled Turkish Education System: Key Elements, Policies and Reforms, provides an in-depth examination of each stage of our education system and aims to respond to the aforementioned need.

Covering a wide range of topics related to our educational structure, this work enables a holistic and comprehensive evaluation of the field, systematically addressing key issues. As we take steps toward a stronger future for education in the Century of Türkiye, I hope this book will serve as a valuable resource. I extend my sincere gratitude to the dedicated staff of our Ministry and the representatives of relevant institutions who contributed to the preparation of this publication.

YUSUF TEKİN
Minister of National Education



FOREWORD BY THE DIRECTOR GENERAL

A comprehensive understanding of the structure, principles, and functioning of an education system is essential for the formulation of effective policies and the advancement of long-term strategic planning. Such understanding enables the identification of both strengths and areas requiring improvement, thereby facilitating informed decision-making and continuous development. Therefore, accessible and well-structured reference materials are of critical importance.

While a significant number of studies have been undertaken in education field thus far, the majority have primarily focused on particular subjects or thematic issues. This has created a need for an integrated and systematic source that offers a holistic perspective on the Turkish education system as a whole. The present book has been developed to respond to this longstanding need.

This book provides a detailed overview of the core components, organisational structures, policy frameworks, and legal foundations of the Turkish education system. Covering

all stages of education—from early childhood to higher education and lifelong learning—it explores key dimensions such as governance, finance, teacher education, curriculum development, and quality assurance mechanisms. By doing so, it aims to contribute to a deeper understanding of the system’s evolving dynamics and its broader educational context.

It is our hope that this publication will serve as a valuable resource for researchers, educators, policymakers, and all those engaged in the field of education. I would like to extend my sincere appreciation to all colleagues and institutional representatives who contributed to its preparation, and I trust that the insights presented here will support efforts to further enhance the quality and inclusivity of education in Türkiye.

Ercan TÜRK
Director General of
Strategy Development

Executive Summary

The book titled “Turkish Education System: Key Elements, Policies and Reforms” consists of fourteen interconnected chapters structured around educational levels and thematic areas. The chapter titled “Key Features of Turkish Education System” presents the structural features and general framework of the education system. This section provides comprehensive information on the levels of education, the organizational structure, and the key principles that guide the school system.

Chapter 1: Political, Social, and Economic Background and Trends addresses the political and social structure, as well as the economic condition in Türkiye, within the context of the education system. This section focuses on key factors such as the main administrative and legislative bodies, demographic structure, official language, and the political-economic condition.

Chapter 2: Organization and Governance examines in depth the organization and management structure of the education system. This section includes important elements such as national policies, the lifelong learning strategy, the structure of educational institutions, private education institutions, and the roles of local governments in education.

Chapter 3: Financing Education deals in detail with the financial structure of the education. This section explains how education is financed across all education levels, from pre-primary to higher education government policies on education financing, and the financial support provided to students.

Chapter 4: Pre-Primary Education provides a comprehensive examination of the structure, accessibility, and financial aspects of pre-primary education. It addresses key issues such as enrolment requirements, curriculum educator qualifications, access models, and family support programs in early childhood education.

Chapter 5: Primary Education (Primary and Lower Secondary) focuses on the organization of the primary schools in Türkiye, including teaching and learning processes, assessment methods, and alternative structures. This section covers a wide range of educational practices, from the geographical accessibility of primary schools to school choice, the organization of the academic year, and the structuring of school days.

Chapter 6: Upper Secondary Education provides a comprehensive examination of the organization of general and vocational upper secondary education, including teaching methods and assessment processes. This section discusses organizational elements such as types of schools in upper secondary education, geographical accessibility, school choice, and admission requirements, while also explaining curricula, instructional time and student assessment methods in both general and vocational education.

Chapter 7: Higher Education provides a detailed analysis of the structure and programs of higher education institutions. This section focuses on the organization, curricula, teaching methods, and student progression across various levels of education, from undergraduate programs to master’s and PhD. It also examines critical aspects such as employability, student assessment, and certification. The structural diversity and organizational differences of associate, bachelor’s, master’s, and doctoral programs are also discussed in detail.

Chapter 8: Adult Education and Training examines adult education practices from a lifelong learning perspective. This chapter addresses elements such as institutions providing adult education services, the responsibilities of the MoNE and other public institutions, and non-formal education programs and institutions. It also discusses the functions of public education centers, open education schools, and vocational training centers. In addition, the chapter explains key issues such as the functioning of institutions like public education centers, open education institutions and vocational training centers, as well as non-formal education databases and the recognition of informal learning.

Chapter 9: Teachers and Education Staff deals with the training, entry to the profession, working conditions and professional development processes of teachers and academic staff working in the education system. In this chapter, pre-service training of pre-primary, primary and upper secondary teachers, teacher training models, admission requirements, curricula and certification processes are examined. It also details in-employment conditions, entry into the profession, promotion and advancement, salaries, working hours and retirement.

Chapter 10: Management and Other Education Staff deals in detail with the appointment, assignment and responsibilities of pre-primary, primary, upper secondary and higher education management staff. Subjects include the appointment of pre-primary, primary and upper secondary school administrators, the tenure of teachers and administrators, the duties, authorities and responsibilities of educational staff responsible for guidance services, as well as administrators in higher and adult education. The section also outlines the governance structure and operational mechanisms of higher education institutions.

Chapter 11: Quality Assurance covers the processes related to quality assurance in pre-primary, primary, upper secondary and higher education and adult education. Subjects include quality assurance methods and approaches, responsible units, the history of quality assurance activities in higher education institutions and the duties of quality committees. The chapter describes how quality assurance is integrated into educational processes and describes strategies for improvement.

Chapter 12: Educational Support and Guidance, this chapter on educational support and guidance services covers how special education practices, guidance services and support measures are provided for students. Topics such as special education needs in primary and upper secondary education, guidance in pre-primary, primary and upper secondary education, and support provided to students in higher education are detailed in this chapter. In addition, the academic, social, emotional and career guidance needs of students are also addressed.

Chapter 13: Mobility and Internationalization examines the various dimensions of mobility and internationalization in pre-primary, primary, upper secondary, higher and adult education. Topics such as student, teacher and academic staff mobility, European, global and intercultural dimensions in curriculum development, international partnerships and networks are covered. Reciprocal agreements and worldwide cooperation are also covered in this chapter.

Chapter 14: Ongoing Reforms and Policy Developments presents current educational policy development developments and reforms in detail. National reforms in areas ranging from pre-primary to higher education, vocational education, general upper secondary education and adult education are discussed. This section provides information on innovative and ongoing policies in education as of the last three years.

In conclusion, **‘Turkish Education System: Key Elements, Policies and Reforms’** is an in-depth study of the basic structure and functioning of the Turkish education system. With fourteen chapters that complement each other through educational levels and themes, the book deals with Türkiye’s educational policies, structural reforms and implementation processes in detail. It sheds light on critical issues such as the organization of educational institutions at pre-primary, primary, upper secondary and higher education levels, instruction financing structures and the functioning of administrative staff. In addition, global trends such as adult education and internationalization are also addressed, providing comprehensive information on the current state of the Turkish education system and potential areas for future development.

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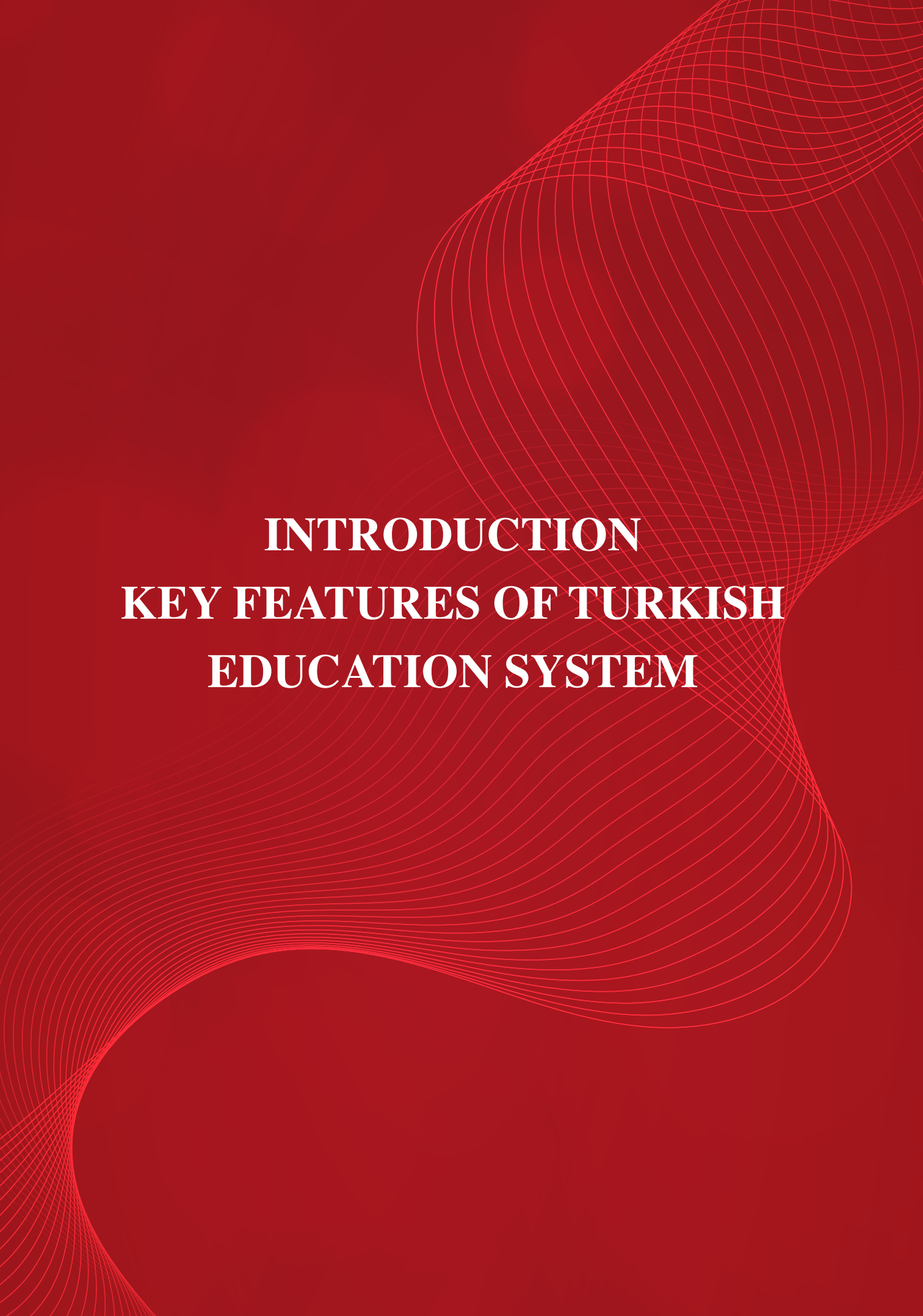
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ABBREVIATIONS	
ABIDE	Monitoring and Evaluation of Academic Skills
ADEK	Academic Evaluation and Quality Improvement Boards
ADNKS	Address-Based Population Registration System
AGS	Academy Entrance Exam
AKAP	Academic Accumulation Project
ALES	Academic Personnel and Graduate Education Entrance Exam
APQN	Asia-Pacific Quality Network
ARGEM	Research, Development, Training and Implementation Centers
AYT	Field Competency Test
BİLSEM	Science and Art Centers
BEP	Individualized Education Program
BSEC	Black Sea Economic Cooperation Organization
BTK	Information and Communication Technologies Authority
CBİKO	Presidential Human Resources Office
CDEDU	The Steering Committee for Educational Policy and Practice
CEFR	Common European Framework of Reference for Languages
CERI	Centre for Educational Research and Innovation
CHEA/CIQG	Council for Higher Education Accreditation International Quality Group
CoE	Council of Europe
CoHE	Council of Higher Education
CPP	Cooperation Partnerships Project
CT	Computer Technologies
C-VET	Continuous Vocational Education and Training
D-AOBM	Common European Framework for Languages
DEQAR	EQAR Database
DGCD	General Directorate for Credit and Dormitories Agency
DGPEI	Directorate General of Private Education Institutions
DGS	Vertical Transfer Exam
DGVTE	Directorate General of Vocational and Technical Education
DOSAP	Post-Doctoral Research Program
EBA	Education Information Network
EBADER	Family Support Education Guide
ECC	Economic Cooperation Organization
ECEC	Early Childhood Education and Care
ECHE	Erasmus Charter for Higher Education
ECO	Economic Cooperation Organization

ECTS	European Credit Transfer and Accumulation System
ECVET	European Credit System for Vocational Education and Training
EDMS	Electronic Document Management System
EDPC	Education Policies Committee
ENQA	European Association for Quality Assurance in Higher Education
EPAN	Education Policy Advisors Network
EQAR	European Quality Assurance Register for Higher Education
EQF	European Qualifications Framework
ESC	European Solidarity Corps
ESCO	European Skills, Competences, Qualifications and Occupations Classification
ESD	Education for Sustainable Development
ESU	European Students' Union
ETINED	Council of Europe Platform on Ethics, Transparency and Integrity in Education
ETKIM	The Education Technologies Incubation and Innovation Hub
EU	European Union
EUROSTAT	The Statistical Office of the European Union
FATIH	Movement to Increase Opportunities and Improve Technology Project
GAI	Generative Artificial Intelligence
GEP	Young Minds in Basic Sciences Project
HEM	Public Education Center
HEMBA	Public Education Centers Information Network
IAP	Institutional Accreditation Program
IAR	Institutional Accreditation Report
IEA	International Association for the Evaluation of Educational Achievement
IEEP	Institutional External Evaluation Program
IIAP	International Institutional Accreditation Program
ILM	Individual Learning Mobility
INES	Indicators of Education Systems Programme
INQAAHE	International Network for Quality Assurance Agencies in Higher Education
IQA	Association for Quality Assurance Agencies of Islamic World
ISCED	International Standard Classification of Education
ISCED-F 2013	ISCED Fields of Education and Training 2013
ISCO	International Standard Classification of Occupations
ISKUR	Turkish Employment Agency
I-VET	Initial Vocational Education and Training
İCDEP	Digital Education Program for Hearing Impaired Students
KGBR	Institution Feedback Report

KIDR	Institutional Internal Evaluation Reports
KIS	Institutional Monitoring System
KOSGEB	Small and Medium Enterprises Development Organization Administration
KPSS	Public Personnel Selection Exam
MEM	Provincial Directorate of National Education
MESEM	Vocational Education and Training Center
METU	Middle East Technical University
MoFSS	Ministry of Family and Social Services
MoLSS	Ministry of Labour and Social Security
MoNE	Ministry of National Education
MTF	Ministry of Treasury and Finance
MYK	Vocational Qualifications Authority
MYO	Vocational School of Higher Education
OABT	Teacher Field Knowledge Test
OBA	Teacher Information Network
OBADER	Integrated Family Support Training Guide with Pre-Primary Education Program
OCEET	Inclusive Activity Calendar for Children with Special Needs
OECD	Organisation for Economic Co-operation and Development
OHTE	Observatory of History Teaching in Europe
OIC	Organisation of Islamic Cooperation
OSB	Autism Spectrum DisorderS
OZYES	Special Talent Exam
ÖSYM	Student Selection and Placement Center
PIGEP	Boarding Schools Improvement and Development Project
PIKTES	Project for Supporting Inclusive Education for Kids in the Turkish Education System
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PTAs	Parent-Teacher Associations
R&D	Research and Development
RAM	Guidance Research Center
RFCDC	Reference Framework of Competences for Democratic Culture
SEEB	Special Education Evaluation Board
STEM	Science, Technology, Engineering, Mathematics
SUYE	Social Integration and Life Education
T.C.	Republic of Türkiye
TALIS	Teaching and Learning International Survey
TBB	Union of Turkish Municipalities

TBMM	Grand National Assembly of Türkiye
TMS	Turkish Dictionary of Occupations
TESK	Confederation of Turkish Tradesmen and Craftsmen
THEQF	Turkish Higher Education Qualifications Framework
TIMSS	Trends in International Mathematics and Science Study
TKB	Presidency of the Board of Education
TOBB	Union of Chambers and Commodity Exchanges of Türkiye
TQDB	Turkish Qualifications Database
TQF	Turkish Qualifications Framework
TRT	Turkish Radio and Television Corporation
TSE	Turkish Standards Institute
TTK	Board of Education
TUBITAK	Scientific and Technological Research Council of Türkiye
TURKSTAT	Turkish Statistical Institute
TUS	Medical Specialization Entrance Exam
TÜRKAK	Turkish Accreditation Agency
TUSEB	Health Institutes of Türkiye
TYMM	The Century of Türkiye Education Model
TYT	Basic Proficiency Test
TYVT	Turkish Qualifications Database Project
UAK	Interuniversity Board
UETS	Specialty Education Tracking System
ULAKBIM	National Academic Network and Information Center
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Fund
UTEM	International Agricultural Training Center
VAC	Vocational Advisory Commission
YBO	Regional Boarding Lower Secondary School
YDS	Foreign Language Knowledge Test
YDT	Foreign Language Test
YKS	Higher Education Institutions Exam
YLSY	Selection and Placement of Students to be Sent Abroad for Graduate Studies
YODEK	Commission of Academic Evaluation and Quality Development in Higher Education Institutions
YÖKAK	Higher Education Quality Council

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INTRODUCTION

KEY FEATURES OF TURKISH

EDUCATION SYSTEM

INTRODUCTION: KEY FEATURES OF TURKISH EDUCATION SYSTEM

In the Republic of Türkiye, the education levels are as follows: pre-primary, primary education (elementary and lower secondary school), upper secondary education (high school), and higher education. Educational activities in pre-primary, primary education (elementary and lower secondary school), and upper secondary education (high school) are carried out by the Ministry of National Education (MoNE), while higher education activities are regulated by the Council of Higher Education (CoHE). Since the 2012-2013 academic year, compulsory education has been extended to 12 years and divided into three stages. The first stage consists of 4 years of elementary school (1st, 2nd, 3rd, and 4th grades), the second stage consists of 4 years of lower secondary school (5th, 6th, 7th, and 8th grades), and the third stage includes 4 years of upper secondary education (9th, 10th, 11th, and 12th grades), excluding preparatory classes. Preparatory classes may be offered at secondary education institutions that admit students based on central exam scores, in institutions approved by the MoNE, covering either the entire or part of the quotas determined each year.

Levels of the Education System

Pre-primary Education

Pre-primary education in Türkiye is implemented on a voluntary basis for children aged 0–68 months through nurseries and daycare centers, special education kindergartens, kindergartens, nursery classes, and practice classes. It falls under the responsibility of the Directorate General of Basic Education within the Ministry of National Education (MoNE) and is regulated by the provisions of the MoNE Regulation on Pre-primary and Primary Education Institutions.

Pre-primary education is mandatory for individuals with special educational needs. To ensure the care of children aged 0–6, to protect and improve their physical and mental health, and to instill fundamental values and habits, nurseries and daycare centers operate under the supervision of the Ministry of Family and Social Services. Nurseries serve children aged 0–24 months, while daycare centers cater to those aged 25–66 months.

In addition, early childhood education for children aged 0–36 months with special educational needs, as well as compulsory pre-primary education for those over 36 months, is provided in accordance with the Regulation on Special Education Services. These institutions operate under the Directorate General of Special Education and Guidance Services of the Ministry of National Education.

Primary Education

Following pre-primary education, the primary education stage begins, which comprises elementary school and lower secondary school levels of compulsory education. Elementary school covers children aged 6 to 10, while lower secondary school includes those aged 10 to 14. Both elementary and lower secondary schools fall under the responsibility of the Directorate General of Basic Education of the Ministry of National Education (MoNE). Imam Hatip lower secondary schools are affiliated to the Directorate General of Religious Education, while specialized lower secondary schools (such as music, sports, and vocational secondary schools) are overseen by their respective directorates.

Upper Secondary Education (High School)

Upper secondary education includes Anatolian high schools, science high schools, fine arts high schools, sports high schools, social sciences high schools, Anatolian Imam Hatip high schools, vocational and technical Anatolian high schools, vocational training centers, and multi-program Anatolian high schools. Public institutions in this category fall under the responsibility of the Directorate General of Upper Secondary Education, the Directorate General for Vocational and Technical Education, and the Directorate General of Religious Education. Private educational institutions are overseen by the Directorate General of Private Education Institutions. In addition, schools and institutions that implement special education programs for individuals with special needs are under the responsibility of the Directorate General of Special Education and Guidance Services.

The education of individuals with special needs who are unable to continue their education through mainstreaming/inclusive education practices is carried out by the Directorate General of Special Education and Guidance Services in special education vocational schools, special education vocational high schools, and special education practice schools.

Higher Education

Within the national education system, higher education refers to all levels of formal education based on upper secondary education and comprising at least four semesters. It is composed of public and foundation (non-profit private) higher education institutions. Higher education institutions include universities and institutes of high technology, along with their constituent faculties, institutes, schools, conservatories, research and application centers, and vocational schools affiliated with a university or institute of high technology. Additionally, vocational schools of higher education established by foundations without profit-making purposes, and not affiliated with a university or institute of high technology, also fall under the definition of higher education institutions. Higher education encompasses associate's degree, bachelor's degree, master's degree, and PhD programs provided by the relevant institutions. The Council of Higher Education (CoHE) is responsible for the regulation and coordination of all activities related to higher education in Türkiye. The structure of the national education system is presented in Figure 1.

TURKISH EDUCATION SYSTEM

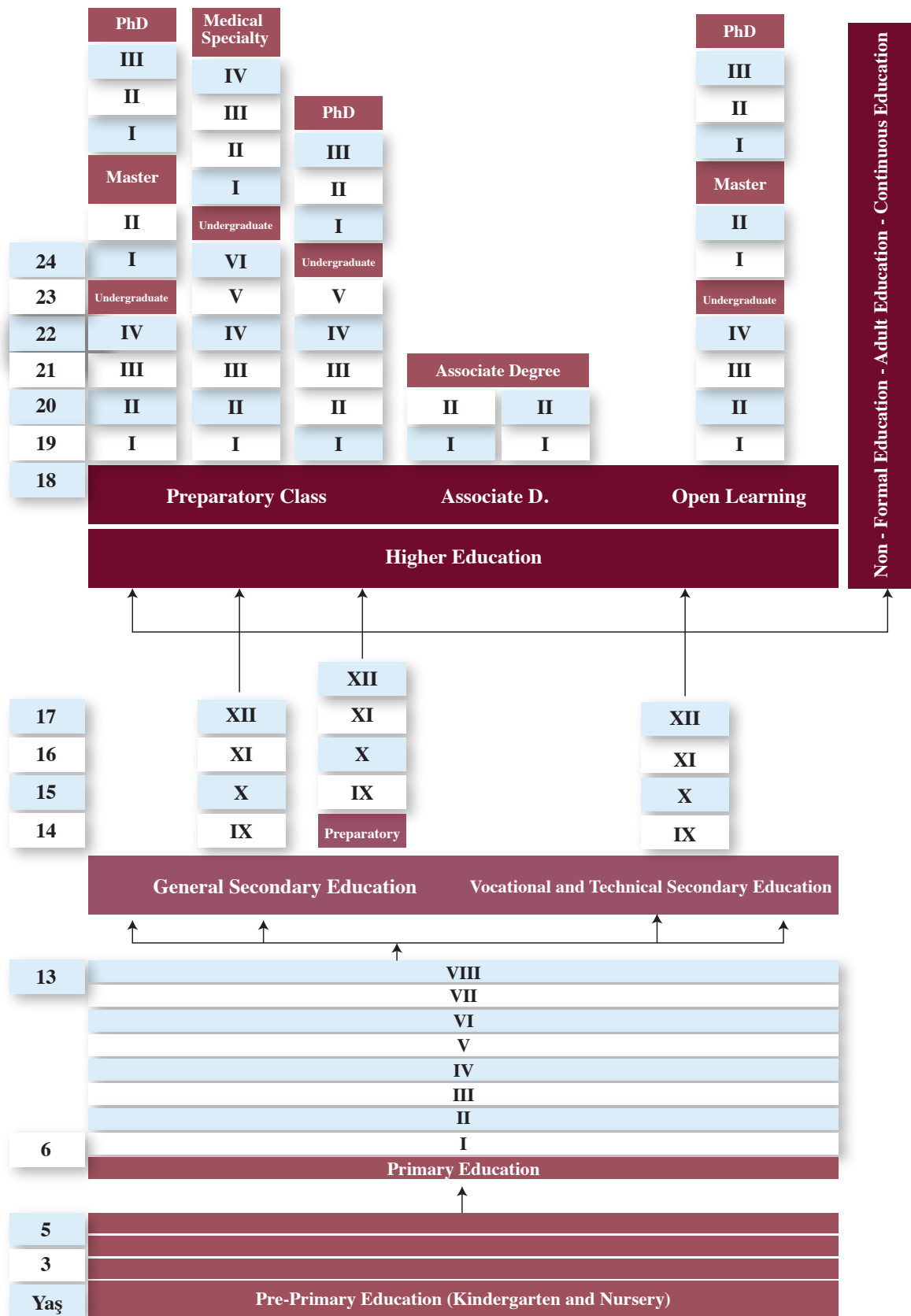
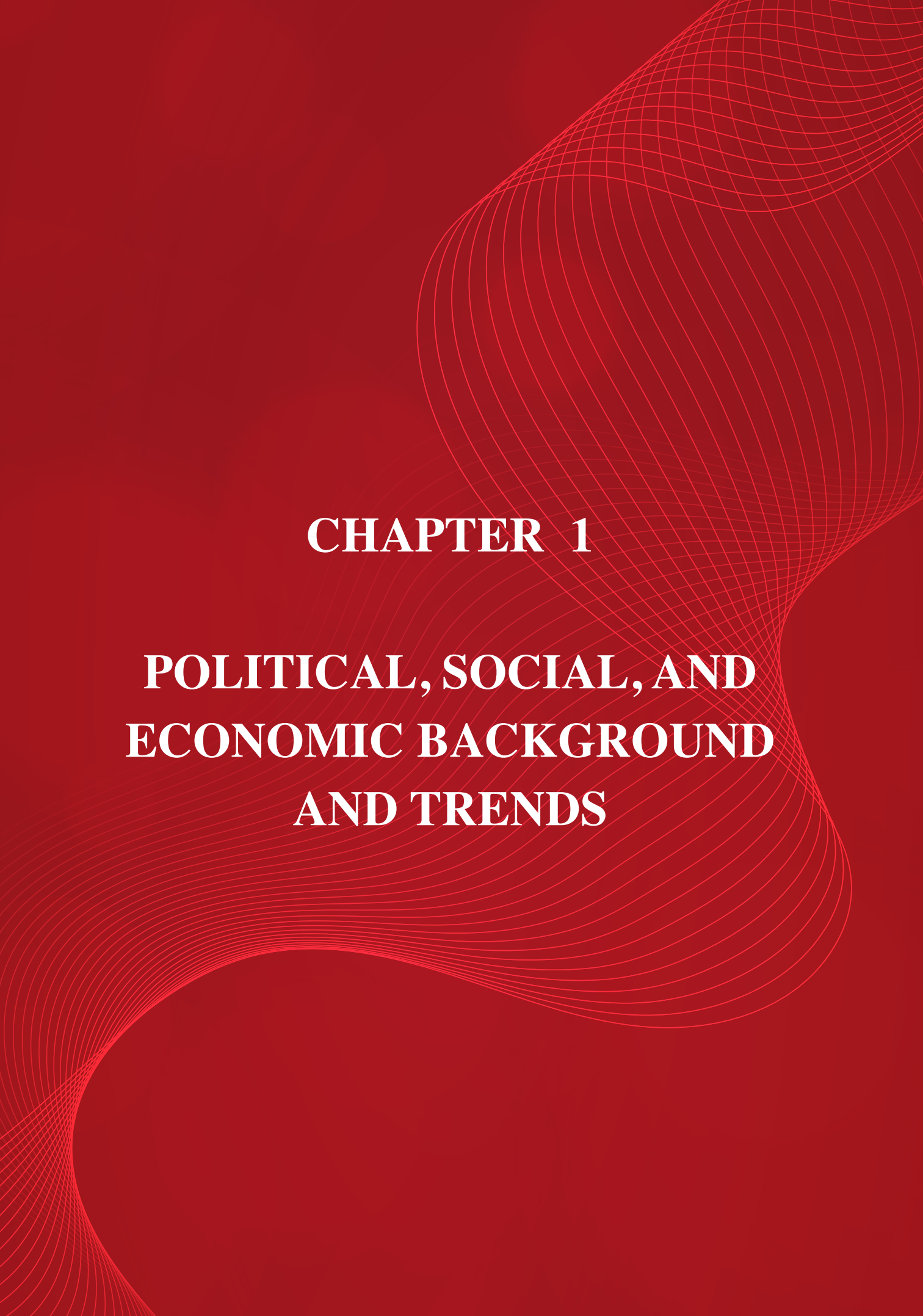


Figure1 : Structure of the National Education System

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CHAPTER 1

POLITICAL, SOCIAL, AND ECONOMIC BACKGROUND AND TRENDS

CHAPTER 1. POLITICAL, SOCIAL, ECONOMIC INFORMATION AND TRENDS

This chapter provides an overview of the political, social, and economic trends in the Republic of Türkiye since its foundation and presents relevant data.

1.1. Main Administrative and Legislative Bodies

In Turkish public administration, the principle of “separation of powers” is adopted. According to the Constitution of the Republic of Türkiye, legislative power is vested in the Grand National Assembly of Türkiye (GNAT), judicial power is exercised by independent courts, and executive power is assigned to the President.

The Republic of Türkiye is administratively divided into provinces based on geographical conditions, economic circumstances, and the requirements of public services. These provinces are further subdivided into lower administrative levels. In order to ensure efficiency and coordination in the provision of public services, a central administrative organization covering more than one province may be established. The duties and powers of such organizations are regulated by law. Within the framework of Türkiye’s fundamental administrative structure as summarized above, the Ministry of National Education (MoNE) cooperates with all relevant institutions and organizations. Some of the key institutions and organizations with which MoNE primarily collaborates in the education process include:

- **Presidency of Strategy and Budget:** The Ministry of National Education (MoNE) secures funding from the state budget for educational investments and personnel expenditures. Additionally, it provides coordination and guidance in matters related to development plans for education, institutional strategic management and planning, and cooperates in the investment activities of private schools.
- **Presidential Education and Training Policy Board:** In Türkiye it is an advisory and coordination body affiliated with the President that contributes to the formulation of policies and strategies in the field of education. It conducts research, develops recommendations, and collaborates with relevant institutions with the aim of improving the education system, enhancing its quality, and setting long-term goals. Among its core responsibilities are developing policies to improve quality at all levels of education, evaluating existing practices, and monitoring developments in the education sector.
- **Ministry of Family and Social Services (MFSS):** For children in the pre-primary period, care services are provided in crèches for children aged 0–24 months and in day-care centers for children aged 25–66 months, along with pre-primary education programs developed by the Ministry of National Education (MoNE). For students with special education needs, all types of educational and social services—including social inclusion, rehabilitation, accessibility, and employment—are carried out in cooperation with MoNE.
- **Ministry of Youth and Sports:** Among the primary responsibilities in the field of youth and sports are formulating policies that support individuals’ personal and social development, enhancing young people’s decision-making skills, increasing their participation in social life, conducting research on

youth services and projects, providing guidance and counseling, organizing and promoting sports activities, determining sports policies, and supporting sports organizations and successful athletes. In addition, activities are carried out to provide scholarships and loan support to students pursuing higher education, both domestically and abroad.

- **Vocational Qualifications Authority (VQA):** In order to establish and operate a National Vocational Qualifications System (NVQS) that is aligned with the European Union and ensures international-level quality assurance, activities include the preparation of national occupational standards in technical and vocational fields, the development of national qualifications based on national and international occupational standards, and the implementation of examinations and certification according to national qualifications through institutions and organizations authorized by the Vocational Qualifications Authority (VQA). These responsibilities also encompass authorization, supervision, assessment and evaluation, certification, and acting as the National Europass Center to coordinate Europass-related activities in the country, ensure the issuance of documents, and carry out promotional, informational, and guidance activities regarding Europass.
- **Student Selection and Placement Center (ÖSYM):** It provides the examination and placement services required for the transition from upper secondary to higher education.
- **Turkish Employment Agency (ISKUR):** It is an institution that develops inclusive employment policies aimed at reducing unemployment, preserving and increasing employment; identifies labor market needs through an effective labor market information system and matches labor supply and demand accordingly to facilitate access to employment; contributes to the improvement of vocational skills and experience of the workforce through active labor market programs to enhance employability; and provides temporary income support to those who have lost their jobs through passive labor market programs.
- **Scientific and Technological Research Council of Türkiye (TÜBİTAK):** It is an institution with administrative and financial autonomy, responsible for organizing, coordinating, and promoting research and technological development in scientific and technological fields in line with national economic development goals. It supports research and development activities by encouraging science and technology in the field of education and training. TÜBİTAK is an “affiliated” institution of the Ministry of Industry and Technology and operates under private law provisions.
- **Turkish National Agency:** It ensures the implementation of programs that provide learning and mobility opportunities in the fields of education and youth, particularly in cooperation with the European Union, partner countries, and international organizations.

- **Turkish Higher Education Quality Council (YÖKAK):** The Higher Education Quality Council is a public legal entity with administrative and financial autonomy and a special budget. It conducts evaluations of the quality levels of educational, research, and administrative activities in higher education institutions based on national and international quality standards. The Council is also responsible for overseeing internal and external quality assurance, accreditation processes, and the authorization of independent external evaluation agencies.
- **Council of Higher Education (CoHE):** It is responsible for higher education levels that include at least four semesters based on the upper secondary education system. It carries out activities related to the popularization and development of higher education, along with all administrative and educational services.

1.2. Demographics and Official Language

Türkiye has a land area of 785,347 km² and consists of 81 provinces. The first census was conducted in 1927, and the last traditional census in 2000. Since 2007, population data has been collected through the Address-Based Population Registration System (ABPRS). According to the most recently announced Address Based Population Registration System (ABPRS) results, as of December 31, 2024, the population of Türkiye has reached 85,664,944.

The male population is 42,853,110, while the female population is 42,811,834. Accordingly, males constitute 50.02% of the total population, and females constitute 49.98%. (TURKSTAT, 2025). The annual population growth rate was 1.1% in 2023 and 3.4% in 2024 (TURKSTAT, 2025). The share of the population living in provincial and district centers rose from 93% in 2023 to 93.4% in 2024, while 67.2% of the population resides in densely urbanized areas (TURKSTAT, 2025).

An review of Turkey's internal migration statistics reveals that 3,450,953 people migrated between provinces in 2023 (TURKSTAT, 2024a). While İstanbul was the province with both the highest number of incoming and outgoing migrants, Ardahan recorded the lowest figures in both categories (TURKSTAT, 2024a). According to the 2023 international migration statistics published by TURKSTAT, the number of people who immigrated to Türkiye in 2023 decreased by 35.9% compared to the previous year, totaling 316,456 individuals. Of these, 54.2% were male and 45.8% were female (TURKSTAT, 2024c).

Across Türkiye, the number of unemployed individuals decreased by 318,000 in 2023 compared to the previous year, reaching 3,264,000 people (TURKSTAT, 2024b). The unemployment rate dropped by 1 percentage point to 9.4% (TURKSTAT, 2024b). The number of employed individuals increased by 880,000 compared to the previous year, reaching 31,632,000 people in 2023, while the employment rate rose by 0.8 percentage points to 48.3% (TURKSTAT, 2024b). According to TURKSTAT data, the labor force grew by 562,000 people in 2023 compared to the previous year, totaling 34,896,000 individuals, and the labor force participation rate increased by 0.2 percentage points to 53.3% (TURKSTAT, 2024b).

Official Language

The official language of the Republic of Türkiye is Turkish. No language other than Turkish may be taught or instructed as a mother tongue to Turkish citizens in educational institutions. The principles governing the teaching of foreign languages in educational institutions and the regulations for schools providing education in a foreign language are determined by law. Provisions of international treaties are reserved.

In Türkiye, foreign language instruction begins in the 2nd grade of primary school and continues through to the end of higher education. Additionally, at the upper secondary and higher education levels, educational institutions or programs that provide instruction in a foreign language (excluding subjects such as history and Turkish) may be established. There are numerous upper secondary and higher education institutions that offer partial or full instruction in a foreign language. English is the most commonly taught foreign language in schools. However, with the Regulation on the Right of Turkish Citizens to Learn Different Languages and Dialects, as of the 2012–2013 academic year, the course on living languages and dialects has been offered as an elective in lower secondary schools.

Minority and foreign schools, whose rights are based on the Treaty of Lausanne and guaranteed by the Constitution, provide education in their own native languages. In all schools where education is conducted in a foreign language, Turkish language courses and subjects related to Turkish culture are taught in Turkish. These schools:

Minority schools: These schools operate as private institutions at the pre-primary, primary, and upper secondary education levels, established by the Greek Orthodox, Armenian, and Jewish minorities, protected under the Treaty of Lausanne, and attended by students who are citizens of the Republic of Türkiye and belong to the respective minority groups

Foreign schools: They are private schools established by foreigners. Foreign schools, which may also enroll students who are citizens of the Republic of Türkiye, operate at the pre-primary, primary, and upper secondary education levels as private educational institutions.

International private educational institutions are private schools that may only be attended by foreign-national students.

As of the 2023–2024 academic year, there are 56 minority schools, 261 international schools, and 12 foreign schools operating at various levels of education.

Apart from formal education institutions, private courses may be opened for the purpose of teaching different languages and dialects that Turkish citizens traditionally use in their daily lives, and language and dialect courses may also be offered in other types of courses.

1.3. Political and Economic Condition

Türkiye has a free market economy in which competition rules are enforced, the private sector plays a leading role in the economy, and the public sector has a regulatory role. A liberal foreign trade policy is implemented, and goods and services can be exchanged freely among individuals and institutions.

In recent years, significant emphasis has been placed on structural reforms in the economy. During the previous period, the privatization process was accelerated, public finance was reorganized, and major reforms were carried out in sectors such as financial markets, agriculture, health, social security, energy, transportation, and communication.

Economic Growth

Ranked as the 17th largest economy in the world and the 7th in Europe, Türkiye is an active member of the G-20, which represents the world's strongest economies (World Bank, 2025). According to the Medium-Term Program (2025–2027), Türkiye aims to achieve a growth rate of 4% in 2025, 4.5% in 2026, and 5% in 2027 (Presidency of Strategy and Budget, 2024).

Foreign Trade

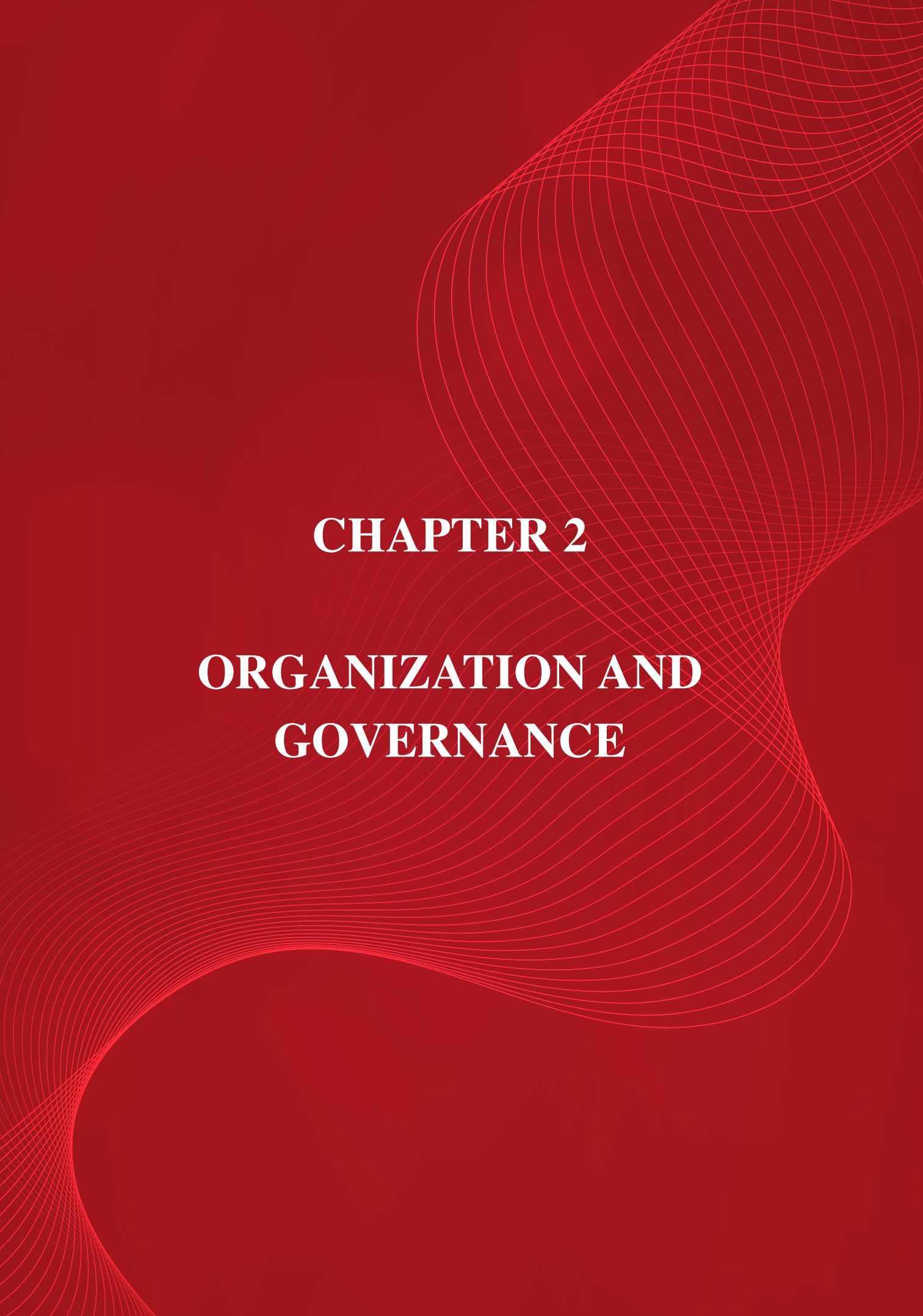
Since the 1980s, Türkiye has pursued a trade-oriented growth policy. Through implemented economic reforms, import restrictions have been lifted, protectionist policies have been reduced, and foreign exchange transactions have been liberalized. As a result of the economic reforms carried out in recent years, the volume and structure of foreign trade have changed significantly. In 2024, Türkiye's trade volume reached 606 billion USD, while exports amounted to 261.9 billion USD (Ministry of Trade, 2024).

Tourism

With its geography, Türkiye is home to coastal tourism and rich historical heritage. It also possesses strong infrastructure in various areas such as health tourism, cultural tourism, faith tourism, sports, hunting, highland, and congress tourism. In 2024, tourism revenue in Türkiye increased by 8.3%, reaching 61.103 billion USD (Tourism Statistics, 2024). The number of visitors rose by 9% compared to the previous year, reaching 62.2 million people in 2024 (Tourism Statistics, 2024).

Monetary Policy

The monetary policy implemented in Türkiye has played a significant role in achieving macroeconomic balance and in controlling inflation over the past decade. In 2024, the consumer price index stood at 44.38% (Presidency of Strategy and Budget, 2024).

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CHAPTER 2

ORGANIZATION AND GOVERNANCE

CHAPTER 2. ORGANIZATION AND GOVERNANCE

Compulsory education in Türkiye was extended to 12 years starting from the 2012–2013 academic year and is divided into three stages. The first stage comprises four years of primary school (grades 1–4), the second stage includes four years of lower secondary school (grades 5–8), and the third stage consists of four years of upper secondary education (grades 9–12). The Ministry of Family and Social Services (MoFSS) provides care services for children aged 0–24 months in nurseries, and for children aged 25–66 months in day care centers, alongside pre-primary education programs. Prior to compulsory education, the Ministry of National Education (MoNE) offers pre-primary education in kindergartens and practice classes for children aged 36–68 months, and in kindergartens within primary and secondary schools for children aged 45–68 months (as regulated by the Regulation on Pre-School Education and Primary Education Institutions). Private schools and educational institutions may be established at all levels and for various types, except for imam hatip middle and high schools. These institutions operate under the General Directorate of Private Education Institutions of MoNE.

Higher education in Türkiye comprises programs of at least four semesters following upper secondary education and is delivered by public and foundation (non-profit private) institutions. The levels of higher education include associate, undergraduate, graduate, and doctoral programs. The Council of Higher Education (CoHE) is responsible for organizing all activities related to higher education.

2.1. Basic Principles and National Policies

The Turkish education system is governed by the Basic Law on National Education, enacted in 1973. This law defines the aims and principles of the national education system, its general structure, the teaching profession, school buildings and facilities, educational materials, and the responsibilities of the state in the field of education and training.

According to Law No. 222, compulsory education previously consisted of five years of primary schooling. However, with Law No. 4306, eight years of uninterrupted compulsory primary education was introduced. This reform merged primary and lower secondary levels into a unified eight-year program, and graduates were awarded primary education diplomas. In 2012, an amendment to the Primary Education and Training Law replaced the uninterrupted eight-year model with a 12-year phased compulsory education model.

Law No. 2547 on Higher Education, enacted in 1981, regulates the goals and principles of higher education, the structure and functioning of higher education institutions, and matters related to education, research, publications, academic staff, and students. The Council of Higher Education (YÖK) and the Inter-university Council (IUC) are the main regulatory bodies in this field. To formulate education policies and ensure alignment with national plans and programs, strategic plans are developed in line with The Presidential Program, The Presidential Annual Program, recommendations of the Presidential Education and Training Policies Council, Development Plans, The Medium-Term Program, and National Education Councils.

Türkiye initiated its era of planned development with the First Development Plan in 1963. The Twelfth Development Plan (2024–2028) is currently in effect. Education is addressed as a distinct area within these development plans. MoNE prepared its first strategic plan for the 2010–2014 period, followed by plans for 2015–2019 and 2019–2023. The Strategic Plan for 2024–2028 is currently being implemented.

National Education Councils—advisory platforms that guide the Turkish education system—first convened in 1939. While their decisions are non-binding, they are influential in shaping policy. The 20th Council was held in 2021.

The Vocational and Technical Education Policy Document outlines the current status, challenges, and strategies related to vocational and technical education. Developed through consultations with stakeholders and based on top-level policy documents, it aims to strengthen the link between vocational education and employment, increase collaboration with industry and promote youth and NEET (Not in Employment, Education, or Training) participation through qualified education. The Policy Document covers themes such as access to vocational education, infrastructure, teacher quality, curriculum alignment with industry needs, financing, public perception, and the employment transition of graduates. In conclusion, this document is a roadmap for the training and employment of human resources for sustainable development of Türkiye.

Among the objectives in the MoNE Strategic Plan (2024–2028) is to enhance individuals' knowledge, skills, and competencies (Ministry of National Education, 2024b). The plan emphasizes personal, environmental, and professional development through lifelong learning. General, vocational, and technical programs are designed to meet contemporary needs. In line with the principles of equity and access, the plan promotes participation in non-formal education, particularly for individuals with diverse needs. Through digital content and distance education tools, broader access to education is supported.

2.2. Organizational Structure of MoNE

MoNE's organizational structure consists of a central organization, provincial organization, and overseas offices. The central structure includes four deputy ministers and 23 departments reporting to the Minister of National Education. Key units directly under the Minister include Board of Education, National Education Academy, General Directorate for Personnel, Inspection Board, Internal Audit Unit, Press and Public Relations Counsellor, Private Secretariat Directorate, and Council for Higher Education. Each deputy minister oversees a group of general directorates and presidencies. In addition, there are provincial and overseas organizations. The provincial organization comprises provincial and district directorates of national education, which are responsible for implementing central policies locally and managing schools. MoNE's overseas organization includes educational consultancy and attaché offices located within Turkish diplomatic missions abroad. These offices provide educational services to Turkish citizens overseas and promote Türkiye's education system internationally. The current organizational structure of MoNE is shown in Figure 2.

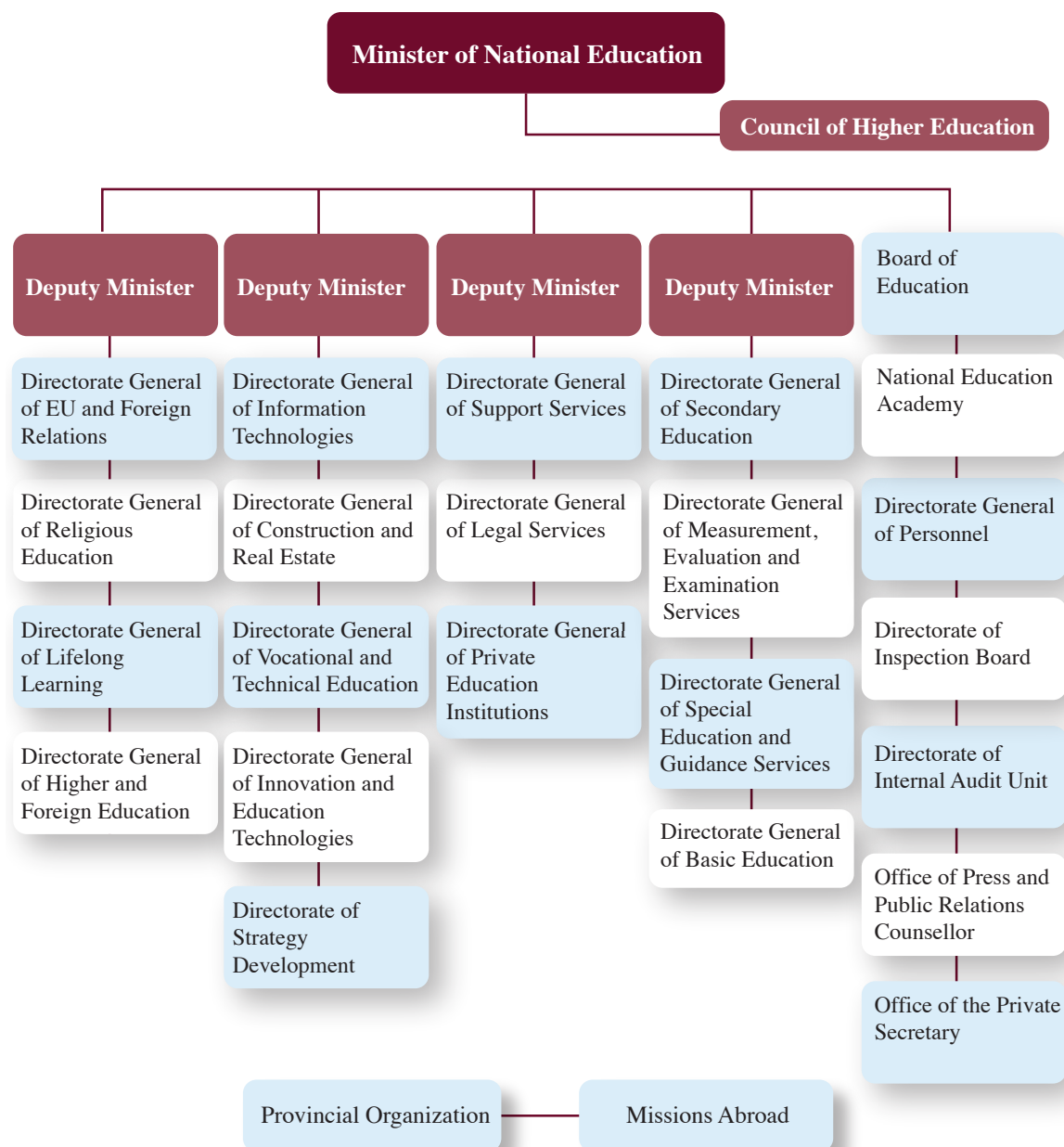


Figure 2: *Organizational Structure of the Ministry of National Education*

The duties and authorities of the units under the current organizational structure of the MoNE are regulated by Presidential Decree No. 1. The duties and authorities of the relevant units are detailed below:

Directorate General of Basic Education: It is responsible for conducting studies and implementing policies regarding the administration of pre-primary and primary education institutions and the education and training of their students. It prepares or commissions the preparation of curricula, textbooks, educational tools, and materials for these institutions and submits them to the Board of Education. It also undertakes activities related to meeting the accommodation needs of primary school students and providing financial support.

Directorate General of Secondary Education: It carries out activities related to the management of secondary education institutions and the education of their students. It implements designated policies and prepares or commissions the preparation of curricula, textbooks, and educational materials, submitting them to BoE. Additionally, it oversees services to address accommodation needs and financial support for secondary education students.

Directorate General of Vocational and Technical Education: It manages the administration of vocational and technical education institutions and the education of their students. It implements relevant policies and prepares curricula, textbooks, and educational materials, submitting them to BoE. It develops policies and strategies to strengthen the link between education and employment, and ensures the training of apprentices, journeymen, and masters in accordance with Vocational Education Law No. 3308 dated June 5, 1986.

Directorate General of Religious Education: It prepares or commissions the preparation of programs, textbooks, and educational materials for religious culture and ethics courses and relevant elective courses in formal and non-formal education settings. It also oversees the education provided in imam-hatip schools, develops strategies to strengthen religious and moral education, and cooperates with universities and relevant national and international organizations.

Directorate General of Special Education and Guidance Services: It implements policies and oversees the management of special education institutions, guidance and research centers, and similar entities. It prepares or commissions educational content for these institutions in cooperation with relevant ministries and submits them to BoE.

Directorate General of Lifelong Learning: It implements, monitors, and evaluates lifelong learning initiatives. It provides non-formal and open education services and offers general, vocational, and technical education for individuals outside the formal education system. It also develops curricula and educational materials for non-formal institutions.

Directorate General of Private Education Institutions: It executes the duties defined in Law No. 5580 on Private Education Institutions. It regulates and supervises dormitories and similar facilities established by associations, foundations, and individuals. Additionally, it fulfills the responsibilities outlined in Article 13 of the Presidential Decree.

Directorate General of Innovation and Education Technologies: It supports education through technology, promotes the use of ICT, and produces multimedia educational content. It develops and implements artificial intelligence and data analytics projects to accelerate digital transformation in education. The Directorate also advances digitalization of teaching materials, fosters digital literacy among teachers, and enhances cybersecurity awareness.

National Education Academy: It prepares, implements, and evaluates training programs for teacher preparation, professional development, career advancement, and leadership. It determines and updates competency frameworks for educators, identifies training needs, and collaborates with universities domestically and abroad to follow best practices and innovations in education.

Directorate General of Measurement, Evaluation and Examination Services: It plans, implements, and evaluates centralized exams and e-exams. It manages examination content, security, objections, and analysis of results. It provides testing services for public and private sectors and ensures coordination and training of examination personnel.

Directorate General of Higher and Foreign Education: It handles procedures related to the higher education entrance system and fulfills MoNE's responsibilities under Higher Education Law No. 2547. It coordinates education services for Turkish citizens abroad and supports their reintegration. It also manages the education of foreign students and oversees social assistance to Turkish and foreign educators.

Directorate General of EU and Foreign Relations: It implements bilateral and multilateral education agreements and coordinates international education projects. It oversees scholarships, foreign student affairs, and cooperation with countries sharing linguistic, historical, or cultural ties with Türkiye.

Directorate General of Personnel: It plans and implements personnel policies, including appointments, transfers, promotions, and retirements. It also coordinates training for teacher candidates under National Education Academy.

Directorate General of Legal Services: It carries out legal responsibilities in accordance with Decree Law No. 659.

Directorate General of Support Services: It provides logistical services including procurement, cleaning, security, repair, and maintenance. It manages the Ministry's properties and supports education by supplying materials and equipment. It oversees the Ministry's guesthouses, teachers' houses, and manages revolving funds. It also coordinates school transportation, occupational health and safety services, and supports vocational training through internships and accommodation.

Directorate General of Information Technologies: It ensures that MoNE's IT projects comply with national standards. It develops and maintains databases and digital services (e.g., e-Okul), supports AI and machine learning initiatives, and ensures cybersecurity and data integrity across the Ministry.

Directorate General of Construction and Real Estate: It is responsible for planning, construction, maintenance, and renovation of school buildings and other educational facilities. It conducts expropriation, land inspections, and asset management activities. It ensures MoNE's infrastructure needs are met through purchasing, leasing, or constructing buildings.

Board of Education: It acts as MoNE's scientific advisory board. It prepares and reviews curricula, textbooks, and supplementary resources and ensures they align with national and universal education values. It also validates equivalency of foreign educational credentials.

Directorate of Inspection Board: It conducts audits and provides guidance to MoNE staff and institutions. It ensures compliance with regulations and promotes quality assurance through a preventive and educational approach. It coordinates the activities of education inspectors and oversees inspections via work centers established in provinces.

Directorate of Internal Audit Unit: It conducts audits and advisory services to ensure the Ministry's resources are used economically, efficiently, and effectively. Based on risk analyses, it prepares audit plans, evaluates risk management, governance, and control processes, and offers recommendations.

Directorate of Strategy Development: It develops and monitors the Ministry's strategic plans and budgets in accordance with public financial legislation. It guides units in financial and strategic planning to help achieve the Ministry's goals.

Office of Press and Public Relations Counsellor: It oversees MoNE's communication with the public and the media. It coordinates public relations efforts and ensures compliance with the Right to Information Law No. 4982.

Office of the Private Secretary: It organizes the Minister's schedule, handles correspondence, protocol, and ceremonial matters. It ensures coordination and efficiency within the Ministry.

Provincial Organization: The Ministry may establish provincial and district education directorates based on regional population, socioeconomic factors, and educational needs. These offices may include various units and education inspectors to ensure local implementation of national education policies.

Missions Abroad: Through education consultancies and attaché offices, it operates to meet the educational needs of Turkish citizens living abroad and to represent Türkiye's education policies at an international level.

Council of Higher Education: According to Higher Education Law, Council of Higher Education is an institution that regulates all higher education and guides the activities of higher education institutions and within the scope of the duties and powers granted to it by this law, it is an autonomous institution with public legal personality. The Council's organs are General Board, President and Executive Board. Council of Higher Education is affiliated with Higher Education Audit Board and units responsible for planning, research, development, evaluation, budgeting, investment and coordination activities. The current organizational structure of CoHE is shown Figure 3.

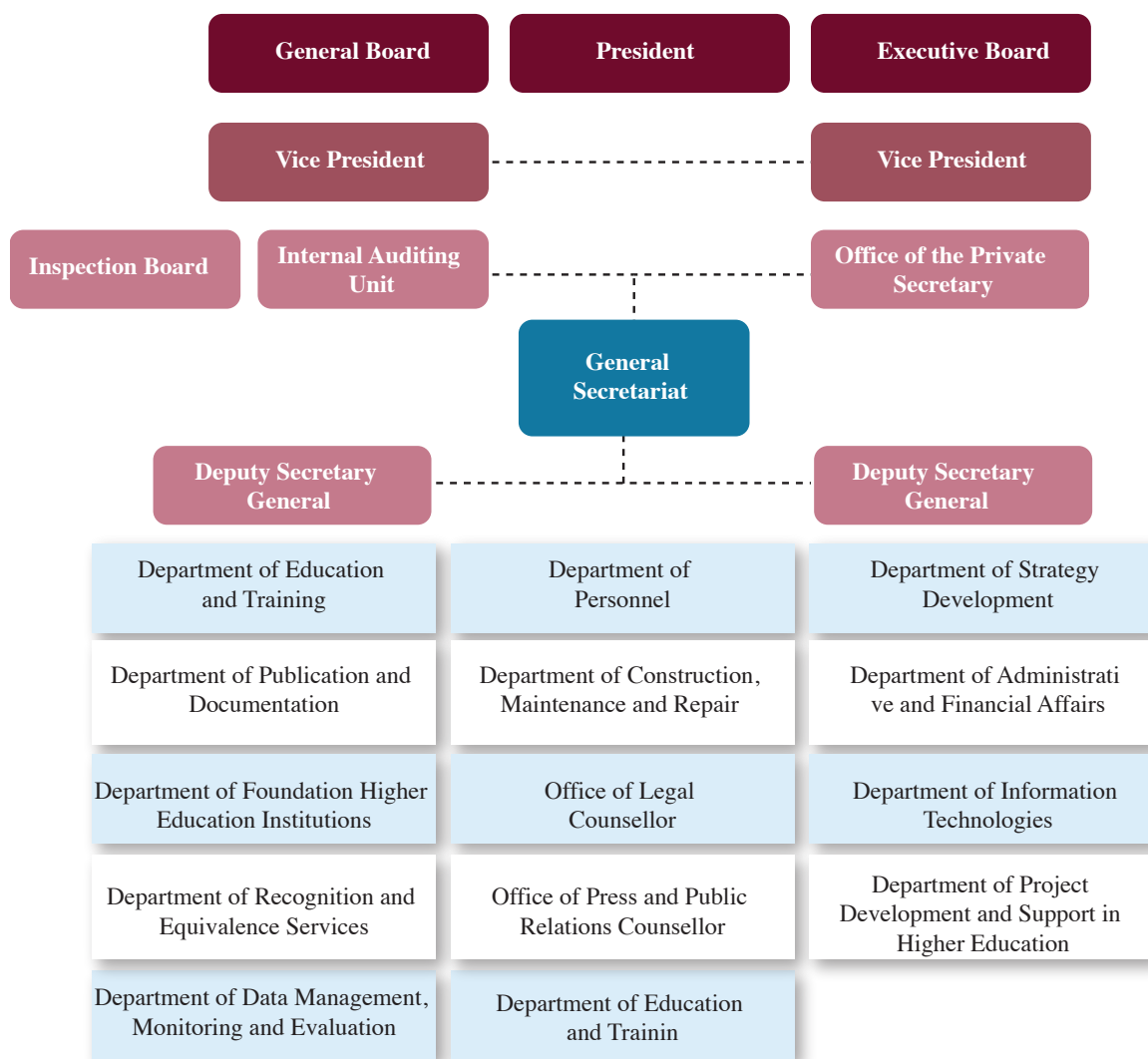


Figure 3 : *Organizational Structure of the Council of Higher Education*

2.2.1. Formal Education Institutions

The Turkish education system consists of two main components: formal education and non-formal education. Formal education includes pre-primary education, primary education, secondary education, and higher education institutions, while non-formal education encompasses all educational activities conducted alongside or outside the formal system. Pre-primary education is provided through independent kindergartens for children aged 36–68 months, and in kindergartens and practice classes within primary and secondary schools for children aged 45–68 months.

Children aged 57–68 months are enrolled in these institutions as of the end of September in the year of enrollment. After admitting children who live within the school's designated registration area and who will begin primary school in the next academic year, children aged 36–56 months may also be enrolled in kindergartens and practice classes, and those aged 45–56 months in kindergarten classes, provided that adequate physical infrastructure exists.

Primary education institutions comprise four-year compulsory primary schools and four-year compulsory lower secondary schools. These include lower secondary schools, imam hatip lower secondary schools, sports lower secondary schools, music lower secondary schools, and vocational lower secondary schools. According to the Regulation on Pre-primary and Primary Education Institutions of the Ministry of National Education (MoNE), children who turn 69 months old by the end of September are enrolled in the first grade of primary school. Children aged 66, 67, and 68 months may also enroll upon written request from their parents. School administrations may defer the enrollment of children aged 69–71 months or refer them to pre-primary education upon a similar request.

Compulsory primary education in Türkiye is for children aged 6 to 14. It is structured in two stages: the first is the four-year primary school (grades 1 to 4) for children aged 6–10; the second is the four-year lower secondary school (grades 5 to 8) for children aged 10–14. For those who completed primary school but did not attend or dropped out of lower secondary school, the Open Education Lower Secondary School offers the opportunity to complete lower secondary school education through distance learning. This includes students who have reached the age of 15 as of the start of the academic year.

Upper secondary education refers to all formal public and private educational institutions that provide at least four years of compulsory education following lower secondary education. These institutions prepare students for higher education, the workforce, and broader life experiences in accordance with their interests, aspirations, and abilities. Secondary education institutions are categorized into three main types: General Upper Secondary Education, Vocational and Technical Upper Secondary ve Religious Education General Upper Secondary Education includes Anatolian high schools, social sciences high schools, science high schools, fine arts high schools, and sports high schools. Each type emphasizes a specific academic focus. For example, science high schools prioritize science and mathematics, while fine arts and sports high schools cultivate talents in those respective areas.

Vocational and Technical Secondary Education offers programs aligned with national and international occupational standards and qualifications in areas such as industry, trade, textiles, construction, tourism, chemistry, agriculture, and health. Institutions include vocational and technical Anatolian high schools, vocational training centers, multi-program Anatolian high schools, and special education vocational high schools. These schools aim to equip students with vocational skills, ethical values, and awareness of occupational health and safety, while also preparing them for higher education.

Religious Education Institutions comprise official Anatolian imam hatip high schools that provide education to prepare students for religious services such as imam, preacher (hatip), or Quran instructor, while also preparing them for higher education and other professions.

To enroll in upper secondary education institutions, students must have completed lower secondary school and be under the age of 18 at the start of the academic year. However, the age limit does not apply to students who have not interrupted their education.

In addition, Special Education Institutions, governed by the Regulation on Special Education Services (in force since 2018), provide tailored educational programs for individuals with special needs at all levels and types of education. These institutions aim to help students realize their full potential and prepare them for higher education, employment, and social life. Special education classes can be opened within pre-primary, primary, secondary, and vocational secondary schools. Students in these classes are eligible for free meals and transportation under the Regulation on Access to Education through Transportation. At the secondary

education level, students with special needs may attend special education classes, special education vocational schools, and special education practice schools and special education vocational high schools.

To promote inclusive education, support services are offered to students who participate in full- or part-time mainstream education in regular classrooms. These services are provided in dedicated support education rooms to meet individual needs.

Children with special needs undergoing inpatient treatment in health facilities may receive education in hospitals with the approval of the Ministry of Health. For those unable to attend school for at least 12 weeks due to health issues—or who would risk their health by doing so—home education services are available. Gifted students enrolled in formal education institutions can receive additional support at science and art centers, which help them nurture their talents and maximize their potential.

Open Education Institutions cater to students unable to attend formal, in-person education, including those beyond compulsory education age or those who transition due to personal circumstances. These institutions include the Open Education Lower Secondary School, Open Education High School, Vocational Open Education High School, Open Imam Hatip High School, and Vocational and Technical Open Education High Schools, operating under the MoNE Open Education Institutions Regulation.

Higher Education Institutions

According to the Law on Higher Education, all education at all levels based on secondary education of at least four semesters or more within higher education institutions is recognized as higher education. The main purpose of higher education is to contribute to the economic, social and cultural development of the country, to produce knowledge and technology through scientific research, and to contribute to science through national and international cooperation. Higher education institutions consist of universities and institutes of high technology, faculties, institutes, colleges, conservatories, research and application centers, vocational colleges affiliated to a university or institute of high technology, and vocational colleges established by foundations without being affiliated to a university or institute of high technology and provided that they are not for profit. Universities are composed of full-time two-year vocational colleges with vocational education leading to associate degree, four-year faculties leading to bachelor's degree, four-year colleges with vocational education, five and six-year faculties leading to master's degree, and institutes implementing postgraduate (master's and doctorate) programs.

Entrance to higher education programs requires a high school diploma and success in a central examination. Universities are autonomous in establishing their academic and vocational programs and conducting their educational and research activities.

Open education and distance education programs are important for individuals who cannot continue formal education for any reason. Many universities offer both open and distance education associate, undergraduate and graduate programs. In addition, there are second university programs that allow those who have graduated from a university or are currently studying in a program to enroll without taking any exams. A “Commission for Students with Disabilities” was established by CoHE in order to take necessary measures to facilitate the learning lives of students with special educational needs and to make arrangements in this direction. In addition, “Disabled Student Units” have been established in all higher education institutions in

order to identify the needs and problems of students with special educational needs enrolled in higher education programs in subjects and areas such as educational resources and processes, scholarship and accommodation services, administrative services, physical space arrangements, social activities, etc. and to propose solutions. New associate, undergraduate and postgraduate programs are opened in areas of need in order to facilitate and increase the access of individuals with special educational needs to higher education and to ensure their full and effective participation in education.

2.2.2. Lifelong Learning Institutions

Lifelong learning institutions in Türkiye provide opportunities for individuals to develop their knowledge, skills, and competencies throughout their lives, offering educational and training activities outside or alongside formal education. These institutions not only support personal development but also contribute to the acquisition of social and employment-oriented skills. They offer continuous learning opportunities aimed at professional, artistic, cultural, and personal development. The main institutions in this category include Public Education Centers, Advanced Technical School for Girls, Open Education Lower Secondary School, Open Education High School, Vocational Open Education High School, Vocational and Technical Open Education School and Open Imam Hatip High Schools.

These institutions are responsible for developing education policies for individuals outside compulsory education, delivering non-formal and open education services, providing vocational and technical training, preparing instructional materials, and managing services related to private education institutions. Their activities include teaching literacy to adults, supporting learners in completing unfinished education, helping individuals adapt to scientific and technological advances, facilitating professional acquisition, and fostering continuous professional development. Adult education services also encompass the recognition of prior learning, evaluating individuals' previous education and experience.

Continuing education centers within higher education institutions also play a key role in lifelong learning. These centers serve all segments of society and work in cooperation with public institutions, the private sector, and international organizations. They organize a wide range of educational activities, such as courses, seminars, conferences, vocational training programs, certificate and corporate training programs, language courses, personal development programs. Participants in these programs are awarded certificates of participation, achievement, or completion. These trainings are typically fee-based.

2.3. Private Education Institutions

Private schools and institutions in Türkiye are established by individuals or legal entities (such as companies, associations, or foundations) at all educational levels and are generally funded through tuition fees. These institutions include pre-primary, primary, secondary, special education schools, international private schools, foreign and minority schools, various courses (e.g., private tutoring, social activity centers, vocational training, distance education), driver's training and machinery operator courses, in-service training centers, special education and rehabilitation centers, seaman and pilot training courses, language, speech, and occupational therapy centers, student activity, development, guidance, and counseling centers.

Operating under the supervision of the MoNE, these institutions follow the same curricula and maintain the same operational status as public schools. While tuition is primarily covered by families, private schools are required to provide free education to at least 3% of their enrolled students and may also offer scholarships

to support additional students. Furthermore, individuals with special educational needs can receive support education at special education and rehabilitation centers, with the costs covered through support education payments provided under the Law on Private Education Institutions.

Private dormitories and boarding houses, operated by individuals or legal entities, offer accommodation services to students attending lower secondary schools, imam hatip schools, upper secondary schools, and higher education institutions.

2.4. National Qualifications Framework

Turkish Qualifications Framework (TQF)

The Turkish Qualifications Framework (TQF) is a national tool for transparency and classification that includes diplomas and certificates issued by authorized institutions in Türkiye (MoNE, CoHE, and VQA). These qualifications are structured according to learning outcomes and are subject to quality assurance measures.

The TQF aims to support the development of new qualifications, improve existing qualifications, facilitate recognition of prior learning, identify pathways for horizontal and vertical transitions between qualifications, ensure international comparability of qualifications. The legal framework governing the TQF includes the Regulation on the Principles and Procedures for the Implementation of the Turkish Qualifications Framework, published in the Official Gazette on November 19, 2015 (No. 29537), and the Communiqué on the Turkish Qualifications Framework, published on January 2, 2016 (No. 29581).

According to the Regulation, the TQF is governed by three main bodies. These bodies are TQF Coordination Council, TQF Council and TQF Consultation Committee. These bodies are actively involved in managing the framework, and decisions are made through coordinated governance.

Only qualifications that are quality-assured, defined through a learning outcomes approach, and included in the Turkish Qualifications Database can be part of the TQF. As of March 27, 2025, the TQF includes 1,325 qualifications under the responsibility of CoHE and 398 qualifications under the responsibility of VQA. Qualifications included in the TQF are entitled to display the TQF Logo on graduation certificates, transcripts, and diploma supplements. This logo includes a QR code that links to detailed information about the qualification in both Turkish and English. The TQF Logo reflects strong institutional coordination and serves as a symbol of quality assurance and alignment with the European Qualifications Framework (EQF).

Structure of the TQF and Quality Assurance

The TQF organizes quality-assured qualifications into 8 levels, ranked by increasing complexity and learning outcomes. The framework's structure is built on three core elements: Levels (1–8), Qualification Types, Qualification Categories. Each level is defined by a set of level descriptors that outline the minimum learning outcomes in terms of knowledge, skills, and competences. These descriptors serve as a basis for designing qualifications and related tools. A single level may include multiple types of qualifications (e.g., Level 4 includes a Vocational Qualification Certificate, High School Diploma, and Master Certificate). However, qualifications at the same level do not substitute one another and offer different rights, authorizations, or exemptions. Their coexistence at the same level reflects a form of reputational equivalence, acknowledging that they require comparable levels of effort and complexity. A detailed TQF Diagram outlines the levels, qualification types, and responsible institutions in Figure 4.

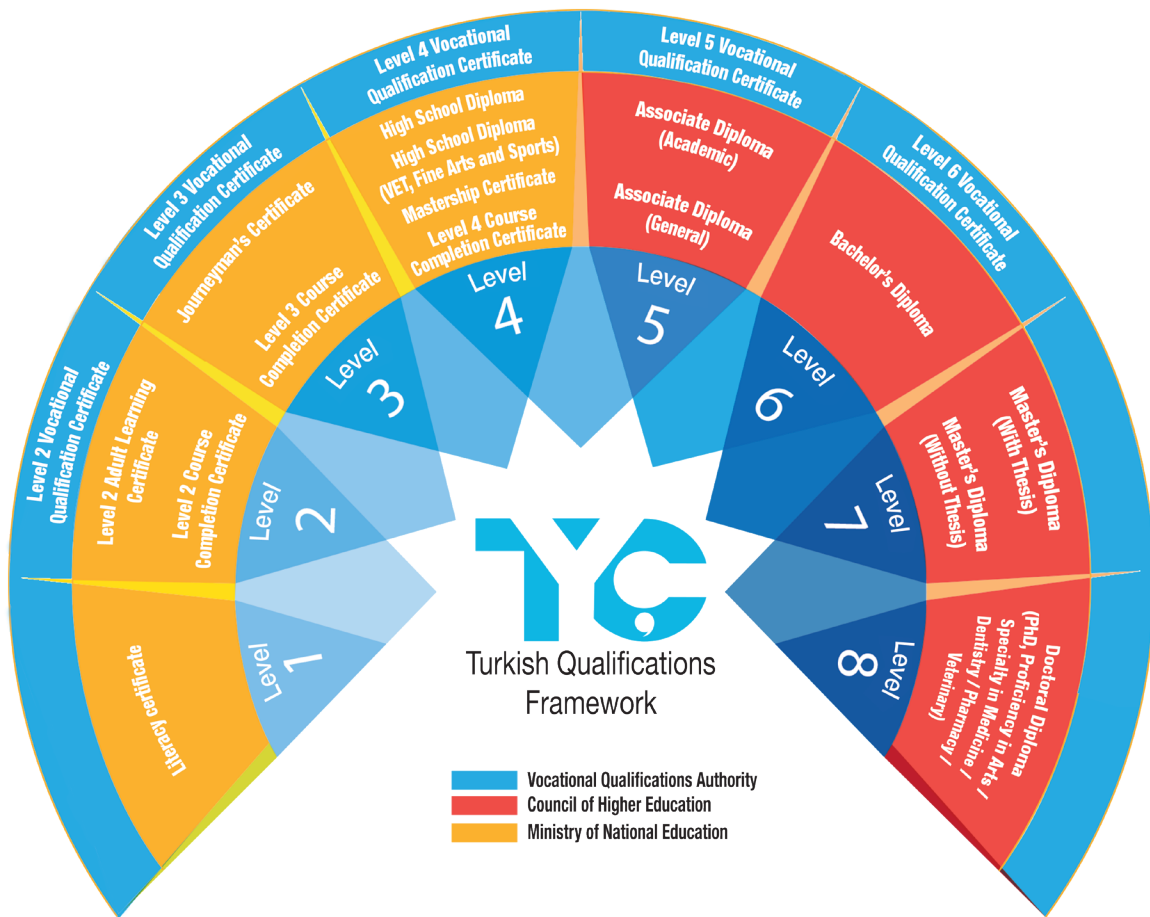


Figure 4 : Turkish Qualifications Framework Diagram

The aim of TQF is to define qualifications based on the principles of learning outcomes and levels, ensure transparency and comparability among qualifications, and modernize the education system. Alongside these goals, the TQF seeks to facilitate employment and mobility and to contribute to individuals' lifelong learning. The most critical tool for achieving these objectives is the quality assurance of qualifications. In short, quality assurance is the cornerstone of all qualifications under the TQF

In this context, the Regulation on Ensuring the Quality Assurance of Qualifications to be Included in the TQF (TQF Quality Assurance Regulation) was published in the Official Gazette on March 25, 2018, and entered into force. This Regulation covers all qualifications awarded through formal and non-formal education and training programs, as well as the validation of non-formal and informal learning. It sets out the quality assurance criteria and defines the responsibilities of institutions involved in quality assurance. The Regulation establishes criteria that all quality assurance systems must meet. In line with this, MoNE, CoHE and VQA are responsible for establishing and maintaining quality assurance systems that comply with these standards and for operating them in accordance with the types of qualifications they oversee.

Referencing the TQF to the EQF

The European Qualifications Framework (EQF) was developed by European Union member states to standardize and align education, training, and learning across Europe. Its main purpose is to enhance the transparency and comparability of qualifications by describing knowledge, skills, and competences using a common reference system. The EQF also guides national systems through its set of recommendations.

An EQF Advisory Group, established by the European Commission, evaluates referencing reports and ensures alignment with EQF principles. This group also oversees implementation of the EQF Recommendation and the Council of Europe's 2012 Recommendation on the Recognition of Non-Formal and Informal Learning.

According to the EQF Recommendation, each country should designate a National Coordination Point (NCP) to support the referencing process in a transparent and quality-oriented manner. In 2008, Türkiye appointed the VQA as its EQF NCP. Since then, the VQA has represented Türkiye in the EQF Advisory Group and led the development of the TQF, ensuring broad stakeholder participation. As a result, the Türkiye Referencing Report was submitted to the EQF Advisory Group in 2017. Following the Group's evaluation, the TQF was officially referenced to the EQF.

This referencing enhances the international transparency and recognition of qualifications included in the TQF. As national systems, responsible institutions, qualification levels, and quality assurance processes evolve over time, the EQF Recommendation calls for referencing reports to be updated accordingly. In light of significant developments in Türkiye's education, training, and qualification systems—as well as the implementation of the TQF—the referencing report was updated and resubmitted to the EQF Advisory Group in March 2025, ensuring continued alignment through a re-referencing process.

2.5. Management and Governance at Local and/or Institutional Level

MoNE operates through central, provincial, and overseas organizational units. The Ministry is authorized to establish Missions Abroad, which currently include 60 educational consultancies, 31 educational attaché offices, and 2 permanent representation offices across 63 countries. These international offices use training programs developed by the central service units of the Ministry.

At the provincial level, MoNE is organized into provincial national education directorates, district national education directorates, and school/institution directorates. Türkiye has 81 provincial and 922 district directorates of national education. These directorates function under the authority and supervision of the Ministry and the respective provincial governorships. District directorates are also accountable to their corresponding provincial directorates.

Inspection and supervision of education and training at the local and institutional levels are carried out by the MoNE Inspection Board, composed of a chairperson, inspectors, and assistant inspectors operating within the central units and regional work centers. At the provincial level, governors are authorized to supervise and inspect the activities of the provincial directorates in accordance with the Provincial Administration Law.

The central organization handles the preparation and management of operational and investment budgets (excluding building construction), allocation and monitoring of appropriations, personnel and cafeteria expenses, Electronic Document Management System (EDMS) payments, vehicle-related operations (insurance, maintenance, fuel, tolls), and budget planning for service building rentals and repairs. It also oversees travel allowances, medical payments for teachers and their families abroad, and subscription and consumption expenses for provincial units.

2.5.1. Management of Occupational Health and Safety Services in Schools and Institutions

Under Occupational Health and Safety Law No. 6331, MoNE provides structured occupational health and safety (OHS) services to its employees and students through its central and provincial organizational units.

These services are coordinated by the Director General of Support Services, who acts as the Employer Representative on behalf of the Minister. At the central level, the Department of Workplace Health and Safety, under the General Directorate of Support Services, is responsible for OHS. At the provincial level, there are 82 provincial workplace health and safety units (OHSUs)—including two in Istanbul, one for each continent—and 922 district workplace health and safety bureaus (OHSBRs).

The Ministry provides OHS services under the following key areas:

- Planning, monitoring, and evaluating all activities in compliance with Law No. 6331 for employees in MoNE's central and provincial units and affiliated schools/institutions.
- Managing the First Aid Trainer Training Center and First Aid Training Centers in accordance with the Ministry's OHS Circular No. 2014/16 and First Aid Training Services Circular No. 2020/3.
- Appointing occupational physicians and safety specialists under OHS-Clerk contracts with employer approval.
- Managing first aid and emergency response actions (accidents, fires, natural disasters), including protective, preventive, and corrective measures for buildings and annexes.
- Implementing civil defense, mobilization, and protective security with trained personnel according to scheduled plans.
- Coordinating the Ministry's efforts in Environmental Management, Zero Waste, and Climate Change within its area of expertise.

2.6. Statistics on Educational Institutions

This section presents the latest data on the number of educational institutions from pre-primary to secondary levels. According to the data, public schools/institutions constitute the majority across all levels. While the proportion of private schools is relatively low in pre-primary, primary, and secondary education, their share increases in general secondary education. Vocational and technical education is predominantly offered in public institutions. All imam hatip lower secondary schools and Anatolian imam hatip high schools are public institutions. In non-formal education, the number of private institutions exceeds that of public institutions. Table 1 displays statistics on formal and non-formal education institutions.

Table1 : *Statistics on Formal and Non-Formal Education Institutions (2023-2024)*

Educational Institution	Characteristics of the program	Number of Education Institutions		
		Total	Public	Private
Pre-Primary Schools	(-)	18.866	12.046	6.820
Primary Schools	(-)	25.245	23.163	2.082
Lower Secondary Schools	G	15.445	13.213	2.232
Imam Hatip lower secondary schools	G	3.404	3.404	-
General upper secondary schools	G	6.508	3.607	2.901

TURKISH EDUCATION SYSTEM

Vocational and technical upper second-ary schools	V	4.273	3.956	317
Anatolian imam hatip high schools	G	1.722	1.722	-
Non-formal education		20.852	1.731	19.121
G= General		V= Vocational		
(:) No data		(-) Not suitable		
Source: (Ministry of National Education, 2024a)				

Note 1: In pre-primary education, 19,510 public schools and 1,319 private schools with kindergarten classes are not included in the total number of schools.

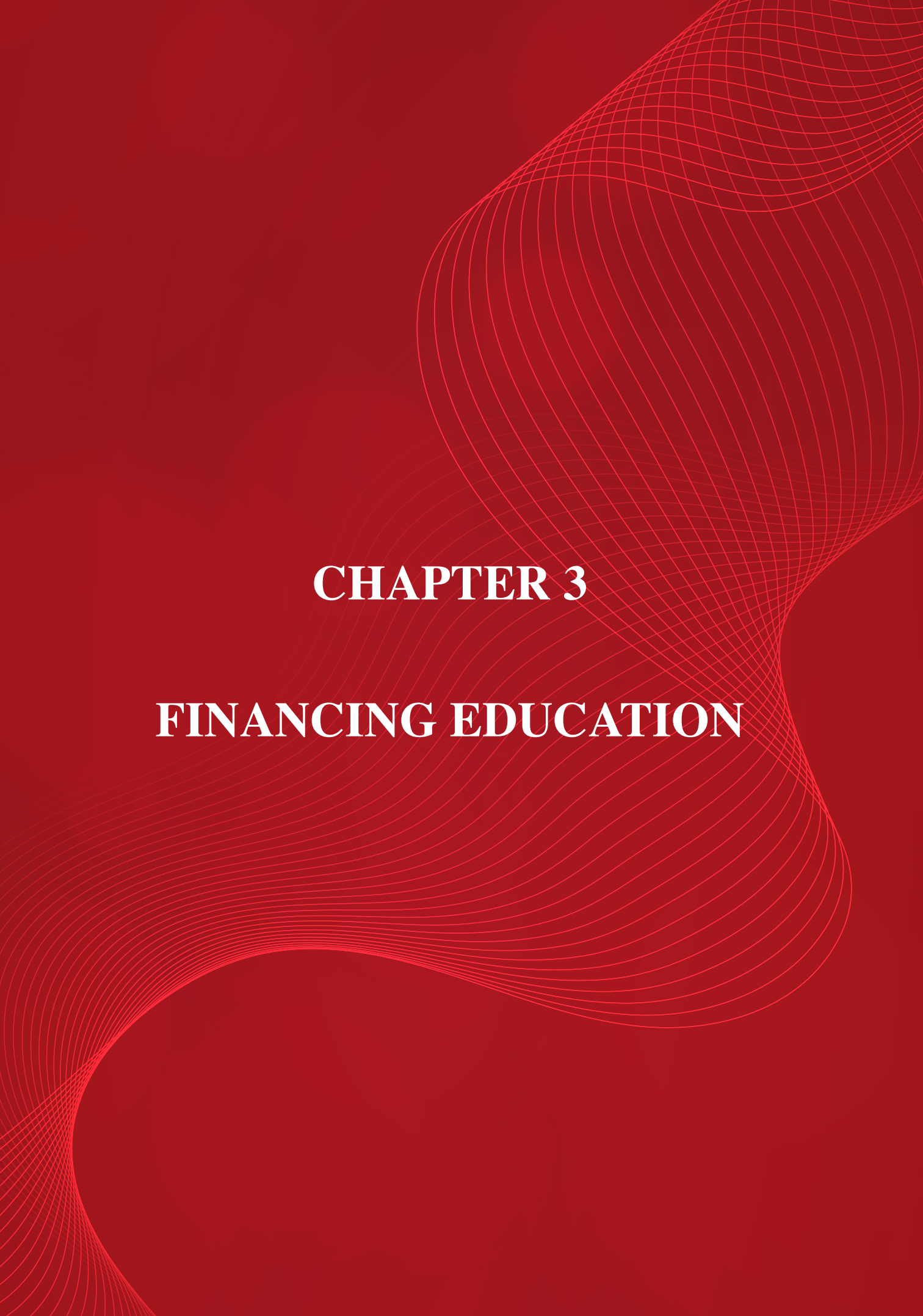
Note 2: Open education secondary schools and open education high schools are not included.

Statistics on educational institutions providing special education

The vast majority of private education institutions in Türkiye are public institutions. Special education kindergartens have the highest number of private schools, while primary, secondary and vocational schools are predominantly public schools. Table 2 presents statistics on special education institutions/schools.

Table 2: Statistics on Special Education Institutions/Schools (2023-2024)

Type of Educational Institution	Main Trend of the Programs	Number of Educational Institutions		
		Total	Public	Private
Special education pre-primary school	(-)	363	340	23
Special education primary schools	G	504	490	14
Special education lower secondary schools	G	496	491	5
Special education general upper secondary schools	G	(-)	(-)	(-)
Special education vocational schools	V	536	533	3
G= General		V= Vocational		
(:) No data		(-) Not suitable		
Source: (Ministry of National Education, 2024a).				

The background is a solid red color. Overlaid on this are several thin, light red lines that form a complex, wavy pattern. These lines curve and intersect to create a grid-like structure that flows across the page, particularly concentrated on the right side and bottom. The overall effect is a modern, abstract design.

CHAPTER 3

FINANCING EDUCATION

CHAPTER 3. FINANCING EDUCATION

This section contains various information on the financing of education in Türkiye. The main sources of financing education:

- Shares allocated from the central government budget
- Education donations from individuals and organizations
- Resources allocated from the budgets of metropolitan municipalities, municipalities and special provincial administrations
- Resources transferred from the social assistance and solidarity incentive fund
- Revenues from the leasing of immovable properties within the scope of the Inter-Ministerial Cooperation Protocol on the Leasing of Immovable Properties Owned by the Treasury and Allocated to the Ministry of National Education and the Places on These Immovable Properties,
- Parent-teacher association revenues
- Coal purchase appropriations allocated to the budget of the Ministry of Treasury and Finance for use in schools
- Resources allocated for candidates and apprentices receiving skills training in enterprises
- Private sector investments in education

3.1. Financing Pre-Primary, Primary and Secondary Education

3.1.1. Financing

The central government budget predominantly finances public education institutions at the pre-primary, primary, and upper secondary levels. In this context, budget planning and appropriation allocation for expenses such as maintenance, repair, and heating, particularly classroom and laboratory equipment and materials needed to sustain educational activities, are managed by the relevant units of the central organization. In addition to fulfilling the equipment needs of existing schools and boarding houses, the central organization also plans for newly established or planned institutions, including additional buildings, fields, branches, and departments. Required materials are procured and dispatched to the relevant institutions or directly allocated from the general budget when necessary.

Most of the staff salaries and wages, expenditures on movable and immovable property, educational materials, and other operating expenses of public schools at these levels are covered by central government budget resources. Parent-Teacher Associations (PTAs) raise funds through parental contributions, children's clubs, various events, and donations.

3.1.1.1. Financing Pre-primary Education

Pre-primary education is free of charge and is provided through kindergartens, nursery classes, and practice classes. Financial contributions may be requested in a manner that does not burden families financially, particularly for nutrition, cleaning, and educational materials. These institutions are allocated funds based on the number of students, classrooms, and location. In addition to government allocations, pre-primary institutions also receive contributions from families, special provincial administration budgets, project funds, donations, municipalities, private individuals, and organizations.

The planning, allocation, and monitoring of appropriations for equipment, maintenance and repair, and heating fuel are carried out by the relevant central organizational units. Accordingly, equipment needs for new or planned schools and institutions are identified, and the required materials are either procured and delivered or directly financed from the central budget.

3.1.1.2. Financing Primary Education

Primary schools, including compulsory four-year primary schools, lower secondary schools, imam-hatip lower secondary schools, sports lower secondary schools, music lower secondary schools, and vocational lower secondary schools, are financed primarily by the central government budget. These schools also receive additional funding from the budgets of metropolitan municipalities, special provincial administrations, and donations.

The planning, allocation, and monitoring of appropriations for the equipment, movable and immovable property maintenance-repair expenses, and heating fuel needs of primary schools are carried out by the relevant units affiliated with the central organization. In addition, the equipment needs of newly established or planned primary education institutions are identified, and the procurement and delivery of the required materials are ensured and/or appropriations are allocated to the relevant institutions from the central budget.

3.1.1.3. Financing Upper Secondary Education

Upper secondary education consists of general upper secondary education, vocational and technical upper secondary education, and religious education schools, all of which are compulsory and last four years. Upper secondary schools are financed by the central government budget, and additional support is also provided through the budgets of metropolitan municipalities, provincial special administrations, and donations. Moreover, vocational and technical education schools generate revenue through revolving funds. Resources allocated for skill training provided to candidate apprentices and apprentices in vocational training enterprises also constitute part of the financing sources.

The planning of equipment needs and the allocation of appropriations for upper secondary education institutions and their affiliated school dormitories are carried out by the relevant units of the central organization. Within this scope, the necessary equipment for newly established or planned schools, institutions, dormitories, annex buildings, as well as for specific fields, branches, and departments is identified, and the procurement and delivery processes are implemented and/or appropriations are allocated to the relevant institutions from the general budget.

3.1.2. Financial Management and Control

Budget resources allocated for basic education schools are used by schools through provincial directorates of national education. A school-based budget module has been established for the efficient use of the budget in primary schools. Budget allocations for upper secondary schools are used directly by schools. Separate allocations are also provided for special education classes and support education rooms in these schools. In addition, the planning and monitoring of expenditures such as vehicle expenses, service building rents, staff travel expenses, subscription-based payment transactions, and consumption allowances of the provincial organization are carried out by the relevant central units.

3.1.3. Free Public Education

With the Student Transportation Practice carried out within the scope of the MoNE Regulation on Access to Education through Transportation, students attending primary, upper secondary, and special education schools/institutions/classes who are likely to be deprived of the right to education recognized by the Basic Law on National Education No. 1739, as well as special education trainees who benefit from non-formal education services, are provided with free access to education through transportation to official schools/institutions. Primary and upper secondary education students, excluding special education students/trainees, are provided with free lunch. Students attending special education classes opened in schools where lunch is provided to primary and upper secondary education students within the scope of the student transportation practice also benefit from this service free of charge.

The free transportation costs of primary and secondary education students are covered from the central government budget, while free lunches for primary and upper secondary education students and free transportation costs for special education students are covered from resources transferred from the Social Assistance and Solidarity Incentive Fund.

In line with the Regulation on Special Education Services, free lunches are provided to daytime students in official special education schools with funds allocated from the general budget. Within the scope of equality of opportunity in education, free textbooks are offered at all levels, and the cost of free textbooks is financed from funds transferred from the Social Assistance and Solidarity Incentive Fund. Additionally, free accommodation services are provided to all students accommodated in Regional Boarding Lower Secondary Schools and secondary education students who wish to stay in boarding houses, with these expenses covered from the central government budget.

3.1.4. Financial Support for Families

Within the framework of the protocol between MoFSS and MoNE, the ‘Conditional Education Assistance Program’ is implemented, providing education assistance to families in need on the condition that they send their children to school regularly. From 2003 to 2024, a total of 11 billion 490 million 611 thousand 316 TL was paid to the parents of students in primary and secondary education with conditional education assistance from the Social Assistance and Solidarity Incentive Fund.

3.1.4.1 Financial Support for Families in Need of Special Education

Within the scope of the Social Assistance Program, MoFSP provides support in cooperation with MoNE to ensure access to schools for students with special education needs. The program is implemented as a resource transfer to MoNE.

3.1.5 Financial Support for Students

According to Article 42 of the Constitution, “The State provides scholarships and other means of assistance to successful students who lack financial means in order to enable them to continue their education.” To ensure equality of opportunity in education, students who have difficulty accessing education are provided with the opportunity for free boarding and scholarships. Students who are successful in the Free Boarding and

Scholarship Examination are provided with scholarships and free boarding as educational support. In addition, free lunch service is provided for students studying in special education schools and vocational and technical Anatolian high schools who are not economically well-off.

For each student studying in vocational and technical Anatolian high schools and participating in vocational (skills) training in enterprises within the scope of the Vocational Education Law, payments are made to enterprises that provide skills training and internships within the scope of the state contribution. Enterprises that provide skills training and internships are paid 2/3 or 1/3 (depending on the size of the enterprise) of the amount that must be paid to students, which corresponds to at least 30% of the minimum wage (50% for Vocational Education Center program mastership training students) as state contribution. This practice paves the way for enterprises to provide more students with skills training and internship opportunities. Thus, it is aimed that students receive a qualified vocational education through skills training and internships in the real work environment in enterprises.

Within the scope of the Law on Social Security and General Health Insurance, vocational and technical upper secondary education students were insured against occupational accidents and occupational diseases from the date they started their field education.

The following amendments were made to the Law on Vocational Education:

- One-third of the minimum wage received each month by students studying at vocational training centers is fully paid by the state.
- Payments made to 12th-grade students of vocational training centers who have gained journeyman qualification cannot be less than fifty percent of the minimum wage.
- The state contribution payments made to the wages of candidate apprentices and apprentices and students undergoing vocational training in enterprises, internships, and complementary education can be extended for ten academic years, starting from the 2021-2022 academic year.
- The number of students enrolled in vocational education center programs reached 453,469 (MoNE 2025 Budget Report).

Within the scope of equal opportunities in education, free textbooks are distributed at all levels. In the 2024-2025 academic year, 883 types of course materials belonging to 53 fields and 114 branches were distributed free of charge to vocational and technical secondary education students.

3.1.6 Private Education

In Türkiye, private education institutions have financial autonomy. They can formulate their own policies within the framework of national education legislation and carry out business and operations accordingly. The work and transactions carried out in private education institutions are audited by the MoNE.

Within the scope of the Private Education Institutions Law, in order to support private schools affiliated with the MoNE, education and training support has been provided for students who are citizens of the Republic of Türkiye studying in these schools since the 2014-2015 academic year. This support is not to exceed the duration of the school education at each level according to the school type of a student studying in public schools. Education and training support, which is given by considering criteria such as the priority level

of development in the region where the school is located, the income level of the student's family, the number of students in the education region, and the success levels of the supported student, continues in vocational and technical Anatolian high schools opened in organized industrial zones.

In order to increase quality and employment in vocational and technical education, education and training support is provided for each student studying in private vocational and technical Anatolian high schools opened in organized industrial zones since the 2012-2013 academic year. Within the scope of the Law on Private Education Institutions, education and training support payments are made every year in an amount jointly determined by MoNE and the Ministry of Treasury and Finance (MoTF) for students studying in specified fields in private vocational and technical Anatolian high schools both inside and outside organized industrial zones. In addition, education and training support is provided for students studying in private schools in Adıyaman, Hatay, Kahramanmaraş, and Malatya provinces, and İslahiye and Nurdağı districts of Gaziantep province, which were affected by the February 6, 2023, earthquake, starting from the 2023-2024 academic year.

As of June 1, 2006, the educational expenses of students in need of special education who are deemed eligible for support education by special education evaluation boards within guidance and research centers are covered by MoNE, regardless of whether they have social security or not. MoNE is authorized to determine the funds to be allocated to special education and rehabilitation centers for support education services.

According to the Law on Private Education Institutions, institutions are obliged to educate no less than three percent of the number of students free of charge. The application conditions for students who will be educated free of charge at private education institutions, the procedures to be carried out by the governorships, and similar issues are regulated in the guideline prepared by MoNE. Additionally, as of 2025, these children will benefit free of charge from services such as meals, breakfast, boarding/housing, books, stationery, clothing, study, international diploma, and certificate programs, excluding service fees, in the private education institutions where they are placed.

3.2 Financing Higher Education

3.2.1 Financing

Higher education institutions serve in two types: state and foundation. Financial resources for state universities come from shares allocated from the central government budget and the revenues from their revolving funds. In addition to the building, fixtures, and investment expenditures of universities, student costs directly related to education and training are also covered by the appropriations allocated by the state to university budgets. Financial resources for foundation higher education institutions come from tax exemptions provided by the state, tuition fees, and contributions from private individuals, institutions, and organizations.

3.2.2 Financial Management and Control

State and foundation universities are special budget administrations in terms of their financial resources. The budgets of these universities are subject to limited supervision by the central authority. This control is subject to administrative tutelage and does not include any hierarchical control authority. Foundation higher education institutions are non-profit and are obliged to use the tuition fees they receive from students to finance education.

3.2.3 Tuition Fees at Public Universities

Universities do not charge tuition fees to students attending formal education programs. State universities are mainly financed by a share allocated from public resources. Within the scope of the Law on Dual Education in Higher Education Institutions, the Amendment of Certain Articles of the Higher Education Law, and the Addition of an Additional Article to this Law, students attending evening programs pay tuition fees. Tuition fees charged to students attending evening programs also constitute an additional resource.

3.2.4 Financial Support for Families

Higher education institutions provide financial support to students, but there is no financial support for students' families.

3.2.5 Financial Support for Students

Higher education students are financially supported by the state. Higher education students studying in Türkiye and abroad are supported with scholarships and student loans, and these students are also provided with housing and nutrition services. Other public institutions and organizations with special budgets can also provide scholarships to higher education students through the General Directories for Credit and Dormitories (KYGM).

In order to financially support higher education students who are citizens of the Republic of Türkiye, the institution provides repayable student loans with no compulsory service obligation during the standard education period of the higher education institutions they attend. As stipulated in the Law on Higher Education Credit and Dormitory Services, students repay the loans to the institution in monthly installments starting from the first month, two years after the end of the standard education period. Scholarships and student loans are awarded to students throughout their education, provided that they meet certain criteria. In addition, institutions and organizations such as universities, foundations, associations, non-governmental organizations, etc., provide scholarships to students at a certain rate.

Within the scope of the Law on Students to be Sent to Foreign Countries, MoNE sends students abroad for training and financially supports them on the condition that they work in public institutions upon their return. In this framework, students are awarded grants and loans based on certain academic criteria. In addition, certain institutions, private, and civil organizations offer scholarships and grants for students at higher education level.

3.2.6 Private Education

Higher education institutions consist of foundation higher education institutions, and there are no private universities. These universities have the autonomy to set their own policies and manage their own budgets.

3.3 Financing Adult Education and Training

3.3.1 Core Financing Principles

Non-formal education is financed by public funding, revenues from revolving funds, projects, protocols, voluntary donations, and grants. In addition, municipalities, foundations, associations, professional institutions, and sectoral stakeholders provide direct support to non-formal education by organizing public courses.

3.3.2 Fees Paid by Students

Adult education activities in public institutions are financed by the state. These activities are offered to trainees through training centers, and no fee is charged to the participants in return for the education and training services provided. In addition, trainees with special education needs participating in non-formal education courses benefit from free transportation services. All services provided by the private sector (provided by non-governmental organizations) are subject to a fee.

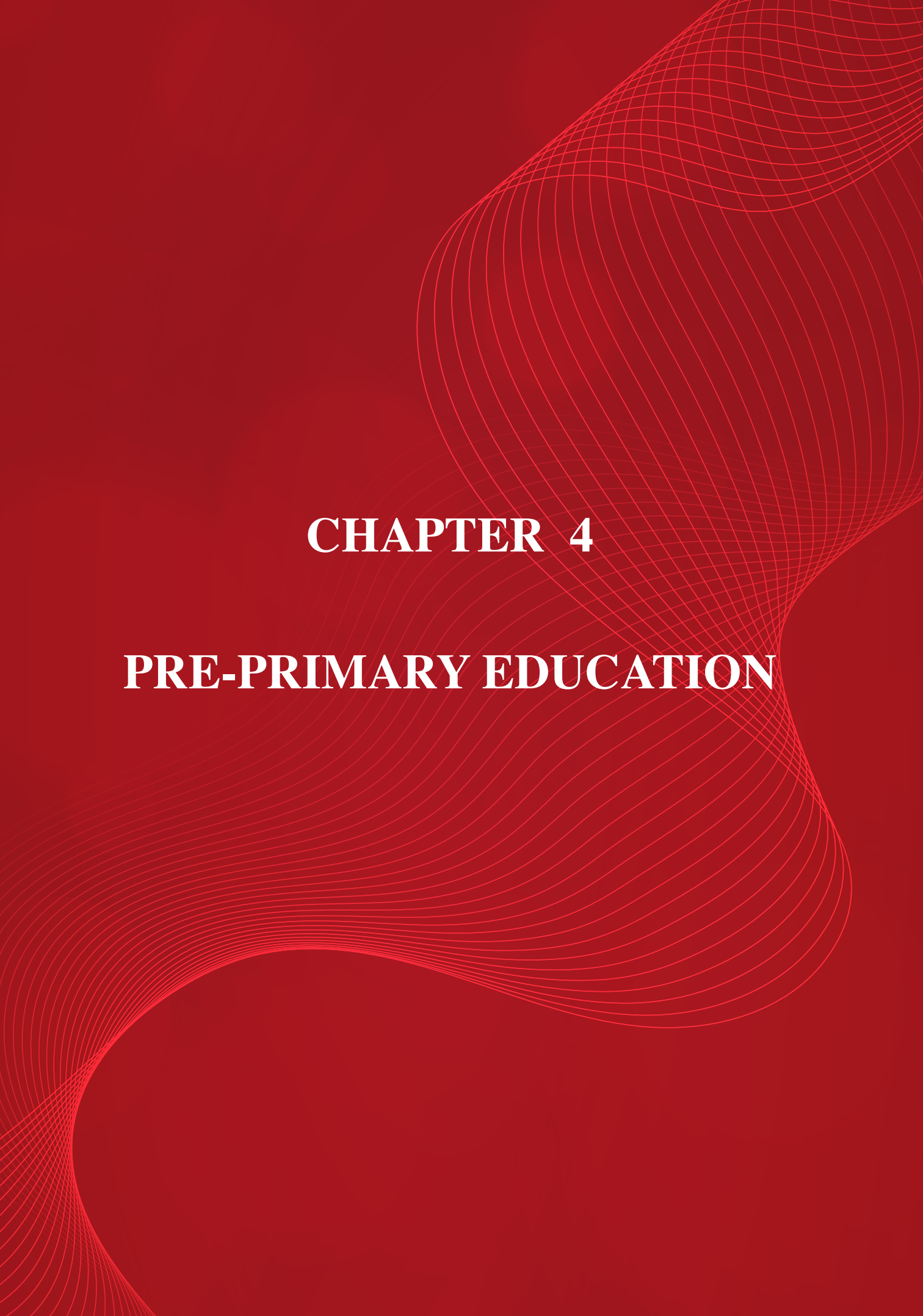
3.3.3 Financial Support for Adult Learners

The main source of financing for adult education is state funding. Adult students are provided with the opportunity to receive the education they want by MoNE, but no direct financial support is provided to students. As of 2024, the Directorate General of the Turkish Employment Agency pays a range of 196.17-719.31 TL per day from the Unemployment Insurance Fund to participants in “vocational training courses” and “on-the-job training programs.”

Appropriation planning and allocation procedures for the physical infrastructure, equipment, and maintenance-repair needs of official institutions and centers operating for adult education are carried out by the relevant central units.

3.3.4 State Subsidies for Private Providers

Private institutions providing adult education are financially autonomous teaching institutions.

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CHAPTER 4

PRE-PRIMARY EDUCATION

CHAPTER 4. PRE-PRIMARY EDUCATION

The aim of pre-primary education is to ensure the development of children's bodies, minds, and emotions, and to help them acquire correct habits in alignment with the general objectives and basic principles of national education. It aims to prepare children for primary school, create a common upbringing environment for children from disadvantaged environments and families, support their adaptation to social life, and ensure they speak Turkish accurately and fluently.

In Türkiye, pre-primary education and care are provided by the Ministry of National Education (MoNE) and Ministry of Family and Social Services (MoFSS). In the current system, MoNE is generally responsible for the education of children aged 36 months and above, while different institutions play a role in the care and education of younger children. Specifically, the care and education of children aged 0-36 months is overseen by MoFSS while MoNE and MoFSS jointly manage the education of children aged 36-68 months.

According to the Basic Law on National Education, pre-primary education in Türkiye is voluntary. However, the Law on Special Education makes pre-primary education compulsory for children with special educational needs. Public institutions provide pre-primary education services free of charge, while private educational institutions, private nurseries, and daycare centers charge fees. However, three percent of the capacity of nurseries and daycare centers operated by private legal entities under the supervision of MoFSS is allocated to ensure that all children in the early childhood period can benefit equally from nursery services, ensuring equality of opportunity regardless of social or economic background. These spaces are made available for children to benefit free of charge.

Children of martyrs and veterans, children under protection and care in institutions affiliated with the Ministry, children staying with their mothers who are convicted or detained in prisons, and families in economic difficulty are prioritized to receive free care services, regardless of their economic status. Eligible children include those whose parents have passed away, children living with a single parent, children with a disabled parent, and children of women in or who have left women's shelters.

The functioning of nurseries, daycare centers, and children's clubs operated by private legal entities under the supervision of MoFSS is regulated by the "Regulation on the Principles of Establishment and Operation of Private Nurseries, Day Care Centers, and Private Children's Clubs." The Provincial Directorates of MoFSS carry out the opening, closing, and inspection procedures for these institutions.

Pre-primary education and care services are mainly provided in public and private pre-primary education institutions (kindergartens, nursery classes, practice classes) affiliated with MoNE, as well as in private nurseries and daycare centers affiliated with MoFSS. In addition, pre-primary education and care services are also offered in municipal childcare centers, institutions under the Civil Servants Law, 4-6-year-old courses under the Presidency of Religious Affairs, and institutions under the Labor Law. The types of institutions providing pre-primary education and care services are given in Table 3.

Table3 : *Institutions Providing Pre-Primary Education Services in Türkiye*

Institution	Age	Key features
Kindergarten	36-68 months	It is a type of official institution with an independent building affiliated to the Ministry of National Education.
Nursery class	45-68 months	These are classes opened in official primary; lower secondary and high schools affiliated to the Ministry of National Education.
Practice class	36-68 months	It is the application unit where children are trained in the field/program of child development and education in upper secondary education institutions.
Private kindergarten	36-68 months	It is a type of private institution with an independent building affiliated to the Ministry of National Education.
Private nursery class	45-68 months	These are classes opened in private primary, lower secondary and high schools affiliated to the Ministry of National Education.
Special education kindergarten	36-66 months	It is a type of official institution with an independent building affiliated to the Ministry of National Education.
Special education nursery class	36-66 months	Special education schools affiliated to the Ministry of National Education are independent kindergartens and primary school classes.
Private special education kindergarten	0-36 months	Early childhood education services for children with special education needs are provided in special education schools, pre-primary education institutions, educational institutions with nursery classes and in homes in line with the needs of the child and family.
Game room	37-72 months	Courses for children whose parents are enrolled in any of the non-formal education course programs.
Private kindergarten	0-24 months	A type of organization that provides care-oriented services affiliated to MoFSS.

Private day care center	25-66 months	A type of organization that provides care and education-oriented services affiliated to MoFSS.
Institutions opened according to the Civil Servants Law	0-68	Childcare centers opened for civil servants in places where they are needed.
Nurseries opened in enterprises according to the Labor Law	0-68	According to the Labor Law, daycare centers are opened in enterprises and provide care-oriented services.
4-6-year-old courses organized under the Presidency of Religious Affairs	48-72	The Presidency of Religious Affairs covers courses for Qur'anic education and training and student dormitories and hostels.

4.1. Access

4.1.1. Enrollment Requirements for Pre-primary Education and Care

According to the Basic Law on National Education and the Law on Primary Education and Training, pre-primary education is voluntary and covers the education of children who have not yet reached the age of compulsory primary education. Although it is not mandatory, the goal is for every child to benefit from at least one year of pre-primary education. According to the MoNE Regulation on Pre-primary Education and Primary Education Institutions, enrollment priority is given to children in the five-year-old age group.

4.2. Financial Dimension

4.2.1. Public Institutions

In accordance with the Ministry of National Education Regulation on Pre-primary Education and Primary Education Institutions, education in official pre-primary education institutions (kindergartens, nursery classes, and practice classes) is free of charge. However, a contribution fee may be collected to support the fulfillment of children's basic needs, self-care processes, and the implementation of the education program during school hours. These fees are determined by the provincial or district directorates of national education under MoNE. The socio-economic conditions of the surrounding area is taken into account when setting the contribution fee. The ceiling for this fee cannot be set high, in order to promote the expansion of pre-primary education and avoid placing a financial burden on families. In addition, children of martyrs, war veterans, and families experiencing financial hardship are exempt from the contribution fee, up to one-tenth of the total student quota, provided that the relevant documents are submitted. Priority is also given to children with special educational needs.

4.2.2. Private Institutions

In addition to public schools, private pre-primary education institutions affiliated with MoNE operate on a fee-based model. Alongside these, there are also private nurseries and day care centers established, operated, and supervised by MoFSS, municipal childcare centers, institutions established under the Civil Servants Law, 4–6-year-old courses affiliated with the Presidency of Religious Affairs, and institutions established under the Labor Law.

According to the Regulation on the Principles of Establishment and Operation of Private Nurseries, Day Care Centers, and Private Children's Clubs, the income of such institutions consists of contributions from the founders and fees collected from parents for the care, feeding, and education of the children. These fees are determined based on the services provided, the needs of the children, the socio-economic conditions of the surrounding area, and the operational costs and depreciation of the institution. Institutions may admit children at a lower fee than the officially announced rate but may not charge above the announced fee under any circumstance. To ensure equal opportunity for disadvantaged children, 3% of the capacity of private nurseries and day care centers is allocated for free use by children identified by the Provincial Directorate of MoFSS. Eligible children for this free quota include:

- a) Children of martyrs and veterans, regardless of economic status; children under institutional protection affiliated with MoFSS; and children staying with their mothers who are incarcerated or detained.
- b) Children from economically disadvantaged families; orphans; children living with a single parent; children with parents who have disabilities; and children of women currently residing in or who have left women's shelters.

4.3. Institution-Based Pre-primary Education Structure

4.3.1. Enrollment-Admission Requirements, and Institution Selection

According to the MoNE Regulation on Pre-primary Education and Primary Education Institutions, enrollment in public pre-primary education institutions begins on the first working day of July each year. Enrollment is conducted through the e-Okul system, based on residential address information in the national address database. Children aged 57–68 months as of the end of September in the year of enrollment are eligible for kindergarten, nursery classes, and practice classes. After enrolling children within the designated school registration area who will start primary school in the following academic year, children aged 36–56 months may also be enrolled in kindergartens and practice classes, and children aged 45–56 months in nursery classes with sufficient physical capacity. In schools where there are not enough children to form separate age groups, children aged 36–68 months can be enrolled in the same kindergarten class. Children aged 69–71 months whose primary school enrollment has been deferred for one year and who have not previously attended pre-primary education are prioritized for enrollment.

Children aged 36–68 months can enroll in private kindergarten, while children aged 45–68 months can enroll in private kindergartens and nursery classes. There is no specific enrollment period for these institutions. For admission to private nurseries and day care centers under the supervision of MoFSS, parents must submit a petition along with the required documentation. Withdrawal from the institution also requires a petition from the parent. Only children with mild mental, visual, hearing, speech, and physical disabilities may be admitted, provided their condition is stated in a report from a relevant institution. All necessary precautions are taken to prevent discrimination against children.

4.3.2. Number of Students and Staff

4.3.2.1. Number of Students

In order to open a kindergarten affiliated to MoNE, there must be at least 20 students. In practice classes and kindergartens, the number of children should not be less than 10 and not more than 20. However, the number of children can be increased if there is demand and the school's facilities are sufficient. If the number of children is too high, a second group can be formed. No new group can be formed before the maximum number of children in each group is reached. Groups whose number of children falls below 10 during the academic year are first merged with other groups. If this is not possible, these groups continue their education until the end of the academic year. In addition, according to the MoNE Regulation on Opening, Closing and Naming Institutions, in order to increase access to pre-primary education, kindergarten classes can be opened in villages and similar settlements with small and scattered populations if there are at least 5 children.

There is no minimum number of students required to open private pre-primary education institutions affiliated to MoNE. Class size in private pre-primary education institutions cannot be more than 20. In private nurseries and day care centers affiliated to the MoFSS, a group is formed with a maximum of 10 children in the 0–24-month group. For each group, a group supervisor and at least one babysitter are assigned. In the group of children aged 25–66 months, a group is formed with a maximum of 20 children.

4.3.2.2. Qualifications of Personnel

In MoNE-affiliated pre-primary education institutions, one pre-primary teacher is assigned per group and is responsible for the educational activities of that group. These teachers must hold a degree from the pre-primary education departments of higher education institutions. Additionally, in pre-primary education institutions, within the scope of available resources to support children who do not have sufficient self-care skills, one “support education staff member” may be assigned per two groups, with at least one such staff member employed at each pre-primary education institution. In private nurseries and day care centers under the MoFSS, each group must have at least one group supervisor and one childminder. Group supervisors must be graduates of child development and education programs at vocational and technical secondary education institutions, with preference given to those holding a bachelor's or associate degree in pre-primary education, kindergarten teaching, child development, or related fields. For childminder, priority is given to high schools graduates, they must complete at least compulsory education of their time and hold a certificate in childcare issued by MoNE. Graduates of vocational and technical secondary education institutions in relevant fields are exempt from the certification requirement.

4.4. Educational Curriculum and Guidelines

In MoNE-affiliated public and private pre-primary institutions, the school year must include a minimum of 180 working days. These days are counted from the official start date of classes to the end date, including national holidays with student participation in ceremonies. Public holidays and days when the school is closed for any reason are not included in this calculation.

For private nurseries and day care centers affiliated with the MoFSS, there is no legally specified number of working days. These institutions determine their own operating schedules, which the relevant governor's office must approve. Institutions wishing to operate during evenings or weekends must apply to the MoFSS provincial directorates with a petition stating their justification and proposed hours. Approval is subject to the recommendation of the provincial directorate and approval of the governorship. Institutions may also offer part-time or hourly care services, again contingent upon provincial approval.

4.4.1. Annual, Weekly, and Daily Planning

In Türkiye, pre-primary education and care are overseen by both MoNE and MoFSS. Pre-primary education institutions attended by children aged 36–68 months follow the MoNE Pre-primary Education Program, approved by the Board of Education; private kindergartens-affiliated MoFSS follow the Education Program for Children Aged 0-36 Months. Teachers organize educational environments based on the developmental levels, interests, and needs of the children. They prepare and implement monthly and daily education plans and assess the outcomes.

The monthly education plan addresses a wide range of skills holistically, including domain-specific, conceptual, social-emotional learning, literacy, values, and dispositions. It includes learning outcomes, concepts, evidence of learning (assessment), learning-teaching activities, differentiation (enrichment/support), and family-community involvement. The daily education plan is derived from the monthly plan and covers the learning outcomes, activities, assessments, differentiation strategies, and family involvement for a single day. At the pre-primary level, children participate in six 50-minute activity sessions per day.

Family education and involvement supports continuity between home and school, enhancing the retention of learned knowledge, skills, and attitudes. Therefore, MoNE has developed two family education guides integrated into its programs: the Integrated Family Support Education Guide for Children aged 0–36 months (EBADER) and the Integrated Family Support Training Guide with Preschool Education Program (OBADER). Teachers have to use these guides in conjunction with the curriculum.

4.4.2. Learning and Development Areas

4.4.2.1. Objectives of Pre-primary Education

The primary objectives of pre-primary education are to promote children's holistic development, facilitate their social integration, and prepare them for primary education. The purpose of pre-primary education in Türkiye is shown in Figure 5.



Figure 5: *The Purposes of Pre-Primary Education*

4.4.2.2. Principles of Pre-primary Education Curriculum

The pre-primary period (ages 0–6) represents a critical phase during which children's developmental pace is at its peak and their capacity for learning is exceptionally high. While each age group has common developmental traits, every child is unique. The pre-primary education program is based on several fundamental principles that recognize this individuality.

4.4.2.3. Overview of the Pre-Primary Education Curriculum

In the modern era, individuals are expected to adapt to rapid societal changes, contribute to scientific and technological advancements, and address global challenges. Education systems have shifted from knowledge transmission to skill development. For this reason, skills-based programs that take into account children's development from early age are planned and implemented. This pre-primary education curriculum aims to equip children with essential skills in a holistic manner, preparing them for primary school.

The curriculum is aligned with the Century of Türkiye Education Model (TYMM) Skills Framework (MoNE, 2025), which emphasizes continuous skill acquisition from pre-primary through the 12th grade. Skills are addressed taking into account children's developmental levels and individual differences in this curriculum, which constitutes the first step children's skill acquisition.

This skill-based curriculum focus on the acquisition of different skills. The aim is not only acquire specific skills in this field. It is also to acquire national and moral values of society, its social-cultural structure, literacy skills required by the age and necessary tendencies to use the skills. Field-specific skills constitute main structure of the curriculum. Conceptual skills and tendencies are fundamental components of the program. Social-emotional learning skills, literacy skills and values are also important elements of learning and teaching experiences. The program features a horizontal hierarchy within its learning domains and a vertical hierarchy linking pre-primary with subsequent academic levels. This structure facilitates smoother transitions into primary education.

Monthly education plans allow teachers to align skills and outcomes. Daily plans are then developed from these monthly guidelines. Learning outcomes are designed to reflect the expected field-specific skills at the pre-primary level.

4.4.2.4. The Concept of Skill in the Pre-primary Education Program

Skills in this program are defined as actions through which children apply thinking strategies, tools, and materials within a learning context. These skills—field-specific, conceptual, social-emotional, and literacy—function together and are integrated into educational experiences to form a cohesive whole. This integrity has been clearly demonstrated in learning and teaching experiences.

4.4.2.5. The Concept of Process Component in the Pre-primary Education Program

Skill acquisition is inherently process-oriented. For example, the skill of comparison involves identifying similarities and differences among various concepts or objects. The development of such a skill requires mastery of individual process steps known as process components.

Failure to acquire any of these process steps can hinder the development of the overall skill. For instance, the skill of inductive reasoning involves observing, recognizing patterns, and drawing generalizations. A child must acquire each of these components to be considered proficient in inductive reasoning, which represents an integrated and holistic thinking skill.

4.4.2.6. The Concept of Learning Outcomes in Pre-primary Education Program

Learning outcomes are created by combining content knowledge within the scope of the learning area with related field skills. This is because content knowledge mediates learners' skill development, while for the learner, content knowledge becomes internalized, more meaningful and life-oriented through the use of skills. Therefore, learning outcomes consist of two basic elements: content knowledge and domain skills.

The learning outcomes, which are specific to each field, are integrated with the content knowledge of the field, considering the characteristics of children. When considered hierarchically, there is a structure detailed as domain skill, process component, learning outcome, sub-learning outcome. In this structure, learning outcomes are directly matched with the domain skill itself and sub-learning outcomes are matched with the process component. In this way, it is stated how the skill related to the learning outcome will be handled and observed in the pre-primary period.

In other words, the learning outcome shows the desired superstructure to be achieved in the pre-primary period. For example, for the scientific observation skill in the field of science, there is a learning outcome “To be able to make scientific observations on events/phenomena and situations related to science in daily life” (Ministry of National Education, 2025). This objective mandates that scientific observation should be made on events and phenomena related to the field of science in the child’s daily life. It also creates a framework for the evaluation studies to be carried out for the acquisition of the skill.

4.4.2.7. The Concept of Sub-Learning Outcomes in the Pre-primary Education Curriculum

Sub-learning outcomes are formed by integrating learning outcomes with process components. In other words, they represent the process steps leading to the achievement of a learning outcome. They also contain more detailed content knowledge than learning outcomes themselves. For instance, the learning outcome “To be able to make scientific observations about events/phenomena and situations in the field of science in daily life” has three associated sub-learning outcomes “Describes the characteristics of various activities that occur in the world.,” “Collects data using his/her senses about the observable properties of familiar materials and records them.”, “Explains the data obtained regarding living/non-living things in his/her immediate environment” (Ministry of National Education, 2025). When designing learning experiences, sub-learning outcomes should be integrated with both core and inter-program components. In classroom practice, addressing these sub-learning outcomes contributes to the development of the skills targeted by the broader learning outcome.

4.4.2.8 Field Skills in the Pre-primary Education Curriculum

The primary objective of the program is to establish a national skills framework starting from the pre-primary period. To achieve this, beyond academic knowledge, children are expected to acquire skills such as reasoning, inductive thinking, and observation, as outlined in the Education Model (Ministry of National Education, 2025).

Field skills are the discipline-specific competencies that must be acquired. In the curriculum, these skills are formed by integrating field-specific skills and conceptual skills and encompass all other relevant abilities. During the pre-primary period, field skills are organized under the domains of Turkish, mathematics, science, social studies, physical activity and health, art, and music.

4.4.2.9. Child Identification, Assessment, and Reporting in the Pre-primary Education Curriculum

The holistic development of children—including field-specific, conceptual, social-emotional, literacy, and values-based skills—is supported by the integrated design of the education system and the development of both learning environments and appropriate, authentic assessment systems. This program emphasizes the use of assessment practices that support skill-based teaching and provide constructive feedback.

Assessments should focus on tracking children’s skill development and employ process-based evaluation approaches during the pre-primary years. It is essential to monitor skill acquisition through active child participation throughout the learning process.

Observation is a key method for pre-primary teachers to assess children’s development. Teachers should systematically or informally observe children throughout their activities and draw inferences about their skill acquisition and the effectiveness of the program. Evaluation should focus on real-time classroom

interactions. Teachers are encouraged to ask children questions during activities, evaluate their responses, and provide immediate feedback.

Everything that occurs in the classroom is considered potential evidence of a child's learning. Such evidence includes what children observe, produce, and articulate. This can be documented through various tools such as anecdotal records, checklists, informal notes, video/audio recordings, and photographs. Sticky notes, digital and written journals may also be used for informal observations. Selected materials may be included in children's portfolios.

Family involvement is another critical component of assessment in pre-primary education. It enhances the understanding of how well the program meets children's needs and supports skill acquisition. Teachers should maintain both formal and informal communication with families. Strategies may include sending notes, making phone calls, and sharing children's work, portfolios, and classroom activity media—subject to parental consent.

Formal communication methods can include individual or group meetings and portfolio presentation days. Progress reports may be shared with families, and feedback from them can provide additional insight into the child's development and help assess both the child and the educational program more holistically. It is important to support basic skills and competencies that children need cope with the challenges of daily life, as well as field-specific skills during the pre-primary education. It helps children develop problem-solving abilities, evidence-based decision-making, collaboration, communication, self-awareness, self-regulation, and flexible thinking. Skill-oriented assessment practices, unlike traditional evaluations, should be performance-based and integrated seamlessly with the learning process. The adoption of a skill-based measurement and evaluation approach can be described as the implementation of performance-based assessment.

Performance-based assessments evaluate the extent to which children apply learned skills in different contexts, the effort they put into showcasing what they've learned, their sustained motivation, and the quality of the final product. This approach considers cognitive, social-affective, and behavioral characteristics simultaneously and is designed to reinforce the learning experience.

Assessment in pre-primary education is a multidimensional process. Assessment dimension in pre-primary education is presented in Figure 6.

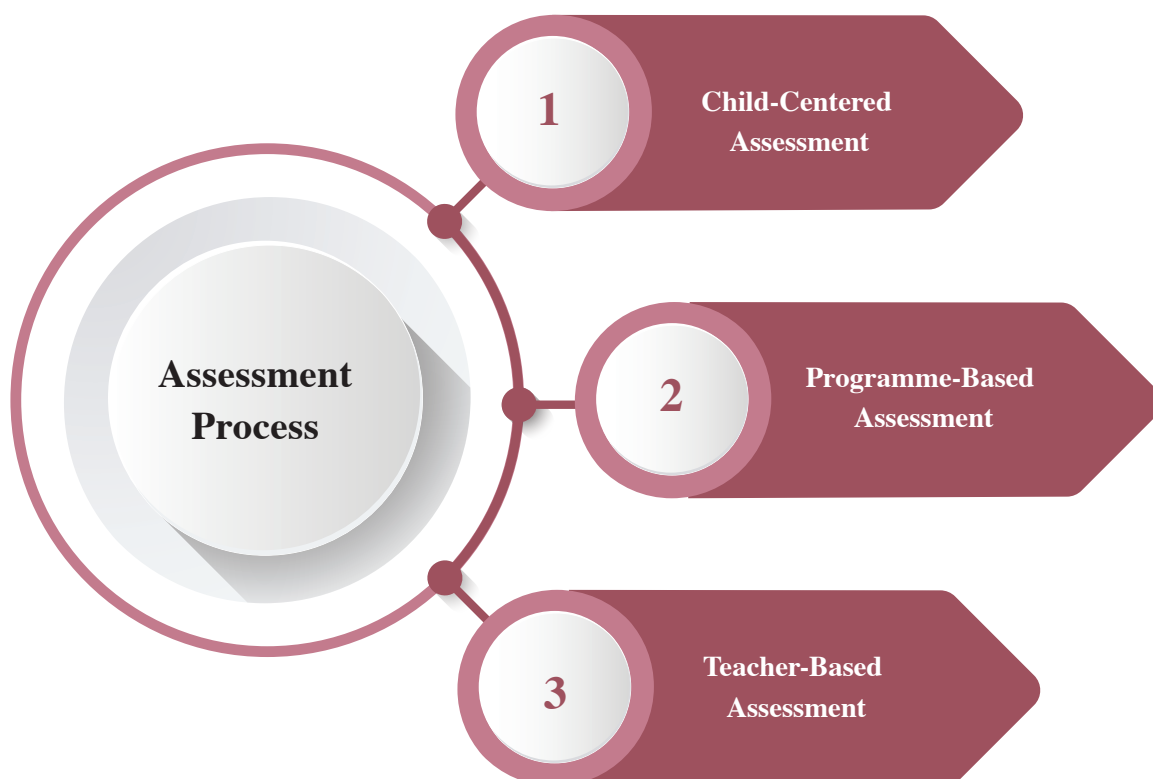


Figure 6: *Dimensions of Assessment in Pre-Primary Education*

4.5. Transition to Primary School

Institutions providing pre-primary education and care organize visits to primary schools to support children's adaptation to the new educational environment. According to the Pre-primary Education Program, primary school readiness includes activities that holistically support children's social, emotional, motor, cognitive, language, and self-care development during their time in pre-primary. Additionally, orientation activities are held in the first week of the academic year to familiarize children with their new school environment and facilitate a smooth transition.

4.6. Access Models and Programs in Pre-primary Education

In addition to institution-based access, flexible-time models have been developed to ensure children in underprivileged areas can benefit from pre-primary education. According to the Ministry of National Education Regulation on Pre-primary and Primary Education Institutions, access models such as mobile classrooms, transportation-based kindergartens, and summer programs can be implemented where low population density or inadequate physical infrastructure prevents the opening of standard classes. These models must provide a minimum of 200 activity hours annually, with at least three activity hours per day.

4.6.1. Summer Education Access Model

A summer class may be opened when there are at least five pre-primary-aged children in accordance with MoNE regulations. These classes offer six activity hours per day and are registered as summer education kindergarten class branches in the school's e-Okul system.

4.6.2. Temporary Village Kindergarten Model

A settlement with at least one child entering primary school in the following year and at least three pre-primary-aged children is designated as an education center. Each mobile teacher is responsible for a minimum of two and a maximum of four such centers. It is essential to mobile teacher conduct education at least two days a week at each education center. However, depending on distance, terrain, and climate, education may be conducted at least one day a week. Temporary village kindergarten branches are established by combining groups.

4.6.3. Home-Based Pre-primary Education Model

Provincial or district commissions determine which schools will implement home-based pre-primary education. A commission—comprising the school principal, a pre-primary teacher, and, if available, a guidance counselor—is responsible for identifying children eligible for this model. Educational materials prepared by the Ministry are distributed through schools to families.

4.6.4. Education Access Model for Children of Seasonal Agricultural Workers and Nomadic or Semi-Nomadic Families

A group must consist of at least five pre-primary-aged children. These groups receive six activity hours of instruction per day. Other access models defined in the directive may also be applied in these communities.

4.6.5. Mobile Kindergarten Access Model

In this model, a mobile kindergarten serves at least one group of children for a minimum of three activity hours per day, for at least two days a week. If there are many children, multiple groups may be served on alternate days. The mobile classroom is stationed in locations such as schoolyards, village halls, or other suitable public spaces within the settlement.

4.6.6. Parent-Child Support Program

The Child Support Education Program and the Parent Support Education Program are Türkiye's first official early intervention programs involving both children and their families. These programs aim to increase parental interaction with children aged 3–6, support holistic child development, and inform parents about their children's developmental progress across multiple domains.

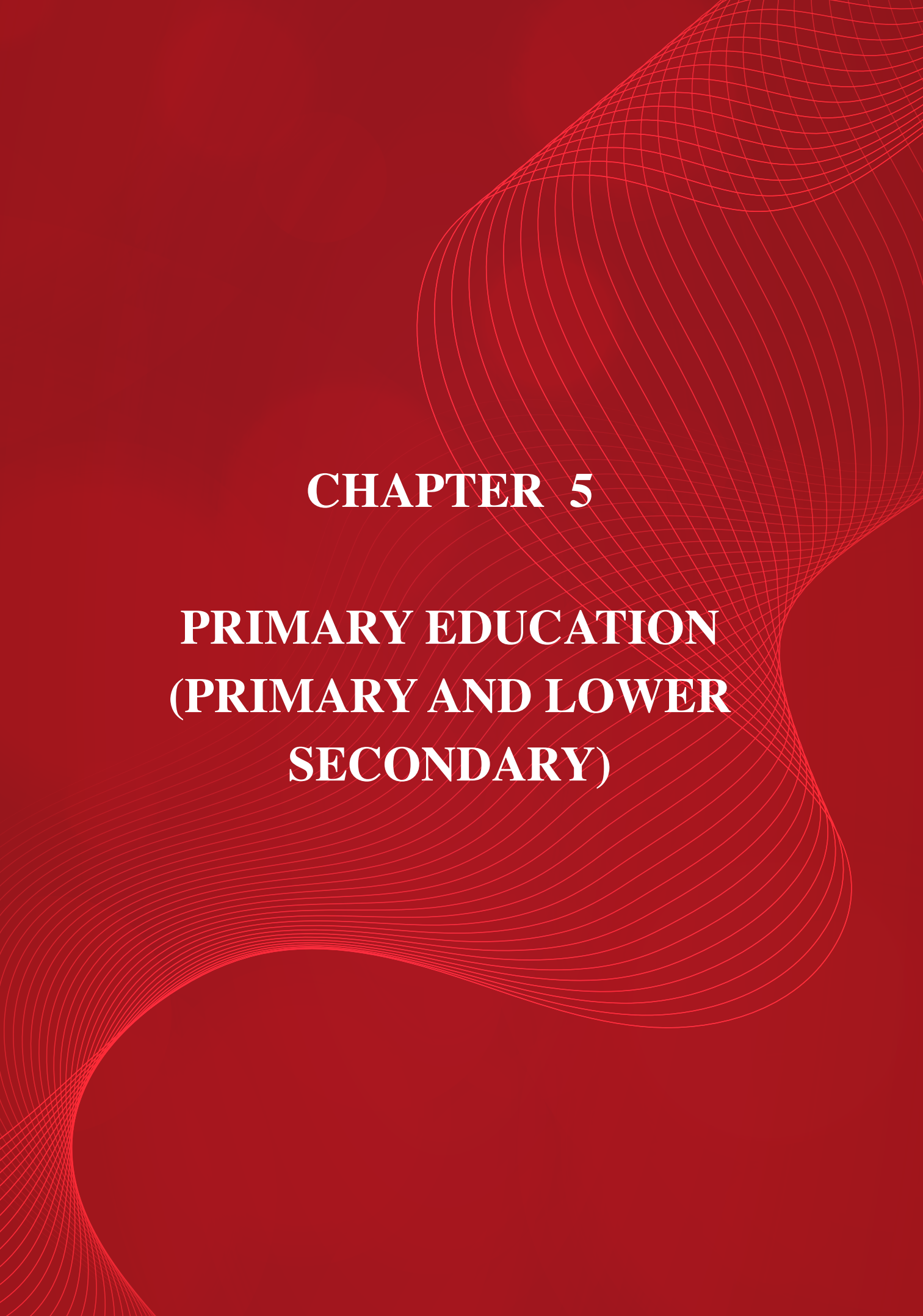
They are particularly targeted toward children who cannot access formal pre-primary education due to factors such as overpopulation, poverty, or lack of local schools to enable to benefit from pre-primary education, to ensure that classrooms are used effectively out of school hours, to provide parents with information about their children's development(mental, social-emotional , physical, language and self-care).

4.6.7. Kids Club

Pre-primary institutions may establish Kids Clubs to operate outside regular school hours, contingent upon parental demand and available resources. These clubs aim to support children's social and educational development. A fee is charged unless the child qualifies for exemption due to conditions such as being from a low-income family or being the child of a martyr, war veteran, or having special education needs—up to 10% of the club's capacity is reserved for such cases.

4.6.8. Support Education Room

Support education rooms may be set up in pre-primary institutions to provide special education for students who are either fully mainstreamed or identified as gifted, depending on school facilities. Materials and equipment for these rooms are provided according to students' needs and characteristics.



CHAPTER 5

PRIMARY EDUCATION (PRIMARY AND LOWER SECONDARY)

SECTION 5. PRIMARY EDUCATION (PRIMARY AND LOWER SECONDARY)

“According to the Basic Law on National Education, the objectives and responsibilities of primary education are to equip all children in Türkiye with the essential knowledge, skills, attitudes, and habits necessary to become good citizens in line with the general aims and fundamental principles of national education. It aims to raise individuals in accordance with national moral values and to prepare them for life and further education in accordance with their interests, abilities, and talents.

Additionally, during the second half of the final school year of primary education, guidance services inform students about the schools and programs available in secondary education, the professions these programs can lead to, and the living standards associated with these professions.

Türkiye has implemented 12 years of compulsory education. The first four years are completed in primary schools, followed by four years in middle schools or imam hatip middle schools. Since 2024, schools offering different programs have been introduced at the middle school level (e.g., music middle schools, sports middle schools, and vocational middle schools). The final four years of compulsory education constitute the secondary education level. In this 4+4+4 system, students attend primary school, middle school/imam hatip middle school, and high school for four years each, excluding preparatory classes. In addition, pre-primary education is also compulsory for individuals with special education needs.

Following the implementation of the Century of Türkiye Education Model, curricula have been renewed, technological infrastructure upgraded, and out-of-class learning opportunities enriched via AI-supported tools.

5.1 Organization of Primary Education in Türkiye

5.1.1 Geographic Accessibility

Public schools are financed through the national budget by the Ministry of National Education (MoNE), ensuring all children have equal access to education regardless of geographic and regional differences.

In order to ensure equal access to primary education, the Student Transportation Practice is carried out in accordance with the Regulation on Access to Education through Transportation issued by the Ministry of National Education (MoNE). Within this scope, disadvantaged students residing in areas without schools or where schools have been closed are transported free of charge to the official educational institutions in which they are enrolled. In addition, students from regions affected by retrofitting, demolition and reconstruction, or natural disasters such as fire, flood, or earthquake are also entitled to benefit from free transportation.

According to the Regulation on Pre-Primary Education and Primary Education Institutions, students from settlements with no schools or where schools have been closed due to low enrollment, and those who have completed the fourth grade in combined classes but cannot benefit from transported education, are enrolled in regional boarding middle schools. If there is no such school in the student’s province, the student is placed in a Regional Boarding School located in another province. In exceptional cases, students are enrolled in boarding schools designated by the provincial directorate of national education.

5.1.2 Entry Requirements and School Selection

New registrations for primary schools begin on the first working day of July. Enrollment is conducted automatically through the e-Okul system, based on address information from the national address database, as regulated by the Regulation on Pre-Primary and Primary Education Institutions.

Children who turn 69 months old by the end of September in the enrollment year are enrolled in the first grade of primary school. Those who are 66 to 68 months old may also be enrolled upon written request from their parents. Upon written parental request, school administrations may either refer children aged 69–71 months to pre-primary education or defer their enrollment for one year.

Students who complete primary school and are still within the compulsory education age by the end of September are enrolled in lower secondary schools through the e-Okul system based on their registered residential address. Enrollment in specialized middle schools (music, sports, vocational, and imam hatip) is carried out by the respective school administrations upon parental application.

Primary school-age students arriving from abroad with an education certificate are placed in appropriate grades through equivalency procedures defined in the MoNE Equivalency Regulation. For those without documentation, a commission consisting of a branch manager, primary school principal, two classroom teachers, and a guidance counselor determines grade placement based on age and parental statements. There is no placement test for primary school students. Lower secondary school equivalency procedures are carried out through the e-Equivalency Module.

5.1.3. Age Levels and Grouping of Students

Primary education covers children aged 6–14. Children who turn 72 months by December 31 are enrolled in the grade 1. Primary schools (grades 1–4) typically include children aged 6–10, while lower Secondary Schools (grades 5–8) include those aged 10–14.

Children with special education needs, whether diagnosed or not, are placed in appropriate institutions regardless of the official enrollment schedule.

5.1.4 Organisation of the School Year

The school year must consist of at least 180 working days. Start and end dates, as well as holiday periods, are determined by MoNE's annual calendar. Provincial calendars are created based on this framework and approved by the governorship. Weekly instructional hours are set at 30 in primary schools and 35 in middle schools, as per the official course schedule.

5.1.5 Organisation of the School Days and Weeks

The start time of lessons is determined by the governorates, considering whether the school operates single or dual sessions and factoring in geographic and climatic conditions. Schools operate five days a week. Each class hour is 40 minutes. In single-session schools, recess is at least 15 minutes (with one 20-minute recess for meals), while dual-session schools allocate at least 10 minutes. A lunch break of 30–90 minutes is scheduled in single-session schools, and up to 30 minutes in dual-session schools.

5.2 Teaching and Learning in Primary Education

5.2.1 Curricula, Subjects, and Course Hours

The curricula are prepared under the responsibility of the Directorate of Curricula and Instructional Materials within the Directorate General of Basic Education. When necessary and in consideration of contemporary needs, the curricula may be updated or undergo more substantial revisions. Draft curricula are submitted to the Board of Education for review and approval. The subjects included in the curriculum are classified as compulsory or elective in the weekly course schedules. In primary education institutions, subjects and course hours are organised based on grade levels. Elective courses are chosen by students in line with their interests, abilities, and preferences, under the guidance of their parents.

The curricula of primary education institutions are prepared or commissioned by the Directorate General of Basic Education and submitted to the Board of Education for evaluation. Curricula deemed appropriate are implemented with the approval of the Minister. Accordingly, the curricula for the subjects to be taught in primary education institutions under the Century of Türkiye Education Model have been gradually implemented starting from the 2024–2025 academic year. This model has enabled the development of curricula based on a holistic educational approach. In this context, the curricula have been designed with a shared understanding centred around learning outcomes, skills, and a framework of virtues, values, and actions. Responding to current needs and developments, the curricula have been enriched with literacy skills, extracurricular activities, and cross-curricular components. Moreover, the curricula incorporate differentiated instruction to support students' individual interests, needs, and developmental characteristics. Thus, curricula that address and support both individual and societal needs through education have been integrated into the education system. Figure 7 illustrates the holistic educational approach of the Century of Türkiye Education Model in detail.

In primary schools, the weekly instructional time is 30 hours at the primary level and 35 hours at the lower secondary level. In Imam Hatip secondary schools, the weekly lesson duration is 36 hours. For schools and special education classes attended by students with special educational needs, the weekly lesson duration is 30 hours in primary schools and 35 hours in lower secondary schools. In addition to the standard curriculum, special education subjects such as “Social Cohesion Skills” and “Turkish Sign Language” are also implemented. For students with moderate to severe intellectual disabilities who attend special education practice schools (Level I and II), the weekly instructional time is 30 hours.

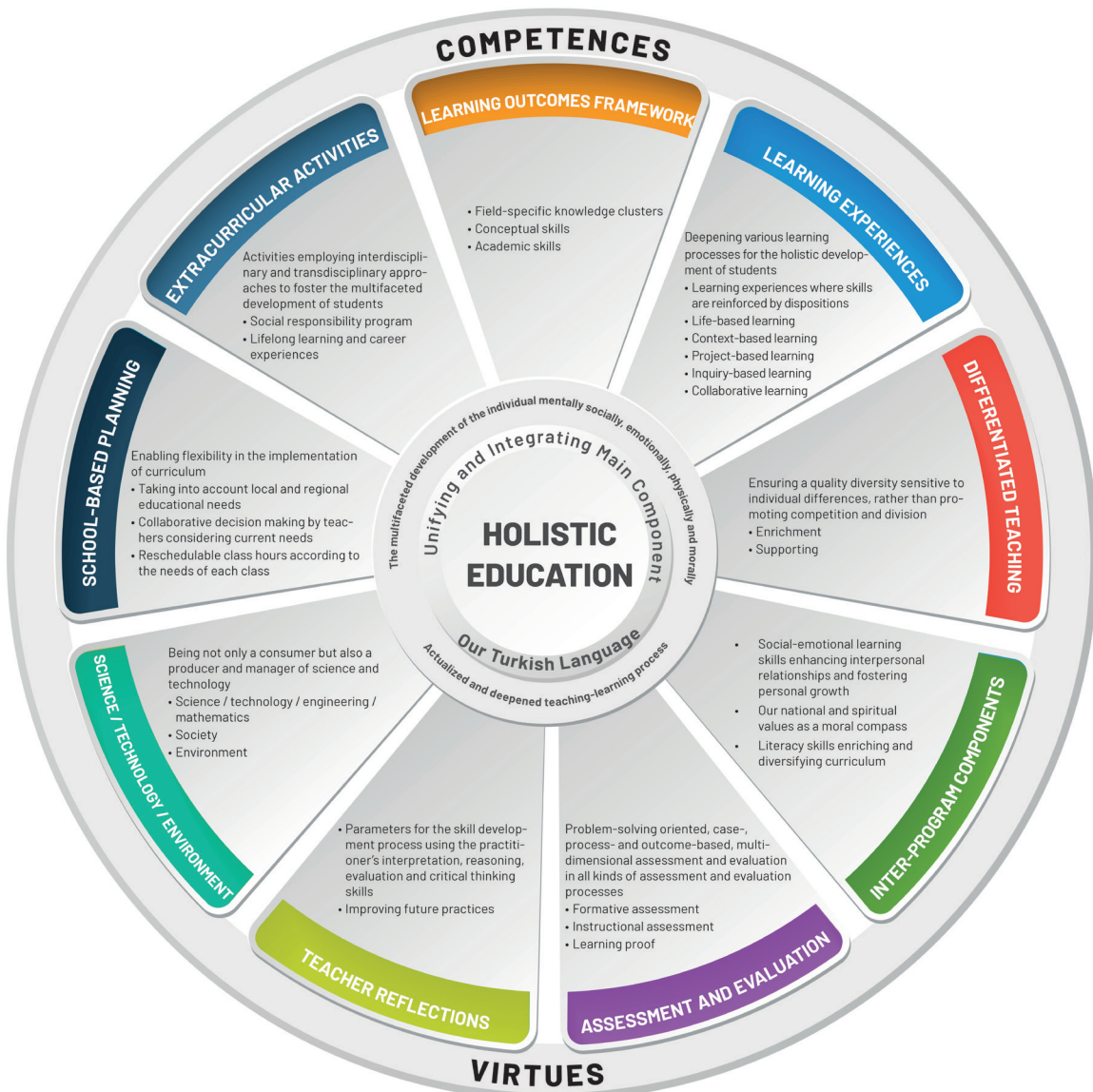


Figure 7: The Holistic Education Approach of the Century of Türkiye Education Model

5.2.2 Teaching Methods and Materials

Various activities have been implemented in education to address the requirements of the modern era, particularly in relation to adaptable methods and models within emergency action plans. An ecosystem characterised by continuous transformation, regular updates, and adaptability has been adopted, whereby technology is utilised in schools across the country to ensure geographic accessibility in classrooms. In line with the understanding that education is an ongoing, evolving, and self-renewing process, a large-scale transformation has been implemented.

Each teacher is responsible for making the necessary preparations related to their subject in accordance with the requirements of the curriculum. In the absence of a teacher's guidebook for a specific subject, lesson plans consistent with the annual plan are prepared and implemented by classroom teachers,

subject teachers, and/or departmental teachers for one or more instructional time. Each subject's curriculum also serves as a guide for teachers. Textbooks are written based on these curricula. Textbooks approved by the Ministry of National Education are distributed free of charge to students at all levels of education (in both public and private schools). Textbooks are reviewed and evaluated by taking into account students' need for accessible and engaging learning resources that incorporate moral, human, national, spiritual, and cultural values, and support the correct and fluent use of the Turkish language to enhance effective learning. At the same time, investments have been prioritised to strengthen the information technology infrastructure to ensure the effective and widespread use of educational technologies in classrooms. As part of the Movement to Enhance Opportunities and Improve Technology (FATİH) Project, by 2024, network infrastructure has been provided in 21,576 schools through the installation of 1,241,940 data connection points. By the end of 2024, a total of 626,441 interactive whiteboards had been installed in classrooms. In the first phase, information technology laboratories and innovative classroom setups are being established in 3,977 secondary schools. In response to the COVID-19 pandemic, 6,500 tablet computers were distributed to students unable to attend school due to chronic health conditions, aiming to support their academic progress and prepare them effectively for higher education.

In addition, following the earthquake disaster centred in Kahramanmaraş on 6 February 2023, 82,750 tablet computer sets were distributed to students in the affected provinces to ensure their access to online course content. As a result, since the launch of the FATİH Project in 2011, the total number of distributed tablet computer sets has reached 2,208,238. To support students in these provinces in accessing TRT EBA broadcasting content, 30,010 televisions have been distributed. Additionally, a total of 18,834 interactive whiteboards have been installed in these regions following the earthquake. To support the “10,000 Schools in Basic Education Project,” IT laboratory infrastructure has been completed in 1,000 schools.

To ensure the sustainability of infrastructure investments in educational technologies, the allocation and planning of funds for the equipment, maintenance, and technological needs of public schools and institutions are carried out by the relevant central units. In order to enhance the effective use of technology in educational activities, digital content is made available to teachers and students through the Education Informatics Network (EBA). Unlike open-source instructional tools, EBA is a filtered and reliable platform developed by expert teachers and academics, incorporating a pedagogical approach. EBA hosts 3,153 subjects taught in schools and 70,293 rich, reliable, and interactive contents—including textbooks, interactive books, applications, tests, videos and/or interactive explanations matched to topics and learning outcomes, exercises, summaries, infographics, project documents, and animations—alongside 85,629 questions and 3,353 books. Furthermore, in addition to course materials, a library section offers thousands of resources such as cartoons, reading books, games, documentaries, interviews, and magazines, contributing to the personal development and enjoyable experiences of teachers, students, and parents.

5.2.2.1 EBA Content Production Activities

In 2024, the production of teaching materials—interactive content aligned with the curriculum and meeting accessibility standards—began for compulsory courses taught from grades 1 to 8. A total of 1,038 teaching materials, comprising 15,636 screens, were produced and uploaded to the EBA platform. As part of efforts to develop innovative and effective educational materials, 38 simulations aligned with learning outcomes were also produced.

The production of educational videos—designed as engaging and consistent learning environments that appeal to multiple senses and enrich the learning narrative—was also planned. Consequently, 263 videos were produced and uploaded to EBA.

Existing textbooks were adapted for use on interactive boards and personal devices compatible with EBA, enabling easy production and updating. To enhance content, 163 books were enriched with 22,926 multimedia elements including videos, visuals, audio, interactive content, and questions, and were published on the platform.

5.2.2.2. TRT EBA Initiatives

A cooperation protocol was signed between the Ministry of National Education (MoNE) and the Turkish Radio and Television Corporation (TRT), leading to the launch of TRT EBA, a dedicated education channel. The content published on TRT EBA aims to support school-family cooperation and contribute holistically to students' academic and social development.

Since the pandemic and the transition to a hybrid learning model combining distance and blended learning, approximately 850,000 teachers have benefited from webinars and MOOC-based training under the eTwinning, FCL, and Scientix Projects. Teachers could participate in multiple training sessions based on their interests and curiosities.

The following initiatives were implemented to support students with special education needs during distance learning:

- “Guidance Program for Special Education Students” and “Adaptation Program for Special Education Students” were developed.
- The mobile application “I’m Special, I’m in Education”, which has been recognised by the Organisation for Economic Co-operation and Development (OECD) as a model for other countries, has been downloaded by 491,387 mobile users. The application, which has an average of 100,000 active daily users, was accessed approximately 30 million times during the pandemic period..
- 20 digital applications (e.g., Concept Teaching, Word Train, Bead Stringing, Stickman, Match Play, Seasons) were completed and made available on EBA and mobile platforms.
- The “Sound-Based Reading and Writing” set of 6 books for students with special needs was completed, digitally published, and 5,000 printed copies were distributed to schools.
- The “Fun Learning Box” for pre-primary students with special needs and the “Teacher’s Road Map Book on Inclusive Education” were published digitally and distributed to all schools.
- Under the “Special Materials for Special Children” project, 2,100 sets were sent to provinces at the start of the pandemic.
- “Turkish Sign Language Books 1, 2, and 3” were made interactive and published on EBA, and the “Turkish Sign Language Web Portal” was enriched. A “Digital Turkish Sign Language Dictionary” was prepared, including videos for 5,040 signs.
- The “Learning to Read and Write for Students with Hearing Impairment” set, consisting of 5 books, was completed and published digitally.

- 400 “Orbit Reader” Braille reading and note-taking devices were distributed to students with visual impairments. These devices convert any text into audio and allow notetaking.
- For students with visual impairments, 170 course contents were prepared and published on the EBA platform.
- The Calendar of Fun Activities for Special Children (ÖÇEET) was prepared in 3 volumes, featuring 600 activities for home use, and published on digital platforms.
- In July 2020, teachers created the scenarios and content for the “Are You Ready?” program, which focused on cultural and sports skills for students with hearing, visual, and intellectual disabilities. Professionally filmed videos were broadcast on TRT EBA TV during the summer break.
- A set of 33 books totaling 8,000 pages was prepared for students in inclusive education, covering subjects such as Turkish, mathematics, life sciences, science, social sciences, religious culture, and ethics.

5.3 Assessment in Primary Education

5.3.1 Student Assessment

Assessment and evaluation are both integral components of instruction and processes that complement and complete teaching. During the implementation of a curriculum, it is essential to monitor students’ progress at each stage and to assess whether the intended learning outcomes are being achieved. Assessment and evaluation activities not only measure students’ levels of knowledge and skills but also provide insights into learning deficiencies and tendencies. Therefore, these activities should be planned and implemented in a constructive, feedback-oriented, and skills-focused manner that maximally supports the instructional process. In primary education institutions, the measurement and evaluation of student achievement is carried out based on a process-oriented approach. Under the Centrury of Türkiye Education Model (TYMM), emphasis has been placed on the use of formative assessment tools to improve learning and ensure continuity. In this context, student portfolios, projects, performance tasks, presentations, checklists, exams, observation and interview forms, student surveys, role-playing, group work, rating scales, graduate surveys, classroom discussions, self/peer/group assessments, and reflective writing are used to evaluate and enhance student performance.

Starting from the 2024–2025 academic year, a developmental report, including teacher feedback, will be gradually introduced for first-grade students at the end of each semester. This report will cover students’ behaviour, participation in lessons, involvement in extracurricular activities, attendance, and developmental progress. Until the transition is fully completed, traditional report cards will continue to be issued for other primary school grades.

In lower secondary schools and imam hatip lower secondary schools, report cards are issued at the end of each semester based on data from e-Okul system. These report cards display students’ academic achievement, participation in extracurricular activities, and attendance records. Grades are determined based on score charts available in the e-Okul system at the end of the first and second semesters. In these schools, semester grades, end-of-year grades, and cumulative success grades are calculated on a scale of 100. A score below 50.00 is considered unsuccessful, and 50.00 or above is considered successful in all subjects except for Turkish. For Turkish, scores below 70.00 are deemed unsuccessful, while scores of 70.00 and above are considered successful.

In lower secondary and imam hatip lower secondary schools, students are required to complete at least one project, either individually or in groups, under the guidance of a teacher. These projects may be assigned in any subject chosen by the student. Guidance and social activity courses are not graded. Assessment and evaluation practices in pre-primary, primary, lower secondary, and imam hatip secondary schools are regulated by the MoNE Assessment and Evaluation Regulation. Beginning with the 2023–2024 academic year, the Ministry of National Education has implemented the central examination, with exam dates for schools presented in Figure 8.

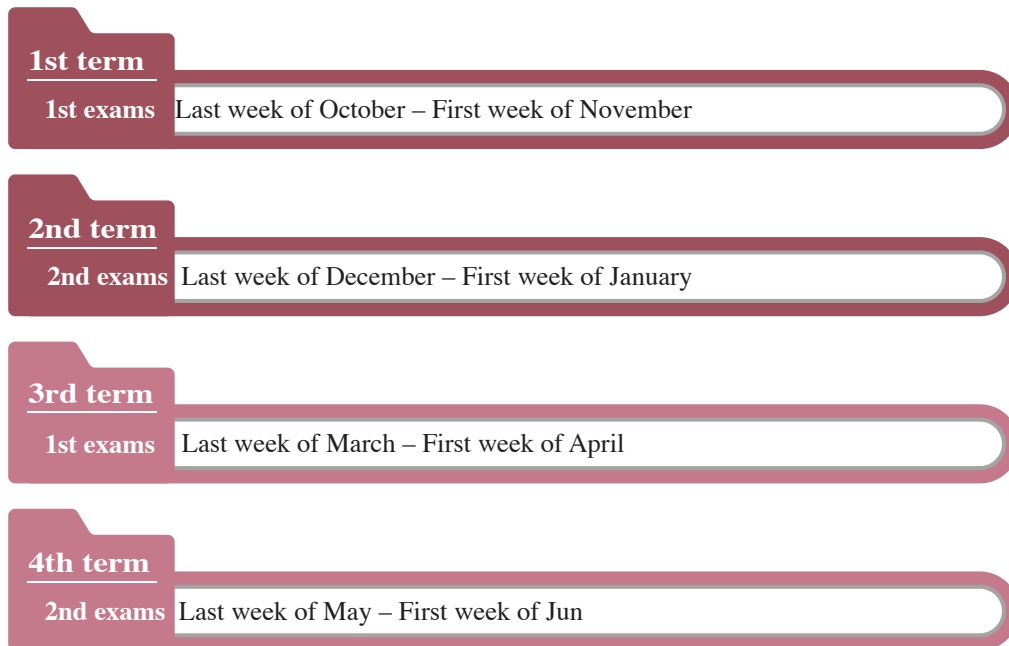


Figure 8: *Dates of Central Examinations Administered by the Ministry of National Education*

5.3.2 Monitoring Student Progress

In primary schools, it is essential that students do not repeat a grade. However, if students do not reach the desired level of competence, the school administration must inform their parents about the possibility of grade repetition in May, via written notice, email, or SMS. Based on this notification, the parents can request grade repetition by submitting a written application to the school administration one week before the end of the school year. A student can only repeat a grade once during their primary education. Students who have not attended school at all or whose development report does not include information on all subjects, as well as students who have not attended school for at least one term except for reasons specified in Article 27, Paragraph 5 of this Regulation, will repeat the grade.

Decisions on whether a student will pass to the next grade or repeat a grade due to academic performance such as unexcused absences for 20 days, having a year-end grade below 70 in Turkish, or below 50 in any other subject will be made during the class teachers' board meeting in the last week of the second term. Students who are unable to attend school due to health reasons are not required to meet the attendance obligation for that academic year. Students receiving full-time integration or special education, as well as those attending special

education classes, will not be required to repeat a grade due to academic failure. However, based on the written request of the parents and the decision of the Individualized Education Program Development Unit, students in full-time integration or special education classes may be required to repeat a grade once.

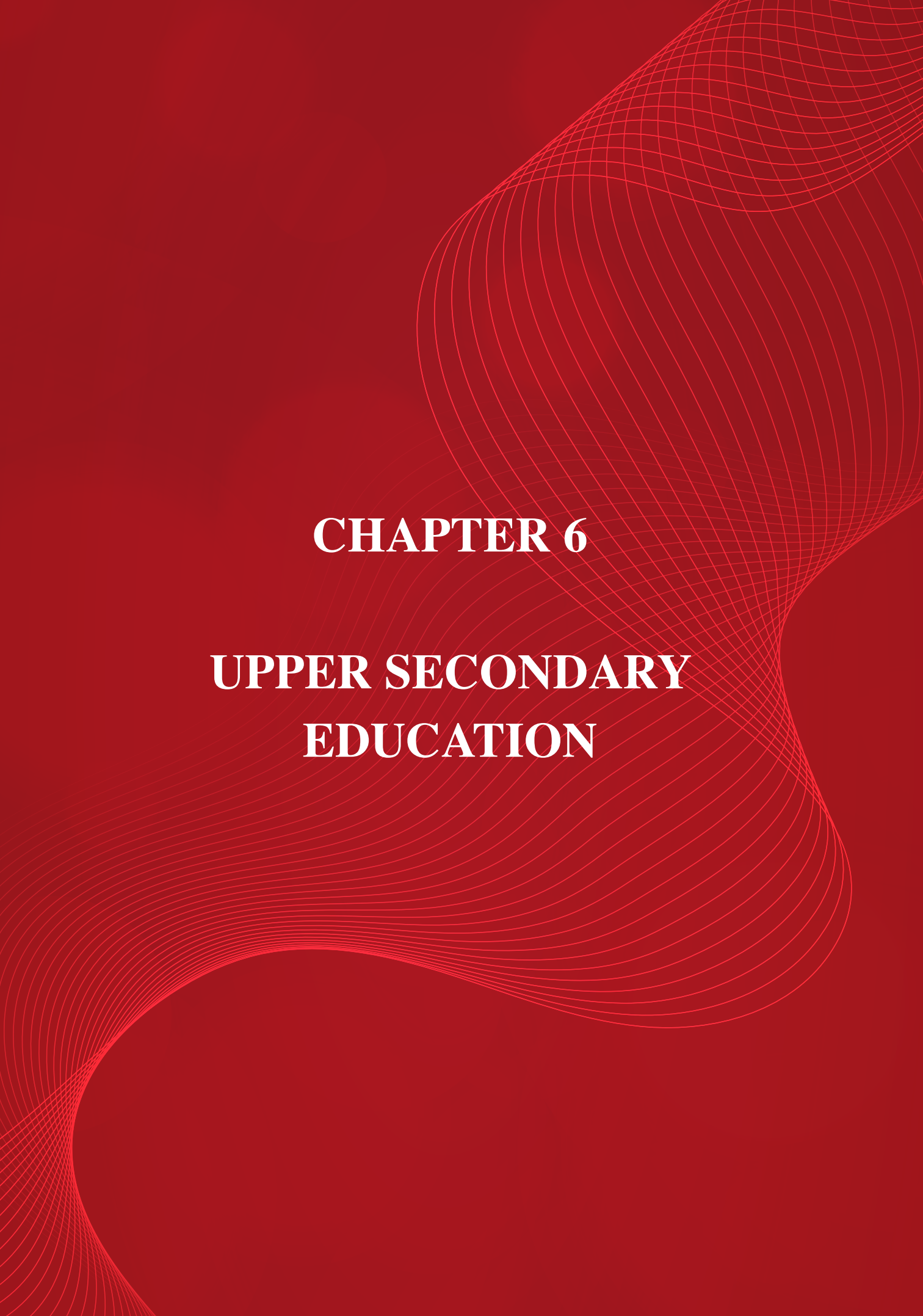
For students in the 1st, 2nd, and 3rd grades who demonstrate higher than expected knowledge and skills, they may be given an advancement exam during the first month of the academic year, based on the written request of the parents and the teacher's recommendation. Successful students will be promoted to the next grade. According to the Ministry of National Education's Pre-Primary and Primary Education Institutions Regulation, in cases of extraordinary conditions that would disrupt teaching and learning, schools may temporarily suspend educational activities. In such cases, necessary measures will be taken by school administrations and provincial/district education directorates to make up for the missed classes.

5.3.3 Certification

Students progress from primary to secondary education without an exam. Upon completion of primary school, they receive an education certificate and are automatically enrolled in secondary school through the e-Okul system, based on their registered residential address. Imam Hatip Lower Secondary Schools may hold entrance exams if the number of applicants exceeds available seats.

5.4 Alternative Structures and Organizational Diversity in Primary Education

In settlement areas where there are no schools or where schools are closed due to student inadequacy, and in primary schools with combined classes, the Boarding Secondary School (YBO) is available to provide access to primary education services for students who have completed the 4th grade and cannot be included in the scope of the transportation system. Additionally, in line with the objectives of Turkish national education, an open secondary school is available for children who have documented special reasons and are under the mandatory primary education age limit, as well as for adults who have not completed their primary education, enabling them to complete their primary education.

The background is a solid red color. Overlaid on this are several thin, light red lines that form a series of concentric, wavy, and intersecting patterns. These lines create a sense of depth and movement, resembling a stylized wave or a complex geometric design. The lines are most dense in the upper right and lower left corners, fading towards the center.

CHAPTER 6

UPPER SECONDARY EDUCATION

CHAPTER 6. UPPER SECONDARY EDUCATION

According to the Basic Law on National Education, “Upper Secondary education includes all general, vocational and technical education institutions and vocational training centers that provide four-year compulsory formal or non-formal education based on primary education. Graduates of these schools and institutions are given diplomas according to the specialty of the program they have completed. However, in order to receive a diploma, vocational education center students must complete the differential courses determined by the Ministry of National Education.” According to this Law, the aims and duties of upper secondary education shall be in accordance with the general aims and basic principles of National Education, as follows:

1. To provide all students with a minimum common general culture at the upper secondary education level, to give them the awareness and power to recognize individual and social problems, to seek solutions and to contribute to the economic, social and cultural development of the country,
2. To prepare students for higher education or for both vocational and higher education or for life and work in accordance with their interests, abilities and talents in various programs and schools.

In line with these general objectives, according to Article 7 of the Ministry of National Education Regulation on Secondary Education Institutions, the goal of upper secondary education institutions:

- a) To foster the holistic development of students in physical, cognitive, moral, spiritual, social, and cultural dimensions; to cultivate respect for democracy and human rights; and to equip them with the knowledge and skills demanded by the contemporary era in preparation for the future.
- b) To prepare students for higher education, profession, life and business fields by giving them a common general culture at secondary education level,
- c) Ensuring a healthy, balanced and dynamic structure in education and employment relations in accordance with the principles and policies of the Ministry,
- d) Developing students’ self-confidence, self-control and sense of responsibility,
- e) To provide students with the habit of work and solidarity,
- f) To provide students with creative and critical thinking skills,
- g) Students will be able to learn a foreign language at a level to follow the developments and changes in the world,
- h) Students will be able to produce information by developing projects using their knowledge and skills,
- i) Providing quality education by utilizing technology,
- j) Ensuring that individuals internalize lifelong learning as a fundamental principle,
- k) Promoting adherence to international standards in education, production, and service sectors, and encouraging certification processes,
- l) It aims to develop students’ knowledge and skills in research, development and design.

Secondary education institutions fulfill their functions in line with the general and special objectives and basic principles of Turkish National Education, in accordance with universal law, democracy and human rights; student-centered, active learning and democratic institutional culture (MoNE Regulation on Secondary Education Institutions).

The planning, allocation and monitoring appropriations for equipment, maintenance-repair, fuel for heating, educational tools and equipment and technological infrastructure investments needed for the effective conduct of education in secondary education institutions are carried out by the relevant central units; in addition, the physical requirements of newly opened secondary education institutions or secondary education institutions offering a variety of programs are also met within this scope.

6.1 Organization of Upper Secondary Education

6.1.1 Types of Institutions

Secondary education institutions consist of science high schools, social sciences high schools, Anatolian high schools, fine arts high schools, sports high schools, Anatolian imam hatip high schools, vocational and technical Anatolian high schools, multi-program Anatolian high schools, vocational training centers, special education vocational high schools, special education vocational schools education campuses and Research, Development, Training and Implementation Centers (ARGEM) 1 with special secondary education programs. The procedures and principles regarding the opening, closing and naming of secondary education institutions are determined by the Ministry (MoNE Regulation on Secondary Education Institutions).

6.1.2 Geographic Accessibility

According to Article 42 of the Turkish Constitution, no one shall be deprived of the right to education and training. In order to ensure equal opportunity in education, students are supported through school boarding and student transportation practices in accordance with the Regulation on Boarding, Scholarship, Social Assistance and School Pensions in Official Schools Affiliated to the Ministry of National Education and the Ministry of National Education Regulation on Access to Education through Transportation.

Within the scope of the Regulation on Access to Education through Transportation, the conditions for the inclusion of students in the scope of transportation are that there is no public transportation service and that there is no educational institutions of the type that will meet the educational needs of the student in the settlement or the closure of these institutions. However, in cases where schools/pensions in settlements whose students are not included in the scope of transportation are subject to retrofitting, demolition and reconstruction, natural disasters such as fire, flood, earthquake, etc., students residing in these settlements can also be transported free of charge within the scope of student transportation.

In secondary education institutions, students whose families lack financial means and who are successful are also provided free boarding support within the quota determined by the Ministry. Free boarding support includes free accommodation, allowance and social assistance.

6.1.3 Admission Requirements and School Selection

The transition to secondary education for students in the eighth grade of secondary schools or imam hatip secondary schools is made through central placement and local placement. The placement of students into science high schools, social sciences high schools, project-implementing educational institutions and Anatolian technical programs of vocational and technical Anatolian high schools, which take students with the central exam administered by the Ministry, is made in line with preferences according to the superiority of the central exam score.

Participation in the central exam is voluntary. The exam consists of two parts: verbal and numerical. The verbal section includes questions from Turkish, religious culture and ethics, History of Turkish Revolution and Atatürk's Principles, and foreign language; the numerical section includes questions from mathematics and science. The exam is administered in two sessions on the same day. The date, place, implementation and other issues are specified in the guide prepared by the Ministry every year (Ministry of National Education Directive on Transition to Secondary Education).

Except for schools and school programs that admit students through central exams, other schools and programs are offered through local placement in line with the type, quota and secondary education enrollment area of the schools, students' residence addresses, school achievement scores, attendance and non-attendance criteria, procedures and principles determined by the guidelines and student preferences. In addition, there are also schools that admit students with aptitude test scores.

Explanations regarding the application, preference, placement and enrollment regarding the transition to secondary education institutions are specified in the Directive and in the guide/guides to be published by the Ministry every year. It is also published electronically and announced to the public.

According to Article 21 of the Regulation on Secondary Education Institutions, in order to enroll in secondary education institutions, students must have completed secondary school or imam hatip secondary school and must not have completed 18 years of age at the start of the academic year, and those who will enroll in vocational training center programs must have completed 14 years of age. Students who do not meet the age requirement are not enrolled in formal secondary education institutions. The age requirement is not sought for those who have not interrupted their education. However, except for those who can graduate from school by taking the responsibility exams at the end of the academic year when they turn 22, those who cannot graduate from school are dismissed and directed to open secondary education institutions or vocational training centers. However, in matters related to enrollment and dismissal to the independent vocational education center, which is not within the vocational and technical secondary education institutions, other provisions related to age are not applied, except for the condition of being 14 years old for those who will enroll in the vocational education center program.

In addition, according to Article 34 of the Special Education Services Regulation, individuals with special educational needs who are not yet 27 years old are enrolled in secondary education institutions that implement special education programs and special education classes where these programs are implemented. Registrations are made according to the information in the student's e-Okul/e-Mesem system or equivalency certificate. Those who are married are not enrolled, those who marry while they are students are dismissed from school and their records are sent to Open Education High School, Vocational Open Education High School or Open Education Imam Hatip High School via e-Okul/e-Mesem.

6.1.4 Age Levels and Grouping of Students

Upper Secondary education is the last stage of 12 years of compulsory education. Upper Secondary education institutions are public and private formal education institutions that provide four years of education and training, excluding preparatory classes. Upper Secondary education level theoretically starts at the age of 14. In order to enroll in secondary education institutions, it is required to have completed secondary school or imam hatip secondary school and to be under the age of 18 at the start of the academic year.

Students who are within the scope of the second paragraph of Article 41 of the Regulation on Upper Secondary Education Institutions can enroll in Open Education High School, Vocational Open Education High School or Open Education Imam Hatip High School. There is no age limit for those who have not interrupted their education, but those who cannot graduate from school, except for those who will graduate from school by taking the remedial exams at the end of the academic year when they complete the age of 22, are dismissed and directed to open education institutions or vocational training centers (Regulation on Upper Secondary Education Institutions).

The number of students to be admitted to a section (class) in schools/programs/fields that admit students with central exam scores, sports high schools and fine arts high schools is 30. In Anatolian high schools, Anatolian imam hatip high schools, Anatolian vocational programs of vocational and technical Anatolian high schools, multi-program Anatolian high schools, vocational and technical training centers and vocational training centers, the number of students to be admitted to a section is 34. However, this number can be increased up to 40 by taking into account the density of the number of students in the student enrollment area and the physical conditions of the school in mandatory cases.

6.1.5 Organization of the School Year

The school year is divided into two semesters and each semester includes a interim break. The dates for the start of the school year, interim breaks, semester breaks, summer vacation and the end of the school year are determined by the Ministry. The school year shall not be less than 180 working days.

6.2 Organization of General Upper Secondary Education

6.2.1 Types of Institutions

General upper secondary education institutions consist of science high schools, social sciences high schools, Anatolian high schools, fine arts high schools and sports high schools. Science high schools aim to train students in the fields of science and mathematics; social sciences high schools aim to train students as scientists in the fields of literature and social sciences; fine arts high schools aim to provide students with basic knowledge and skills in fine arts and to train qualified people in the field of fine arts; sports high schools aim to provide students with basic knowledge and skills in physical education and sports and to train qualified people in physical education and sports.

Anatolian imam hatip high schools offer a holistic approach to education and training, providing basic Islamic sciences and science and social sciences education under the same roof, and offering various programs in which students study based on their interests, abilities and career goals in the context of TYMM. Along with basic Islamic sciences, science and social sciences, foreign languages, international, music, sports, traditional and contemporary visual arts, hafiz, child development and education, technology projects and programs are implemented.

6.2.2 Geographic Accessibility

For the geographical accessibility of general upper secondary education, the information on the geographical accessibility of upper secondary education applies.

6.2.3 Admission Requirements and School Preferences

In addition to the upper secondary education admission requirements and school preferences, students who have completed the 8th grade of middle school or imam hatip middle schools apply to the school directorate of only one of the different types of schools they want to study with a petition via e-Okul. The talent exam for student selection is conducted by commissions on the basis of departments. Students with special education needs and students who will receive education through mainstreaming/integration practices and foreign students under temporary protection are taken and evaluated by the commission among themselves (2024 Application and Application e-Guide for Schools Recruiting Students with Talent Examination).

6.2.4 Age Levels and Grouping of Students

For the age levels and grouping of pupils in general upper secondary education, the information on the age levels and grouping of pupils in upper secondary education applies.

6.2.5 Organization of the School Year

For the organization of the school year in general upper secondary education, the information on the organization of the school year in upper secondary education applies.

6.2.6 Organization of the School Days and Weeks

Education is provided five days a week. The number of compulsory course hours is determined by the Ministry through weekly course schedules. The weekly course hours are 40 hours. However, in fine arts and sports high schools that admit students through talent exams, the weekly course hours may exceed 40 hours. One hour of class time is 40 minutes for all grades. There is a lunch break in full-day institutions. Breaks between classes cannot be less than 10 minutes and the lunch break cannot be less than 45 minutes. If necessary, classes may be held in blocks. Each block of classes is limited to two class periods.

6.3 Teaching and Learning in General Upper Secondary Education

6.3.1 Curricula, Subjects and Course Hours

In Türkiye, curricula for all levels of education up to higher education are prepared centrally by the relevant units of the Ministry of National Education and submitted to the Minister for approval by the Board of Education. Teachers decide on teaching methods and learning materials, how exams, assignments, projects and practices will be conducted and how learning will be assessed in the light of the curricula. In courses where there are enough teachers to form a group, these issues are decided jointly by the teachers in the group. The Ministry of National Education determines the standards of textbooks and educational tools to be used in schools (Basic Law on National Education). Textbooks for upper secondary school students are determined by the Ministry and distributed free of charge. The qualifications, preparation, examination and evaluation of textbooks and educational materials are regulated in the Regulation on Textbooks and Educational Materials of the Ministry of National Education.

At the upper secondary education level, there are common and elective courses determined by the Ministry according to school types. Common courses in upper general secondary schools are as follows: Turkish language and literature, religious culture and ethics, history, geography, mathematics, history of

Turkish Revolution and Atatürks' Principles, physics, chemistry, biology, philosophy, first foreign language, physical education and sports, visual arts/music, health and traffic culture. Students choose elective courses from the categories of academic studies; human, society and science; religion, ethics and values; culture, arts and sports.

Within the scope of extracurricular activities, each student has to perform at least 40 hours of social responsibility program duty until graduation. In addition, within the scope of 'Lifelong Learning/Certification', students can voluntarily take courses from distance or face-to-face education modules and their certificates are recorded in their e-portfolios.

In addition, according to Article 1 of the Regulation on Social Activities in Educational Institutions of the Ministry of National Education, students may, in line with their interests and wishes, engage in student club and community service activities, which are defined as extracurricular social activities, as well as all kinds of excursions, competitions, publications, demonstrations, theater, sports, debates and other similar activities.

The Century of Türkiye Education Model

The Century of Türkiye Education Model addresses the knowledge clusters of the field with a holistic approach on the basis of skill weave to address all behavioral patterns of the individual. Our nation, which has a civilization heritage rising on values such as justice, wisdom, compassion, goodness, truthfulness, diligence, usefulness and beauty, is preparing for the future with decisive steps in the name of education in the Century of Türkiye. In order to contribute to the formation of a national personality above all ideologies and to create a society consisting of personalities with national consciousness, the Turkish education system aims for wise generations who are moral, virtuous, and who have the ideal of doing what is good, right, useful and beautiful for their nation and humanity. It is also among the principles of our education system to raise generations who think critically, solve problems, make decisions, have responsibility and ideals, and who are not only adaptable to civilization but also active civilization builders and developers. In this direction, the Century of Türkiye Education Model observes the balance of matter and spirit, mind and emotion, soul and conscience, human and society, and time and space in order to raise generations who have a sound mind, a sound heart and a sound taste, which are the basic concepts on which our civilization is built.

The fundamental approach of the Century of Türkiye Education Model is illustrated in Figure 9.

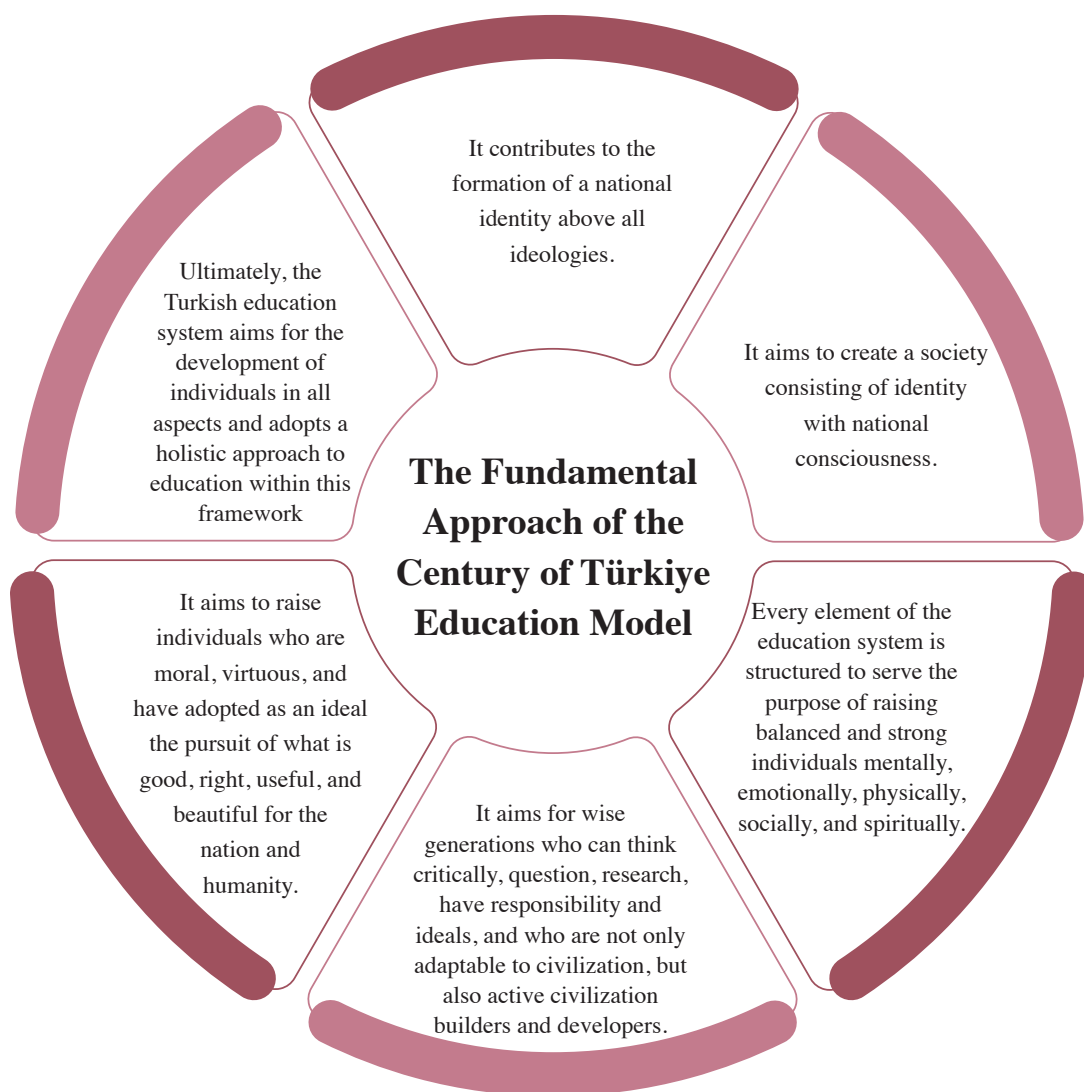


Figure 9 : *The Fundamental Approach of the Century of Türkiye Education Model*

Within the scope of the Century of Türkiye Education Model, high-level thinking skills, conceptual skills, social emotional learning skills, discipline specific skills, literacy skills and the tendencies that have a triggering function in the utilization of these skills are defined. The curricula developed in this context were prepared in a spiral structure from pre-primary to the end of secondary education, taking into account all of the components defined in the model. Although it is seen that skills are also included in the previous curricula, the renewed curricula provided guidance on how and at which stage of the process skills would be taught. In the curricula prepared within the scope of the Century of Türkiye Education Model, the knowledge clusters of the field were structured on the basis of the skill pattern in each learning outcome, and concrete experiences were included in the learning-teaching practices on how to gain these skills to students.

In the curricula, the following three structures are integrated into all courses as cross-curricular components:

System Thinking: In the Century of Türkiye Education Model, system literacy consists of the integrated skills of “identifying the parts of the system”, “analyzing the system and its components, structuring the system”, “creating/selecting/using tools that predict system behaviors”, “solving problems in the system, transforming the solution suggestions developed for the sustainability of systems into action” and related process components. In this direction, it is aimed to act within the system thinking while structuring different literacy skills in the curricula. For this purpose, the integrated skills of the types of “information literacy, digital literacy, financial literacy, visual literacy, cultural literacy, citizenship literacy, data literacy, sustainability literacy and art literacy” included in the “Systems Thinking” curricula were determined by associating them with the integrated skills of systems thinking.

Social Emotional Learning Skills: Social-emotional learning skills refer to the skills necessary for establishing positive relationships with oneself and the environment, managing one’s emotions, empathizing, and thus developing a healthy self. From this point of view, although there are different classifications explaining social-emotional learning skills, a three-component social-emotional learning skill set, namely Self Skills, Social Life Skills and Common/Combined Skills, which are in an interrelated structure, has been defined in the Century of Türkiye Education Model.

Virtue-Value-Action Framework: In the Century of Türkiye Education Model, the values that lead a person to virtues and can be observed through their actions are conceptualized with the Virtue-Value-Action Framework. The main basis of the values in the model is our national and spiritual values, which are the references of our own civilization, and the universal dimension of values is not ignored. The main goal of the model is to move from actions to values, from values to virtuous people, and from virtuous people to the ultimate goal of “Peaceful Family and Society” and “Peaceful People in a Livable Environment”. The Virtue-Value-Action Framework presents a value framework clustered around umbrella values. Roof values refer to value structures that have intense intersections with all other values. The model includes respect, responsibility and justice as umbrella values. The values of thrift, patience, privacy, modesty, healthy living and diligence, which are important for personal life, are included in the human domain; the values of love, friendship, freedom, honesty, patriotism, helpfulness and family integrity are included in the family and social environment; and the values of cleanliness, sensitivity, aesthetics and compassion are included in the physical environment.

Similarly, as a requirement of a holistic academic approach, curricula are designed based on transdisciplinary and interdisciplinary approaches in addition to their interdisciplinary nature in order to enrich teaching processes on the basis of skill pattern.

The Century of Türkiye Education Model which adopts a student-centered and skill-based education approach, brings radical changes in the measurement and evaluation approach. In the curricula developed within the scope of the model, Evidence of Learning aims to systematically monitor the development of students’ knowledge and skills and to continuously improve teaching processes by providing feedback. The pre-assessment process included in the curricula aims to determine students’ current knowledge and skill levels. This process evaluates students’ level of readiness for the learning process and provides the opportunity to adapt teaching strategies accordingly. Basic assumptions, on the other hand, refer to the knowledge and skills that students are considered to have gained from their daily lives or previous education processes. Basic assumptions are addressed in the pre-assessment process and, in this respect, constitute an observable and

measurable stage of the instructional preparation process. In this context, the measurement and evaluation process in the Century of Türkiye Education Model is not only result-oriented and level-defining, but also formative and developmental.

Learning Experiences refers to the learning-teaching process based on meaningful relationships between learning outcomes, dispositions, inter-program components and evidence of learning. Learning and Teaching Practices refers to practices in which learning-teaching experiences are implemented in line with the targeted student profile and basic learning approaches. Differentiation refers to learning-teaching experiences related to various enrichment and support for students who differ in terms of learning profiles. Teacher Reflections refers to teachers' self-evaluation of the strengths of the teacher and the program and the aspects that need improvement.

Innovations in the Century of Türkiye Education Model

The Model explains how temporal integrity, ontological integrity and epistemological integrity will be ensured while creating the student profile and how these perspectives will be completed with axiological maturity. These four integrity areas are divided into 10 sub-competencies and each of these 10 competencies is expressed as 6 different student outcomes.

This model aims to protect and develop the inherent characteristics of human beings, to create the integrity of personality, to ensure character development, to realize the human beings' own abilities and potentials by centering on character development, and to establish a rational and moral harmony between society and human beings. It does not only focus on the mental and physical development of human beings; it aims to develop human beings in the integrity of knowledge, skills, dispositions, values, attitudes and behaviors.

The learning outcomes that students are expected to acquire in the curricula are combined with knowledge and field-specific skills, and a skills-based curriculum structure has been created by making them part of the learning process.

In the new curricula, raising nationally and morally equipped individuals is as important as the acquisition of skills. In the new curricula, 20 virtues, including justice, family integrity, diligence, friendship, sensitivity, honesty, aesthetics, privacy, compassion, modesty, freedom, patience, healthy living, respect, love, responsibility, thrift, cleanliness, patriotism and benevolence, and the values and actions related to these virtues come to life.

One of the most important innovations introduced with the Century of Türkiye Education Model is the differentiation section. With differentiation practices, it is prevented to ignore student differences, and it is aimed to create activities that provide social justice away from discriminatory and competitive mentality. Designs for enriched learning, differentiated practices (differentiated instruction) include learning experiences in which various ways are used for learners to explore the content presented, activities and processes are organized for meaningful learning of learners, and learners can make choices to demonstrate their learning.

Through school-based planning, contextual and environmental features were considered for the first time, and these features were incorporated into the new curriculum. School-based planning, which refers to the time allocated for activities such as research and observation, social activities, project work, local studies, reading activities to be carried out by the committee of teachers within the scope of the course, has given teachers the opportunity to adapt the curriculum.

The extra-curricular activities introduced by the Century of Türkiye Education Model aim to support mental, social-emotional, physical and moral development; to enable the application of acquired skills in real life, to enrich academic studies carried out in schools, to use time effectively and to increase aesthetic sensitivity. For this purpose, a social responsibility program and lifelong learning were added to the curriculum.

The aim was to reduce the density of the curriculum, which emerged as an important expectation as a result of the needs analysis; content that is useless other than being a cognitive burden for students, does not serve meaningful learning, and does not contribute to the development of life skills was removed from the curricula and content simplification was made by an average of 35%.

The holistic development of students constitutes the basic vision of the newly prepared curricula. In this context, social-emotional learning skills, which have an important function in preparing students for social life, are considered as a component of the curriculum. These skills are directly related to learning outcomes and contribute to the support of other components of the curriculum (knowledge, skills, values, dispositions) by finding a place in teaching-learning experiences.

An assessment and evaluation approach that prioritizes the holistic evaluation of students' competencies in the knowledge and skills defined in the new curricula, as well as their development in dispositions and values, and supporting teaching and learning processes at the highest level with feedback has been adopted. With this understanding, it is aimed to provide a balance between diagnostic, formative and summative assessment methods in assessment and evaluation practices.

Through teacher reflections, the concept of continuous evaluation of teachers and especially of curricula has been developed. In this way, the quality of the programs can be improved by identifying the strengths of the program as well as the parts that need to be improved.

In TYMM two integrity areas that make up the students' profile are divided into ten profile features. these profile features and their components are shown in Figure 10 below:

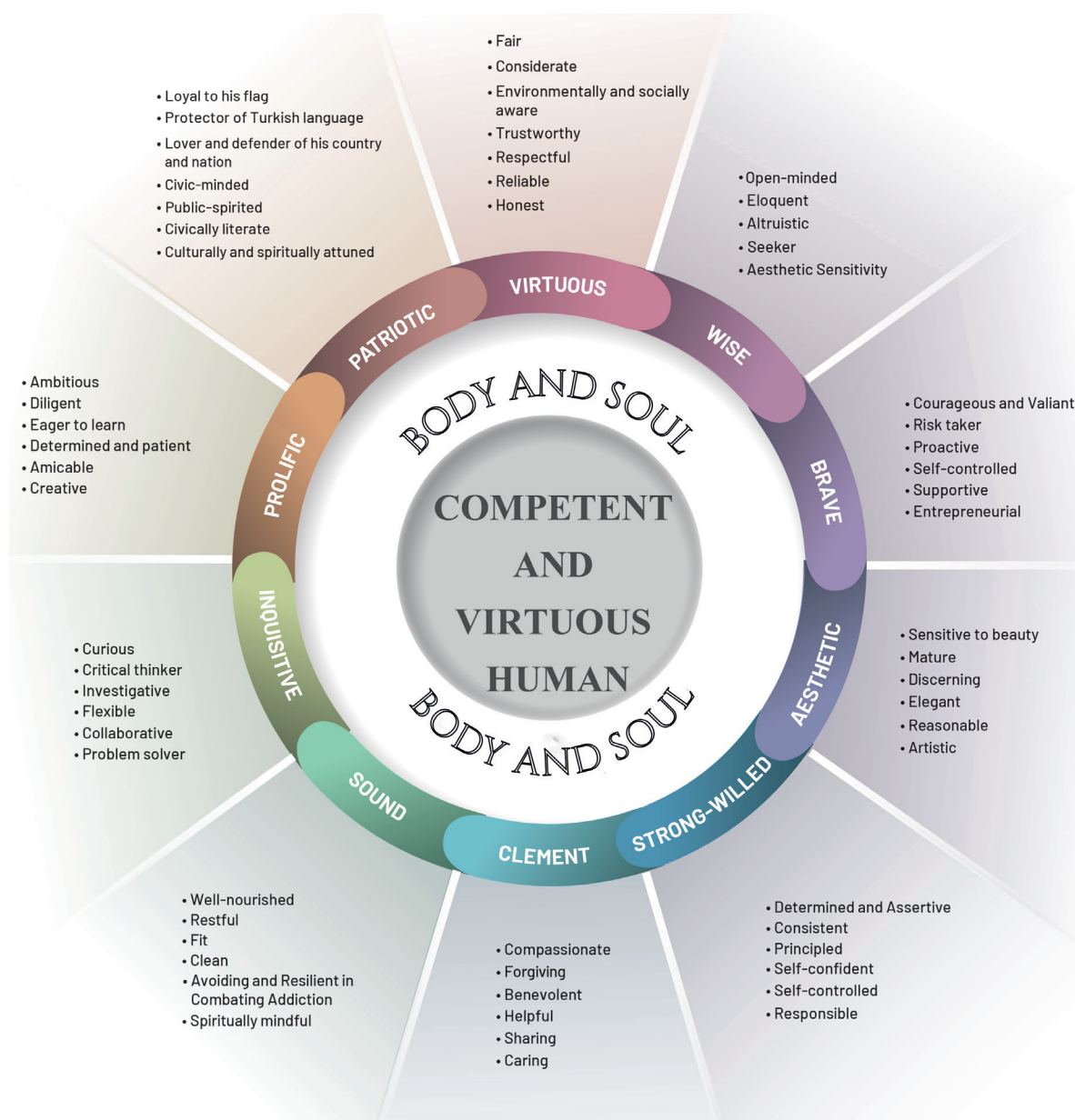


Figure 10: Student Profile of the Century of Türkiye Education Model

6.3.2 Teaching Methods and Materials

The curriculum is a guide for teachers. The curriculum includes the basic approach, specific objectives, unit/theme/learning areas, learning outcomes and duration of the course. The curricula also include domain skills, learning outcomes framework, learning outcomes, content framework, conceptual skills, cross-curricular components (social-emotional learning skills, values, virtue-value-action framework and systems thinking and literacy skills), interdisciplinary relationships, inter-skills relationships, evidence of learning and assessment and evaluation, learning-teaching experiences, differentiation, school-based planning, extracurricular activities and teacher reflections. Textbooks must be written based on these programs. Textbooks approved by the Ministry of National Education are distributed free of charge to students at all levels of education

(public/private schools). In this context, the relevant central units provide textbooks, resource and auxiliary educational documents, course and laboratory tools and materials, printed educational materials, machinery, equipment and equipment needs.

Textbooks are reviewed and evaluated taking into account the need of all our students for easily accessible and interesting learning resources that contain moral, humanitarian, national, spiritual and cultural values, support the correct and beautiful use of Turkish, and are easily accessible for more effective learning. During the review and evaluation process, the Ministry of National Education Regulation on Textbooks and Educational Tools and the “Criteria and Explanations for the Evaluation of Textbooks and Educational Tools and their Electronic Contents” adopted by the Board of Education are taken into consideration.

Each teacher is responsible for making the preparations required by the program for his/her course. At the beginning of the academic year in secondary schools, it is essential that each teacher makes an annual plan for the courses he/she teaches and that this plan is approved by the school principal. In education and training institutions, lesson plans are prepared and implemented in accordance with the annual plan by the class teacher, field teacher and/or group teachers.

In addition, in recent years, emphasis has been placed on investments to improve the information technology infrastructure. EBA is one of the key components of the FATİH Project, which aims to increase the quality of education, equal opportunities and improve achievement levels. EBA is a digital and social education platform created by MoNE, serving approximately 18 million students from pre-primary to 12th grade, more than 1.2 million teachers and parents. Within the scope of the FATİH Project, network infrastructure was provided with 1,241,940 data ends by 2024. The network infrastructure of 21,576 schools has been established. The number of interactive whiteboards reached 626,441, tablet computer sets 2,208,238, WEB cameras 105,000, document cameras 3,657 and multipurpose printers 45,653.

6.4 Assessment and Evaluation in General Upper Secondary Education

6.4.1 Student Evaluation

The Regulation on Secondary Education Institutions of the Ministry of National Education regulates how measurement and evaluation is carried out in upper secondary schools. Teachers take the specific and general objectives and targeted skills, explanations and topics specified in the curricula as a basis when designing exam questions. Exams, performance studies, projects and applications are evaluated out of 100 points. The grades and scores are presented in Table 4.

Table 4 : *Grades and Scores Used for Student Assessment*

Score	Degree
85,00 - 100	Excellent
70,00 - 84,99	Good
60,00 - 69,99	Moderate
50,00 - 59,99	Passes
0 - 49,99	Does not pass

Two written exams are held in each course in a semester. However, in courses with six or more weekly class hours, a third exam may be held if the provincial class/area clerks decide to do so. Each exam for Turkish language and literature and foreign language courses is written and practical in a way to measure listening, speaking, reading and writing skills (Regulation on Secondary Education Institutions).

Central written exams may be held at district, province or country level. Except for practical exams at school level, it is essential that the exams of the courses taught in more than one branch are held jointly. The questions and answer keys of the common written exams to be held in schools are prepared according to the subject question distribution table and announced at the end of the exam. These exams are analyzed. Studies are planned to overcome subject and outcome deficiencies (Regulation on Secondary Education Institutions, Article 45/1-b). The objectives in the Individualized Education Program (IEP) are taken as basis in the evaluation of the success of students who continue their education through inclusion/integration (Regulation on Secondary Education Institutions).

Depending on the characteristics of the schools, apart from written exams, students do project and performance studies and seminars, conferences and similar studies for community service activities. Students are required to prepare at least one performance work from all courses in each semester and at least one project from each course in each school year. At the end of the semester, a report card is issued to report the success of the students.

The semester score, year-end score, year-end achievement score and graduation (diploma) score are determined out of 100. In order for a student to be considered successful in any course at the end of the school year; the arithmetic average of the two semester scores must be at least 50 or the second semester score must be at least 70 regardless of the first semester score (Regulation on Secondary Education Institutions).

6.4.2 Successfull Completion of Grade Level

The success of the students is determined based on the learning outcomes of the curriculum and the scores obtained from written exams, practical exams, performance studies and projects according to the nature of the course. Provided that there are two semester points from each course at the end of the school year; students who are successful in all courses, fail at most one course and have a year-end achievement score of at least 50 passes directly (Regulation on Upper Secondary Education Institutions).

At the end of the school year, students who do not pass their classes directly, provided that they have two semester points in each course; those with a year-end achievement score of at least 50 pass their classes by being responsible for a maximum of 3 courses they failed in the current class. However, those who have failed more than 6 courses in total, including lower grades, repeat the grade (Regulation on Upper Secondary Education Institutions).

Students who exceed the absenteeism period are considered unsuccessful regardless of their course grades. Those who fail to pass the class directly, with end-of-year achievement points or as responsible, and those who fail due to absenteeism repeat the class. Repeating a grade is possible only once during secondary education, except for the preparatory class. Students who repeat a grade for the second time during the education period are dismissed from school at the end of the school year and enrolled in a Vocational Education Center, Open Education High School, Vocational Open Education High School or Open Education Imam Hatip High School, taking into account the demand of the parents and students (Regulation on Secondary Education Institutions).

The evaluation of the success of students who receive education services at home or in hospital is made according to the evaluation criteria in the schools where the education program for which the student is responsible is implemented. Students are exempted from the courses not taught (Regulation on Upper Secondary Education Institutions).

In the event that education and training is suspended in all or part of upper secondary education institutions by the Ministry or by the local administrative authority based on the decision of the provincial/district sanitation board due to reasons such as epidemics, natural disasters, unfavorable weather conditions affecting the general life in the district, province or country, students have only one semester score and the make-up program cannot be applied due to the continuation of the conditions that caused the suspension, the year-end score of the students is determined by one semester score (Regulation on Upper Secondary Education Institutions).

6.4.3 Certification

Those who graduate from upper secondary education institutions are given a diploma by the Ministry of National Education according to the type of school they have completed based on the records in the e-Okul/e-Mesem system (Regulation on Upper Secondary Education Institutions).

6.5 Organization of Vocational and Technical Upper Secondary Education

6.5.1 Types of Institutions

Vocational and technical upper secondary education institutions consist of vocational and technical Anatolian high schools, vocational training centers, multi-program Anatolian high schools and special education vocational high schools. Vocational and technical education aims to prepare students for higher education and/or business life by giving them a common general culture in line with their interests and abilities within a flexible structure as well as raising them as good citizens.

6.5.2 Geographic Accessibility

For the geographical accessibility of vocational and technical upper secondary education, the information on the geographical accessibility of secondary education applies.

6.5.3 Admission Requirements and School Preferences

For admission requirements and school choices for vocational and technical upper secondary education, the information on requirements and choices for upper secondary education school applies.

6.5.4 Age Levels and Grouping of Students

Unlike the age levels and grouping of students in upper secondary education, those who will be enrolled in the vocational training center program are required to have completed the age of 14.

6.5.5 Organization of the School Year

In addition to the information in the section on the organization of the school year in upper secondary education, the working day principle can be extended for internships and skills training in vocational and technical education institutions. The training of theoretical and practical courses of each grade can also be

intensified. The work schedule for intensified education is arranged in such a way that the training period of a course is not less than the total number of course hours for a school year. The procedures and principles of intensified education carried out in cooperation with institutions and organizations are determined by a protocol to be signed between the directorate of the institution and the business authorities.

Taking into account the characteristics of the sector, working and capacity status, school and climatic conditions, students who have completed the common courses in the 10th grade in food and beverage services, accommodation and travel services, maritime fields, animal breeding and health and agriculture fields and other fields / branches approved by the Ministry, which are active at certain times of the year, can receive intensive training in the 11th and 12th grade branch courses in enterprises. In schools in settlements with a sufficient number of workplaces operating throughout the year in these fields/disciplines, some of the students may continue vocational education in enterprises without intensified education, taking into account the capacity of the enterprises. When determining the dates of the education that students will receive at school or in the workplace, an average of six months is allocated for the education in both units. This period can be changed by the governorship if needed. However, in general, it is essential that students receive vocational training at school in the period between the first week of October and the second week of April, and at workplaces in the other time period except for rest leaves. In the 10th and 11th grades, students are given two weeks of rest leave each between the date when classes are interrupted and after the skills exam. The 9th and 10th grades of the schools within this scope start education together with other secondary education institutions, and the 11th and 12th grade students start education two weeks after the end of the year-end skills exam. The theoretical education of Vocational Education Center students is planned as one day a week (Regulation on Upper Secondary Education Institutions).

Within the scope of the projects and protocols implemented by the Ministry, the duration of theoretical training may vary according to the nature of the program implemented. If the conditions are met and the enterprise requests, the training of common field / branch and elective courses can be given in the training units of the enterprises. These students continue their vocational training at the enterprise throughout the academic year, except for paid and unpaid leave periods, as long as their contracts with the enterprises continue in accordance with the provisions of the Vocational Education Law No. 3308 (Regulation on Upper Secondary Education Institutions).

6.5.6 Organization of the School Days and Weeks

Education is given five days a week. In schools implementing vocational training center programs, theoretical education is given one day a week and skills training in enterprises four days a week. Exceptions are possible when specified in the curriculum. The number of compulsory course hours is predetermined. The maximum weekly course is 46 hours. One hour of class is 40 minutes for all grades. In all-day institutions, there is a lunch break. Breaks between classes may not be less than 10 minutes and the lunch break may not be less than 45 minutes. If necessary, classes may be held in blocks. Each block of classes is limited to two class periods.

The duration of a class hour is 60 minutes for vocational education at enterprises and internships at schools and enterprises. It is essential that vocational education in enterprises is carried out during the day. However, according to Article 73 of the Labor Law No. 4857, vocational training in other sectors other than

industrial jobs can be carried out at night, taking into account the characteristics of the sector and the type of program, climatic conditions and enterprises working at certain times of the year, with the decision of the provincial employment and vocational education board, not exceeding 8 hours a day and 22.00 hours. In addition, according to the intensified education program, vocational education in enterprises can be planned for 6 days a week upon the request of the parent or the student if he/she is of legal age, provided that it does not exceed the maximum weekly working hours (Regulation on Upper Secondary Education Institutions).

6.6 Teaching and Learning in Vocational and Technical Upper Secondary Education

6.6.1 Curricula, Subjects and Course Hours

In vocational and technical secondary education, students receive education in the 9th grade for the vocational field that suits their interests, wishes and abilities. Students choose their vocational branches in the 10th grade and graduate by continuing these branches in the 11th and 12th grades.

At the secondary education level, there are common courses, field / branch courses, elective vocational courses / certificate course and elective courses determined by the Ministry according to school types. Common courses are as follows: Turkish language and literature, religious culture and ethics, history, geography, mathematics, history of Turkish Revolution and Atatürk's principles, physics, chemistry, biology, philosophy, first foreign language, physical education and sports, visual arts/music, health and traffic culture. Students choose elective courses from the categories of academic studies and human, society, science; religion, ethics and values; culture, arts and sports.

Within the scope of extracurricular activities, each student has to perform at least 40 hours of social responsibility program duty until graduation. In addition, within the scope of "Lifelong Learning/Certification", students can voluntarily take courses from distance or face-to-face education modules and their certificates are recorded in their e-portfolios.

In addition, in accordance with Article 1 of the Ministry of National Education Regulation on Social Activities in Educational Institutions, students may, in line with their interests and wishes, engage in student club and community service activities and all kinds of excursions, competitions, publications, shows, performances, theater, sports, debates and other similar activities, which are defined as social activities outside the classroom.

Curricula for the fields and branches taught in vocational and technical secondary education are jointly prepared and updated by representatives of the sector, relevant non-governmental organizations, universities and field experts and MoNE in a modular structure based on qualification-based outcomes and modular structure within the scope of national occupational standards, national qualifications, international standards and classifications, technological and economic developments and feedback from practice in line with the Turkish Qualifications Framework (TQF) prepared in line with the European Qualifications Framework (EQF), labor market needs analyses. Vocational training center students choose their fields and branches starting from the 9th grade. In order to ensure national and international comparability, vocational and technical education programs are developed in a way to provide broad-based, field and branch-specific achievements, taking into account international standards and classifications (ISCED F, FOED, STCW, etc.). As of the 2023-2024 academic year, the updated vocational and technical secondary education programs have been implemented in 53 fields and 114 branches. In vocational training centers, education and training activities have been implemented in 39 fields and 193 branches since the 2024-2025 academic year.

The weekly course schedule and the programs applied in special education vocational high schools for students with hearing impairment are the same as the vocational and technical secondary education programs for students with normal development. Students with hearing impairment are exempted from foreign language courses upon request.

In special education vocational schools, which were opened to provide students with mild intellectual disability and visual impairment with vocational skills in addition to academic skills, the weekly class hours are 30 hours and all of them are compulsory. There is a 15-hour job training and vocational ethics course to prepare students for work and profession. In line with the new studies, 18 existing programs for special education vocational schools have been updated. Two new vocational programs (Family and Consumer Services - Marketing and Retail) were prepared for special education vocational schools. 18 workshop standards in special education vocational schools were updated and 2 new vocational workshop environment standards were prepared. In cooperation with the VQA, 6 vocational qualifications for individuals with special education needs (assistant pastry chef, assistant aisle attendant, assistant waste sorting worker, assistant quick service restaurant worker, assistant fermented product production worker, assistant bakery and bakery products production worker) were prepared.

The weekly timetable for students with moderate and/or severe intellectual disabilities and students with autism in special education application schools III is 30 hours. In addition to academic knowledge and skills, work and skill practices are also practiced in special education application schools at the III level. Based on this program, IEPs are prepared and the goals and behaviors in the IEPs are considered in the evaluation of individuals' achievements.

The planning, allocation and follow-up of appropriations for workshops, laboratories, classrooms, equipment, maintenance-repair, heating fuel and equipment needs required for the effective implementation of practical education in vocational and technical secondary education institutions are carried out by the relevant central units. In addition, budgeting procedures are carried out in line with the equipment requirements of newly opened schools, institutions, fields and branches.

6.6.2 Teaching Methods and Materials

The curriculum of each course is a guide for teachers. The curriculum includes the general objectives of the course, the units, the outcomes of each unit and the topics. The curriculum may also include examples of activities, examples of process organization and evaluation, and explanations. The fact that textbooks have to be written on the basis of these programs provides guidance for teachers. Textbooks are examined and evaluated taking into account the need of all our students for easily accessible and interesting learning resources that include moral, humanitarian, national, spiritual and cultural values, that support the accurate and fluent use of Turkish, and that are easily accessible and interesting for more effective learning. Textbooks approved by the Ministry of National Education are distributed free of charge to students at all levels of education (public/private schools). In addition, investments to improve the information technology infrastructure have been emphasized in recent years.

Each teacher is responsible for making the preparations required by his/her program for his/her course. At the beginning of the academic year in secondary schools, it is essential that each teacher makes an annual plan for the courses he/she teaches and that this plan is approved by the school principal. In education and

training institutions, class teachers, field (branch) teachers and/or group teachers prepare and implement lesson plans in accordance with the annual plan.

Depending on the characteristics of the schools, apart from written exams, students do project and performance studies and seminars, conferences and similar studies for community service activities. Students are required to prepare at least one performance work from all courses in each semester and at least one project from each course in each academic year.

Textbooks/educational tools for the field and branch courses in the field/ branch framework curricula implemented in vocational and technical secondary education are prepared by MoNE and made available electronically and in printed form for students, teachers, the public and the relevant sector (meslek.meb.gov.tr).

Schools implementing special education programs for students with special education needs have educational tools within the framework of their curricula. These educational tools are sent in printed form every year in line with the demands of the schools and are also shared in digital environment. In addition, there are auxiliary resources for all students with special education needs, regardless of the type of school they attend, and these resources are delivered to students in printed and digital form. In order to ensure that these processes are carried out smoothly, the relevant central units carry out the planning, procurement and logistics processes for the supply of educational materials, the production and distribution of special education tools, and the development of information technology infrastructure in schools.

6.7 Measurement and Evaluation in Vocational and Technical Secondary Education

6.7.1 Student Evaluation

Although student evaluation processes in vocational and technical upper secondary schools are the same as student evaluation in general secondary education, practices that differ according to school types are also specified in the Regulation on Secondary Education Institutions.

Vocational training center students are only given performance points according to their class preparation, attendance, active participation and exemplary behavior (Regulation on Upper Secondary Education Institutions). In case of a change of workplace in vocational training centers although the institution is the same, the points given by the relevant master instructor/training staff in the enterprise where the student received the most practical training during the semester are taken into account in the calculation of the semester points (Regulation on Upper Secondary Education Institutions).

Students who receive vocational education in enterprises take a skills exam in the last week of the school year in order to evaluate their skills training. Students are considered to be on leave by the enterprises during this period. This exam is applied and/or written in accordance with the decision to be taken by the commission according to the nature of the course. In areas with more than one applied course in the curriculum, the skills exam for each course taught in the enterprise can be held together or separately according to the decision of the exam commission. The evaluation of the exams held together is done separately. Taking into account the characteristics of the sector, the working and capacity conditions and the institutional and climatic conditions, the skills exam in vocational fields that are active at certain times of the year and whose skills training period exceeds the duration of the school year is held within the week following the end of the skills training. Skill exams are conducted by a commission consisting of master instructors or training personnel of

the enterprise, one of the field / department / workshop / laboratory chiefs of the relevant field, branch teachers and members representing the employer organization in that occupational field / branch. The skills exam score is the sum of the points awarded as a result of the evaluation of the work file and the exam. The skills exam is evaluated over 100 points. Of this, 80 percent is awarded for the exam and 20 percent for the work file. For students who cannot be sent to the enterprise, skills exams are not held from the field / branch courses they receive face-to-face education at school (Regulation on Upper Secondary Education Institutions)

Students attending vocational training centers take the year-end skills exam at the end of each school year starting from the 11th grade. The skills exam taken at the end of the 11th grade is applied as journeyman exam and the skills exam taken at the end of the 12th grade is applied as mastership exam. Journeyman and mastership exams can be held in coordination with the relevant professional chamber by taking the appropriate opinion of the provincial employment and vocational education board. In fields/disciplines where the number of students who will take the exam is high; depending on the characteristics of the field, more than one commission can be established according to the decision to be taken at the class meeting (Regulation on Secondary Education Institutions, Article 46). For students who fail the end-of-year skills exam, the responsibility exams for these courses are held in the form of written and/or practical exams regardless of the work file. Students who fail the journeyman exam are taken to the journeyman exam again in the first responsibility exam period according to the principles of the skills exam (Regulation on Secondary Education Institutions).

The level of realization of the objectives in the education plan prepared for students with special education needs who receive education with their peers is evaluated according to the class passing and examination regulations of the school they attend. However, necessary precautions are taken, and arrangements are made in the exams, taking into account their disability status and characteristics. The evaluation of students in special education schools and classes is based primarily on the achievement of the objectives set in individualized education programs (Decree Law on Special Education).

6.7.2 Succesfull Completion of a Grade Level

In vocational and technical upper secondary schools, although the grade passing conditions of the students are the same as the grade passing conditions in general secondary education, among the students enrolled in vocational training center programs; those who fail to pass the grade directly or responsibly and those who are deemed unsuccessful due to absenteeism repeat the grade. Class repetition is done at most twice. Students who repeat a grade for the third time during the education period are dismissed at the end of the school year and enrolled in Open Education High School, Vocational Open Education High School or Open Education Imam Hatip High School in line with the student and parent's request (Regulation on Upper Secondary Education Institutions).

6.7.3 Certification

Graduates of vocational and technical upper secondary education institutions are given a diploma according to the type of school they have completed based on the records in the e-Okul/e-Mesem system. Upper Secondary education diplomas are nationally recognized by private and public institutions. The diplomas of vocational and technical Anatolian high school graduates in the field of health are registered by the Ministry of Health. Graduation score and graduation field / branch, if any, are indicated on the diplomas. On the diplomas

of graduates of vocational and technical secondary education institutions, the statement “This diploma holder has earned the title of ‘Technician’ in the field / branch in which he / she received education according to Article 3 of Law No. 3795” is written (Regulation on Secondary Education Institutions).

Graduates of Anatolian technical and Anatolian vocational programs are given a certificate with the name specified in the framework curriculum if they successfully complete the elective vocational courses of the certificates specified in the framework curriculum of the field during their education. The certificate is issued by the school directorate where the student graduated through the e-Okul/e-Mesem system. The certificates specified in the framework curriculum of the field are issued only for students studying in the same field / branch (Regulation on Upper Secondary Education Institutions).

Pursuant to Article 70/A of the Regulation on Upper Secondary Education Institutions; Journeyman’s Certificate is issued to the students of the vocational training center program who are successful in the journeyman skill exam and have no failed courses, and Master’s Certificate is issued to those who are successful in the master’s skill exam held at the end of the theoretical and practical training period stipulated in their programs and have no failed courses. Those who have a mastership / workplace opening certificate, a four-year vocational and technical secondary education institution diploma or at least an associate degree diploma can participate in the business pedagogy course opened by schools and institutions. The business pedagogy course can also be organized through distance education and exams can be held in the form of e-exams. Those who successfully complete the course are given a master teacher certificate. The certificate of master-instructor is used together with the certificate of mastery / workplace opening certificate, four-year vocational and technical secondary education institution diploma or at least associate degree diploma. According to Article 69 of the same regulation, those who graduate from secondary education institutions are given a diploma according to the type of school they have completed based on the records in the e-Okul/e-Mesem system. Diplomas are not issued to those who have not completed their internship despite being successful in all courses. In order to receive a diploma, students of vocational training centers, in addition to being entitled to receive a certificate of mastery, must complete the difference courses to be determined by the Ministry through face-to-face education programs to be organized in vocational training centers or open secondary education institutions. Their diplomas are issued by the institution where they complete the difference courses according to the relevant legislation.

Since the 2013-2014 academic year, Europass Certificate Supplements are issued to vocational and technical secondary education graduates for the field/field they graduated from. Europass certificate supplements are published on the National Reference Point website (<http://urn.meb.gov.tr>), which is the first point of reference for vocational education in Türkiye. In 2017, Europass certificate supplements were also updated in line with the developed or updated curricula. In addition, within the scope of the Credit Transfer System in Vocational and Technical Education (MKTS), which is based on the European Credit System for Vocational Education and Training (ECVET), students who graduate from vocational and technical secondary schools are issued a document showing the courses, modules, credits and vocational training in enterprises.

In addition, in accordance with Article 13 of the Special Education Services Regulation, students who complete the special education vocational school or special education application school (level III) program are issued a diploma in accordance with the education program they follow.

6.8 Alternative Opportunities and Diversity of Organizations in Upper Secondary Education

In addition to upper secondary education institutions that provide face-to-face education at school as part of compulsory education, there are open education high schools in Türkiye that should be considered as an alternative opportunity. These schools offer distance education services. Vocational Open Education High School and Open Vocational Imam Hatip High School have face-to-face education courses as well as distance education courses. Students who wish to participate in this alternative education structure can enroll in open education schools under the conditions specified in the Regulation on Secondary Education Institutions.

6.8.1 Open Education High School

The Open Education High School program corresponds to the general secondary education program in formal education. Students who meet the conditions specified in the Regulation on Secondary Education Institutions can transfer to this type of school.

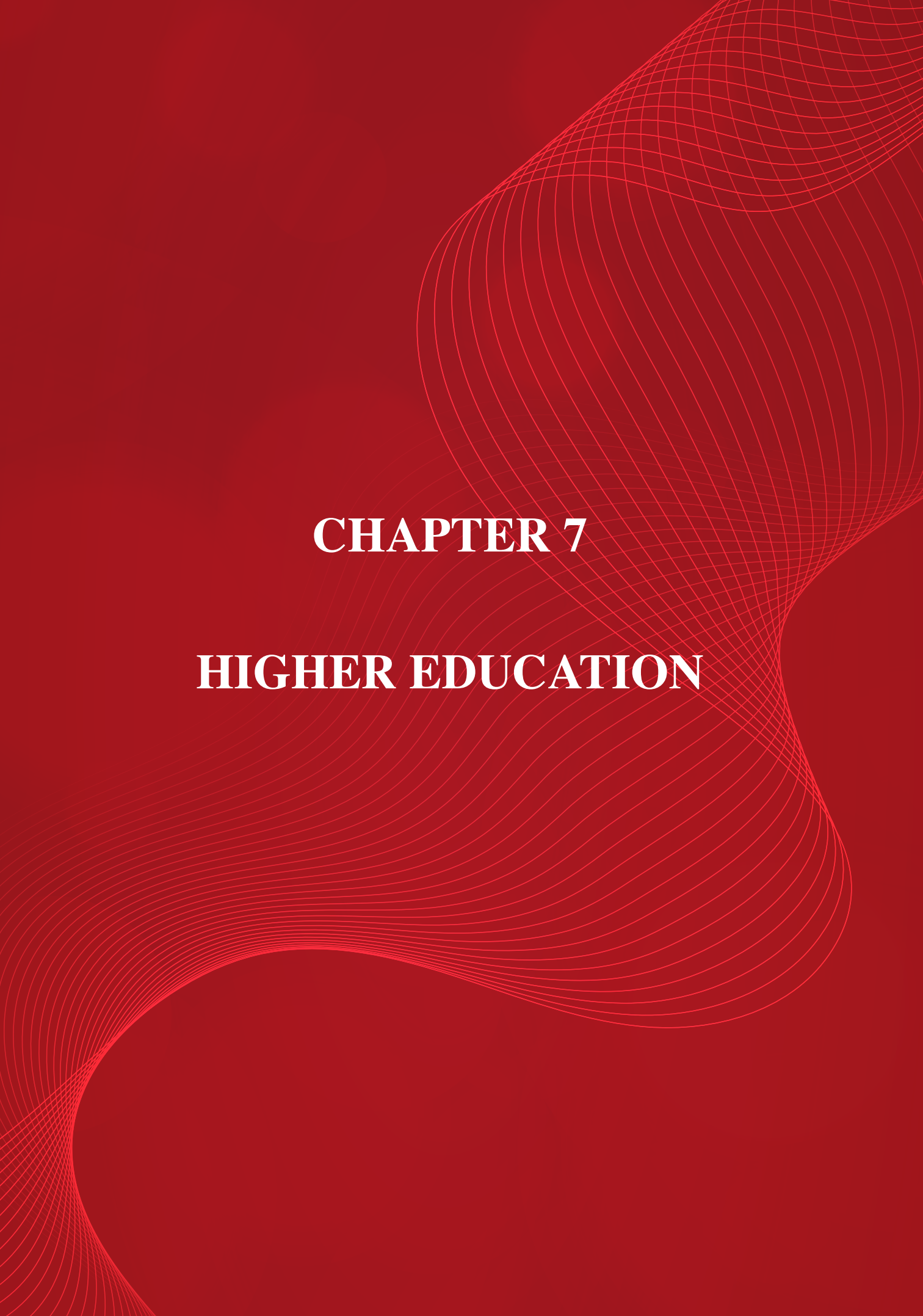
The Open Education High School system is based on distance education. In Open Education High School, course passing and credit system is applied instead of class passing. Students who leave formal education and apply with a certificate of approval are exempted from the courses they are successful in and receive credits according to the number of weekly courses. Open Education High School has the concept of semester instead of class. Students graduate if they reach the graduation credits provided that they do not fail any compulsory and common courses. In Open Education High School, there is no failing a class or being expelled from school. Students can continue their education by renewing their registration until graduation. Students can transfer from Open Education High Schools to formal education institutions if they meet the registration requirements and apply.

6.8.2 Vocational Open Education High School

Vocational Open Education High School is a unique model that is different from other formal education institutions in terms of its structure and functioning, although its program content is the same as the program content of vocational high schools in formal education. In accordance with the Ministry of National Education Open Education Institutions Regulation, the basic processes of distance education are utilized in the Vocational Open Education High School, which graduates according to the course passing and credit system. The training of the field/branch courses given with face-to-face education is carried out in formal Vocational Technical Anatolian High Schools, Multi-program Anatolian High Schools and Vocational Education Centers as face-to-face education at weekends or at the end of the school day during the week.

6.8.3 Open Education Imam Hatip High School

Open Education Imam Hatip High School is a unique model that is different from other formal education institutions in terms of its structure and functioning, although its program content is the same as the program content of Anatolian Imam Hatip High Schools in formal education. In accordance with the Open Education Institutions Regulation, the basic processes of distance education are utilized in the open education imam hatip high school, which graduates according to the course pass and credit system. In formal Anatolian Imam Hatip High Schools, the field (vocational) courses are taught face-to-face on weekends or at the end of the school day during the week.

The background is a solid red color. Overlaid on this are several thin, light red lines that form a complex, wavy pattern. These lines are arranged in a way that creates a sense of depth and movement, resembling a stylized, abstract landscape or a series of concentric, undulating waves. The pattern is most dense in the upper right and lower left corners, where it forms a grid-like structure that tapers off towards the center.

CHAPTER 7

HIGHER EDUCATION

CHAPTER 7. HIGHER EDUCATION

According to the Law on Higher Education, all education at all levels based on secondary education of at least four semesters within higher education institutions is considered higher education. Higher education institutions are composed of universities and institutes of higher technology along with their faculties, institutes, colleges, conservatories, research and application centers, vocational colleges affiliated to a university or institute of higher technology, and vocational colleges established by foundations without being affiliated to a university or institute of higher technology and provided that they are not for profit. Universities are composed of full-time two-year vocational colleges with vocational education leading to associate degree, four-year faculties leading to bachelor's degree, four-year colleges with vocational education, five and six-year faculties leading to master's degree, and institutes implementing postgraduate (master's and doctorate) programs.

Vocational schools of higher education can be established independently within foundations without being affiliated to universities. In addition, Anadolu University Open Education Faculty, Ankara University Open and Distance Education Faculty, Istanbul University Open and Distance Education Faculty and Atatürk University Open Education Faculty have associate, undergraduate and graduate programs that provide education through open and distance education. Open and distance education programs can also be carried out within other institutes, faculties, colleges or vocational schools of higher education institutions.

According to the Law on Higher Education, the number of semesters in a year, with a maximum of three semesters per year for teaching activities in higher education institutions is determined by the senates of higher education institutions in accordance with the principles set by the Council of Higher Education.

According to CoHE Information Management System, as of January 2025, there are a total of 208 higher education institutions, including 129 public universities, 75 foundation universities and 4 foundation vocational schools. Each province in Türkiye has at least one state university.

A public university is a type of university that is not administratively affiliated with any foundation or private institution and whose budget is covered by the state. Foundation universities, on the other hand, are established on the condition that they are not for profit and subject to the supervision and control of the state.

7.1. Types of Higher Education Institutions

In Türkiye, all higher education institutions at the associate, undergraduate and graduate levels are organized under the umbrella of universities, except for higher education institutions affiliated to the Ministry of National Defense, the Ministry of Interior and the law enforcement and some vocational colleges established by foundations. Therefore, both vocational schools of higher education and academic higher education institutions are largely under the same roof. In general, with the exception of four foundation vocational schools of higher education, there are no independent higher education institutions other than universities or institutes of higher technology. The Law on Higher Education defines a university as an institution of higher education consisting of faculties, institutes, colleges and similar institutions and units that provide higher level education, scientific research, publication and consultancy with scientific autonomy and public legal personality. In terms of their status and financing, higher education institutions are divided into public and foundation universities. State universities are largely financed by public sources. According to the Law on the Amendment of the Law on Higher Education and Certain Laws, foundation universities are fee-based. Foundation universities, on the other hand, are financed by the fees they receive from their students on a non-profit basis.

Since there are no higher education institutions in Türkiye that receive more than 50% of their income from the state, there are no private higher education institutions dependent on the state. Foundation Universities are subject to the same legal regulations as public universities except for some administrative and financial issues.

7.2. First Tier Programs

First level programs include associate degree and bachelor's degree programs. Entrance to higher education programs at all levels depends on graduation from a general or vocational and technical secondary school and success in central exams. Except for programs that admit students through special talent exams (art, music, etc.), higher education institutions do not have the authority to choose the entrance requirements and their own students. The entry requirements and process for first tier programs are determined centrally by CoHE. Higher education admission and admission process is regulated by a legal framework and the basic principles determining the admission requirements are set out in the Law on Higher Education and related regulations.

7.2.1. Associate Degree Programs

7.2.1.1.1. Areas of Study

According to the Law on Higher Education, associate degree is a higher education that aims to train qualified labour covering at least 4 semesters (2 years, 120 ECTS) program based on secondary education qualifications. The general fields related to associate degree programmes have been determined based on the ISCED-F 2013 classification, and these fields are presented in Figure 11

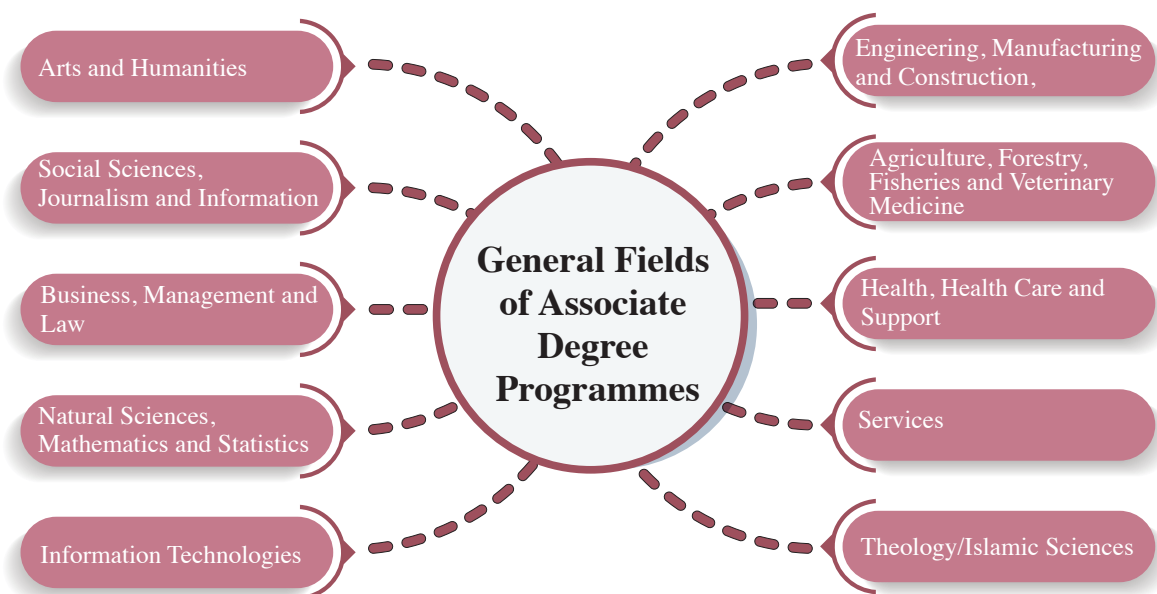


Figure 11: *General Fields of Associate Degree Programs*

7.2.1.2. Admission Requirements

Higher Education Institutions Examination (YKS) is conducted by the Student Selection and Placement Center (ÖSYM) in order to select students to be admitted to associate degree programs and to place them according to their preferences. Detailed information about HEIE is given under undergraduate admission requirements (7.2.2.2.2 Admission Requirements). Candidates with a calculated Basic Proficiency Test (YKS) score can choose associate degree programs.

According to the Law on Higher Education, in the placement of graduates of high schools that apply a vocational program to an associate degree program in the same field to be determined by CoHE, the secondary education achievement score and the score to be found by multiplying this score by the coefficient to be determined by CoHE are added to the scores obtained from the central exams.

7.2.1.3. Curriculum

According to the Law on Higher Education, universities have academic autonomy to establish their own education programs in vocational and academic fields, and to prepare, deliver and evaluate education and research services. The minimum and maximum number of credits to be taken in each semester; the knowledge, skills and competencies that each diploma program will provide to the person who deserves to receive the diploma; and the registration, attendance, application, thesis and theoretical course contents are determined by the senates of higher education institutions in accordance with the basic principles determined by CoHE. According to the Higher Education Law, The History of (Turkish) Revolution and Atatürk's Principles, Turkish Language and foreign language are compulsory courses in higher education institutions. In addition, one of the courses in physical education or fine arts branches is taught, provided that it is not compulsory. All these courses are programmed and applied for at least two semesters.

7.2.1.4. Teaching Methods

There are no national or institutional regulations on the choice of teaching methods. Higher education institutions may also use different materials/methods to deliver courses.

7.2.1.5. Students' Progress (Education Process)

Although the progression of students studying in the associate degree program is the same as the explanations in the undergraduate (7.2.2.5 Student Progression) section, students must complete their associate degree programs with a two-year education period in a maximum of four years, except for the one-year foreign language preparatory class (the preparatory education period is maximum two years). In addition, for associate degree graduates, vertical transfer quota can be allocated each year with the decision of CoHE, not exceeding ten percent of the quota determined in the related undergraduate programs. Students who are successful according to the Vertical Transfer Examination (DGS) conducted by ÖSYM every year are placed in undergraduate programs related to the fields they graduated from.

7.2.1.6. Employability

You can access information on employability in associate degree under the Undergraduate (7.2.2.6. Employability) heading.

7.2.1.7. Student Evaluation

You can access detailed information on student assessment in associate degree in the Undergraduate (7.2.2.7. Student Assessment) section.

7.2.1.8. Certification

Students who fulfill the associate degree program's graduation requirements are eligible to receive an associate degree diploma. In addition, in accordance with the provisions of the "Regulation on the Associate Degree Diploma of Those Who Do Not or Cannot Complete Their Undergraduate Education or Their Adjustment to Vocational Schools", those who are successful in all courses of at least the first four semesters of an undergraduate program can be awarded an associate degree diploma without defining the field of vocational education. Double majors can be done in associate degree programs and there is no minor application.

7.2.2. Undergraduate Programs

7.2.2.1. Areas of Study

According to the Law on Higher Education, an undergraduate degree is a post-secondary level of higher education covering at least eight semesters (four years, 240 European Credit Transfer System (ECTS) programs. The general principles related to undergraduate programmes have been determined based on the ISCED-F 2013 classification, and these fields are presented in Figure 12.



Figure 12: *General Fields of Undergraduate Programs*

7.2.2.2. Admission Requirements

YKS exam is conducted by ÖSYM in order to select and place students to be admitted to undergraduate programs. YKS is a three-session central exam that has been held since 2018. All candidates applying for YKS are required to attend the TYT. Other sessions are optional. In the first session, a multiple-choice exam is administered in Turkish, Social Sciences, Basic Mathematics and Science. In the second session, candidates are asked questions in Turkish Language and Literature and Social Sciences I (Turkish Language and Literature, History I and Geography I), Social Sciences II (History II, Geography II, Philosophy Group), Mathematics and Science. The third session is reserved for the Foreign Language Test (YDT). Candidates with a calculated TYT score and a calculated score in at least one of the other sessions can choose associate degree or undergraduate programs.

There are two ways to enter undergraduate programs:

Central Selection and Placement: Candidates are placed in undergraduate programs by ÖSYM based on their YKS scores and additional points, if any, taking into account their preferences, quotas and conditions of the relevant programs. There is a success ranking requirement for some programs such as law, engineering, architecture, medicine, teaching, dentistry and pharmacy.

Selection and Placement by Special Talent Exam: Selection and placement are made by special talent exams in order to place students in programs in fields such as sports and fine arts that require special talent. In order to participate in the special talent exams and placement process, it is a prerequisite for candidates to have participated in the first session of TYT and to have scored a base score or higher for programs that accept students with special talent. As of 2024, for the programs in the field of sports sciences, student selection and placement is carried out through the Special Talent Examination (ÖZYES) conducted centrally by ÖSYM, and for other programs (programs listed in Table 5 of the Higher Education Programs and Quotas Guide), special talent exams are conducted by universities.

7.2.2.3. Curriculum

According to the Law on Higher Education, universities have academic autonomy in establishing education programs in vocational and academic fields, preparing, providing and evaluating education and research services. The minimum and maximum credits to be taken in each semester; the knowledge, skills and competencies that each diploma program will provide to the person who deserves to receive the diploma; and the registration, attendance, application, thesis and theoretical course contents are determined by the senates of higher education institutions in accordance with the basic principles determined by CoHE.

In higher education institutions, Atatürk's Principles and History of Turkish Revolution, Turkish Language and Foreign Language (English) are compulsory for all higher education students. According to the Occupational Health and Safety Law, Occupational Health and Safety is a compulsory course in faculties that train graduates who can become occupational safety specialists.

7.2.2.4. Teaching Methods

There are no national or institutional regulations on the choice of teaching methods. Higher education institutions use different methods and techniques to deliver courses.

7.2.2.5. Students' Progress

The progression of students can be divided into two groups: preparatory classes (foreign language) and intermediate classes. Field qualifications and credits have been determined within the scope of the Turkish Qualifications Framework for Higher Education (TQFHE). Within this framework, the rules for passing a course or class, the minimum and maximum credit limits to be taken in each semester, compulsory, elective and prerequisite courses are determined by the regulations issued by each university. A student who achieves the minimum attendance and success grade for a course is considered successful in that course. Failed courses do not prevent the student from moving to the next grade or taking the courses of the upper grade. The student must retake the failed course(s), including elective courses, in the first semester in which they are offered.

However, if the repeated courses overlap in the semester course programs, the student may not take one of these courses with the decision of the relevant board of directors.

Students, except for the one-year foreign language preparatory class (preparatory education period is maximum two years), starting from the semester in which the courses related to the program they are enrolled in are given, regardless of whether they register for each semester, they have to complete the undergraduate programs with a maximum of four years of study within a maximum of seven years, the undergraduate programs with a five-year study period within a maximum of eight years, and the undergraduate programs with a six-year study period within a maximum of nine years. According to the Higher Education Law, in order to graduate from the educational institution where they are enrolled at the end of these periods, senior students are given two additional exams for all failed courses. At the end of these exams, those who reduce the number of failed courses to five courses are given three semesters for these five courses, students who fail up to five courses without taking additional exams are given four semesters (two academic years in institutions where education is carried out on the basis of passing the class); Those who fail a course are given the right to take the exams of the failed course without limit without benefiting from the right to be a student. Although they have received a passing grade in all courses required for graduation from the program they are following, the students of the last semester (senior year in institutions where education is based on passing grades), who have been dismissed due to their inability to meet the grade point averages stipulated in the regulations in order to be considered successful, are given the right to take unlimited exams from the courses they wish to raise their grade point averages. Attendance is not required for the courses other than the courses that are applied, practiced and not taken before. Students who do not take the exams to be opened for a total of three consecutive or intermittent academic years are deemed to have given up their unlimited exam right and cannot benefit from this right. Students who have unlimited rights continue to pay the student contribution fee / tuition fee per course in which they take the exam. These students cannot benefit from other student rights other than exam rights. Open education students are not limited to these periods, provided that they benefit from their student rights.

7.2.2.6. Employability

Although it is a legal obligation to provide vocational counseling services according to the Law on Higher Education, there is no structure that can be generalized to all higher education institutions. The Law on Higher Education stipulates that higher education institutions should cooperate with private and public organizations to assist their graduates in finding a job. Some higher education institutions have established Career Centers to provide these services. Through these centers or by various units, vocational promotion meetings are organized for students and representatives of private sector organizations participate in these activities. In this way, students and employer organizations are brought together.

7.2.2.7. Student Evaluation

According to the Law on Higher Education Law, the principles regarding the education and training activities carried out in higher education institutions according to the characteristics and needs of the institution, the exams for passing the course and the diplomas awarded based on this are specified in the education and examination regulations to be prepared by each university. Universities can determine the principles of evaluation with a senate decision. All examinations measuring proficiency, placement or course achievements

can be held simultaneously on paper or electronically from a question bank that is classified according to field and difficulty level and stored securely, allowing each candidate to be asked different questions at different times

7.2.2.8. Certification

Students who meet the requirements for graduation of eight-semester programs of a faculty or college and ten and twelve-semester programs of faculties are entitled to receive a “bachelor’s degree”. However, programs of at least ten semesters are equivalent to a master’s degree. In some programs of some universities, students; In addition to the field in which they are enrolled, completing the difference courses of a close field and obtaining a bachelor’s degree in a second program is called “double major program”. How this practice will be carried out is regulated by the provisions of the “Regulation on the Principles of Transition, Double Major, Minor and Inter-Institutional Credit Transfer between Associate Degree and Undergraduate Programs in Higher Education Institutions”. According to the relevant Regulation, students who successfully complete the double major program are awarded a “Double Major Undergraduate Diploma” in addition to the undergraduate diploma of the major program they are enrolled in. In addition, according to the provisions of the same Regulation, the program in which a student enrolled in a diploma program takes a limited number of courses on a specific subject within the scope of another diploma program within the same higher education institution, provided that they meet the prescribed conditions, is called a “minor program” and only a certificate of achievement (minor certificate) is issued to those who complete the program in question. These documents do not replace a diploma.

7.2.2.9. Organizational Diversity

Admission to open or distance education associate, bachelor’s and master’s degree programs in higher education institutions is specified in the “Admission Requirements” section of the relevant programs. While the theoretical part of the curriculum of such programs is compatible with formal programs, there may be an application element according to the requirements of the program and courses. In addition, those who have graduated from a higher education institution and those who are still studying in a higher education program can enroll in open education programs without taking the central exam again. Graduates or students of associate degree programs can choose only associate degree programs, while graduates or students of bachelor’s degree programs can choose both associate degree and bachelor’s degree open education programs.

7.3. Master’s Programs

7.3.1. Areas of Study

According to the Regulation on Graduate Education and Training, the master’s program is carried out in two ways: thesis and non-thesis. Issues such as in which institute departments these programs will be carried out and how they will be carried out, and the transition between non-thesis and thesis master’s programs are regulated by the regulation issued by the senates. The master’s program with thesis consists of at least seven courses, a seminar course and thesis study, provided that it is not less than twenty-one credits in total. The

duration of the master's program with thesis is four semesters excluding the period of scientific preparation and the program is completed in maximum six semesters.

The non-thesis master's program consists of a total of 30 credits and not less than 60 ECTS, at least ten courses and a term project course. The completion period of the master's program without thesis is at least two semesters and at most three semesters, excluding the time spent in scientific preparation.

7.3.2. Admission Requirements

In order to apply to graduate programs, candidates must have a bachelor's degree and at least 55 Academic Personnel and Graduate Education Entrance Examination (ALES) score in the score type of the program they apply for.

However, ALES score is not required for the applications of conservatory programs, programs of fine arts faculties that accept students only through special talent exams, and doctorate / proficiency in art, specialization in medicine, specialization in dentistry, specialization in veterinary medicine and specialization in pharmacy graduates. In addition, ALES score may not be a prerequisite for applications to non-thesis master's programs; however, the base score is determined by the university senates.

The application of the candidates is evaluated according to the principles determined by the senate, considering at least 50% of the ALES score. Higher education institutions may admit students to master's programs with only ALES score, or they may also take into consideration the undergraduate grade point average, written scientific evaluation and interview results in addition to ALES score.

7.3.3. Curriculum

Graduate education plans are the compulsory / elective courses, thesis, seminar and similar studies and credit totals that must be taken in order to graduate from the graduate program. These curricula are discussed and approved by the institute board. Which graduate courses will be offered in a semester and which faculty members will teach these courses are determined by the institute executive board. At least one course on scientific research techniques and research and publication ethics must be given during graduate education.

7.3.4. Teaching Methods

There are no national or institutional regulations on the choice of teaching methods. Higher education institutions may use different methods and techniques in the delivery of courses.

7.3.5. Students' Progress

According to the Regulation on Graduate Education and Training, students studying in master's programs with thesis must successfully complete their courses and thesis study within six semesters. Seminar course and thesis study are non-credit and are evaluated as successful or unsuccessful. Students who fail to successfully complete the credited courses and seminar course in the curriculum at the end of six semesters or who fail to fulfill the success conditions / criteria stipulated by the higher education institution within this period; Students who fail in the thesis study or do not enter the thesis defense within the maximum periods are dismissed from the higher education institution. The regulations regarding the students who can graduate from the master's program before the deadline are determined by the regulation adopted by the senate. If the student

whose thesis is rejected makes a request, he / she is awarded a non-thesis master's degree diploma, provided that he / she has fulfilled the course credit load, project writing and similar requirements of the non-thesis master's program.

In non-thesis master's programs, students must successfully complete their courses and term project within three semesters. The term project course is non-credit and is evaluated as successful or unsuccessful. According to the principles determined by the Senate, a proficiency exam can be applied at the end of the non-thesis master's program. In addition, those who continue the non-thesis master's program can transfer to the master's program with thesis, provided that they fulfill the minimum requirements for the master's program with thesis by the higher education institution they apply to.

7.3.6. Employability

Information on employability in master's degree can be found in Undergraduate (7.1.1.6. Employability).

7.3.7. Student Evaluation

According to the Regulation on Graduate Education and Training, attendance, course exams, course grades, conditions for being successful in courses, course repetition and other principles related to graduate programs are determined by the regulation adopted by the senate.

The student in the master's program with a thesis defends his/her thesis orally in front of the jury. The thesis exam consists of the presentation of the thesis work followed by a question-and-answer session. The thesis exam is held in an environment open to the participation of the audience consisting of faculty members, graduate students and experts in the field. After the completion of the thesis exam, the jury decides on acceptance, rejection or correction by absolute majority. The student whose thesis is rejected as unsuccessful is dismissed from the higher education institution. The student who is given a correction decision about the thesis defends the corrected thesis again in front of the same jury within three months. At the end of this defense, the student whose thesis is found unsuccessful and not accepted is dismissed from the higher education institution. If the student whose thesis is rejected requests, he/she is awarded a non-thesis master's degree diploma provided that he/she has fulfilled the course credit load, project writing and similar requirements of the non-thesis master's program.

Non-thesis master's program students are required to register for the term project course in the semester in which the term project course is taken and submit a written project and/or report at the end of the semester. The semester project course is non-credit and is evaluated as successful or unsuccessful.

7.3.8. Certification

According to the Regulation on Graduate Education and Training, for master's programs with a thesis, a master's degree diploma with thesis is awarded to the graduate student who is successful in the thesis exam and meets the other requirements for graduation determined by the senate. For non-thesis master's programs, a non-thesis master's diploma is awarded to the student who successfully completes the credited courses and term project.

7.4. Programs Other than Undergraduate and Graduate Programs

Dentistry, Veterinary and Pharmacy Faculties are faculties that apply ten semester programs, and medical faculties are faculties that apply twelve semester programs. Students who meet the graduation requirements for these programs are eligible to earn a master's degree (second level). The entrance requirements for these programs are the same as the entrance requirements for undergraduate programs.

7.5. Doctoral Programs

7.5.1. Organization of Doctoral Studies

According to the Regulation on Postgraduate Education and Training, the doctoral program consists of at least 240 ECTS, including at least seven courses, seminars, proficiency exams, thesis proposals and thesis work, with a total of twenty-one credits for students accepted with a thesis-based master's degree and at least 60 ECTS for one academic term. It also consists of 14 courses, seminars, proficiency exams, thesis proposals and thesis work, with a total of at least 300 ECTS for students accepted with a bachelor's degree, with a total of at least forty-two credits. The doctoral program, excluding the period spent in scientific preparation, is eight semesters for those accepted with a thesis-based master's degree and the maximum completion period is twelve semesters; for those accepted with a bachelor's degree, it is ten semesters and the maximum completion period is fourteen semesters. The maximum period for successfully completing the credit courses required for the doctoral program is four semesters for those accepted with a thesis-based master's degree and six semesters for those accepted with a bachelor's degree. Students who cannot successfully complete their credit courses within this period or who cannot achieve the minimum general grade point average required by the higher education institution are dismissed from the higher education institution.

Proficiency in art is a higher education program equivalent to a doctorate that aims to produce an original work of art and a superior practice and creativity in music and performing arts. The proficiency in art program consists of a total of twenty-one credits for students admitted with a master's degree with thesis and at least 240 ECTS credits, including at least seven courses, practices and studies such as thesis, exhibition, project, recital, concert, representation, provided that an education period is not less than 60 ECTS. For students admitted with a bachelor's degree, it consists of at least 300 ECTS credits, including fourteen courses of at least forty-two credits, applications and studies such as thesis, exhibition, project, recital, concert, concert, representation. The completion period of the proficiency in art program is eight semesters for those who are accepted with a master's degree, excluding the time spent in scientific preparation, and the maximum completion period is twelve semesters, and ten semesters for those who are accepted with a bachelor's degree, and the maximum completion period is fourteen semesters. The maximum time to successfully complete the credit courses required for the proficiency in art program is four semesters for those accepted with a master's degree with thesis and six semesters for those accepted with a bachelor's degree. Students who fail to successfully complete the credit courses within this period or who fail to achieve the minimum grade point average stipulated by the higher education institution are dismissed from the higher education institution.

According to the Regulation on Postgraduate Education and Training, specialization in medicine and dentistry is equivalent to a doctorate, and these specialty trainings are carried out in accordance with

the Regulation on Specialty Education in Medicine and Dentistry. The specialty branches and education periods of Veterinary Medicine Specialization Programs are carried out in accordance with the Regulation on Specialty Education in Veterinary Medicine, and the specialty branches and education periods of Pharmacy Specialization Programs are carried out in accordance with the provisions of the Regulation on Specialty Education in Pharmacy.

7.5.2. Admission Requirements

According to the Regulation on Graduate Education and Training, in order to apply for a PhD program:

- a) They must have a master's degree with thesis and must have at least 55 ALES score in the score type of the program they apply for. However, graduates of doctorate/qualification in art, specialization in medicine, specialization in dentistry, specialization in dentistry, specialization in veterinary medicine and specialization in pharmacy are exempt from the ALES requirement and apply with an ALES score determined by the university between 55 and 75.
- b) They must have a bachelor's degree from faculties of medicine, dentistry, veterinary medicine, pharmacy and preparatory classes of at least ten semesters or a specialization in a laboratory branch according to the principles regulated by the Ministry of Health, and they must have the ALES score to be determined by the senate, provided that it is not less than 55 points in the score type of the program they apply from ALES.
- c) Candidates applying with a bachelor's degree must have an undergraduate grade point average of at least 3.00 out of 4.00 and an ALES score of 80.
- d) A minimum score of 55 from the central foreign language exam or an equivalent score from an international equivalent exam is required.
- e) In order to apply for doctoral programs in basic medical sciences, graduates of medical faculties must have a score of at least 55 points in ALES numerical score type or a score of at least 50 points in the Medical Specialty Education Entrance Examination (TUS) determined by the relevant senate decision. Those who are not graduates of the Faculty of Medicine must have a master's degree and score at least 55 points in ALES numerical score type.

In the application evaluation process, in addition to ALES score, written scientific evaluation, interview, undergraduate and/or graduate grade point average may also be taken into consideration. The weight of the ALES score in the evaluation, provided that it is not less than 50%, is determined by the senate decision. Universities may also accept students with ALES score only.

7.5.3. Status of Doctoral Students/Candidates

Students who are accepted to doctorate/ proficiency in arts programs carried out within higher education institutions can study on their own, or they can be employed as research assistants within the scope of Article 50/d of the Higher Education Law. In addition, relevant institutions and organizations may send students abroad for doctoral education within the framework of certain legislation. The status and personal

rights of these students are determined in the relevant legislation. For example, within the scope of the Law on Students to be Sent to Foreign Countries, students are sent abroad on behalf of higher education institutions and public institutions and organizations for graduate education with scholarships.

7.5.4. Supervision Roles

According to the Regulation on Graduate Education and Training, a thesis advisor is appointed for each student studying in doctorate/ proficiency in art programs. When the thesis advisor will be appointed within the student's program is specified in the regulation adopted by the senate. If there is no faculty member with the specified qualifications in the higher education institution, a faculty member from another higher education institution can be selected as an advisor within the framework of the principles determined by the university senate. In cases where the nature of the thesis study requires more than one thesis advisor, the second thesis advisor to be appointed may be a person with at least a doctorate degree from outside the university staff. A thesis monitoring committee is formed within one month for the student who is successful in the qualifying exam. The thesis monitoring committee consists of three faculty members.

According to the Regulation on Specialty Education in Medicine and Dentistry, a thesis topic and thesis advisor are determined for the specialty student within the first half of the specialty education period. The principles for the formation of the thesis jury, appointment of the advisor, monitoring of the thesis process and evaluation of the thesis are decided by the Board.

7.5.5. Employability

Universities recruit research assistants and lecturers in accordance with the "Regulation on the Procedures and Principles Regarding the Central Examination and Entrance Examination to be Applied in Appointments to Academic Staff Positions Other than Faculty Members". The appointments performed according to the said regulation are made within the scope of subparagraph (d) of the first paragraph of Article 50 of the aforementioned Law in accordance with the procedure specified in Article 33 of the Higher Education Law.

Public institutions and organizations and the private sector can send students abroad for doctoral education. Those who complete their doctoral education are employed in the relevant institution. Some of the trained human resource requirements of higher education institutions and public institutions and organizations are met by scholarship students studying abroad on scholarship. For example, students studying in doctoral programs in accordance with the Law on Students to be Sent to Foreign Countries are employed in public institutions and organizations upon successful completion of their studies.

7.5.6. Evaluation

According to the Regulation on Graduate Education and Training, doctoral students must have completed the courses in the program, be successful in the doctoral qualifying exam and at least three thesis monitoring committees and successfully complete the thesis defense.

The qualifying exam is the measurement of whether the student who has completed the courses and seminar has the basic subjects and concepts in the field and the depth of scientific research related to the doctoral study.

The time when the student will take the qualifying exam is determined by the regulation adopted by the senate. However, students admitted with a master's degree must take the qualifying exam until the end of the fifth semester at the latest, and students admitted with a bachelor's degree must take the qualifying exam until the end of the seventh semester at the latest.

The student who fails the qualifying exam is taken the exam again in the next semester from the department/departments in which he/she failed. The student who fails in this exam is dismissed from the doctoral program.

Upon successful completion of the doctoral qualifying exam, the student defends his/her thesis proposal orally before the thesis monitoring committee within six months at the latest. The thesis monitoring committee decides by absolute majority whether the thesis proposal submitted by the student will be accepted, corrected or rejected. The student whose thesis proposal is rejected has the right to choose a new advisor and/or thesis topic. In this case, a new thesis monitoring committee may be appointed. The student who is found unsuccessful by the committee twice in a row or three times intermittently is dismissed from the higher education institution.

The student in the doctoral program defends his/her thesis orally in front of the jury. After the completion of the thesis exam, the jury decides on acceptance, rejection or correction by absolute majority. The student whose thesis is rejected as unsuccessful is dismissed from the higher education institution. The student who is given a correction decision for the thesis defends it again in front of the same jury by making the necessary corrections within six months at the latest. The student who fails in this defense is dismissed from the higher education institution.

According to the Regulation on Specialty Education in Medicine and Dentistry, it is compulsory for the specialty student to prepare a thesis in order to take the graduation exam for specialty education the main branch. The specialty student whose thesis is accepted, who successfully completes the specialty training period and rotations, and whose completion of the part of the specialty training report card that determines the core education curriculum is approved by the relevant program manager is entitled to take the specialty education completion exam. This condition is notified to the dean's office in faculties and health facilities affiliated with the Ministry and universities in cases where the relevant units of universities are used together, to the head of the institution in the Forensic Medicine Institution, to the Ministry in training and research hospitals or to the unit delegated by the Ministry to determine the exam juries, exam place and date within fifteen days by registering in the Specialty Education Tracking System (UETS) and those whose procedures are completed are taken to the exam. The examinations for completion of specialty training are held by examination juries at the place and date announced in UETS. The specialization exam is conducted in two stages, one of which is a professional knowledge exam, and the other is a practical and skills exam. Candidates are considered successful if their averages are sixty or above for both exams separately. The result of the exam is communicated to the Ministry by the head of the jury through the relevant institution. Those who do not succeed in the exam for the completion of specialty education or those who do not take the exam shall take the exam again within six months. Those who fail to succeed in the second exam or those who do not take the exam shall be dismissed from the specialty training.

In order to complete the specialty education, the thesis must be accepted for main specialty students, the duration of the specialty education and rotations related to the specialty branch specified in the charts must be completed, the part of the specialty education report card determining the core education curriculum must be approved by the relevant program director, and the completion of the specialty education must be successful in the exam.

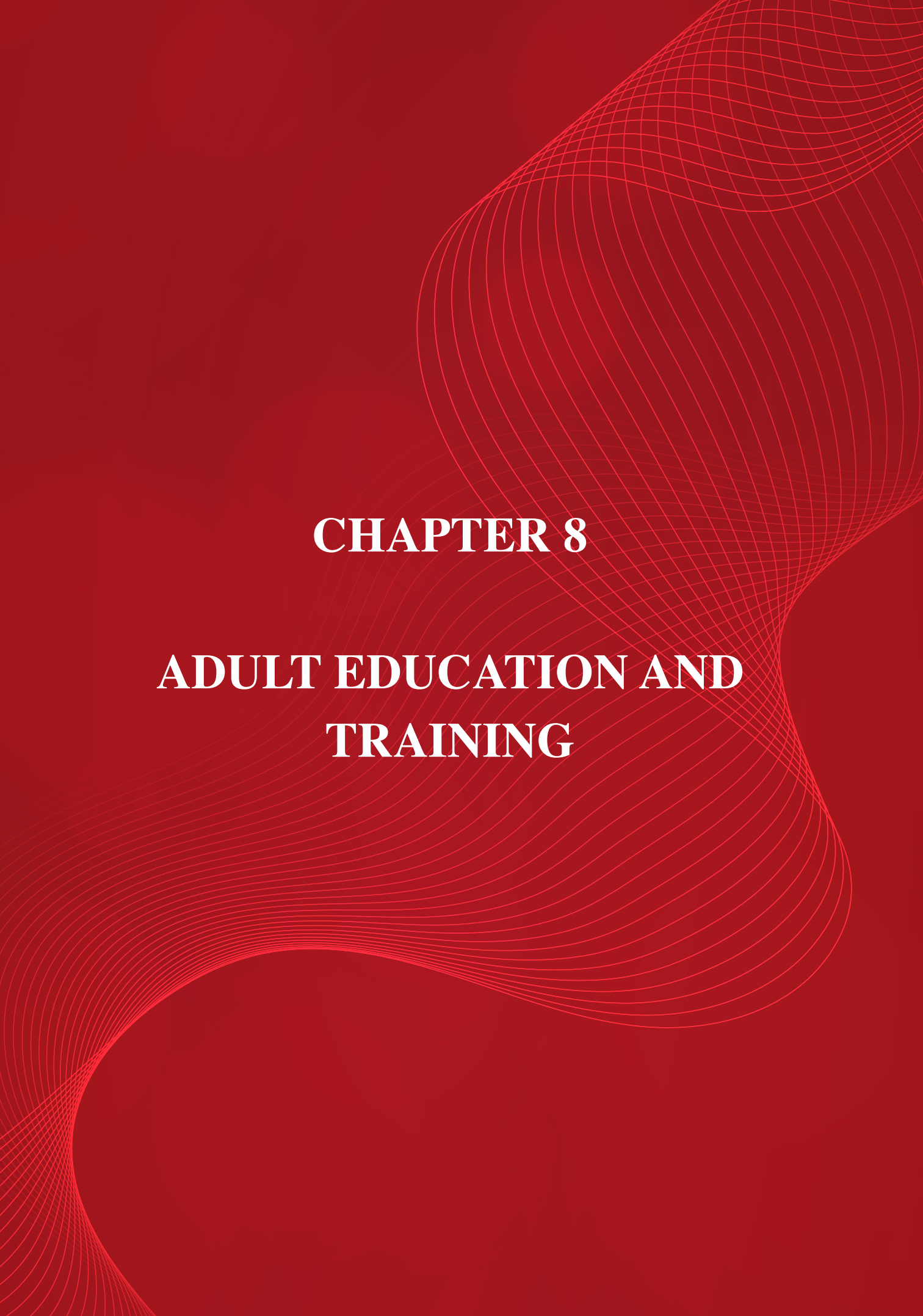
7.5.7. Certification

According to the Regulation on Graduate Education and Training, the student who is successful in the thesis defense and meets the other conditions and whose thesis is approved in terms of form is entitled to receive a doctoral diploma. Students who have applied to the doctorate program with a bachelor's degree and who are not successful in their doctoral thesis are awarded a master's degree without thesis upon request, provided that they have fulfilled the credit load, project and other similar requirements for a master's degree without thesis. Students who are successful in the thesis defense in the proficiency in art study and whose thesis is approved in terms of form, provided that they meet the other conditions, are entitled to receive a proficiency in art diploma. Students who are not successful in their proficiency in art studies are awarded a master's degree without thesis upon their request.

According to the Regulation on Specialization Education in Medicine and Dentistry, the Ministry of Health issues and registers the specialization certificates of those who successfully complete their specialization education. Specialization in medicine, dentistry, veterinary medicine and pharmacy is equivalent to a doctorate.

7.5.8. Organizational Diversity

Doctorate/proficiency in art programs and specialization programs in medicine, dentistry, veterinary medicine and pharmacy within higher education institutions in Türkiye are conducted through formal education. There are no doctorate/qualification in arts and specialization programs conducted through open or distance education.

The background of the page is a solid red color. Overlaid on this are several thin, light red lines that form a complex, wavy pattern. These lines are arranged in a way that creates a sense of depth and movement, with some lines curving and others intersecting to form a grid-like structure in certain areas. The overall effect is a modern, abstract design.

CHAPTER 8

ADULT EDUCATION AND TRAINING

CHAPTER 8. ADULT EDUCATION AND TRAINING

The Directorate General of Lifelong Learning is the unit responsible for non-formal and adult education services. According to the Regulation on Lifelong Learning Institutions, adult education in Türkiye includes all kinds of learning activities in which individuals who are at any level of the formal education system, or who have left or completed this level, participate to improve their individual, social and employment-related knowledge, skills and competencies within the scope of lifelong learning.

Public Education Centers, Advanced technical school for girls, Open Education Schools operate under the General Directorate for Lifelong Learning with regard to adult education recognized within the scope of lifelong learning. Within these institutions; courses and non-course activities; document, equivalence and recognition of prior learning; vocational training activities, research, development and archiving procedures, national and international promotion activities, design, production and marketing activities in enterprises; vocational and technical training activities for the development of a qualified workforce; activities involving the organization, participation, representation, and publication related to all kinds of competitions, fairs, exhibitions, symposiums, panels, projects, cooperation certificates, and artistic, social, cultural, and similar events; Open education schools services, and distance learning activities are carried out.

All training and education activities, other than in-service training activities to be carried out by other public institutions or private organizations, are carried out in cooperation with institutions affiliated to MoNE. In addition to the above, the Turkish Employment Agency under the Ministry of Labor and Social Security maintains active work programs. VQA prepares national occupational standards and national qualifications. The Turkish National Agency provides mobility and cooperation opportunities in the fields of education, training, youth and sports under the Erasmus+ program. It funds projects related to school education, adult education and vocational training in the field of education. MoFSS, on the other hand, carries out activities related to family education. Budget planning and allocation of funds for expenditures such as equipment of educational environments, maintenance-repair expenses, fuel for heating purposes and material needs, which are necessary for the sustainability of this multi-stakeholder structure within the scope of adult education, are carried out by the relevant central units.

Private education activities carried out by private institutions are governed by the Law on Private Education Institutions. The duty of supervision and inspection of these activities is assigned to MoNE. In the course programs used for activities carried out within the scope of adult education in Türkiye, the Framework Curricula approved by the Board of Education, as well as the National Occupational Standards published in the Official Gazette in accordance with national and international vocational education standards are taken into consideration.

8.1 Organizations Responsible for Lifelong Learning

Education and training activities in Türkiye are carried out by MoNE. All kinds of education and training services other than in-service training activities to be carried out by public or private organizations are carried out in cooperation with the MoNE.

8.2 Developments and Current Policy Priorities

According to Article 37 of the Law on Vocational Education, MoNE “organizes vocational courses to prepare individuals who have left the formal education system and lack the necessary qualifications for employment, for positions offering employment opportunities in the labor market.” Law on the Literacy of Illiterate Citizens Outside the Age of Compulsory Primary Education regulates issues related to enabling illiterate adult citizens to become literate and to receive education at the primary school level (up to the completion of 4th grade).

Private miscellaneous courses, distance education courses, motor vehicle driving courses and private in-service training centers, opened under the Law on Private Education Institutions, provide education services for adults. Within private education institutions operating under miscellaneous courses, programs are implemented in the fields of vocational training and personal development.

Presidential Decree No. 4, which regulates the establishment of the Vocational Qualifications Authority, guides new regulations in non-formal education in Türkiye, particularly in aligning training programs with qualifications, occupational standards and the National Qualifications Framework.

The Regulation on Lifelong Learning Institutions sets out the methods and principles regarding the establishment, duties, management, education, training and operation of lifelong learning institutions affiliated with the MoNE. The Regulation also sets out the procedures and principles regarding the management, education, training, production, guidance, supervision and inspection of courses to be opened by other public and private institutions and organizations, municipalities, professional bodies, associations, foundations and voluntary organizations in cooperation with lifelong learning institutions outside the legislation on private education institutions.

8.3 Institutions Providing Adult Education Services

Activities related to adult education in Türkiye are offered by many institutions and organizations, primarily by the Ministry of National Education. These activities, which range from literacy courses to vocational training, entrepreneurship support to international mobility programs, aim to contribute to the personal and professional development of individuals. Table 5 summarizes the relevant institutions and their fields of activity.

TURKISH EDUCATION SYSTEM

Table 5 : *Institutions and Organizations Providing Adult Education in Türkiye*

Institution	Unit	Areas of Activity
Ministry of National Education	DGLL	General courses and Vocational courses
	DGVET	
	DGPEI	Vocational courses
	Private Education Institutions	Institutions and organizations carry out their activities using education program approved by MoNE within the scope of Law No. 5580 on Private Education Institutions and related legal regulations.
	Other Units	
Ministry of Labor and Social Security	Turkish Employment Agency (ISKUR)	Active labor market programs
		Turkish Dictionary of Occupations
	Vocational Qualifications Authority (VQA)	National Occupational Standards
		National Qualifications
		Turkish Qualifications Framework
		Turkish Qualifications Database
Ministry of Foreign Affairs	Directorate for European Union Education and Youth Programs (Turkish National Agency)	Implementation of the 2 Key Actions of the Erasmus+ Program (Decentralized)
		Key Action 1: Learning Mobility of Individuals
		Main Action 2: Cooperation among Organizations and Institutions
Ministry of Family and Social Services		Family Education Programmes
Ministry of Agriculture and Forestry		Training programs for women and the elderly
		Handicraft Training Centers (UTEM)
Ministry of Youth and Sports		Village Courses provided by Provincial Directorates of Agriculture
Local Authorities		
Professional Organizations		Under the heading of educational, social, cultural and sports activities; all kinds of courses, workshops, thematic camps, competitions, traditional arts and hobby classes, excursions, seminars, conferences, concerts, guidance and counseling services and sports activities are organized in cooperation with the MoNE through courses approved by the relevant Ministry.
Small and Medium Enterprises Development Organization (KOSGEB)		Vocational training activities for members and KOSGEB's applied entrepreneurship training are also provided.

8.3.1 Ministry of National Education

The units responsible for adult education within the Ministry are as follows:

8.3.1.1. Directorate General of Lifelong Learning

Public education centers (PECs), Advanced technical school for girls and open education schools operate under the Directorate General of Lifelong Learning. Within these institutions; courses and non-course activities; document, equivalence and recognition of prior learning; vocational training activities research, development and archiving procedures, national and international promotion activities, design, production and marketing activities in enterprises; vocational and technical training activities for the development of a qualified workforce; activities involving the organization, participation, representation, and publication related to all kinds of competitions, fairs, exhibitions, symposiums, panels, projects, cooperation certificates, and artistic, social, cultural, and similar events; Open education schools services, and distance learning activities are carried out. Lifelong Learning Institutions affiliated with the Directorate General of Lifelong Learning are presented in Table 6.

Table 6 : *Lifelong Learning Institutions Affiliated with Directorate General of Lifelong Learning*

Public Education Centers	1.000
Advanced Technical School for Girls	32
Open Education Schools	4
	1.037

Source: MoNE 2025 Budget Report

8.3.1.2. Directorate General of Vocational and Technical Education

The Directorate General of Vocational and Technical Education (DGVTE) is responsible for preparing vocational and technical education and training programs, developing policies and strategies to strengthen the education-employment relationship and coordinating activities. Vocational and technical secondary schools and vocational training centers organize certificate/diploma programs for adults in the fields and branches specified in the Vocational Education Law No. 3308 outside the scope of the secondary education program. Vocational courses, development and adaptation courses and special education courses can be opened within the scope of Articles 37, 38 and 39 of Law No. 3308 within vocational and technical education schools and institutions.

8.3.1.3. Directorate General of Private Education Institutions

Private education institutions are established by real and legal persons (companies, foundations, associations) in accordance with the Law No. 5580 on Private Education Institutions and operate under the MoNE. These include private schools, special education and rehabilitation centers and various private courses that provide non-formal education. Private schools use the same curriculum as public schools. In addition, private schools can implement the curricula they develop by having them approved by the Board of Education.

8.3.2. Ministry of Labour and Social Security

The main duties and responsibilities of the Ministry of Labour and Social Security (MoLSS) are set out in Presidential Decree No. 1. Accordingly, MoLSS is responsible for regulating and supervising working life, employee-employer relations and the social security system. In this context, the MoLSS is also responsible for researching and assisting in the implementation of measures to meet the human resources needs of the economy, as well as taking measures to ensure the vocational training of employees. The MoLSS fulfills these duties through its affiliated units and relevant institutions.

8.3.2.1. Directorate General of Turkish Employment Agency

As stated in the Presidential Decree No. 4, the Turkish Employment Agency, a related institution of the MoLSS, is responsible for supporting activities aimed at protecting, developing and expanding employment and preventing unemployment; to carry out unemployment insurance services, to match labor supply and demand in line with the needs of the market by creating an effective labor market information system; to facilitate employment through active labor market programs; to provide temporary income supports to those who lose their jobs through passive labor market programs, and to implement regulations related to working life.

Within the scope of vocational guidance and career counseling services; secondary and higher education students are supported in career planning and choosing the most suitable profession based on their personal characteristics; job seekers registered with ISKUR are supported in finding employment, overcoming their vocational adaptation problems, improving their professional skills, changing their profession/job, and are directed to active and passive labor force programs carried out by ISKUR; employers are informed within the framework of the legislation they are bound to, supported to increase company productivity and employment, and their demands such as the supply of qualified labor are met. Within the scope of active labor force services, ISKUR organizes vocational training courses, on-the-job training programs, community benefit programs, labor force adaptation program, ISKUR youth program, qualified labor force training program as well as other courses, programs, projects and special practices. Within the scope of passive labor market services, unemployment allowance, short time working allowance, wage guarantee fund payment, part-time work allowance, cash wage support and job loss compensation are provided to support the unemployed, employees and employers.

8.3.2.2. Vocational Qualifications Authority

As the relevant institution of the MoLSS, the VQA is responsible for establishing and operating a national qualifications system that is compatible with the European Union and internationally quality assured. VQA coordinates the preparation of national occupational standards and national qualifications, taking into account the needs of the labor market and educational institutions, and the conduct of assessment and certification activities based on national qualifications through authorized examination and certification bodies. The main objectives of VQA are to establish and operate the national qualifications system, to lead the formation of qualified human resources by ensuring the harmonization of education with employment. Ensuring the establishment of quality assurance culture and awareness in the education and business world, promoting lifelong learning and facilitating the mobility of the labor force are among the priorities of the Agency.

8.3.3. Directorate for European Union Education and Youth Programs (Turkish National Agency)

Another institution that supports projects on Adult Education is the Directorate for European Union Education and Youth Programs (Turkish National Agency), a related institution of the Directorate for European Union Affairs under the Ministry of Foreign Affairs. Türkiye became a full member of the EU Education and Youth Programmes on 1 April 2004, and the Turkish National Agency was assigned as the institution responsible for the implementation of these programs in Türkiye. The mission of the Agency is to carry out programs that provide opportunities for education, learning, volunteering and cooperation in the fields of education, youth and sports in collaboration with other countries and international organizations, especially those benefiting from the European Union Education and Youth Programs.

8.3.4. Other Ministries, Public Institutions and Organizations

8.3.4.1. Small and Medium Enterprises Development Organization

The responsibilities of KOSGEB related to adult education are shown in Figure 13

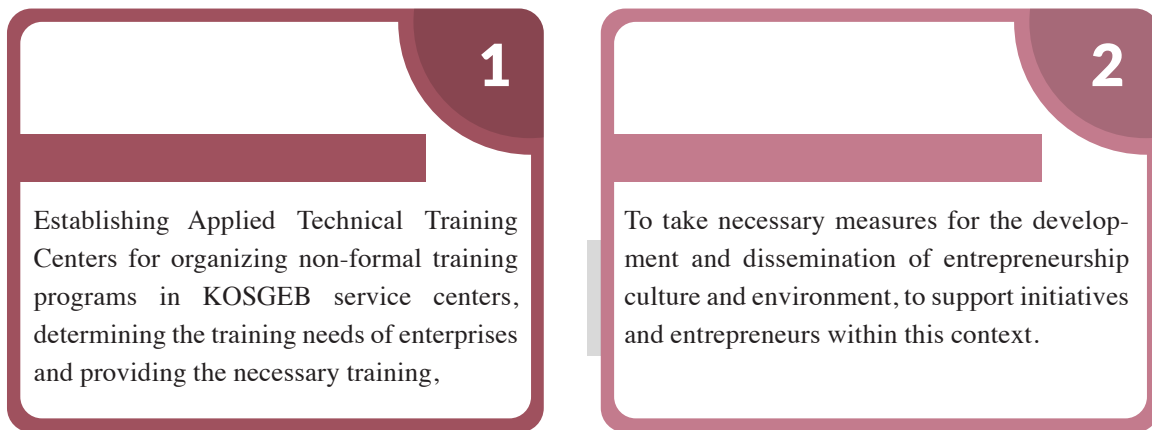


Figure 13: *KOSGEB's Responsibilities for Adult Education*

8.3.4.2. Ministry of Agriculture and Forestry

The Ministry of Agriculture and Forestry organizes activities in the field with the Directorate of International Agricultural Training Center (UTEM). It continues its activities through Handicraft Training Centers and village courses (UTEM, 2018).

8.3.4.3. Ministry of Family and Social Services

The mission of the Ministry is “to develop and implement holistic and fair social service models for the protection, strengthening and development of the individual, the family and our societal values.”

The Ministry's tasks for adult education are as follows:

▶ Taking measures to ensure vocational rehabilitation of individuals with special needs.

▶ Strengthening the family through education, counseling and social assistance, with the primary aim of raising and supporting the child within the family.

▶ To protect the integrity of the family, to provide all kinds of financial, emotional and social support to the members and children of broken families in need of protection, assistance and care; to make necessary plannings for this purpose, to carry out training activities.

8.3.4.4. Local Governments

The Union of Municipalities of Türkiye (UMT) continues its activities to improve the professional skills of employees working in local government units through the Union of Municipalities Academy. In addition, local education units established within municipalities organize courses in cooperation with national education directorates.

8.3.4.5. Ministry of Youth and Sports

Under the Ministry of Youth and Sports, a wide range of activities are carried out under the heading of educational, social, cultural, and sports training, including various courses, workshops, thematic camps, competitions, traditional arts and hobby classes, excursions, seminars, conferences, concerts, guidance and counseling services, sports activities, and similar events. All procedures and principles regarding the educational, social, cultural and sports activities organized by the Ministry of Youth and Sports through its central and provincial organizations are regulated by the Presidential Decree No. 4371.

8.3.4.6. Vocational Organizations

TOBB, TESK and other vocational organizations are responsible for organizing vocational training activities for their members. They finance the activities with funds created from their own resources or training budgets.

8.4. Main Service Types

Lifelong learning activity centers, programs, and databases in Türkiye are presented in Table 7.

Table 7 : Lifelong Learning Activity Centres, Programmes, and Database

Activity Centers	Programs	Database
Public Education Centers the advanced technical school for girls	Literacy courses	HEMBA
Vocational Training Centers	General courses	e-Yaygın
METEM	Vocational courses	e-Olgunlaşma
DGPEI		WMD (Institution Monitoring System)
Other Units		Erasmus+ QlikView Dashboard
		Erasmus+ and ESC Project Management Module
		Erasmus+ and ESC Beneficiary Module
		Erasmus+ and ESC QlikSense Dashboard

8.4.1. Non-Formal Education Programs

Non-formal education programs are structured in three main categories:

Literacy Courses: Participants who are successful in the “Adult Level I Literacy Teaching and Basic Education Program Course” or in the “Adult Literacy Level I Placement Exam” are awarded a “Literacy Certificate”. Those who are successful in the “Adult Level II Basic Education Program” Course or in the “Adult Literacy Level II Placement Examination” are awarded a “Adult Level II Education Achievement Certificate”.

General courses are non-modular courses. They consist of health, family life, mother and child education programs, civic education programs, sports, personal development and training programs, art and design, foreign languages program, social and Agriculture, Livestock and Food programs.

Vocational and technical courses are modular courses. They cover fields and branches such as vocational training programs, basic skills development programs and technology use programs. Vocational and technical programs are developed and implemented by MoNE in cooperation with relevant institutions and organizations. Vocational education programs are developed in modular structure in accordance with national occupational standards and national qualifications.

Courses are organized for individuals with special education needs in order to equip them with knowledge and skills in vocational, technical, social and cultural fields, to bring them to life and to make them productive individuals. In the organization of these courses, cooperation is established with the Directorate General of Special Education and Guidance Services, higher education institutions and relevant institutions and organizations. Special classes and groups can be formed for individuals with special education needs, and necessary measures are taken to ensure that they benefit from the courses attended by individuals without special needs.

8.4.2. Non-Formal Education Institutions

8.4.2.1. Public Education Centers (PEC)

These are educational institutions that aim to fulfill the general objectives of Turkish National Education as well as the goals and functions of non-formal education, by providing services extending to provincial and district centers, as well as towns and villages. Alongside public reading rooms, they offer services that equip people with knowledge and skills, support behavior development, and provide educational guidance to promote the social, cultural, and economic development of the public.

8.4.2.2. Open Education Schools

Open education schools that provide educational services through distance learning are presented in Figure 14:

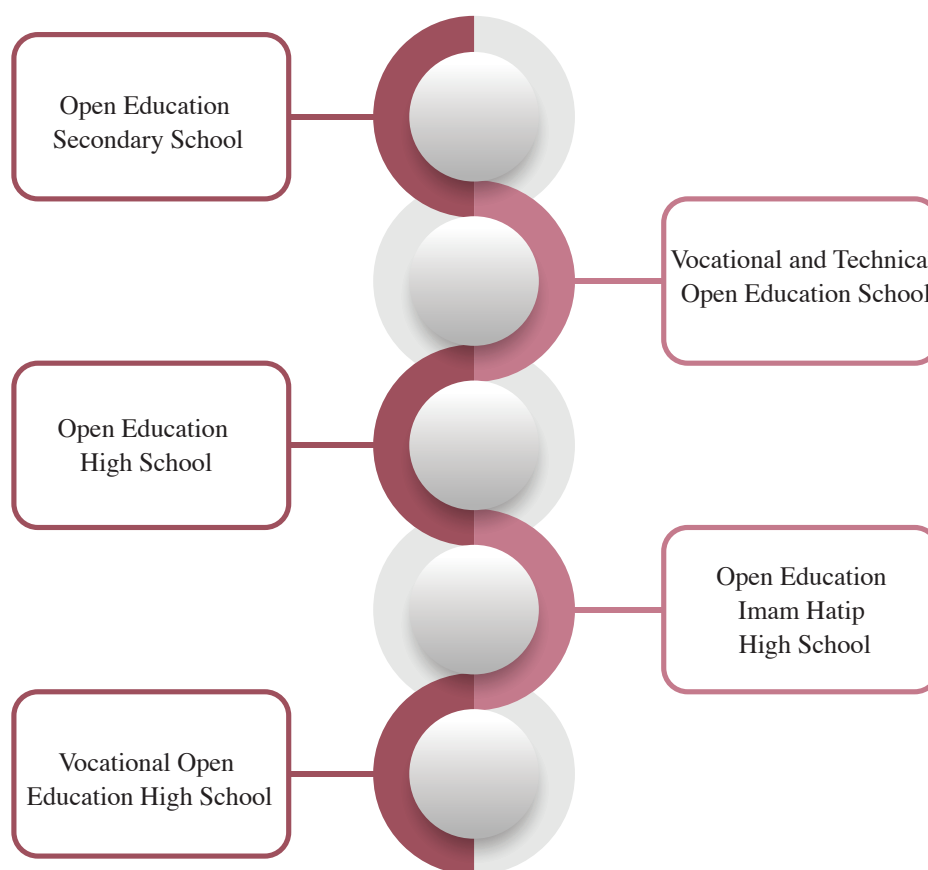


Figure 14: *Open Education Schools*

8.4.2.3. Advanced Technical Schools for Girls

The Advanced Technical School for Girls are non-formal education institutions that conduct research, development, evaluation, archiving and production activities in the fields of traditional Turkish clothing and handicrafts and ensure the survival of handicrafts. These cultural institutions aim to carry the traces of the past to the future by aiming to keep traditional Turkish handicrafts alive and branded in our country and in the world with a quality education approach.

The Advanced Technical School for Girls are educational institutions distinguished from others by their ability to produce works of artistic value and to train masters with this level of competence. These institutes provide opportunities for adults to acquire a profession by developing their vocational knowledge and skills. At The Advanced Technical School for Girls course programs specifically designed for these institutions are implemented.

8.4.2.4. Vocational Training Centers (MEM)

The aim of the vocational training center program in our country is to provide basic vocational training to students in compulsory education and adults over the age of 18 and to prepare them for work in accordance with the demand of the sector. Vocational training centers carry out mastership trainings within the scope of the Framework Curricula in 27 fields and 42 branches approved by BoE.

Apprenticeship training has been included within the scope of formal education and thus, it is aimed to meet the apprentice needs of small tradesmen and artisans, which are the cornerstone of our economy, and to ensure that apprentice students learn the professions on the spot with the master-apprentice relationship that comes from the Ahilik culture. Apprentice students will be able to start their own business by obtaining a journeyman's certificate at the end of apprenticeship training and a master's certificate in the following process.

The duration of master's training is 4 years and students receive theoretical training at school for at least one and at most two days a week and skills training in workplaces under the supervision of a master instructor for four or five days a week.

Students who successfully complete the training receive a journeyman/mastership certificate. Students can receive a high school diploma if they wish, provided that they complete the difference courses to be determined by the Ministry through face-to-face training programs to be organized in vocational training centers or open secondary education institutions. In addition, foreign students under temporary protection can also receive education in vocational training centers.

Vocational training center students receive their theoretical training 1 day a week at the training center or at the training places provided by the enterprises, and skills training 4 days a week at the workplaces under the supervision of a master instructor. The theoretical and practical trainings of journeyman or master students are planned and carried out in a way to complement each other.

Master Teacher Training: The person who has gained the qualification of master; who is responsible for the training of candidate apprentices, apprentices, journeymen and students of vocational and technical education schools and institutions in the workplace; who knows and applies vocational training techniques is called "Master instructor". Those who have gained the qualification of mastership are given a certificate of master-instructor if they successfully complete the courses on occupational pedagogy to be opened by the Ministry.

Workplace owners or craftsmen who are not trained as master trainers are not allowed to employ apprentices in their workplaces or workplaces. The "Business Pedagogy Course Program" applied in master instructor courses is 40 hours long.

Those who have a certificate of mastery or workplace opening certificate and those who have received vocational education at least at the associate degree level can participate in the business pedagogy course opened by schools and institutions. The business pedagogy course can also be organized through distance education and exams can be held in the form of e-exams. Those who successfully complete the course are given a master teacher certificate. The certificate of master-teaching is used together with a certificate of mastery, a certificate of opening a workplace or at least an associate degree diploma.

8.5. Non-Formal Education Databases

8.5.1. e-Yaygın System

e-Yaygın System is an automation system that allows public education centers and Advanced Technical School for Girls and all institutions and organizations with which they cooperate to follow up on courses, seminars and all other activities. Its software was developed by the Directorate General of Information Technologies and its management is provided by the Directorate General of Lifelong Learning. In 2023, the arrangements made in the system are as follows:

▶ The option to log in using e-Devlet credentials has been enabled.

▶ Access to course completion and participation certificates has been made available through the e-Devlet portal.

▶ Applications for qualified instructor to take on duties have started to be submitted through the online application platform.

▶ Within this scope, the annual course hour quota is determined based on factors such as the province's population, demographic structure, geographical characteristics, labor market needs, institutional capacity, and audit results, and is defined to the provincial directorates of national education through the e-Yaygın system in four quarterly periods.

▶ The integration of the Public Education Centers Information Network (HEMBA) and the e-Yaygın System was completed.

Through the portal, users can view information about the location and schedule of lifelong learning courses online and can make preliminary registrations for courses. They can also benefit from sections on employment and entrepreneurship opportunities, the business world, occupational standards, İŞKUR services, guidance, and career counseling. As of 01.01.2018, the portal has been made available at <https://hbogm.meb.gov.tr/portal/>

8.5.2. Public Education Centers Information Network

The HEMBA Platform was established to provide citizens with access to lifelong learning opportunities through distance learning technologies, independently of time and place, to support face-to-face education, and to promote equal opportunities in education. Citizens of the Republic of Türkiye over the age of 15 can benefit from the HEMBA electronic platform via the e-Government (e-Devlet) portal. A certificate of participation is issued to individuals who successfully complete their training. The HEMBA platform is also compatible with Android and iOS operating systems. Currently, 119 distance learning courses based on non-formal education programs have been made available on HEMBA, and as of April 2025, a total of 2,548,769 learners have participated in these courses. Efforts to update, enrich, and expand the content of distance learning course programs continue through the HEMBA platform.

8.5.3. Validity of non-formal and informal learning

Recognition of Prior Learning (RPL) refers to the learning outcomes that individuals have acquired through formal, lifelong and/or informal learning. In addition to schools, knowledge and skills acquired outside of formal education in work and daily life are also included among these learning outcomes. This system provides for the formal recognition and certification of an individual's knowledge, skills and experience, regardless of where and how they were acquired.

SLT offers numerous benefits to individuals and employers. For individuals, it increases vocational development and mobility in the labor market, prevents repetition of training and the loss of time, enables early graduation, reduces the cost of learning, encourages lifelong learning, and increases motivation and self-confidence. For employers, it contributes to addressing the skill and/or qualification gaps in the workplace, reduces the amount of time employees spend outside the workplace for training purposes and thus contributes to more efficient use of resources.

According to the Vocational Education Law, journeymen, masters, and secondary education graduates who participate in remedial or complementary education programs—whose scope, conditions, and duration are determined by the Ministry—and successfully pass the exams held at the end of these programs are awarded a diploma in their respective vocational field. Vocational qualifications related to prior learning are determined through examinations based on occupational standards and levels. The procedures and principles for the recognition and equivalency of prior learning are regulated by a regulation issued by the Ministry.

In this context, the Directive on the Procedures and Principles Regarding the Recognition, Equivalency, and Assessment of Prior Learning has been put into effect under the Directorate General of Vocational and Technical Education (MTEGM). Within the scope of this directive, theoretical and practical exams have started to be implemented in Vocational Education Centers. Journeyman and mastership exams are conducted in February, April, June, August, October, and December each year, at schools/institutions or workplaces designated by the provincial directorates of national education in central and district locations.

In addition, Article 73 of the Regulation on Lifelong Learning Institutions published in 2018, titled Measurement and Evaluation of Literacy Competencies, is as follows:

1. The general provisions regarding examinations shall not be applied in the direct measurement and certification of the competencies of the persons who will receive “Literacy Certificate” through the “Adult Literacy Level I Placement Exam” and “Adult Literacy Level II Placement Exam” and “Adult Level II Education Success Certificate”.
2. Upon the application of individuals, a written / oral / practical exam is held by a commission of three members, chaired by the institution’s principal and including at least one classroom teacher, in order to assess their knowledge and skills in accordance with the “Adult Literacy Teaching” and “Basic Education Program (I and II Level)”.
3. Individuals who successfully complete the Adult Literacy Level I Education Course or pass the Adult Literacy Level II Placement Exam are awarded a Literacy Certificate.
4. Individuals who successfully complete the Adult Literacy Level II Education Course or pass the Adult Literacy Level II Placement Exam are awarded an Adult Level II Education Achievement Certificate.
5. In the direct assessment of literacy competencies, no conditions regarding the number of candidates or time limitations are required.

The certification of prior learning is carried out under the directive through theoretical journeyman/mastership exams conducted as e-exams and practical exams recorded via camera. An amendment was made on 08.04.2019 to the Directive on the Procedures and Principles Regarding the Recognition, Equivalency, and Assessment of Prior Learning issued by the Ministry of National Education. With this amendment, journeyman/mastership exams, which were held in 3 periods a year, were increased to 6 periods. In addition, journeyman/

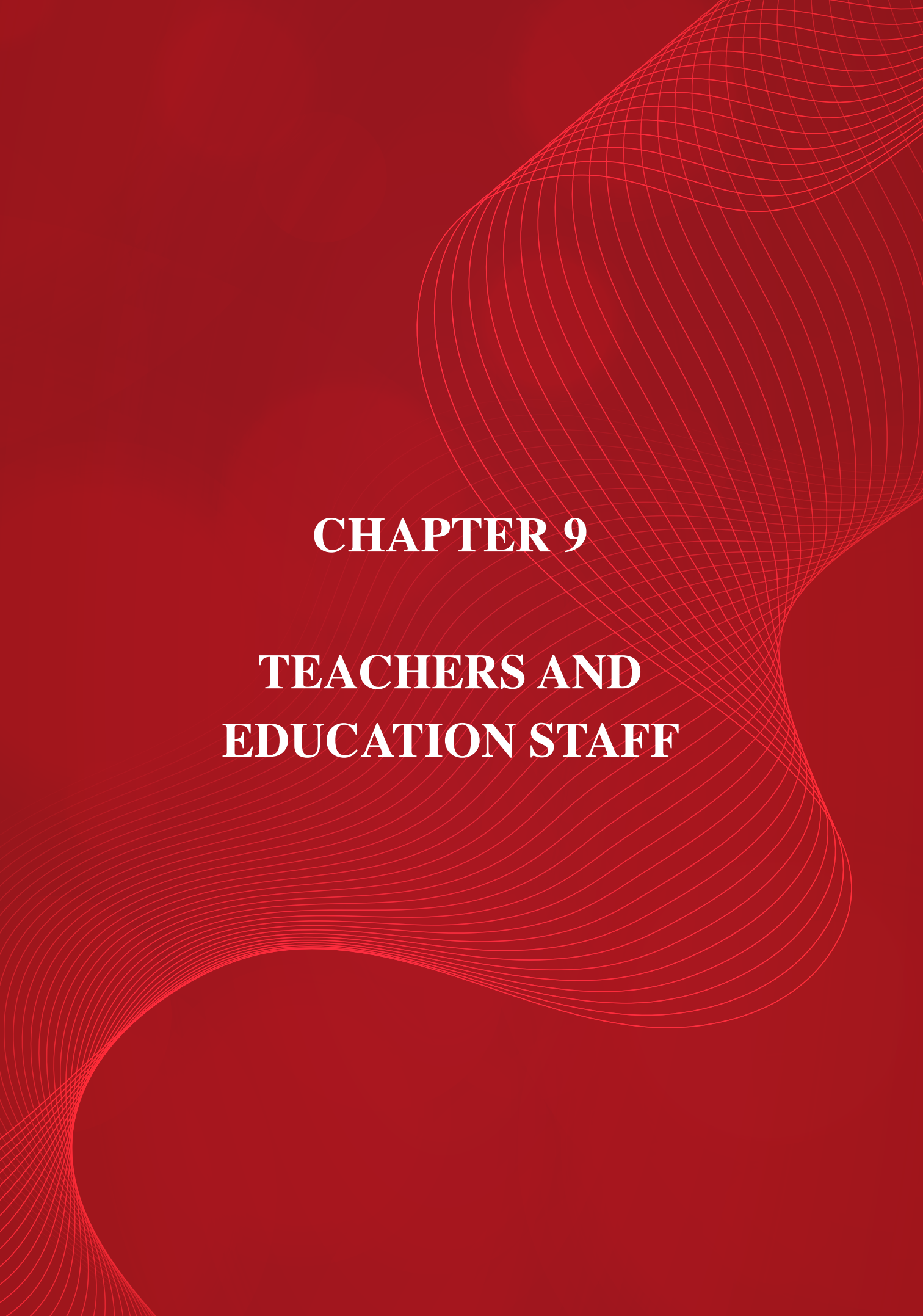
mastership theoretical exams have been made in the form of e-Exam application in all fields / branches where education is provided as of December 2019. With this regulation, it has been ensured that employees who need a journeyman / master's certificate can access the document in a shorter time.

In the third paragraph of Article 73 titled Measurement and Evaluation of Literacy Competencies of the Regulation on Lifelong Learning Institutions regarding the evaluation of literacy competencies, “Individuals who successfully complete the Adult Level I Literacy Training Course or in the Adult Literacy Level I Placement Examination are given a Literacy Certificate.” and in the fourth paragraph, “Individuals who successfully complete the Adult Level II Literacy Training Course or in the Adult Literacy Level II Level Placement Examination are given a Certificate of Achievement in Adult Level II Education.” Through these provisions, the processes and procedures regarding the assessment of literacy competencies within the scope of RPL have been clearly defined.

In addition, information regarding the legal basis, definitions, outcomes, durations, EQF (European Qualifications Framework), TQF (Turkish Qualifications Framework) levels and the corresponding occupational fields under ISCO 08 for the course completion certificates awarded to individuals who successfully complete courses offered by lifelong learning institutions has started to be published by being integrated into the Turkish Qualifications Database.

In Türkiye, activities related to validation of non-formal and informal learning are also carried out in the field of validation of vocational qualifications. VQA plays an important role in this field. VQA develops national occupational standards, defines the outcomes and assessment-evaluation methods related to vocational qualifications in accordance with the standards and ensures the assessment, evaluation and certification of qualifications. For the certification of vocational qualifications, VQA authorizes organizations accredited under the ISO 17024 International Standard for Personnel Certification to conduct examinations and certifications.

Individuals who want to certify their vocational qualifications within the scope of non-formal and informal learning apply to the examination and certification bodies authorized by the VQA and are subjected to theoretical and practical exams organized by these organizations. Those who are successful in these exams are awarded a Vocational Qualification Certificate. Up-to-date data on national occupational standards developed by the VQA, the professions certified, and the examination and certification bodies can be accessed from the VQA WEB Portal and Statistics page.

The background of the page is a solid red color. Overlaid on this are several thin, white, wavy lines that create a sense of movement and depth. These lines are arranged in a way that they appear to be part of a larger, curved structure, possibly representing a stylized wave or a modern architectural element. In the upper right corner, there is a grid of thin white lines that curves and follows the general shape of the wavy lines, adding a geometric contrast to the organic-looking waves.

CHAPTER 9

TEACHERS AND EDUCATION STAFF

CHAPTER 9. TEACHERS AND EDUCATION STAFF

In this section, the process of training teachers for pre-primary, primary, secondary and higher education institutions, as well as the employment and working conditions of teachers, school administrators and other personnel are discussed.

9.1 Pre-service Training of Pre-Primary, Primary and Secondary Education Teachers

9.1.1 Teacher Training Institutions and Teacher Training Models

In Türkiye, pre-service teacher education for pre-primary, primary and secondary education has been conducted by universities since 1982. The main method applied in teacher education is the ‘concurrent’ model and the main institutions are the faculties of education. All undergraduate teacher training programs offer general culture, content knowledge and teacher formation courses.

In addition, Pedagogical Formation Education Certificate programs are being carried out for the students who have graduated from the departments that constitute a source for teaching, starting from the Spring semester of the 2022-2023 academic year, depending on their demands. The main steering body of teacher education in terms of structure and programs is the Council of Higher Education. As of 2020, it is delegated to the relevant higher education institutions to update the teaching undergraduate programs by taking into account the Turkish Qualifications Framework and the General Qualifications for the Teaching Profession determined by the Ministry of National Education.

The Law on the Teaching Profession, which regulates the selection, training, appointment, rights, duties and responsibilities, rewards and punishments, advancement in career steps and other issues related to the teaching profession and the establishment, duties, organizational structure and personnel of National Education Academy, was published on 18.10.2024. In line with the provisions of the Law, teachers to be employed after 01.09.2025 are subjected to pre-service preparatory training for three or four semesters consisting of theoretical and practical courses determined within the framework of teaching profession competencies at National Education Academy before taking office. Pre-service teachers are paid an amount determined during the preparatory training period.

9.1.2 Admission Requirements

As in all higher education programs in Türkiye, the entrance to higher education programs that train teachers require graduating from a secondary education institution and being successful in centralized exams. Higher Education Institutions Exam (YKS) is conducted by the Student Selection and Placement Center (ÖSYM) in order to select students to be admitted to associate degree programs and to place them according to their preferences. Detailed information about YKS and admission requirements is given under Undergraduate Admission Requirements (7.2.2.2.2 Admission Requirements). In order to be placed in teaching programs that admit students through the central exam, a minimum rank of 300 thousandth is required, and a minimum rank of 800 thousandth is required to be able to prefer or pre-register for teaching programs that admit students through a special talent exam.

As of 01.09.2025, teacher candidates will be admitted to the preparatory education to be given by National Education Academy, within the quota determined by fields, according to the superiority of the Ministry of National Education Academy Entrance Examination (MEB-AGS) score conducted by ÖSYM for each teaching field.

MEB-AGS will be organized in 2 sessions: Academy Entrance Examination (AGS) and Teaching Field Knowledge Test (ÖABT). Accordingly, prospective teachers of biology, geography, science/science and technology, physics, elementary mathematics, chemistry/chemistry technology, mathematics, pre-primary, guidance, classroom teaching, social sciences, history, Turkish, Turkish language and literature, physical education, religious culture and ethics, religious culture and ethics/ vocational courses of imam hatip high school will participate in both sessions. For foreign language teacher candidates, AGS and Foreign Language Placement Test (YDS or e-YDS) will be taken as basis. For other teacher candidacies for which no ÖABT or YDS is planned, the MEB-AGS score will be based only on the AGS

9.1.3 Curriculum, Level of Specialization and Learning Outcomes

Undergraduate teacher training programs consist of subject education, teaching professional knowledge and general culture courses. The time allocated to teaching professional knowledge courses (theoretical and practical) varies between 30-35% of the total teaching time in both basic and secondary education teaching programs. In this context, students studying in the faculty of education/educational sciences complete 72 hours of practice and students in other faculties, which are the source of the teaching profession, complete 96 hours of practice as practice students in schools affiliated to the Ministry of National Education.

The preparatory education, which will be applied to prospective teachers at National Education Academy as of 01/09/2025, consists of theoretical and practical courses determined within the framework of the teaching profession competencies, including the knowledge, skills, attitudes and values required by the teaching profession. The duration of the preparatory education is four semesters. This period can be applied as three semesters depending on the higher education program graduated by the prospective teacher.

9.1.4 Faculty Members and Staff

Educational personnel (teaching staff) working in institutions where teachers are trained at all levels of education (including pre-primary education) are trained through postgraduate education (master's and doctorate) programs. In addition, in the process of training pre-service teachers, selected/experienced teachers who have worked in schools affiliated to the Ministry of National Education are assigned as advisors to pre-service teachers on professional issues. Faculty members working in universities, teacher administrators and other personnel working in the Ministry of National Education will be able to work on a contract basis in the preparatory education.

9.1.5 Qualifications, Assessment and Certificates

In the course of pre-service teacher education, students' achievements in courses are measured and evaluated through written exams, homework assignments, portfolio evaluations, observation of teaching performance, etc. The students of the faculties of Education/Educational Sciences are monitored and evaluated by the faculty members and the teachers of the courses in the schools where they do their teaching practice. In order to graduate, it is necessary to obtain the prescribed total credits and to be successful in the teaching practice course. Students are given a diploma indicating the fields they have graduated from and a "diploma supplement" with ECTS credits.

In accordance with the provisions of the Law on the Teaching Profession, prospective teachers who wish to be appointed as contracted teachers after 1/9/2025 must successfully complete the preparatory training at the Academy. At the end of the preparatory training, forty percent of the arithmetic average of the success grades of the theoretical courses and sixty percent of the arithmetic average of the success grades of the practical courses are added together to determine the success score for appointment. Candidates are assigned to educational institutions by taking into account their preferences and according to the superiority of the success score based on the assignment.

9.2 Service Conditions for Pre-Primary, Primary and Secondary Education Teachers

This section presents information on the conditions of service of teachers in Türkiye.

9.2.1 Planning Policy

The Ministry of National Education carries out its activities for students and teacher employment policies in line with the goals and objectives of Development Plans, Medium-Term Programs, Presidential Annual Programs, and Ministry of National Education Strategic Plans.

9.2.2 Introduction to the Profession

In order to enter the teaching profession, in addition to the requirements for becoming a civil servant according to the Civil Servants Law, special requirements set out in the Ministry of National Education Regulation on Teacher Appointment and Relocation must also be met.

The conditions for appointment as a permanent teacher under paragraph (a) of Article 4 of the Civil Servants Law No. 657 or as a contracted teacher under paragraph (b) of Article 4 of the same law are as follows

- The graduated higher education program must be suitable for the field to be assigned according to the Ministry's decision on the determination of those to be appointed as teachers,
- For those who graduated from higher education institutions abroad, the equivalence of their higher education and/or pedagogical formation certificates to higher education institutions or programs in Türkiye must be accepted by the Presidency of the Council of Higher Education,
- Those who will be appointed within the scope of the first appointment must have obtained the base score determined for the fields they will be appointed from KPSS and above and must not have received a penalty requiring dismissal from the civil service or teaching profession.

Within the framework of the needs determined numerically by MoNE, appointments as permanent teachers are carried out electronically by MoNE (at central level) by taking into account the KPSS exam results and the province/school preferences of the candidates.

In appointments as contracted teachers, applications are received from teacher candidates, three times as many candidates as the announced quota are determined according to KPSS score superiority and subjected to an oral exam. Appointments are carried out according to the oral exam success score (the score obtained by adding 50% of the The Public Personnel Selection Examination (KPSS) score and 50% of the score obtained from the oral exam) after the institution preferences received from the candidates.

In line with the provisions of the Law on the Teaching Profession, teacher candidates who wish to be appointed as contracted teachers after 1/9/2025 will be admitted to National Education Academy according to the score superiority of National Education Academy Entrance Examination (MEB-AGS) conducted by the Measurement, Selection and Placement Center for each teaching field within the quota determined by subjects.

9.2.3 Inauguration

Those appointed as contracted teachers are subjected to a training program consisting of training and practice tasks within the scope of the Regulation on Candidate Teaching and Teaching Career Steps. Candidacy period of candidate teachers cannot be less than 1 year and more than 2 years. Candidate teachers who are deemed successful as a result of the evaluation made by the Candidacy Evaluation Commission are removed from candidacy and their appointments are made.

In line with the provisions of the Law on Teaching Profession, candidates who successfully complete the preparatory training within the scope of contracted teacher employment to be made after 01/09/2025 are appointed to educational institutions as contracted teachers according to the preponderance of points in line with their preferences, sign a contract with the provincial/district national education directorates and start their duties.

9.2.4 Professional Status

The forms of employment in MoNE-affiliated schools are permanent and contractual appointments, and temporary status where needed. The common practice is permanent and contractual status. Contracted teachers who have completed three years of contractual employment are appointed to teaching positions in their localities upon request. Those who are appointed to teaching positions work in the same place for at least one more year. Contracted personnel who have completed their term of service and earned the right to permanent status have a 'lifetime' job guarantee. There are various legal regulations on the working conditions of teachers in pre-primary, primary, secondary, vocational and technical education and adult education. The Law on the Teaching Profession regulates the selection, training, appointment, rights, duties and responsibilities, rewards and punishments, and career progression of teachers. According to this law, teachers are:

- a) Raises its students as virtuous people who are loyal to Atatürk's revolutions and principles and Atatürk's Nationalism as expressed in the Constitution, who adopt, protect and develop the national, moral, humanitarian, spiritual and cultural values of the Turkish Nation, who love their family, homeland, nation and always strive to glorify them, who know their duties and responsibilities towards the Republic of Türkiye, which is a democratic, secular and social State of law based on human rights and the fundamental principles at the beginning of the Constitution, and who have turned these into behavior.
- b) Strives for the physical, mental, emotional, social and moral development of students and cooperates with colleagues, family and parents in this direction.
- c) Takes into account the learning styles, interests and abilities of students and respects their personal rights.
- d) Makes efforts to protect students from all kinds of negative words, attitudes and behaviors in the educational environment.
- e) Within the framework of the curricula determined by the Ministry, they select educational tools and materials suitable for the developmental characteristics and learning needs of students and apply teaching methods and techniques appropriate to these characteristics and needs.
- f) Plans and conducts education and training activities in accordance with the general objectives and basic principles of Turkish national education set out in the Basic Law on National Education and the curricula determined by the Ministry.

- f) Uses in-school and out-of-school opportunities to carry out education and training activities effectively.
- g) Collaborates with colleagues to improve the quality of educational activities and supports the management of the educational institution.
- h) Develops himself/herself professionally without interrupting the educational activities and responsibilities in the educational institution where he/she works.

According to the law, teachers may not be assigned to work and activities that are not related to their profession without their consent, except for the matters clearly specified in the legislation and in cases of state of emergency, general disaster and epidemic disease.

Teachers are subject to general laws such as the Basic Law on National Education, the Law on Primary Education and Training on Civil Servants Law on Retirement Fund Law on , the Social Security and General Health Insurance in cases where there are no provisions in their special laws.

9.2.5. Measures for Those Who Take a Break in Duty

In schools affiliated to the MoNE in Türkiye, teachers who are absent from work with or without an excuse are replaced by one of the available teachers in the school. In case of need, provincial/district directorates of national education can make temporary assignments between schools and institutions.

9.2.6 Supportive Measures

Support for teachers in MoNE schools is provided by the Ministry, the school administration and the PTA. This support includes seminars, peer sharing, in-service training, provision of teaching materials, distance learning, etc. MoNE has implemented the Teacher Information Network (TIN) and EBA as a rich learning resource for teachers. School guidance services provide support to teachers on various issues. Since new teachers are candidate teachers for the first year, special training programs can be implemented to prepare and develop them. MoNE organizes a number of social and cultural activities for teachers in cooperation with other institutions and organizations.

In addition, there is the ÖğretmenİZ Platform where the works, projects that make a difference and good practice examples of teachers working within our Ministry are shared. “ÖğretmenİZ” magazine, in which original works of our teachers are published quarterly, is published. “ÖğretmenİZ” video channel, in which the works and good practices of our teachers in 81 provinces are published in 18 different categories, is broadcast. In addition, thanks to the collaborations with different companies, the “Gratitude Campaign for the Heroes of Education”, where special discounts are offered to teachers, has been made permanent. In addition, at the beginning of each academic year, teachers are provided with a financial support under the name of preparation allowance for the academic year.

9.2.7 Salaries

The salaries of teachers working as permanent staff in schools and institutions affiliated to the Ministry of National Education are determined and paid according to the degrees and grades in the Civil Servants Law No. 657. Accordingly, the entry grade to a profession is determined according to the service class of that

profession (e.g. education and training services class for teachers) and the educational level of the individual. Progression within the profession is one step for each year of service and additional steps for further education (one step for a master's degree and two steps for a doctorate degree). Each grade progression (one grade every three years) also means a salary increase. Teachers are also paid educational compensation and fringe benefits at a rate determined by the Presidency each year in line with Law No. 657. In addition to the main salary payment mentioned above, teachers also receive some additional payments. These include compensation according to career level, education and training preparation allowance, additional course fee, foreign language compensation and social benefits.

9.2.8 Working Time and Holidays

In primary schools and high schools, the duration of the school year shall not be less than 180 working days. In the Decree on the number of the Ministry of National Education in weekly course hours to be taught or deemed to be taught by the administrators and teachers of return for salaries and additional course fees, the qualifications of those who will be assigned to teach, and other similar issues are determined.

Teachers working in educational institutions are categorized into three groups: pre-primary and classroom teachers, general knowledge and vocational courses teachers, and workshop and laboratory teachers.

Pre-primary and classroom teachers are required to teach 18 hours per week for salary and 12 hours per week for additional course fee; general knowledge and vocational courses teachers are required to teach 15 hours per week for salary and up to 15 hours for additional course fee, of which 6 hours are compulsory and 9 hours are optional; workshop and laboratory teachers are required to teach 20 hours per week for salary and up to 24 hours for additional course fee, of which 20 hours are compulsory and 4 hours are optional.

Pre-primary and classroom teachers teach 6 hours a day and 30 hours a week, as they carry out their duties in the same classroom without interruption. According to the Law on Primary Education and Training, teachers have two months of leave during the summer vacation. On official holidays (Saturdays and Sundays) and other holidays (national holidays, etc.), teachers are allowed to take leave without any deductions from their salaries.

9.2.9 Promotion and Advancement

The teaching profession consists of three career steps: teacher, specialist teacher and head teacher. Accordingly, in order to become a specialist teacher; at least ten years of service in teaching, no penalty of suspension of progression and completion of the training organized by National Education Academy for specialist teachers are required. In order to become a head teacher, at least ten years of service as a specialist teacher, no penalty of suspension of progression and completion of the training organized by National Education Academy for head teachers must be met.

Teachers can be appointed as school administrators as part of the secondary duty in accordance with the Regulation on the Selection and Appointment of Administrators to Educational Institutions Affiliated with the Ministry of National Education. Accordingly, school administrator appointments are made for four years. It is not possible to serve as an administrator with the same title in the same educational institution for more than eight years.

Those who will be appointed as principals, deputy principals or assistant principals for the first time and those who have previously served as administrators and are currently working as teachers can apply for the first time assignment. The first-time assignment to administrators is made according to the results of the written exam, the evaluation to be made on the evaluation form and the oral exam to be made on the oral exam form.

Administrator appointments to Provincial/District Directorates of National Education are made in line with the provisions of the Regulation on Appointment of Ministry of National Education Personnel for Promotion, Change of Title and Relocation.

9.2.10 Relocations

Appointments of teachers through relocation shall be finalized within the framework of the appointment plans and programs made every year in a way not to affect the educational activities. Relocations of teachers due to health and life safety excuses shall be made during the year without being subject to the relocation calendar, and relocations due to other excuses shall be made during semester and/or summer vacations. Displacements of teachers due to excuses and voluntary relocations are made according to the superiority of service points, taking into account the Ministry's need for teachers and the teacher's preference. Teachers and administrators are given service points for each calendar year they serve, taking into account the geographical situation, economic and social development level of their duty places, the characteristics of the educational institution, transportation conditions and meeting the service requirements.

It is essential that tenured teachers serve at least three academic years in the service region or areas to which they are assigned by the Ministry. Teachers are assigned by the Ministry to provincial/district offices or directly to educational institutions. In case the Ministry assigns teachers to provincial/district offices, their duty stations in the province where they are assigned are determined by the governors upon the proposal of the provincial director of national education, taking into account their service points and qualifications. However, contracted teachers cannot be reassigned for three years, except for life safety and health excuses. In relocations based on the excuse of family unity, the spouse of the teacher employed pursuant to this article is subject to this teacher. Contracted teachers shall be subject to the candidacy process prescribed for candidate teachers. Contracted teachers who have completed three years of service as required by the contract shall be appointed to teaching positions in the place where they are located upon their request. Those appointed to teacher positions shall serve for at least one more year in the same place, and the provisions on candidacy shall not apply to them.

9.2.11 Dismissal

The termination of the civil service of teachers occurs in various ways. According to the Civil Servants Law, a teacher's civil service is terminated in cases where it is later discovered that he/she does not meet any of the conditions for being recruited as a civil servant or loses any of these conditions during his/her civil service; withdraws from civil service; retires due to retirement, retirement age, disability or death. In addition, a person's civil service may be terminated by the decision of the Supreme Disciplinary Board (HDB).

In addition, according to the Law on the Teaching Profession, those who are convicted of the crimes of manufacturing and trafficking in drugs or stimulants, facilitating the use of drugs or stimulants, buying, accepting or possessing drugs or stimulants for use or using drugs or stimulants, lewd acts, obscenity, prostitution and crimes against sexual immunity as set out in the Turkish Penal Code cease to be teachers.

Those who are appointed as contracted teachers according to the Principles Regarding the Employment of Contracted Personnel; those who are appointed as contracted teachers according to the Principles Regarding the Employment of Contracted Personnel, who are subsequently found not to have any of the qualifications required for recruitment, who subsequently lose any of the qualifications required for recruitment, who are absent from their duties for three unexcused and uninterrupted days or for a total of ten days within the contract period, who are in cooperation with terrorist organizations, who assist these organizations, who use or make public facilities and resources available to support these organizations, who make propaganda for these organizations, their contract shall be terminated unilaterally by the relevant public institutions and organizations in case of any of the cases. In addition, the contracted teacher may unilaterally terminate the contract with one month's notice.

9.2.12 Retirement and Pensions

Within the framework of various laws regulating issues such as length of service, monthly amount, age requirement, date of first employment, disability, invalidity, social security status, each individual is evaluated in terms of unique retirement criteria. After determining from which social security status the individual will be retired, retirement procedures are carried out. In terms of all social security statuses, except for academic staff, the latest working age is 65.

9.3 Continuing Professional Development for Pre-Primary, Primary and Secondary Teachers

In this section, the structural elements of teachers' professional development trainings in Türkiye and the studies that have been and are being carried out for the participation of these teachers in continuous professional development trainings are discussed.

9.3.1 Organizational Aspects

In order to ensure continuity in the professional development of teachers and administrators in MoNE, National Education Academy is responsible for organizing professional development activities that are planned, sustainable, trackable and integrated with professional practices. These activities can be carried out centrally or locally through face-to-face or distance education. Professional development activities to be organized for teachers and administrators are determined in accordance with the demands and needs, changes and developments in the field of education and the policies of the Ministry. MoNE prepares individual professional development plans for the personal and professional development of teachers and administrators for five-year periods, taking into account the type and level of school they work in and their areas of assignment. Professional development activities are regularly monitored and evaluated, and the results of the evaluation are taken into consideration in the professional development activities to be planned. The procedures and principles regarding the plans, programs, implementation and evaluation of practices to be established for the professional development of teachers and administrators are determined by the Regulation on In-Service Training for Ministry of National Education Personnel.

Professional development activities consist of the following trainings:

- Candidacy training for teachers appointed for the first time
- Training to prepare for higher positions
- Trainings of specialized trainers
- Professional and personal development trainings
- Adjustment training for teachers who have changed their field of expertise
- Informative conferences, panels, forums, symposiums, etc. Trainings
- Trainings organized for teachers in cooperation with higher education institutions
- Induction training for teachers appointed for the first time

Professional development programs are carried out in line with standard education programs. In 2023, the number of standard training programs in use reached 1907 with the newly prepared/updated programs. In-service training activities are structured in four separate groups.

1. Personal Development Trainings

In this framework:

- Technology usage skills
- Life skills
- Adult education
- Professional development activities are organized in the areas of research and development skills.

2. Teacher Trainings

In this framework:

- General Field Trainings for the Teaching Profession: Educational Sciences, Use of Technology in Education, and training courses that support the general field. Educati
- Specialised Field Trainings: Training courses specifically focused on areas such as Information Technology, Child Development, Science, Special Education and Guidance, Arts and Design, Social Sciences, Sports, Technical Education, and Primary Educati

3. Specialized Trainings

Special trainings are organized for MoNE personnel in areas such as planning, staff restructuring, introducing programs and curricula, introducing new skills, and training the implementers of the trainings to be provided. In this context, Branch Change, Trainer Training, Promotion and Career Trainings and Career in Teaching Profession Trainings are provided.

4. Management and Corporate Trainings

It covers trainings to increase the knowledge, skills and adaptation of administrators in schools and institutions affiliated to MoNE to the developments within the scope of renewed programs and curricula and to increase their skills and experience in technological programs and applications.

Through in-service training activities, teachers are provided with professional and personal development training in areas such as candidacy, adaptation, knowledge renewal, development and preparation for higher positions, field change, pedagogical formation, foreign language, computer, special education.

In order to increase the knowledge and experience of teachers in the fields of general culture, special field education and pedagogical formation, to gain new skills, to find solutions to problems encountered in education and training, to prepare and implement plans and programs according to the needs of students and the environment, the program sent to the governorships within the scope of professional studies is implemented for one week in April, June, September and November every year.

9.5 Incentives, Supportive Measures and Financing for Participation in Professional Development Activities

All costs of in-service training activities conducted by MoNE within the scope of professional development/in-service training are covered by the Ministry. Teachers' professional development activities are carried out through comprehensive studies starting from the candidacy process. Within the scope of the candidate teacher training program, candidate teachers are subjected to a training process under the supervision of experienced teachers.

Every year, in-service training needs are identified through a web-based survey conducted for teachers. The results of the data obtained are shared with the Ministry units at the center and provincial directorates of national education at the local level to ensure that training activities are planned centrally (face-to-face - distance) and locally (face-to-face) in line with the needs. In-service training activities organized centrally and locally are held in In-Service Training Institutes, schools and institutions affiliated to the Ministry, public institutions and other places deemed appropriate. At the end of the trainings, surveys are conducted to evaluate and monitor the training activities.

Considering the current number of teachers, since it is not possible to provide in-service training to all teachers at the time and in the field needed through face-to-face training approach, distance education activities have started to be emphasized. In order to increase the diversity of the training organized within the scope of distance education, training contents (vocational field, personal development, foreign language, special education, informatics and technology, etc.) were prepared and ÖBA were made available for the use of teachers.

On the other hand, MoNE tends to use e-learning methods more widely to ensure the professional development of teachers. Efforts to ensure that various training services for the central and provincial staff of the Ministry are provided in a more widespread, faster and more effective manner through distance education technology, which is developing rapidly all over the world, were initiated in 2005. In-service trainings are organized both face-to-face and online (through distance education) for the central and provincial personnel of the Ministry. There are ongoing studies and projects for which preparatory work is being carried out in cooperation with Ministry units, universities and non-governmental organizations. Cooperation protocols

were signed with universities, public institutions/organizations and non-governmental organizations in order to organize various in-service training activities for the professional and personal development of teachers, administrators and other personnel working in schools and institutions affiliated to the Ministry.

Participation in in-service training activities (except for the candidacy training of newly appointed teachers) is not compulsory. However, it is preferable to have received in-service training for some positions. In-service training activities are mainly conducted during semester and summer vacations. However, in-service training activities in schools can also take place during working hours (outside of class hours) or on weekends. Within the framework of the protocol between MoNE and universities, administrators and teachers whose papers/posters are accepted by the scientific committee can be assigned to congresses, symposiums, panels and similar scientific meetings organized jointly or by the universities themselves.

9.6 Initial Training for Academic Staff in Higher Education

Higher education institutions' recruitment of teaching staff is based on the relevant articles of the Higher Education Law No. 2547 and the relevant regulations. Universities in Türkiye meet their academic staff needs largely from graduate programs in Türkiye and partially from candidates from abroad. The process of training academics is carried out through universities' graduate programs and research assistant positions. In addition, foreign academic staff, postdoctoral researchers and part-time researchers may be employed on contract basis.

9.6. Service Conditions of Academic Staff Working in Higher Education

9.6.1 Planning Policy

As of the 2023-2024 academic year, there are 129 public universities, 75 foundation universities and 4 foundation vocational schools in Turkish higher education. There are a total of 183,610 academic staff, including 152,834 academic staff at state universities and 30,776 academic staff at other universities (MoNE 2025 Budget Report).

9.6.2 Introduction to the profession

The conditions for the appointment of academic staff are as follows:

Assistant Professor: Appointed according to Article 23 of the Higher Education Law. Accordingly, the rectorate announces the vacancy of a doctoral faculty member in a university unit for the application of applicants with a doctorate or related art qualification. The appointment is made by the rector for a maximum period of four years. Those whose term of office expires may be reappointed if they meet the specified conditions.

Associate Professor: A candidate who is deemed to have sufficient publications and studies by the Interuniversity Council is given the title of associate professor. According to the Law on Higher Education, those who have received the title of associate professor apply for associate professor positions announced by higher education institutions. Universities may set additional conditions. Three professors are appointed by the rector to examine the status of the applicants and prepare a report. The rector makes the appointment by taking the reports into consideration.

Professor: In order to be promoted and appointed as a professor, it is required to have worked in the relevant field of science for five years after receiving the title of associate professor and to have produced publications in the relevant field of science. Vacant professorship positions at a university are announced by the rectorate. At least five professors related to the field of science, at least three of them from other universities, are selected by the university executive board to prepare reports determining the status and scientific qualifications of the candidates applying for professorship. The Rector makes the appointment by taking the reports into consideration.

Other teaching staff are lecturers and research assistants.

Lecturers: Lecturers are teaching staff who are obliged to teach courses taught in higher education institutions, to make applications or to have them made. At least a master's degree with thesis is required. Appointments are made for a maximum of two years. Their reappointment is possible. In this case, the first appointment procedure is applied. Lecturers may be appointed to conservatories and vocational schools on a permanent basis when necessary.

Research Assistants: These are teaching staff who assist in research, studies and experiments conducted in higher education institutions and perform other related duties assigned by the authorized bodies. In order to apply for the position of research assistant, one must not have completed the age of thirty-five as of the first day of January of the year in which the exam is held. With the approval of the Rector, they are appointed to research assistant positions for a maximum period of three years; at the end of the appointment period, their duties automatically expire, and they can be reappointed in the same manner.

Foreign Academic Staff: They are appointed with the approval of the Rectorate. The number of foreign academic staff to be assigned with a contract in higher education institutions cannot exceed 2% of the number of full academic staff. Work permits are issued by CoHE and MoLSS . In terms of teaching duties, they are subject to the provisions of this law for salaried teaching staff.

Employment of Postdoctoral Researchers: In order to assist in R&D, innovation or design projects or projects of this nature carried out by faculty members at state universities, a postdoctoral researcher may be employed on a contract basis for a maximum of three years, provided that the expenses are covered from the special budget for a maximum period of three years, provided that they remain within seven years after the doctorate, specialization in medicine, dentistry, pharmacy and veterinary medicine or proficiency in art education. The number of personnel to be employed within this scope is limited to 2% of the number of full academic staff of the relevant higher education institution.

Part-time Assignment of Turkish or Foreign Qualified Researchers with PhD Degrees in Higher Education Institutions: Turkish or foreign qualified researchers with a PhD degree who are actually working in international or public research institutions may be assigned part-time at higher education institutions for a period not exceeding one year upon their own request, mutual agreement of the relevant institutions and approval of CoHE, with the expenses to be covered from the special budget. Taking into account the scientific publications and studies of those assigned in this way, their term of office may be extended in the same manner. The number of personnel who can be assigned within this scope is limited to 2% of the number of full academic staff of the relevant higher education institution.

9.6.3 Occupational Status

Among the academic staff working in higher education institutions in Türkiye, associate professors and professors are employed on a permanent basis. Other academic staff (doctoral lecturers, lecturers, research assistants) are appointed on a temporary basis. They can be reappointed when their term expires.

9.6.4 Salaries

In determining the salaries of academic staff working in higher education institutions, the table of indicators and coefficients in the Civil Servants Law No. 657 are taken into consideration. In the calculation of salaries, the classification, grades and additional indicators in the Higher Education Personnel Law No. 2914 are also taken into account. In addition to the basic salary payment made to the lecturers, some additional payments are made to the lecturers taking into account their titles, course loads, duty stations, managerial duties, etc. Higher education lecturers also benefit from foreign language compensation and social rights provided to other civil servants within the scope of Law No. 657.

9.6.5 Working Time and Holidays

The weekly course load that faculty members are obliged to teach in return for salary is 10 hours, and 12 hours for lecturers. Lecturers who will work in the applied units of higher education institutions are not required to have a course load and are not paid a course fee. Lecturers normally use their annual leaves during the interruption of education. Other leaves are carried out according to the provisions of the Civil Servants Law.

9.6.6 Promotion, Advancement

According to the Higher Education Law and the Regulation on Promotion and Appointment of Faculty Members issued on the basis of this law, there are three career steps in higher education. These are doctorate, associate professorship and professorship, and the relevant law and regulation set out the minimum criteria for promotion to doctorate, associate professorship and professorship. In addition, each university makes regulations stipulating additional criteria based on these criteria. Academic management positions within higher education (rector, dean, director, head of department, etc.) are open to all faculty members who meet the necessary conditions.

9.6.7 Retirement and Pensions

The maximum retirement age for university faculty members has been set at 67, and those who are in faculty positions as of the date of the contract may be employed under contract for periods of one year from the date they reach the retirement age, with the proposal of the higher education institution and the approval of the Council of Higher Education (CoHE), for a period of one year until they reach the retirement age of 75 or until they receive a retirement or old-age pension.

9.7 Continuous Professional Development of Academic Staff Working in Higher Education

There is no planned in-service training law or actual practice for academics in Türkiye. On the other hand, international databases and digital libraries subscribed by universities with the support of the Council of Higher Education (CoHE) provide Turkish scholars with timely and rapid access to basic academic products

such as articles, presentations, theses, dissertations, and books on national and international studies. In recent years, Cahit Arf Information Centre Initiative and Scientific and Technological Research Council of Türkiye TÜBİTAK) and the identification and accessibility of international journals under the umbrella of ULAKBİM provide a natural learning environment and professional development for researchers.

9.8 Initial Training for Teachers, Trainers Working in Adult Education and Training

In non-formal vocational and technical education, trainers with various statuses, qualifications and educational qualifications are employed. In the event that there are not enough teachers and permanent master trainers in the institution and in the education region where the institution is located, the need is met from among those who are willing to work in return for course fees. Assignments for course fees are made according to the following order of priority: Priority Order in Assignments Paid by Hourly Teaching Fees specified in Figure 15.

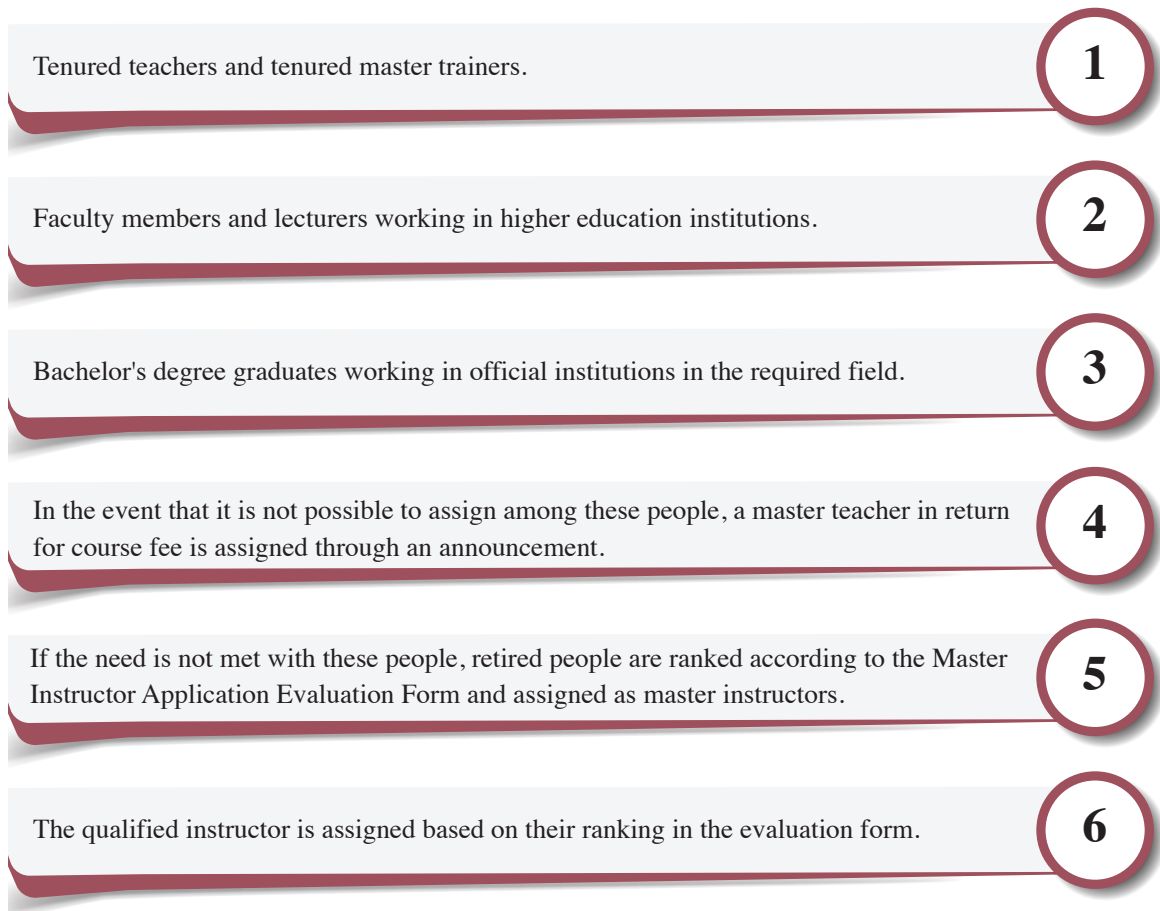


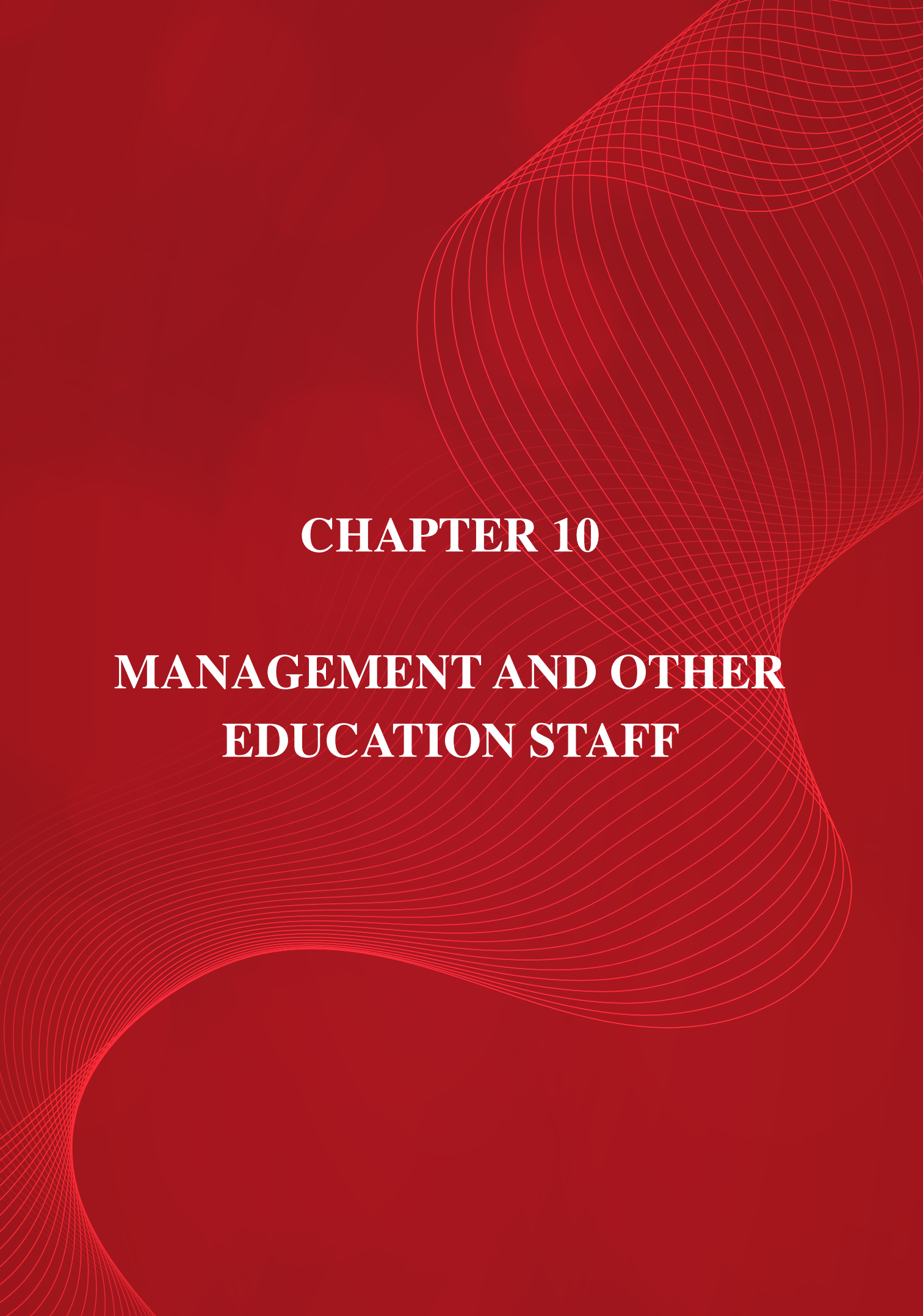
Figure 15: Priority Order in Assignments Paid by Hourly Teaching Fees

9.9 Conditions of Service of Teachers and Trainers in Adult Education and Training

The conditions of service, personal rights, working hours, additional duties in and out of the classroom, and retirement status of non-formal education institutions are the same as those of MoNE teachers, except for a few key differences. The main difference for teaching staff working in non-formal education institutions is their working hours and the duration of their working hours.

9.10 Continuing Professional Development for Teachers and Trainers in Adult Education and Training

The continuous professional development of teachers working in non-formal education institutions does not differ from the teachers mentioned in the section “Continuous Professional Development for Teachers Working in Pre-Primary, Primary and Secondary Education Primary and Secondary Education Teachers”.

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CHAPTER 10

MANAGEMENT AND OTHER EDUCATION STAFF

SECTION 10: MANAGEMENT AND OTHER EDUCATION STAFF

This section covers administrators, education personnel, supervisory and guidance officers and other personnel responsible for educational work in pre-primary, primary, secondary, higher and non-formal education levels in Türkiye.

10.1 Pre-primary, Primary and Secondary Education Management Staff

In this section, the duties and responsibilities of the personnel in the management of schools will be explained and the criteria for their appointment and conditions of service will be emphasized.

10.1.1. Appointments and Assignments

In Türkiye, administrators of educational institutions are appointed within the framework of the Regulation on the Selection and Appointment of Administrators for Educational Institutions under the Ministry of National Education (MoNE). The purpose of this Regulation is to regulate the procedures and principles regarding the appointment of administrators in official educational institutions affiliated to MoNE. The Regulation on Selection and Appointment of Administrators for Educational Institutions reorganizes the appointment of administrators (principals, deputy principals) of formal and non-formal education schools/institutions affiliated with MoNE. According to the Regulation, it is explained under separate headings for each title.

10.1.1.1. General Requirements for Administrator

Those who will be appointed as administrators of educational institutions must be graduates of higher education, work as a teacher in MoNE staff and have an Educational Management Certificate. Candidates must be successful in the written and oral exams specified in the regulation, must be qualified to be appointed as a teacher in the educational institution to which they will be assigned, and must not have been dismissed from the position of administrator as a result of a judicial or administrative investigation within the last four years. In addition, they must have completed or postponed their compulsory service obligation or be exempted from compulsory service obligation. Candidates to be appointed as administrators of educational institutions with special status are not required to have been previously appointed as a teacher in the relevant educational institutions.

10.1.1.2. Special Conditions Required for Appointment as Head Teachers

Candidates who wish to be appointed as a principal must have previously served as a principal, be a teacher in the MoNE staff or have held a position as a branch manager or higher. In addition, special branch-based requirements have been set for some educational institutions. For example, those to be appointed as principals in science high schools must be teachers of mathematics, physics, chemistry or biology; in social sciences high schools, they must be teachers of Turkish language and literature, history, geography, philosophy, psychology or foreign language. For imam hatip high schools, candidates must be imam hatip high school vocational courses teachers, while for kindergartens they must be pre-primary teachers and for primary schools they must be classroom teachers. If there are not enough candidates in the required branches, other branches may be assigned.

10.1.1.3. Conditions for Appointment as Deputy Head

In order to be appointed as a vice-principal, candidates must have previously served as a principal, founding principal, vice-principal or teacher authorized to be a principal, or have held a branch manager or higher position in MoNE, or have been a teacher for at least two years.

10.1.1.4. First Time Appointment as Administrator and Application Process

Vacant managerial positions are announced on the websites of provincial directorates of national education. Candidates who are successful in the oral exam can apply for only one position and can prefer a maximum of 20 educational institutions. The scores of the candidates to be appointed for principalship are calculated by taking into account 50% of the written exam score, 30% of the score obtained as a result of the evaluation and 20% of the score obtained as a result of the oral exam. In case of equal scores, the written exam score, evaluation score, oral exam score, length of service as a manager and teaching service score are taken into consideration respectively.

10.1.1.5. Reassignment as an Administrator

Administrators whose term of office has expired may be assigned to another educational institution deemed appropriate. A maximum of eight years can be served as an administrator in the same educational institution. Candidates who wish to be reappointed as principal or deputy principal are scored according to the administrator evaluation form. During the reappointment process, administrators working in certain branches are given the advantage of additional points.

10.1.1.6. Principles of Administrator Appointment

Administrators are appointed for a four-year term and can serve in the same educational institution for a maximum of eight years. Girls' boarding schools and institutions with female students must have at least one female principal. In addition, at least one female vice-principal must be appointed to co-educational schools with three or more vice-principals. When appointing administrators to special education institutions, experience in the field of special education is required. If the need for administrators cannot be met, firstly, appointments are made from among the existing administrators.

10.1.1.7. Administrator Appointments to Educational Institutions Implementing Special Programs and Projects

Administrator and teacher appointments to special program and project schools are made in accordance with the Law on the Teaching Profession and the Regulation on the Appointment of Teachers and Administrators to Educational Institutions Implementing Special Programs and Projects affiliated to the Ministry of National Education. Administrators to be appointed to such educational institutions must meet the special conditions specified in the relevant legislation.

10.1.1.7.1. Application Requirements and Term of Office

Candidates to be appointed as administrators in educational institutions affiliated to MoNE must meet certain conditions. In this context, the general and special conditions expected from the candidates in the applications for administrator-ship are stated below.

10.1.1.7.2. General Application Requirements

Those to be appointed as administrators must be working as teachers according to the Civil Servants Law. Administrators to be assigned to project schools must be qualified to be appointed as a teacher to the same type of school or institution in accordance with the school type. In addition, as of the last day of the application, they must not have been dismissed from their administrative positions as a result of any judicial or administrative investigation within the last four years. For those who will be appointed to project schools other than the places where compulsory service obligation is foreseen, they must have completed, postponed or exempted from the compulsory service obligation according to the relevant legislation.

10.1.1.7.3. Conditions for Appointment as Head Teacher

Candidates to be appointed as principals must meet at least one of the special conditions specified in the regulation. They must have previously served or be currently serving as a principal in schools or institutions, have served as a deputy principal for at least two years, or have served as a founding principal, deputy principal or assistant principal for at least three years in total. In addition, those who have served as a branch manager or a higher position within the MoNE can also apply for the position of director.

There are additional branch requirements for candidates to be appointed as principals for some educational institutions. For vocational and technical secondary education institutions, candidates must be a workshop, laboratory or vocational courses teacher. For special education institutions, candidates must be special education teachers; for science high schools, they must be mathematics, physics, chemistry or biology teachers; for social sciences high schools, they must be Turkish language and literature, history, geography, philosophy, psychology or foreign language teachers. Principals appointed to fine arts high schools must be visual arts/painting or music teachers, while principals appointed to sports high schools must be physical education teachers.

10.1.1.7.4. Conditions for Appointment as Assistant Principal

Candidates to be appointed as vice-principals must have previously served or be currently serving as a principal, founding principal, assistant principal or vice-principal, or have served as a branch manager or higher position within the MoNE. Candidates to be appointed as vice-principals in imam hatip high schools are limited to institutions with an imam hatip middle school and provided that there are at least two vice-principal norms, one of the vice-principals must be selected from among middle school teachers.

The principal and at least one of the assistant principals of project schools with all female students and at least one of the assistant principals of project schools with female boarding students must be appointed from among female candidates. In addition, in project schools with three or more assistant principals and co-educational schools, at least one of the assistant principals must be selected from among female candidates.

10.1.1.8. Tenure of Teachers and Administrators

Teachers are appointed for four years and administrators are appointed for four years. Teachers or administrators with the same title cannot work in the same project school for more than eight years. At the end of this period, teachers and administrators must be assigned to different educational institutions.

Within the framework of these principles, administrator appointments to educational institutions are carried out within the scope of the specified legislation and the applications of candidates who meet the relevant conditions will be evaluated.

10.1.1.8.1. Duties, Authorities and Responsibilities

The duties, authorities and responsibilities of school administrators have been determined in line with the Ministry of National Education's Law on Teaching Profession, Regulation on Pre-Primary Education and Primary Education Institutions and Regulation on Secondary Education Institutions. In this context, school principals, vice principals and authorized teachers are obliged to fulfill certain duties.

10.1.1.8.2. Duties, Authorities and Responsibilities of the School Head

Pre-primary and primary education institutions are managed by the school principal in line with the provisions of the relevant legislation. The school principal is responsible for student affairs, education and training activities, administration, personnel management, financial affairs, movable property management, correspondence, educational and social activities, boarding, scholarship, transportation, security, nutrition, care, maintenance, protection, cleaning, order, watch services, public relations and the duties assigned within the scope of the MoNE School-Parent Association Regulation. They also ensure that other duties assigned by MoNE and provincial/district directorates of national education are carried out.

In addition, the school principal is responsible for taking the necessary measures to ensure that students use cell phones and digital devices with recording features in accordance with the rules in educational environments. He/she supervises the implementation of the education and training programs adopted by the Ministry of National Education and ensures that activities are carried out in accordance with these programs.

10.1.1.8.3. Duties, Authorities and Responsibilities of the Assistant Director

The assistant director deputizes the school principal in his/her absence and is the person primarily responsible for school management after the principal. In addition to fulfilling the responsibilities in the job description, the deputy principal is also responsible for carrying out the duties assigned to him/her by the school principal.

10.1.1.8.4. Duties, Authorities and Responsibilities of the Principals Authorized Teacher

In primary schools without an independent directorate, one of the classroom teachers is assigned as an authorized teacher. The authorized teacher assumes the duties, powers and responsibilities of the school principal and is responsible for the management of the school in accordance with the provisions of the relevant regulation.

10.1.1.9. Principal, Vice Principal and Other Administrator Duties According to the Regulation on Upper Secondary Education Institutions

According to the MoNE Regulation on Secondary Education Institutions, the duties of school principals, vice principals and assistant principals are defined in the relevant regulation. Within the scope of this regulation, school administrators are responsible for various tasks such as planning, conducting and supervising educational activities, managing student disciplinary processes, managing the financial affairs of the school, organizing and developing educational environments.

Accordingly, school administrators are obliged to fulfill the duties assigned to them within the scope of the legislation in order to ensure the effective and efficient management of educational institutions, to improve the quality of education and to maintain the educational processes of students in the best way.

10.2. Personnel Involved in Supervision and Guidance of Education Quality

10.2.1. Appointments and Assignments

MoNE may establish or abolish work centers with the approval of the Minister in the provinces deemed necessary to provide guidance and inspection of the services it provides. These centers employ a sufficient number of chief inspectors, inspectors and assistant inspectors within the Board of Inspectors. The duties and powers of education inspectors are set out in the MoNE Regulation on Education Inspectors.

10.2.1.1. Education Inspectorate Competition Examination and Conditions for Appointment

Candidates to be appointed as education inspectors are subjected to a written and oral examination. For the candidates to be appointed according to KPSS results, only the oral exam is applied. In order to participate in the competitive exam, candidates must have the title of teacher or have graduated from faculties of law, political sciences, economics and administrative sciences, economics and business administration with at least four years of undergraduate education. The exams may be held together or on separate dates for those working as teachers in the Ministry of National Education and those who will be appointed to public office according to the results of KPSS or those working in other public institutions.

10.2.1.2. Conditions for Participation in the Written Exam

In addition to the general conditions specified in the Civil Servants Law, candidates who will participate in the written exam must have at least eight years of service in teaching and must be currently working as a teacher in the Ministry of National Education. For candidates without a teaching background, candidates are required to have graduated from relevant faculties and to have obtained the base score determined in KPSS. In addition, candidates must not be over 35 years of age as of January of the year in which the competition exam is held.

10.2.1.3. Qualifying Examination and Evaluation Process

The qualifying exam for assistant education inspectors consists of two stages: written and oral. Those who score 70 and above in the written exam are considered successful and are entitled to take the oral exam. The oral exam is held at least 20 working days after the announcement of the written exam results and the candidates' knowledge of the legislation, their competencies in guidance, supervision, monitoring, evaluation, examination and investigation are evaluated.

10.2.1.4. Implementation of the Written and Oral Exam

The written exam is organized by the General Directorate of Measurement, Evaluation and Examination Services within the framework of the procedures determined by the Examination Board. The results of the written exam are announced on the MoNE website within ten working days at the latest from the date of the exam. Candidates who are successful in the written exam are invited to the oral exam, where they are evaluated on criteria such as level of knowledge, ability of expression, ability to represent, persuasiveness, general ability and openness to scientific developments.

10.2.2. Duties, Authorities and Responsibilities

Guidance, supervision, evaluation, examination, preliminary examination and investigation services of pre-primary, primary and secondary education institutions affiliated to MoNE are carried out by education inspectors. Education inspectors and their assistants carry out the duties of inspecting, guiding, monitoring and evaluating public and private formal and non-formal education institutions and private student accommodation organizations throughout the province.

Education inspectors are obliged to submit the reports they prepare as a result of their work to the Directorate of Inspection Board within 20 days. In comprehensive works, this period can be extended by giving additional time. In addition, inspectors are responsible for acting in accordance with the legislation in guidance and supervision processes, ensuring the training of assistant inspectors under their supervision, acting in accordance with the standards in the work carried out and fulfilling other duties assigned by MoNE. In this framework, the education inspectorate system is shaped according to the procedures and principles determined by MoNE and the guidance, supervision and evaluation processes of teachers and administrators are carried out effectively.

10.3. Educational Personnel Responsible for Guidance Services

The duties and responsibilities of guidance counselors are defined by the Guidance and Psychological Counseling Services Regulation. Guidance counselors are responsible for supporting the academic, social and psychological development of students by providing developmental, preventive, remedial and supportive services in educational institutions.

10.3.1. Duties of Counselors

10.3.1.1. Developmental and Preventive Services

Guidance counselors implement activities that require special knowledge and skills in the field of guidance within the scope of the classroom guidance program and guide students' development processes. Within the scope of individual recognition activities, they apply various recognition techniques to determine students' abilities, interests and personality traits and evaluate the data obtained and provide feedback to students and those concerned. It also shares the information students need for their academic, social-emotional and career development through individual or group studies. It helps students direct their educational lives in the most appropriate way by providing preference counseling during the preparation process for the central exams. Among their main responsibilities are directing students to educational institutions, professions and social-cultural activities in accordance with their interests and abilities, monitoring their development processes and guiding them.

10.3.1.2. Remedial Services

It provides individual and group counseling services to support students' social-emotional, academic and career development. In this process, it guides students to discover themselves, develop and improve their emotional and cognitive capacities.

Within the scope of psychosocial support services, it provides psychological and social support to students, families and teachers in the face of traumatic life events such as natural disasters, accidents, neglect and abuse, suicide, violence, war, migration and epidemics. It provides individual guidance services for children for whom counseling cautionary decisions have been taken and, when necessary, provides guidance support to those responsible for the care of the child. Within the framework of referral activities, in cases that fall outside the intervention area of guidance and psychological counseling services or exceed the professional competence of the counselor, it refers the individual to more competent specialists or institutions.

10.3.1.3. Support Services

The guidance counselor contributes to the development of the guidance approach by cooperating with teachers, parents and administrators in order to support the development of the student. They prepare the guidance and psychological counseling program to be carried out in the educational institution through the "e-Rehberlik" system in the first week of October and submit it to the Guidance and Research Center. In addition, in November every year, in line with the data received from class counselors, it creates a risk map of the school by identifying students at risk and plans the necessary support mechanisms. Conducts research and evaluation studies to increase the effectiveness of guidance services. Contributes to making guidance services more efficient by participating in project studies carried out in the educational institution. While conducting joint studies with parents, teachers, school administrators and other relevant institutions for the developmental needs of students, they take the necessary measures in cooperation with the school administration and the course teacher in order to prevent students from being absent during individual or group studies conducted during guidance hours. Participate in scientific congresses, conferences, panels and in-service trainings in order to improve their professional knowledge and skills, follow current developments and increase the effectiveness of guidance services, and contribute to the development of knowledge and skills of other teachers

and administrators in the field of guidance by providing in-service training when necessary. In addition, by fulfilling the duties assigned by the school principal regarding guidance and psychological counseling services, it organizes the guidance services needed by the school and ensures that these services are carried out.

10.4. Other Education Personnel or Staff Working in Schools

In schools/institutions affiliated to MoNE, there are personnel who carry out general administrative services and auxiliary services in addition to the teaching staff. The duties, authorities and responsibilities of other education staff or personnel working in schools are defined according to the Civil Servants Law. Those who will be appointed may vary according to the nature of the position and the special conditions determined by the relevant institution. For this reason, it is necessary to examine the special conditions for the position to be appointed from the official announcements or regulations of the relevant institution.

10.5. Higher Education Management Staff

According to the Law on Higher Education, university organs are defined as rector, senate and board of directors.

10.5.1. Appointments and Assignments

10.5.1.1. Rector and Vice Chancellor

The rectors of state and foundation universities are appointed by the President of the Republic. In foundation universities, the rector is appointed upon the proposal of the board of trustees. The rector represents the university or high technology institute as a legal entity. The age limit for rectors is set at 67 years and this age limit is not considered during the rector's term.

The rector may elect up to three vice-rectors from among the university's salaried professors to assist him in his work. However, this number may be increased up to five in universities providing centralized open education services. Vice-rectors are appointed by the rector and deputize him/her in his/her absence. If the rector is absent from his/her duties for more than two weeks, he/she shall inform the Council of Higher Education if the rector is absent for more than six months, a new rector shall be appointed.

10.5.1.2. University Senate

The Senate is chaired by the rector and consists of vice-rectors, deans, faculty members elected by faculties for three years, and directors of institutes and colleges affiliated to the rectorate. The Senate convenes at least twice a year, at the beginning and end of each academic year. However, the rector may organize extraordinary meetings when deemed necessary. The main duty of the Senate is to determine the academic policies of the university, approve education programs and organize scientific activities.

10.5.1.3. University Executive Board

The university board of directors is chaired by the rector and consists of deans and three professors elected by the senate representing the different academic units of the university for four years. Vice-rectors may attend the board of directors' meetings without the right to vote. The board of directors takes decisions on academic and administrative matters, organizes the functioning of the university and coordinates educational and training activities.

10.5.2. Faculty Administration and Bodies

10.5.2.1. Dean and Associate Deans

The Dean is the representative of the faculty and its academic units and is appointed for three years by the Presidency of the Council of Higher Education upon the recommendation of the rector. The dean can be reappointed when his/her term of office expires. The dean selects up to two faculty members as vice deans to assist him/her. In open education faculties, four vice deans may be appointed. When the dean is absent from his/her duties, one of his/her deputies acts as acting dean. If the deputy period exceeds six months, a new dean is appointed.

10.5.2.2. Faculty Board

The faculty board is chaired by the dean and consists of the heads of departments, institute and school directors, and academicians elected for three years from among the professors, associate professors and doctoral faculty members in the faculty. The faculty board normally convenes at the beginning and end of each semester. The board may be called for an extraordinary meeting when deemed necessary by the Dean. The faculty board determines the education and training programs, examination and academic evaluation principles.

10.5.2.3. Faculty Executive Board

The faculty executive board consists of three professors, two associate professors and one doctoral faculty member elected by the faculty board for three years under the chairmanship of the dean. The faculty executive board organizes education, training and research activities and takes decisions on academic and administrative matters. It may establish temporary working groups and coordinator-ships when deemed necessary.

10.5.3. Institute Management and Organs

10.5.3.1. Institute Director and Deputies

The director of the institute is appointed by the rector upon the recommendation of the dean of the faculty for three years. In institutes affiliated to the Rectorate, they are appointed directly by the rector. The director may appoint up to two assistants among the faculty members working at the institute. In case the director is absent from his/her duty, the deputy process is carried out as in the dean's office.

10.5.3.2 Graduate School Board and Executive Board

The institute board is chaired by the director and consists of vice directors and heads of departments. The institute board of directors consists of three faculty members to be elected among six candidates determined by the director and the deputy directors. These boards fulfill the duties of the faculty board and the board of directors at the institute level.

10.5.4. Vocational School of Higher Education Management and Bodies

10.5.4.1. Vocational School of Higher Education Director and Deputies

The school director is appointed by the rector upon the recommendation of the faculty dean for three years. In colleges affiliated to the Rectorate, he/she is appointed directly by the rector. The director selects and appoints up to two assistants from among the faculty members working in the school. In the absence of the director, the deputy process works as in the case of deans.

10.5.4.2. Vocational School of Higher Education Board and Executive Board

The school board is chaired by the director and consists of vice directors and department heads. The board of directors, on the other hand, consists of three faculty members to be elected among six candidates determined by the deputy directors and the director. School management bodies fulfill the duties assigned to the faculty board and the faculty board of directors at the college level.

10.5.5. Management Structure and Functioning of Higher Education Institutions

Higher education institutions are governed by the rectorate, faculties, institutes and colleges, as well as the senate and administrative boards. The rector is responsible for the general management of the university and coordinates academic, administrative and financial processes. Faculties, institutes and colleges take decisions on the conduct and development of academic activities. These governance mechanisms have been established to ensure the sustainability of the scientific and academic work of universities, to manage education and training processes efficiently and to determine higher education policies.

10.6. Duties, Authorities and Responsibilities

The management structure of higher education institutions is carried out through bodies such as the rectorate, senate, university board of directors, faculty administration and faculty boards. These bodies have various duties and responsibilities to ensure that academic and administrative activities are carried out effectively.

10.6.1. Duties, Authorities and Responsibilities of the Rector

The Rector, as the highest-level administrator of the university, chairs the university boards, implements the decisions of the higher education higher institutions, and ensures regular work among the affiliated units of the university. At the end of each academic year or when deemed necessary, he/she informs the Interuniversity Council about the academic and scientific activities of the university. It determines the university's investment programs, budget and staffing needs and submits them to CoHE.

The rector has the authority to change the positions of academic staff and other personnel or assign new duties to them in order to organize the academic and administrative structure of the university. The rector, who is responsible for the general supervision and control of the university, ensures that scientific research and educational activities are carried out in line with development plans, state policies and academic goals. He/she is the primary authority on the security of the university, student services and the organization of scientific studies.

10.6.2. Duties of the Senate

The Senate is the highest academic body of the university and has the authority to make decisions on education, scientific research and academic principles. The main duties of the senate are to determine the principles of education and training activities, to prepare draft academic regulations, to organize the university calendar and to evaluate the proposals of the faculty boards.

In addition, the Senate's responsibilities include reviewing the decisions taken by the faculty boards and institute-school boards and deciding on objections, awarding honorary academic titles and electing members to the university executive board. The Senate establishes the general scientific and educational policies of the university by setting academic standards.

10.6.3. Duties of the University Executive Board

The university board of directors acts as an auxiliary body to the rector in administrative activities. It is responsible for ensuring the execution of plans and programs for the implementation of the decisions taken by the higher education higher institutions and the senate. It evaluates the investment programs, draft budget and academic activities by taking into account the opinions of the units affiliated to the university and submits them to the rectorate.

In addition, the university executive board examines the objections to the decisions of the faculty, institute and college executive boards and makes the final decision. It is also authorized to take decisions on issues brought by the rector regarding the general administrative management of the university.

10.6.4. Duties, Authorities and Responsibilities of the Dean

The Dean is responsible for the academic and administrative functioning of the faculty, chairs the faculty boards, ensures the implementation of the decisions taken and coordinates the regular work between the faculty units. At the end of each academic year or as needed, he/she submits a report to the rector about the general condition of the faculty.

The dean, who determines the faculty's appropriation and staffing needs and submits them to the rectorate, submits his/her proposals about the faculty budget by taking the opinion of the faculty board of directors. The dean, who is responsible for supervising the academic and administrative structure of the faculty, is primarily responsible to the rector for providing social services to students, taking security measures and organizing scientific activities.

10.6.5. Duties of the Faculty Board

The faculty board is the highest academic body of the faculty and determines the principles regarding education, scientific research and publication activities. The main duties of the faculty board include electing members to the faculty board of directors and organizing the academic calendar. It plays a decisive role in the planning and execution of academic studies within the faculty.

10.6.5.1. Duties of the Faculty Executive Board

The faculty executive board functions as an auxiliary body to the dean in administrative activities. It supports the implementation of the decisions taken by the faculty board and ensures the implementation of education plans, programs and academic calendar. The faculty board of directors, which prepares the faculty's investment plans and budget draft, also takes decisions on issues brought by the dean regarding the faculty administration. It also has the authority to decide on the admission of students to the faculty, course adjustments, dismissals, education and training processes and exams.

10.6.6. Management Structure and Functioning of Higher Education Institutions

Higher education institutions are managed through the rectorate, faculty administration, senate and executive boards. The rector is responsible for the overall management of the university and coordinates academic, administrative and financial processes. The Senate determines academic policies and the principles of education and training, while the university board of directors supports the rector in administrative matters.

Faculties, institutes and colleges are managed by faculty and college boards in order to organize administrative processes and support academic development, as well as ensuring the conduct of academic activities. This governance structure has been established to ensure the sustainability of the scientific and academic work of universities, to carry out education and training processes efficiently and to determine higher education policies.

10.6.7. Other Education Personnel or Staff Working in Higher Education

Higher education institutions have faculty members, lecturers, general administrative services and auxiliary services personnel. The duties, authorities and responsibilities of the personnel working in higher education institutions are defined according to the Higher Education Law. General provisions are applied for matters not included in the law.

10.7. Management Personnel Working in Adult Education and Training

10.7.1. Appointments and Assignments

Appointments and assignments in adult education and training are made according to the Regulation on the Selection and Assignment of Administrators to Educational Institutions Affiliated to the Ministry of National Education.

10.7.2. Duties, Authorities and Responsibilities

Principals and vice-principals in MoNE-affiliated educational institutions are authorized with specific duties and responsibilities to manage educational processes, coordinate academic and administrative functioning, increase institutional efficiency and contribute to the development of students.

10.7.3. Duties, Authorities and Responsibilities of the Director

At the beginning of the academic year, the principal divides the work of the staff and notifies their duties in writing. He/she plans the courses to be taught by teachers and laboratory-workshop activities. He/she ensures that educational resources are available in the school and notifies the relevant units of any deficiencies. Coordinates the preparation of the annual lesson plans by organizing the meetings of the council of teachers and supervises the conformity of the lessons to their objectives.

The principal ensures that the school's classrooms, laboratories, workshops, libraries and other educational areas are prepared and developed for continuous education. He/she decides for the educational institution to cooperate with local administrations, businesses and related organizations to make students' internships and practical training more efficient. Conducts regular meetings with the board of teachers, department meetings and guidance teachers in order to improve education and training activities.

The principal takes all necessary measures to ensure discipline and order. Encourages the professional development of teachers and staff and ensures the training of candidate teachers. He/she creates the school's strategic plan, decides to achieve the goals and monitors performance. He/she also takes decisions on issues such as the security of the school building, the duty of teachers on duty and the rewarding of teachers. The principal establishes and ensures the effective functioning of the PTA and manages performance monitoring processes. They lead the development of projects for the protection and promotion of cultural heritage. The

principal is also responsible for organizing face-to-face trainings for open education schools, carrying out procedures related to the e-Yaygın system and ensuring the efficient operation of revolving fund enterprises.

10.7.4. Duties, Authorities and Responsibilities of Assistant Principals

Assistant principals provide support to the principal in school management and ensure that educational activities are carried out in an organized manner. They prepare the school's annual work plan, ensure that educational programs are organized in accordance with the needs of the environment and coordinate the effective implementation of the programs determined by the Ministry of National Education. It contributes to the efficient functioning of educational processes by ensuring coordination between teachers and master trainers. They also support the improvement of the quality of education by managing the research, development, project studies and strategic planning processes carried out in the school.

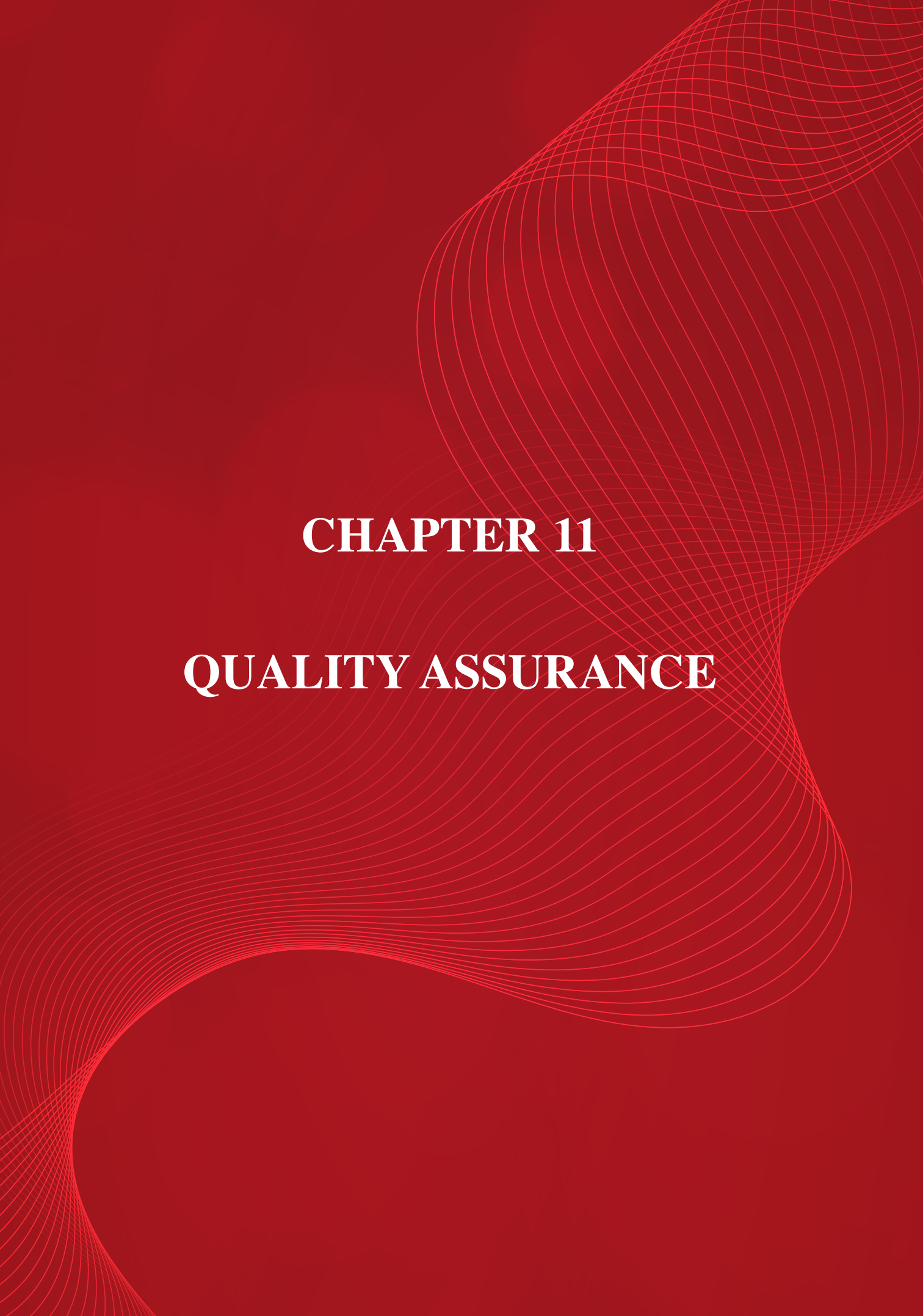
An assistant principal provides information and guidance services for candidate teachers and master teachers and supports their professional development. Follows all processes related to registration, admission, attendance, discipline and student affairs and ensures that the necessary books, files and documents are kept in order. Ensures that the physical environment is suitable for education by being responsible for the maintenance, repair and organization of school buildings, facilities and equipment. Prepares shift schedules and controls the duty of teachers and other staff members.

Distributes the syllabi to teachers and master teachers and ensures the preparation of the relevant schedules. Ensures that the school's resources are used effectively by carrying out purchasing transactions in accordance with the relevant legislation. Supports the professional development of teachers and staff by organizing in-service trainings, courses and seminars organized by MoNE. Supervises material procurement, production and ordering processes by organizing the functioning of revolving capital enterprises. Ensures the efficient use of the school's budgetary resources while carrying out salary, additional course and other financial transactions.

Contributes to the healthy execution of distance education processes by organizing the distribution of course materials and books for open education schools. By ensuring that student certificates and diplomas are prepared electronically, the documents are archived and distributed securely. Taking emergency measures within the scope of occupational health and safety and cooperating with relevant organizations are also among the responsibilities of assistant principals. By fulfilling these duties, they contribute to the orderly management of the school, the uninterrupted continuation of education and training processes and the provision of the best educational environment to students

10.8. Other Education Personnel, Staff Working in Adult Education and Training

In lifelong learning institutions, there are teachers and master trainers in the education and training staff, general administrative services and auxiliary services personnel. The duties, authorities and responsibilities of the staff working in lifelong learning institutions are defined according to the MoNE Regulation on Lifelong Learning Institutions.

The background is a solid red color. Overlaid on this are several thin, light red lines that form a complex, wavy pattern. These lines are arranged in a way that creates a sense of depth and movement, resembling a stylized, flowing shape. In the upper right and lower left corners, there are areas where these lines intersect to form a fine grid or mesh pattern.

CHAPTER 11

QUALITY ASSURANCE

CHAPTER 11: QUALITY ASSURANCE

Quality assurance in the field of education and training refers to the monitoring, evaluation, maintenance and improvement of the quality of an education system, institution or program. Quality assurance includes planning, implementation, evaluation, and assessment, reporting and quality improvement to ensure that the quality requirements expected by stakeholders are met. In the field of education and training in Türkiye, MoNE, CoHE, YÖKAK and VQA are working on the establishment and implementation of quality assurance systems. One of the studies in this field is the TQF.

The TQF is a national qualifications framework designed to be compatible with the EQF, showing the principles of all qualifications acquired through vocational, general and academic education and training programs, including primary, secondary and higher education, and other learning pathways. All qualifications that are certified and quality assured in Türkiye are systematically placed in the TQF. Quality assurance is required for qualifications to be placed in the TQF. The Regulation on the Principles and Procedures for the Implementation of the Turkish Qualifications Framework (TQF Regulation) entered into force in 2015. The TQF Regulation outlines the inclusion of all quality-assured qualifications in the TQF through education and training programs and other learning pathways and the actions to be taken regarding quality assurance processes.

The Regulation on Ensuring Quality Assurance of Qualifications to be included in the Turkish Qualifications Framework (Quality Assurance Regulation) entered into force in 2018. With the amendment made in 2019, YÖKAK was added among the responsible institutions. Issues regarding the authorization, recognition and monitoring of external evaluation institutions in higher education are carried out by YÖKAK.

The Regulation on Quality Assurance is the first legislation in Türkiye on the quality assurance of different types of programs and qualifications, primarily under the responsibility of MoNE, VQA, CoHE, YÖKAK and higher education institutions. With this regulation, a qualification form is created by the responsible institutions in the quality assurance process and approved by the TQF Board. Responsible institutions conduct valid and reliable assessment and evaluation processes and carry out certification processes in a transparent and impartial manner. Processes for qualifications consist of self-assessment and external assessment. Units, teams or organizations conducting external assessment are subject to regular review. Improvement activities are carried out in the light of self-assessment and external assessment findings. Stakeholders are involved in processes related to qualifications. All processes are allocated resources based on clear, measurable objectives, criteria and guidelines. Feedback mechanisms are developed and implemented for processes and electronic accessibility is provided for outputs.

After the Quality Assurance Regulation entered into force, quality assurance documents and mandatory guidelines were prepared and put into practice by VQA, CoHE and MoNE. Procedures and Principles for Ensuring Quality Assurance of Higher Education Diploma Programs were adopted by CoHE and Quality Assurance Guide for Higher Education Diploma Programs was published. The Procedures and Principles on Recognition and Quality Assurance of Prior Learning were approved by the TQF Coordination Board. With the update made in the Regulation on Higher Education Quality Assurance and Higher Education Quality Council, the responsibility of evaluating the level of implementation of the provisions of the Quality Assurance Regulation in higher education institutions was given to YÖKAK.

11.1 Quality Assurance in Pre-Primary, Primary and Secondary Education

11.1.1. Responsible Organizations

Pre-primary, primary and secondary education institutions affiliated with MoNE are subject to internal and external evaluation. External evaluation; guidance, on-the-job training, supervision, evaluation, examination, research and investigation services are carried out by the Ministry and education inspectors. In these inspections, institutional activities in pre-primary, primary and secondary education institutions (public and private) are evaluated and guidance activities are carried out. At the end of the institutional audit, reports are prepared by inspectors to evaluate the activities of the institution. Institutions make development plans to solve the problems identified in the audit reports. Monitoring and evaluation studies regarding the implementation of development plans are carried out by provincial/district directorates of national education. Audit guides prepared by the Board of Inspectors are used in the evaluation of the institution.

In order to ensure quality assurance in pre-primary, primary and secondary education institutions, teachers participate in the internal evaluation process together with school administrators. Internal evaluation of the institution is carried out and plans for improving the institution are made in the board of teachers meetings and committee of teachers meetings attended by all teachers of the school under the chairmanship of the school/institution principal. The topics for the discussions to be held at these mandatory meetings are included in the relevant legislation of the institutions.

In order to improve the performance of teachers working in pre-primary, primary and secondary education institutions, their classroom activities and teaching activities are monitored and evaluated at least once a school year by the school principal and the head of the class, and guidance is provided for their professional development. If needed, school principals can apply to the provincial/district directorate of national education for the teacher to be monitored and evaluated by an inspector during this process. In addition, inspectors regularly monitor, evaluate and improve teachers' classroom and teaching activities. In addition, inspectors regularly evaluate the administrative activities of school administrators and the guidance activities of guidance counselors. As a result of the monitoring and evaluations, inspectors and/or the school/institution may propose to award certificates of achievement to administrators and teachers who are deemed successful in their work.

11.1.2. Quality Assurance Methods and Approaches

Pre-primary, primary and secondary schools/institutions are managed by the principal together with other employees in line with the provisions of the relevant legislation. The principal of the school/institution is responsible for the management, evaluation and development of the school/institution. The quality of education provided in these institutions is inspected and evaluated by inspectors within the framework of annual plans made by the Inspection Board. When necessary, guidance activities are carried out to improve the institutions. In these inspections, inspection guides prepared by the Presidency of the Inspection Board and published on the website are used. The aim of the audit guides is to guide inspectors in their audits, to ensure unity of practice across the country in institutional audits, to prioritize problematic areas for audits and to ensure the dissemination of good practices. Legal regulations in force are taken into consideration during audits. In addition, guidance and audits are carried out in accordance with the provisions of the relevant legislation for issues not included in the audit guide.

The school/institution is evaluated under four main headings: educational environments, educational activities, management activities and financial affairs and transactions. Determinations are made about the school/institution and suggestions for the development of the school/institution are developed. The results are shared with the management of the inspected school/institution and its employees when necessary.

Audit reports include descriptions of the identified issues and offer recommendations to address them. Based on these findings, institutions prepare development plans. In these development plans, each identified issue is addressed under headings similar to those listed in Figure 16. The progress of the school/institution in line with the development plan is monitored by the provincial/district directorates of Ministry of National Education.

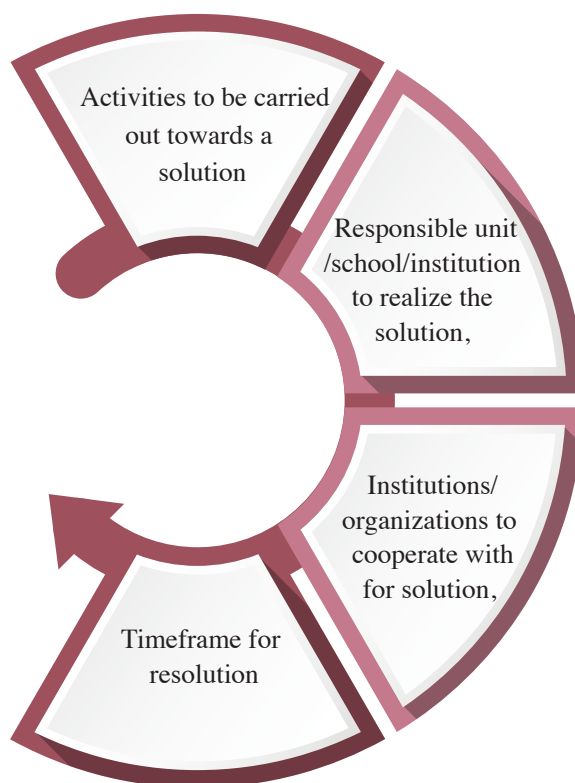


Figure 16: *Categories Defined in Development Plans*

A quality assurance system has been established in vocational and technical education in order to contribute to the training of the qualified workforce needed by the business world, and the Directive on Quality Assurance of Vocational and Technical Education Institutions was published in 2019 in order to carry out these studies effectively and efficiently. In line with this directive, the components of the quality assurance system in schools/institutions affiliated to MTEGM are defined as self-assessment and external evaluation.

Self-evaluation is carried out once a year in line with the calendar determined by MTEGM. External evaluation, on the other hand, includes the process of examining, evaluating, and reporting the activities related to the education and training processes of educational institutions on the basis of information, documents, and evidence in line with the prepared guide.

In addition, the MoNE Certification Services Directive was published in order to manage conformity assessment and activities and certification programs within national/international standards/guidelines/normative documents/legal and other requirements in the MoNE central and provincial organizations and schools/institutions.

In this context, conformity assessment and certification activities are carried out in line with the international ISO 9001 quality management system, ISO 45001 occupational health and safety management system, ISO 14001 environmental management system standards and the national My School is Clean certification program.

Conformity assessment and certification activities carried out in line with the MoNE Certification Services Directive are carried out in accordance with the requirements of the international “TS EN ISO/IEC 17021-1 Standard on Requirements for Organizations Providing Audit and Certification of Conformity Assessment Management Systems”. Conformity assessment and certification activities are carried out by auditors authorized in accordance with the Turkish Standards Institute (TSE) and European Organization for Quality (EOQ) programs.

11.2 Quality Assurance in Higher Education

11.2.1. Responsible Units

YÖKAK was established as a public legal entity with administrative and financial autonomy in order to make evaluations on the quality levels of higher education institutions’ education, training, research and social contribution activities and administrative services according to national and international quality standards, to carry out internal and external quality assurance, accreditation processes and authorization of independent external evaluation institutions.

YÖKAK has completed the membership processes of the European Association for Quality Assurance in Higher Education (ENQA), Asia-Pacific Quality Network (APQN), International Network of Higher Education Quality Assurance Agencies (INQAAHE), American Council for Higher Education Accreditation International Quality Group (CHEA/CIQG), Islamic Countries Quality Agencies Association (IQA) and European Registry for Quality Assurance in Higher Education (EQAR).

11.2.2. History of Quality Assurance Studies in Higher Education Institutions

Quality assurance efforts in higher education started with the Law on Higher Education, which defined the roles and responsibilities of the Council of Higher Education and accelerated with Türkiye’s inclusion in the Bologna Process in 2001. In 2005, the Regulation on Academic Evaluation and Quality Development in Higher Education Institutions was published and the Academic Evaluation and Quality Development Commission of Higher Education Institutions (YÖDEK) and Academic Evaluation and Quality Development Boards (ADEK) in universities were established. The YÖDEK structure, the first initiative in the Turkish higher education system, lasted until 2015. In 2015, YÖKAK was established and strengthened its independent nature with a regulation in 2017. YÖKAK carries out its activities within the scope of the Regulation on Higher Education Quality Assurance and Higher Education Quality Board published in 2018.

11.2.3. Structure and Duties of the Higher Education Quality Council

YÖKAK was established as a public legal entity with administrative and financial autonomy in order to make evaluations on the quality levels of higher education institutions' education, training, research and social contribution activities and administrative services according to national and international quality standards, to carry out internal and external quality assurance, accreditation processes and authorization of independent external evaluation institutions.

The Higher Education Quality Council consists of 13 members. The Board consists of three members elected by the Council of Higher Education three members elected by the Interuniversity Council (ÜAK), one member elected by the Ministry of National Education (MoNe), one member each representing the VQA, the Presidency of the Turkish Institutes of Health (TÜSEB), TÜBİTAK, the Turkish Accreditation Agency (TÜRKAK) and TOBB, and one member representing students.

Within the scope of the Regulation updated in 2023, the main duties of YÖKAK are to conduct external evaluation of higher education institutions, to ensure the internationalization and dissemination of quality assurance culture in these institutions, and to carry out the processes of authorization and recognition of accreditation bodies.

11.2.4. Quality Assurance Methods and Approaches

The methods and approaches used by YÖKAK within the scope of its main tasks are outlined below.

Institutional External Evaluation Program

The Institutional External Evaluation Program (IEEP) is a program by YÖKAK that aims to evaluate the education, research and development, social contribution and administrative service processes of higher education institutions within the scope of YÖKAK Evaluation Criteria. Higher education institutions are evaluated within the scope of IEEP no later than the fifth year following the academic year in which they first graduate.

The output of the IEEP is institutional feedback reports. As a national organization, YÖKAK focuses on accountability, transparency, learning outcomes, evidence-based approach and innovation in the evaluation of the quality assurance system. By the end of 2024, the institutional external evaluation process of 200 higher education institutions was completed. Institutional Internal Evaluation Reports (IER) are prepared by higher education institutions every year as a basis for the IEEP. After the higher education institutions included in the program are determined, the evaluation team, which will carry out the evaluation process, makes a preliminary visit and field visit to the institution to be evaluated. The Institutional Feedback Report (IRR) prepared after the visits is shared with the public by YÖKAK.

Monitoring Program

The Monitoring Program aims to evaluate the development process of higher education institutions following the Institutional External Evaluation Program (KDDP). The main evaluation scope of the monitoring system consists of areas identified for improvement in the Institutional Feedback Reports (KGBRs) prepared as a result of the external evaluation of the institution. In addition, the sustainability of the institution's strengths, as highlighted in the KGBRs, is also assessed.

Institutions evaluated under the KDDP are included in the monitoring process no earlier than the second year following the evaluation year. Once the institutions to be monitored are determined, the evaluation team conducts a preliminary visit and a field visit to the institution. The Monitoring Report prepared after the visits is published by YÖKAK. As of the end of 2024, YÖKAK has conducted monitoring activities in 182 higher education institutions.

Institutional Accreditation Program

Following the KDDP and the Monitoring Program, the Institutional Accreditation Program (IAP), which utilizes a rubric-based approach aligned with YÖKAK Evaluation Criteria, was developed. As of April 2025, 109 institutions have been evaluated, and 103 of them are accredited through the program, which was first launched in 2020 in voluntary higher education institutions.

The IAP is an external evaluation method that enables the assessment of leadership, governance and quality assurance, education and training, research and development, and social contribution processes in higher education institutions within the framework of the “plan, implement, control, and take measures” cycle. The process is carried out by evaluation teams formed by YÖKAK, in accordance with the YÖKAK Evaluation Criteria and the Evaluation Programs Guide. Each year, institutions to be evaluated under the IAP are selected by YÖKAK, and evaluation teams are formed based on the structure of the institutions. These teams conduct preliminary and field visits to the relevant institutions.

Based on these visits, the evaluation teams prepare Institutional Accreditation Reports (KAR). YÖKAK then decides on full accreditation (for five years), conditional accreditation (for two years), or denial of accreditation (while providing support to the institution within the scope of quality assurance practices). At the end of the process, KAR is made public.

Interim Evaluation Program

Higher education institutions that are evaluated under the IAP and granted full or conditional accreditation are included in the interim evaluation process in the second year following the accreditation decision. The purpose of the interim evaluation is to assess the development of quality processes in institutions with full or conditional accreditation.

The method used in these evaluations is based on the accreditation decision made under the IAP and the reasoned recommendation of the relevant commission. As a result of the interim evaluation, a decision is made either to continue full accreditation or to reject the conversion of conditional accreditation to full accreditation. Interim Evaluation Reports are made public at the end of the process. By the end of 2024, the interim evaluation process of 16 institutions had been completed.

Program Accreditation

Program accreditation refers to the assessment and external quality assurance process that measures whether a higher education program meets the academic and field-specific standards predetermined by an accreditation body.

The authorization of national accreditation bodies and the recognition of international accreditation bodies are carried out according to principles and criteria set by YÖKAK. In this context, YÖKAK has published the Guidelines for the Authorization, Recognition, and Monitoring of External Evaluation and Accreditation Bodies.

Since 2016, the Guide to Higher Education Programs and Quotas, used in university entrance exams, has included information on programs accredited by YÖKAK-authorized or -recognized bodies. Authorized/recognized organizations are also listed on the official YÖKAK website.

International accreditation bodies that are not recognized by YÖKAK may also operate in Türkiye. However, to be included in the Guide to Higher Education Programs and Quotas, these organizations must first be recognized by YÖKAK.

Student Engagement

Awareness and efforts related to student participation in quality assurance activities in higher education are increasing day by day. One of the steps taken in this regard is the establishment of a Student Commission within YÖKAK. In addition, the inclusion of a student as a member of the YÖKAK Board reflects the importance placed on student involvement in quality assurance. The main duties of the Commission include:

- Ensuring the internalisation and dissemination of a quality culture in higher education by students
- Increasing student participation in quality assurance processes in higher education
- Conducting student participation-based studies at national and international levels
- Recommending student evaluator candidates to the relevant committee for the evaluation programs conducted by the Council
- Preparing an activity report regarding the works carried out by the committee in the relevant year and presenting it to the Council.

Since 2020, both members of the Student Commission and other students from higher education institutions have been accepted into the European Students' Union (ESU) Quality Assurance Student Expert Pool. In addition, to support internal quality assurance activities, student quality communities, established voluntarily by students, are currently active in 165 institutions.

11.3 Quality Assurance in Adult Education and Training

11.3.1. Responsible Units

The guidance, on-the-job training, supervision, evaluation, research, and inspection services of adult education institutions affiliated with MoNE are carried out by Ministry Inspectors.

MoNE's DGLL and DFPEI are responsible for adult education. The quality of adult education institutions affiliated with Directorate General of Lifelong Learning is evaluated through external assessments in accordance with the annual plans of the Inspection Board. During these inspections, all activities of public and private lifelong learning institutions are evaluated, and guidance is provided. At the end of each inspection, Ministry Inspectors prepare reports evaluating the institution's activities. Based on these reports, institutions prepare development plans to address identified issues. The implementation of these plans is monitored by provincial/district directorates of national education. Evaluation of adult education institutions is guided by audit handbooks prepared by the Inspection Board.

11.3.2. Quality Assurance Methods and Approaches

Audit handbooks prepared by the Inspection Board are used in the evaluation of institutions affiliated with Directorate General of Lifelong Learning. These handbooks are published on the Inspection Board's website. Their purpose is to guide inspectors, ensure consistency in institutional audits, prioritize areas needing improvement, and disseminate good practices. Legal regulations in force are considered during the audits. Issues not addressed in the audit guide are evaluated in accordance with relevant legislation. Inspections are conducted under four main headings: education and training environments, education and training activities, management activities, financial affairs and transactions.

Audit reports include descriptions of identified problems along with suggestions for resolution. In the development plans prepared by institutions based on the inspectors' findings, each issue is addressed under headings similar to those listed in Figure 17. The progress of the school/institution in line with the plan is monitored by the provincial/district directorates of national education.

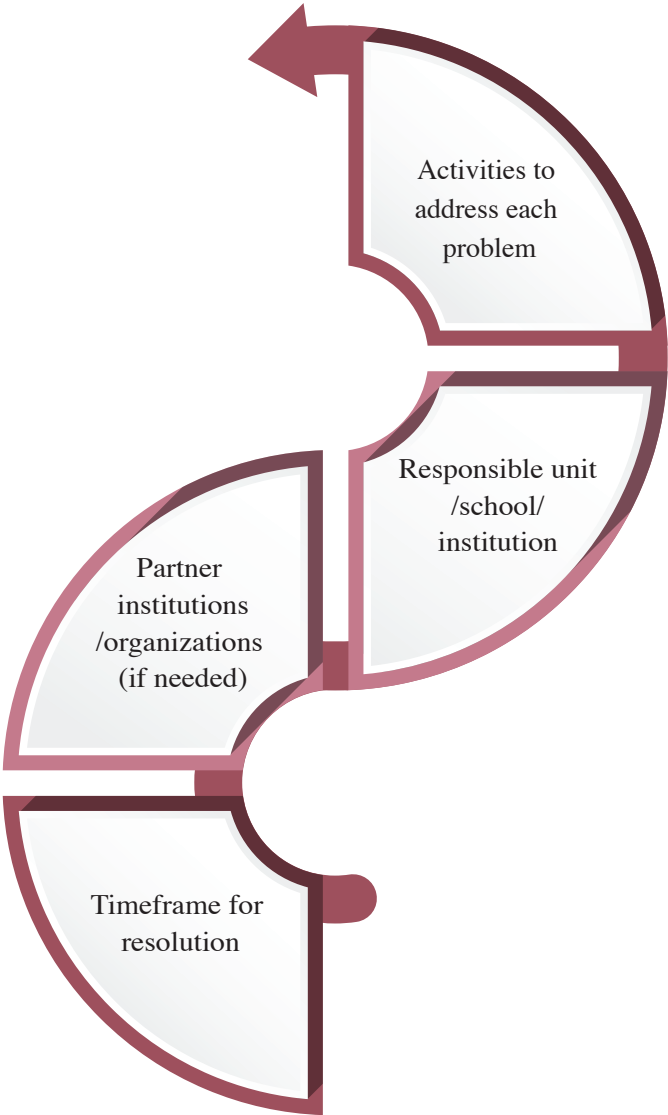
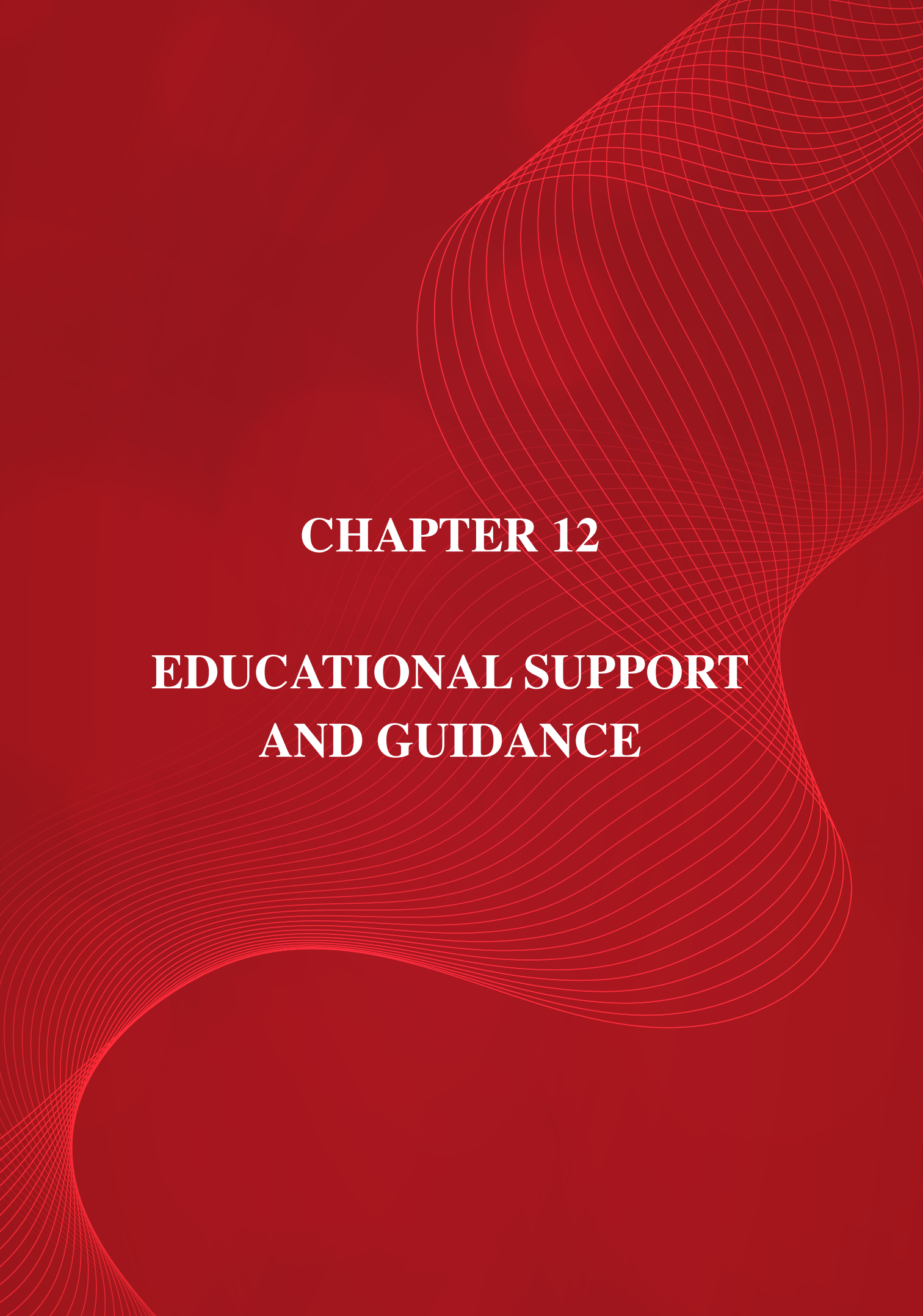


Figure 17: *Key Areas Identified in Development Plans of Adult Education Providers*

The background is a solid red color. Overlaid on this are several sets of thin, white, wavy lines that create a sense of movement and depth. These lines are arranged in a way that they appear to flow from the top right towards the bottom left, with some lines curving back towards the right. The overall effect is a modern, abstract design.

CHAPTER 12

EDUCATIONAL SUPPORT AND GUIDANCE

CHAPTER 12: EDUCATIONAL SUPPORT AND GUIDANCE

In the Turkish national education system, special education services and guidance and psychological counseling services are provided by MoNE. It is delivered by trained personnel using specialized curricula and methods, based on the characteristics of these individuals across all areas of development and their competencies in academic disciplines

Compulsory education for individuals with special education needs is regulated starting from pre-primary period and including secondary education, and the procedures and principles regarding the general and vocational education rights of individuals with special education needs are regulated by the Special Education Services Regulation. In addition, the provisions of the Special Education Services Regulation and the provisions of the legislation applied in the school / institution where students with special educational needs are enrolled are applied together in the educational services to be carried out for students who continue their education through inclusion / integration practices.

Guidance and psychological counseling services aim to raise self-aware individuals who can make use of the educational and professional opportunities offered to them and take responsibility and support their social, emotional, academic and career development so that they can lead a healthy life in society (Guidance and Psychological Counseling Services Regulation).

According to the Regulation on Special Education Services, special education evaluation boards established in Guidance and Research Centers (RAM) conduct educational evaluation and diagnosis of individuals. As a result of the diagnosis, education services are provided through inclusion/integration practices at all types and levels for individuals who are decided to be placed in an educational environment appropriate to their needs. Special education schools and institutions are opened for these individuals. In this context, education services are provided to individuals with visual, hearing, physical, mental disabilities, Autism Spectrum Disorder (ASD) and special talented individuals. In addition, home or hospital education services are provided for individuals of compulsory education age who cannot attend school due to health issues. It is essential that individuals with special education needs receive education in the least restricted environment. Measures are taken to ensure that they continue their education in day and/or boarding special education schools/institutions, primarily as full-time/ mainstreaming in classes attended by their typically developing peers and as part-time mainstreaming in special education classes.

Pre-primary education is compulsory for children with special educational needs who are over 36 months of age. With the decision of the provincial or district special education services board, early childhood education services for these children can be provided in special education schools, pre-primary education institutions, educational institutions with kindergarten classes and in homes in line with the needs of the child and family.

Within the scope of the Law on Private Education Institutions, support education services are provided in special education schools and special education and rehabilitation centers affiliated to the Ministry according to the results of the educational evaluation and diagnosis of individuals with special education needs. The costs of support education services within this scope are covered by MoNE.

Preparation of education and training curricula textbooks, educational tools and materials for special education schools and institutions is carried out by MoNE in cooperation with relevant ministries.

Guidance and psychological counseling services in educational institutions are based on developmental,

preventive and remedial support services. In addition, activities such as individual and group psychological counseling and guidance, implementation of psychoeducation programs, peer-based studies, application of individual recognition techniques, seminars, panels, conferences, courses and trips, classroom guidance studies and preparation of publications are carried out. Services provided to support the development of students as a whole, reduce risk factors that may negatively affect their development and increase protective factors:

Developmental and preventive services: The classroom guidance program directs students to the appropriate educational institution, field, profession, in-school or out-of-school social and cultural activities in the areas of social, emotional, academic and career development.

Remedial services: The social, emotional, academic and career development of the student is supported and individual and group psychological counseling is provided to help them discover themselves and strengthen, improve and develop their capacities on emotional, intellectual and behavioral levels. Psychological and social support is provided to students, families and teachers during challenging life events. If needed, students are directed to experts, institutions or organizations in different fields.

Support services: Support services provide consultancy to teachers, parents, administrators and others who have contact with the student within the school to support the development of the student.

Guidance and psychological counseling services according to education levels:

- **Pre-primary level;** the child's self-knowledge, socialization, development of self-confidence, discovery of boundaries, adaptation to school, awareness of talents and interests,
- **Elementary Level;** the student's adaptation to school, acquiring cognitive skills, gaining self-awareness and self-confidence, and developing skills such as recognizing and expressing emotions, making friends and problem-solving,
- **Lower Secondary Level;** the student's gaining skills in making friends, making decisions, taking responsibility resolving conflicts and adapting to the changes in adolescence as well as developing appropriate study skills, recognizing their self-interests, talents and personality traits, strengths and weaknesses, and orienting themselves towards higher education institutions,
- **Upper Secondary Level;** the student's forming a healthy identity, adapting to the changes in adolescence, recognizing their values and establishing a connection between their own values and social values, acquiring the habit of working efficiently in a systematic planned manner as well as orienting to higher education, profession and business areas in line with their career goals,
- Lifelong learning institutions carry out various activities to support individuals' professional development and help them achieve their career goals. The activities carried out within the scope of the MoNE Regulation on Lifelong Learning Institutions are as follows:
 - ▶ Institutions help individuals learn more about professions by introducing them different options. They can also organize activities such as career fairs, seminars and workshops
 - ▶ Individuals are supported to set long-term career goals and plan the necessary steps to achieve them. Individuals are also guided in conditions such as job change, career progression or retraining.
 - ▶ Trainees who complete the course are informed about job vacancies and career opportunities.

Trainings are provided to improve job search skills such as resume creation and interview techniques necessary for the job application process, and employment processes are monitored.

- The aim of the “Guidance and Psychological Counseling Program” carried out at the undergraduate level in higher education institutions is to train professionals having the theoretical knowledge of the field, sensitive to human well-being, being able to conceptualize life as a developmental process, having respect, curiosity and understanding of individual and social differences along with the flexibility to work with various segments of society.

Today, either directly or indirectly, all individuals are connected to education and working life. Support and guidance in education is therefore essential for all individuals. TQF links education and working life covering all qualifications that are issued and quality assured as a result of recognition by a responsible institution of the learning outcomes acquired by individuals in formal, non-formal or informal learning environments. These qualifications are mainly diplomas, journeyman and master certificates issued by MoNE, diplomas and certificates issued by higher education institutions, vocational qualification certificates issued by VQA and certificates and documents issued by authorized institutions and organizations in accordance with international conventions and national legislation. The inclusion of a qualification in the Turkish Qualifications Framework allows access to qualifications issued in Türkiye and general information about these qualifications through the Turkish Qualifications Database (TQDB). The inclusion of a qualification in the TQF indicates that it meets the qualification criteria in the areas presented in Figure 18.



Figure 18: *Qualification Areas*

Türkiye has developed the Turkish Qualifications Database (TQD) , an online platform where general information on diplomas, certificates and documents covered by the TQF and issued by different responsible institutions such as MoNE, Higher Education Institutions and VQA presented both in Turkish and English.

The TQD provides the name of the qualification and its description based on learning outcomes, the responsible institution, TQF and EQF levels, ISCED and ISCO codes, validity date, entry requirements, ways to obtain it and the necessary web addresses.

The TQD will also be linked to the European Classification of Skills, Competences, Qualifications and Occupations (ESCO) Portal developed and managed by the European Commission. Accordingly, the national public as well as citizens of other countries will have easy access to information on the qualifications and therefore will be able to learning the opportunities offered in Türkiye.

In addition, the institutions of other countries to which our citizens apply for education or employment will have easy access to transparent information in English on qualifications in Türkiye, thereby increasing the comprehensibility and reliability of qualifications.

TQD, which will be updated regularly, can be accessed at <http://portal.tyc.gov.tr/>.

Within the scope of inclusion/integration practices, individuals with special education needs are provided with non-formal education programs within the framework of cooperation with other public and private institutions and organizations. The access of trainees with special education needs benefiting from non-formal education services to institutions is provided free of charge in line with the provisions of the MoNE Regulation on Access to Education through Transportation.

Special education services in higher education; Individuals with special education needs who have completed their upper secondary education are directed to higher education by RAM.

In our country, special education and guidance and psychological counseling services are carried out by the General Directorate of Special Education and Guidance Services of the Ministry of National Education in accordance with the Presidential Decree No. 1 on the Organization of the Presidency. Activities are carried out within the scope of the Constitution of the Republic of Türkiye, the Law on Persons with Disabilities, the Child Protection Law, the Basic Law on National Education, the Decree Law No. 573 on Special Education, the Regulation on Special Education Services, the Regulation on Pre-Primary and Primary Education Institutions, the Regulation on Secondary Education Institutions, the Regulation on Guidance and Psychological Counseling Services, the Regulation on Open Education Institutions and the Regulation on Lifelong Learning Institutions.

12.1. Special Education Practices in Primary and Secondary Schools

12.1.1. Provision of Special Education Needs within the Scope of General Education

Description of Target Group(s)

Individuals in need of special education are individuals who differ significantly from their peers in terms of their individual and developmental characteristics and educational competencies. According to the Special Education Services Regulation;

- **Individual with severe intellectual disability:** An individual who needs lifelong intensive special education and support education services, including teaching self-care skills, due to deficiencies in intellectual functions and conceptual, social and practical adaptation skills,

- **Individual with physical disability:** An individual who needs special education and support education services due to disorders in the musculoskeletal and nervous systems,
- **Individual with very severe intellectual disability:** An individual in need of lifelong care and supervision who cannot acquire self-care, daily living and basic academic skills in addition to intellectual disability,
- **Individual with visual impairment:** An individual who needs special education and support education services due to partial or total loss of vision,
- **Individual with mild autism:** An individual who needs special education and support education services due to mild limitations in social interaction, verbal and non-verbal communication, interests and activities,
- **Individual with mild intellectual disability:** An individual who has a limited need for special education and support education services due to mild deficiency in mental functions and conceptual, social and practical adaptation skills,
- **Individual with hearing impairment:** An individual who needs special education and support education services due to partial or complete loss of hearing sensitivity,
- **Individual with moderate autism:** An individual who needs special education and supportive education services intensively due to limitations in social interaction, verbal and non-verbal communication, interests and activities,
- **Individual with moderate intellectual disability:** An individual who needs special education and supportive education services intensively in the acquisition of basic academic, daily life and work skills due to limitations in mental functions and conceptual, social and practical adaptation skills,
- **Gifted individual:** An individual who learns faster than his/her peers, is ahead in creativity, art and leadership capacities, has special academic ability, can understand abstract ideas, likes to act independently in his/her fields of interest and performs at a high level.

An Individualized Education Program (IEP) is implemented for individuals with special education needs, based on the program they follow and tailored to their developmental characteristics, educational needs, and performance. It also includes support services to be provided to help them achieve the targeted goals.

Special Support Measures

According to the type of disability, educational performance and needs of students who continue their education through inclusion/integration practices necessary measures are taken and arrangements are made for the purpose of providing educational tools and materials, teaching methods and techniques, and for assessment and evaluation. In schools and institutions, individuals who will receive education through inclusion/integration are distributed equally, with a maximum of two individuals per class. In schools and institutions where inclusive/integrative education practices are carried out physical, social and psychological environment arrangements are made in accordance with the student's disability.

Support Education Room: In schools and institutions, a support education room is built up for special education support by providing special tools and educational materials for students with special educational needs and gifted students who continue their education in the same class with their peers without disabilities.

In the support education room, one-to-one or group education is provided taking into account the educational performance of the students.

Special Education Classes: According to the Special Education Services Regulation, special education classes can be opened with the approval of the Governorate in line with the proposal of the provincial or district special education services board. Within the scope of the same regulation; special education classes that implement the education program of the school or institution where it is located can be opened. These classes can be attended by individuals of compulsory education age who are able to follow the pre-primary education program and the programs of primary education institutions. According to Article 28 of the same regulation, special education classes implementing an education program different from the education program of the school or institution where it is located can be opened in pre- primary, elementary, secondary and vocational secondary education institutions. These classes can be attended by individuals of compulsory education age who are unable to follow primary, general or vocational secondary education programs.

Special Education Schools and Institutions: Formal and non-formal special education schools and institutions of all types and levels are opened by the Ministry for individuals with special education needs. Students who are 69, 70 and 71 months old as of the end of September of the year of enrollment, with the written request of their parents; those who have completed 71 months and have not turned 79 months old, with the written request of their parents and in accordance with the Special Education Evaluation Board Report, students who are evaluated to be not ready to start primary school are provided to continue pre-primary education for 1 more year. In this period, it is essential that they continue their education primarily in pre-primary education institutions in the same class as their peers without disabilities, within the scope of mainstreaming/integration education practices, or in special education kindergarten classes. However, special education kindergartens can be opened for children who are unable to continue their education through mainstreaming/integration and for those over 36 months of age and have not turned 66 months of age, as well as special education kindergartens within special education schools, independent kindergartens and other primary schools that provide primary school education for these children.

Primary education institutions for individuals with special education needs

It is essential that students with hearing, visual, physical and mild mental disabilities continue their primary education primarily in schools where their typically developing peers attend within the scope of mainstreaming/integration education practices, in addition day and/or boarding primary and secondary schools are opened by the Ministry for individuals with hearing, visual and physical disabilities.

Within the scope of the Regulation on Special Education Services, daytime special education practice schools are opened by the Ministry in order for individuals with moderate or severe mental disabilities and individuals with Autism Spectrum Disorder (ASD) who are unable to follow the programs implemented in primary education institutions to continue their education at this level. In these schools, students with moderate or severe intellectual disabilities and students with autism continue their education in separate classes in the same building created according to the type of disability. The first 4 years (grades 1, 2, 3 and 4) in special education practice schools are provided as Tier I and the second 4 years (grades 5, 6, 7 and 8) are provided as Tier II.

With the special education practice school curricula implemented in these schools, students' adaptation skills are strengthened through courses such as independent living, nutrition, health and safety, and communication skills in addition to academic courses.

Secondary education institutions opened for individuals with special education needs

It is essential that students with hearing, visual, physical and mild mental disabilities continue their secondary education primarily through mainstreaming/integration, the Ministry also opens day and/or boarding special education vocational high schools for individuals with hearing and physical disabilities providing them with education and training services.

In order to provide vocational knowledge and skills to students with mild intellectual disabilities, hearing impairment and visual impairment who have completed their primary education but unable to attend general, vocational and technical secondary education programs, the Ministry opens daytime special education vocational schools to enable these individuals to continue their four-year compulsory education at the secondary education level. In special education vocational schools, opened for students with mild intellectual disabilities, vocational training is provided in 20 occupational fields and 31 branches.

For students with moderate or severe intellectual disability and autism spectrum disorder who cannot attend general, vocational and technical secondary education programs, the Ministry opens daytime special education practice schools (tier III). Students who complete the special education program at special education practice schools (tier II) continue their education at tier III (9,10,11,12) at special education practice schools (tier III). Within the scope of special education practice school curricula (tier III), along with academic, independent living, nutrition, health and safety, communication skills courses, courses that will help the student develop and improve practical skills are also taught.

Institutions opened for the education of gifted individuals

Science and Art Centers (BİLSEM) are opened in order to ensure that gifted students of primary and secondary education age become aware of their individual talents, develop their capacities and use them at the highest level. Education and training activities in the institution are planned and carried out in a way to support the programs in the formal education institutions that students attend. Students are provided with high-level thinking skills to develop and support their areas of talent. It is to acquire learning outcomes for high-level thinking skills

Education Services in Hospitals: Hospital classes are established within hospitals upon the recommendation of the provincial or district special education services board and with the approval of the Ministry of Health and the Governor. These classes aim to ensure the continuation of compulsory education for individuals of pre-primary, primary, secondary, and high school age who are unable to attend formal education institutions due to health problems and are receiving inpatient treatment in healthcare facilities.

Home Education Services: For individuals of pre-primary, primary, secondary, and high school age who certify with a Health Board Report that they are unable to attend formal education institutions for at least twelve weeks due to health problems, a decision regarding home education services is made by the Provincial/District Special Education Services Board in line with the Special Education Evaluation Board Report.

Special Education Services in Other Institutions: GRCs provide educational assessment, diagnosis, monitoring, and guidance services for individuals with special education needs, recommend the least restrictive educational environment for the individual, and offer support education, guidance, and psychological counseling services to the individual and their family. Public and private pre-primary, primary and secondary education institutions, as well as non-formal education institutions, are obliged to provide special education services to individuals in need. Special education services are carried out in cooperation with CRCs, provincial/district directorates of national education, and special education schools.

Purpose of Education Services Provided in Special Education Schools

For the individuals with special education needs:

- To exercise their right to receive general and vocational education in line with their interests, desires, qualifications, and abilities;
- To grow into productive individuals who fulfill their roles in society, establish positive relationships with others, work cooperatively, and adapt to their environment;
- To reduce behavioral problems in individuals with mental, physical, auditory, and visual impairments, as well as social, emotional, language, and speech difficulties; to develop self-care, independent living, and functional academic skills; and to become self-sufficient and able to adapt to society;
- To ensure they are prepared for higher education, employment and vocational fields as well as life through the use of appropriate educational programs, tools, equipment, special methods and by trained personnel.

The purpose of special education schools and special education and rehabilitation centers opened under the Law on Private Education Institutions;

- To prepare individuals with special education needs for life in line with their interests, needs, abilities and competencies by using special methods, personnel, tools and equipment with support education programs determined by the Ministry,
- To bring up the individuals with special education needs as productive individuals who can fulfill their roles in society, establish good relationships with others, work in cooperation and adapt to their environment,
- To maximize the existing talents of individuals with special education needs and to ensure their full participation in society, to develop basic self-care skills, independent living and vocational skills.
- Within the scope of the Law on Special Education Institutions, a modular approach has been adopted for individuals in need of special education, based on their educational assessment and diagnosis. This approach is implemented in special education schools and special education and rehabilitation centers affiliated with the Ministry. The programs prepared for seven disability groups consisting of the following components: Module, Section, Objective, Target Behavior, and Explanations. Decision No. 10 of the Board of Education outlines the module and the duration of the support education programs in detail.

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- According to the Law on Special Education Institutions, the purpose of special education and rehabilitation centers is to support individuals in need of special education in fulfilling their roles in society.
- In accordance with Decree Law No. 652 on Institutions Providing Private Accommodation Services and Certain Regulations, the Ministry covers the educational expenses of individuals who are deemed eligible to receive support education in special education schools and special education and rehabilitation centers, following their educational evaluation and diagnosis.
- In 2024, in line with the Communiqué issued by the Ministry of Treasury and Finance (MoF), the portion of support education costs to be covered from the budget for individuals in need of special education in institutions established under the Law on Private Education Institutions was determined as 4,692 TL per month for individual education and 1,314 TL per month for group education, excluding Value Added Tax (VAT).
- In 2024, a total of 35,418,535,979.05 TL was paid to special education and rehabilitation centers for the support education provided to individuals with special education needs. Information regarding 2024 special education payments is provided in the table below.

Table 8: Special Education Subsidies for 2024

Period	Number of the Institutions Receiving Subsidies	Number of the Individuals with Special Needs Receiving Education	Payment Amount (TL)
January	3.262	521.213	2.998.495.711,99
February	3.262	527.886	2.993.647.291,80
Mart	3.255	532.005	3.045.860.391,75
April	3.288	528.662	2.738.651.223,00
May	3.281	533.415	3.077.057.001,15
June	3.270	516.964	2.682.053.514,24
July	3.286	501.431	2.878.562.472,12
August	3.264	500.528	2.846.452.425,30
September	3.286	524.032	2.928.382.602,75
October	3.272	534.382	3.094.715.497,50
November	3.273	538.968	3.107.586.373,65
December	3.278	539.487	3.027.071.473,80
TOTAL SUM			35.418.535.979,05

Source: MoNE 2024 Administrative Activity Report

Within the scope of physical access to schools, physical arrangements are made in schools and institutions within the framework of the Regulation on Accessibility Monitoring and Supervision for students with special education needs.

12.2. Providing Separate Special Education Needs in Pre-primary, Primary and Upper Secondary Education

Pre-primary education in our country is carried out on the basis of the Basic Law on National Education, the Law on Persons with Disabilities, the Child Protection Law, the Decree Law No. 573 on Special Education, the Regulation on Special Education Services, the Regulation on Pre-Primary Education and Primary Education Institutions, the Regulation on Secondary Education Institutions, and the Regulation on Guidance and Psychological Counseling Services.

12.2.1. Target Group(s)

The aim is to help individuals in need of special education develop fundamental life skills so that they can grow into self-sufficient, productive, and happy citizens. These individuals are prepared for higher education, employment, vocational training and life in general in accordance with their educational needs, competencies, interests, and abilities. This is achieved by appropriate curricula, specialized methods, qualified personnel, and supportive equipment and materials.

Individuals with special education needs for whom separate schools are established include: individuals with severe autism spectrum disorder, individuals with severe intellectual disabilities, individuals with physical disabilities, individuals with profound intellectual disabilities, individuals with mild autism spectrum disorder, individuals with mild intellectual disabilities, individuals with hearing impairments, individuals with moderate autism spectrum disorder, individuals with moderate intellectual disabilities, and individuals with special talents.

All educational services, whether provided directly or indirectly, and all procedures for access to these services are carried out in accordance with the Regulation on Special Education Services.

The planning, allocation and monitoring of funds for equipment, maintenance and repair, heating, fuel and educational materials in schools and institutions that serve students with special education needs are managed by the relevant central units, which ensures the sustainability of special education services.

12.2.2 Admission Requirements and School Placement

Pre-Primary attendance is not compulsory. According to the Regulation on Pre-Primary Education and Primary Education Institutions, children are generally enrolled in the pre-primary closest to their place of residence. However, working parents may enroll their children in a preschool near their workplace, provided there is availability and approval given by the authorized commission. .

Children who turn 69 months old by the end of September in the enrollment year are admitted to the first grade of primary school. Children who are 66, 67, or 68 months old may also be enrolled with written parental consent. School administrators may also postpone the enrollment of 69–71-month-old children or direct them to pre-primary instead upon a written parental request,

Thus, pre-primary education is designated for children aged 36–69 months. According to the MoNE Strategic Plan (2024–2028), by the end of 2024:

- The pre-primary enrollment rate for children aged 3–5 is targeted to reach 53%.
- 100% of students entering first grade are expected to have completed at least one year of pre-primary.

Children aged 36–71 months who are directed to pre-primary education centers through full-time inclusion/integration based on a report from the Special Education Evaluation Board (SEEB) established in Guidance and Research Centers (RAM) are enrolled in these institutions. In these classes:

- One child with special needs is placed in classes with 20 children.
- Two children with special needs are placed in classes with 10 children.

According to the Special Education Services Regulation, pre-primary education is compulsory for children with special needs starting at 36 months of age. Children aged 69–71 months may continue in pre-primary for an additional year upon parental request, provided that the SEEB report deems them unready for primary school. Likewise, children aged 71–78 months may remain in pre-primary under similar conditions. Special education during pre-primary is offered at two levels:

1. In order to provide early childhood education services to children with special needs between the ages of 0–36 months, services are offered through special education schools, preschool education institutions, educational institutions with kindergarten classes, and, based on the needs of the child and family, at home.
2. For children with special needs between the ages of 36–66 months, it is preschool education.

12.2.3. Age Levels and Grouping

Based on SEEB reports, children aged 36–71 months are admitted to pre-primary institutions for full-time inclusion/integration. In schools where this model is applied, a maximum of two children with special needs are placed in each class. This number may be increased in multi-grade classrooms based on necessity.

Children with severe or multiple disabilities who cannot attend full-time mainstream classrooms are enrolled in special education classes within the same institution, assuming the physical infrastructure is suitable and special education teachers are available.

Pre-primary children are grouped into nursery and kindergarten classes according to their developmental characteristics. Programs and activities are designed accordingly.

12.2.4. Curriculum and Courses

Two curricula are implemented in pre-primary serving students with special needs Early Childhood Special Education Curriculum (0–36 months), Pre-primary Special Education Curriculum (37–78 months). Free educational materials including textbooks, activity cards, teacher and parent guides are provided in line with the curricula.

12.2.5. Teaching Methods and Materials

The planning and coordination of early childhood and pre-primary services are managed by the Special Education Services Board. Education planning begins with an assessment of the needs of both the child and their family.

12.2.6. Student Progress

In pre-primary schools, child development is evaluated according to the Pre-Primary Education Program. Reports are entered into the e-Okul system at the end of each semester, and copies are given to parents. These reports exclude non-pedagogical and confidential information.

In primary and middle schools (including imam hatip middle schools), students' behavior is evaluated each semester using a scale "(1) Needs Improvement", "(2) Good", "(3) Very Good". Evaluations are conducted by the class teacher (primary level) or guidance counselor (middle school) and recorded in the e-Okul system using criteria from the Behavior Score Criteria.

12.2.7 Certification

According to the Regulation on Pre-Primary and Primary Education Institutions, children who complete kindergarten, practice classes, or nursery schools receive a Certificate of Attendance. Students are not withdrawn from school unless they leave the age range for compulsory education. Upon request, graduates of primary, middle, or imam-hatip middle schools are issued an Educational Status Certificate.

12.3. Support Measures for Pre-Primary, Primary and Secondary Education Students

12.3.1. Definition of the Target Group(s)

New enrolments in pre-primary and primary education institutions begin on the first working day of July. The registration process is carried out via the e-School system, based on the address information in the national address database established in accordance with the provisions of the Population Services Law.

Children who have completed 69 months of age by the end of September in the year of registration are enrolled in the first grade of primary school. Additionally, children who are 66, 67, or 68 months old may also be enrolled in the first grade, provided their guardians submit a written request. School administrations are permitted to refer children who have attained the age requirement (69, 70, or 71 months) to pre-primary education or defer their registration for one year upon written request from their guardians. (Pre-Primary and Primary Education Institutions Regulation)

Children aged 36 to 71 months who are directed to pre-primary education institutions through full-time inclusion/integration based on a report prepared by the Special Education Evaluation Board established in Guidance and Research Centers (RAMs) are enrolled in these institutions.

12.3.2. Special Support Measures

Within the scope of the Pre-Primary Education Program, collaboration between school and family is essential for developing desired behaviors in children. At the beginning of the academic year, school administrators and teachers convene to determine ways to involve families in the program. Teachers strive to conduct at least one home visit per semester for each child. During home visits, families may be shown how routine household tasks can be turned into learning experiences. Games and activities that the child and family can engage in together may be planned. The child and their family can be observed in the home environment. Discussions are held with families regarding what can be done both at school and at home, and active participation of families in planning and implementation is encouraged.

To ensure the psychological well-being and healthy development of children and to resolve potential

problems, the presence of a guidance counselor in pre-primary education institutions is of great importance.

Students with special education needs may continue their education through inclusion/integration or in special education kindergartens and pre-primary within the structure of special education schools, depending on their disabilities.

In special education and rehabilitation centers, support education services are provided in line with educational programs prepared by the Ministry of Education (MoNE) by taking the type, degree, and characteristics of the students' disabilities and their individual developmental needs into account.

In accordance with the Law on the Rights of Persons with Disabilities, a portion of the support special education services for individuals deemed eligible by special education evaluation boards is funded by the Ministry of Education (MoNE)

The Ministry of Education (MoNE) takes necessary measures to ensure the free provision of textbooks to students in special education schools and institutions, free transportation to and from school for day students in special education schools, institutions, and classes, as well as the provision of free lunch.

12.4. Guidance and Counseling in Pre-Primary, Primary, and Secondary Education

Guidance and Psychological Counseling Services aim to support individuals' social-emotional, academic, and career development to enable them to recognize themselves, make use of educational and career opportunities, take responsibility, and lead healthy lives within society, in line with the general aims of Turkish national education.

RAMs (Guidance and Research Centers) conduct all necessary work to ensure that guidance and psychological counseling services are carried out effectively and efficiently in educational institutions, including the identification of individuals with special educational needs in the province, and the provision of guidance and counseling services for all individuals.

Guidance and psychological counseling services in schools are carried out by school-based guidance and counseling units in coordination with the local RAM.

RAMs are composed of two departments: one is to implement guidance and psychological counseling services, and the other is to implement special education services. The guidance and psychological counseling services department offers consultancy services tailored to the characteristics, levels, and types of educational institutions within the center's scope. The guidance and psychological counseling services department cooperates with universities and relevant organizations to prepare programs for group guidance activities and provide necessary assistance to schools in order to enable students to develop their capacities in a balanced and healthy way in mental, psychological and social aspects, to be constructive and creative, to recognize and evaluate their characteristics, and to provide guidance and psychological counseling services for academic and career development (M Guidance and Psychological Counseling Services Regulation). The department provides psychological assistance to students referred by school-based services or those who apply individually to the center. It applies various psychological assessment tools according to scientific standards, depending on the nature of the services to be provided. It plans guidance and counseling services related to orientation, incorporating the views of relevant institutions and organizations. Research is conducted to determine community needs, improve services, and increase quality and efficiency. Publications containing information about higher education institutions, occupational fields, and professions are prepared and distributed to

educational institutions to support students' development in various areas. At the provincial level, the center plans, executes, and concludes activities for determining, reproducing, providing, developing, and distributing the psychological measurement tools and other instruments to be used in services.

12.4.1. Academic Guidance

Academic development activities are carried out by guidance counselors and class advisors. At the beginning of each academic year, guidance counselors develop a school guidance and counseling program through which they conduct individual, or group guidance activities based on student needs on topics such as goal setting, motivation, time management, exam anxiety, absenteeism, school adaptation, and introduction to higher education institutions. The class guidance program includes academic development outcomes for every grade level. Activities addressing these outcomes are implemented during guidance hours with students present in the classroom.

12.4.2. Social-Emotional Guidance

Individual or group guidance activities are conducted on subjects such as decision-making, peer and family relations, developmental characteristics, emotion regulation, combating addiction, coping with trauma, problem-solving, and social skills development. These activities may be offered developmentally and preventively, as well as within the scope of remedial services following the emergence of a problem through psychological counseling.

Individual or group psychological counseling is a professional support cycle aiming at leading individuals to raise self awareness, make decisions, solve problems, achieve personal and social adjustment, which will enhance their well-being.

12.4.3. Career Guidance

All students with special educational needs, including those identified at an early age as gifted, are monitored from primary education onwards and provided with additional educational support by relevant institutions. At the primary and lower secondary levels, students are directed to programs appropriate to their development based on their interests, talents, motivation, achievement, and individual characteristics. At the secondary education level, efforts are made to prepare students for higher education and programs suited to their characteristics and development, while enhancing their study skills.

Group guidance activities are also organized within the scope of psychological counseling services to support students' individual and social development in the area of career development. Career guidance and counseling services aim to help individuals recognize their interests, talents, values, and personality traits; become aware of career options; understand the connection between job requirements and personal characteristics; develop positive attitudes toward careers; gain career awareness; and perceive the relationship between education and professional life, as well as the importance of lifelong learning for career development. (MoNE Regulation on Guidance and Psychological Counseling Services)

12.5. Criteria for Student Support in Higher Education

All public higher education institutions provide subsidized lunch meals for students. The source of this subsidy is the tuition fees collected from the students.

12.5.1. Description of Target Group(s)

In higher education a student enrolled in a public university, regardless of the program and type of study, can benefit from the support mechanisms described below. However, there are also groups enrolled in a university outside the country at the undergraduate, graduate or doctoral level who benefit from such support mechanisms. Non-Turkish citizens cannot benefit from private education support services provided by private institutions. Foreign nationals who are eligible for undergraduate education at a university in Türkiye can apply for education support through Scholarships in Türkiye, except for private initiatives, if they meet the specified conditions.

12.5.2. Special Support Conditions

Students are provided with various forms of financial support by public and private institutions. These are in the form of scholarships, student loans, tuition loans, tuition fee loans (contribution loans), financial support for housing and nutrition, or subsidized and cheapened services. Apart from these general supports, students have to cover other school and living expenses themselves. There is no tax exemption for students or their families.

Learning Development Support

The legal framework for these services is defined by the Law on Higher Education Credit and Dormitory Services and the Law on Scholarships for Higher Education Students. There is a General Directorate of Credit and Dormitories Agency (KYGM) established to carry out and coordinate these services. In addition, other public institutions and organizations can also provide scholarships to higher education students through this institution.

Scholarships

Scholarships are given free of charge to successful and needy students of Turkish citizens studying higher education in Türkiye and abroad in accordance with the provisions of the Law on Granting Scholarships/Loans to Higher Education Students. The student is granted a scholarship for the duration of the normal education period of the educational institution where he/she is studying, provided that he/she continues to be a student, continues his/her education successfully and does not have any obstacles to receive a scholarship. Scholarship/loan amounts are determined in January of the relevant fiscal year. The scholarship is paid twice the standard fee determined for students studying at the undergraduate and associate degree level, three times the standard fee for students studying in master's programs, and three times the standard fee for students studying in doctoral programs.

Pursuant to the Law on Free Boarding Education and Scholarship in Higher Education Institutions Training Teachers and Education Specialists and the Social Assistance to be Provided to them, MoNE provides scholarships to students who rank in the top 5 of their preference lists for higher education institutions that trains teachers in the relevant academic year.

Tuition Loan

It is a loan that is given during the standard education period of higher education institutions in order to give financial support to Turkish citizen students studying at home and abroad and to facilitate their

social and cultural development. . starting from the second month after the end of the normal education period, students are supposed to repay the loan in monthly installments for the same period as they have received it. The remaining debts of those who die during or after their education or those who are determined by the medical board of a full-fledged hospital to have a disability of ninety percent or more are canceled.

The Law on Students to be Sent to Foreign Countries covers students who are sent to universities abroad with state scholarships for postgraduate education. Secretariat procedures are carried out by the MoNE General Directorate of Higher Education and Education Abroad.

According to the law, when the education period is completed, it is mandatory to perform a certain period of compulsory service in return for the time spent abroad for postgraduate education. This can be a period of service to be spent as an academic staff at the host university or with a duty to be taken in the host institution.

Scholars to be sent abroad must first meet the requirements of a base score to be obtained from the written exam (ALES) and a certain undergraduate graduation average. At most three times the number of announced quotas, 40% of the ALES exam score, and 20% of the undergraduate graduation grade point average are taken into consideration, and candidates are invited to the oral exam according to their preferences and score superiority. As a result of the weighted average of the oral exam score and other score requirements, a ranking emerges and candidates are entitled to be sent abroad according to this ranking. The amounts paid to scholarship recipients may vary according to the local conditions of the country of study. The Communiqué on the Payments to be made to Undergraduate and Graduate Students Studying Abroad in Accordance with Law No. 1416 and the Regulation Pursuant to the Law No. 1416 and the Regulation Pursuant to this Law was updated and entered into force after being published in the Official Gazette dated 21.09.2023 and numbered 32316.

Financial Support (Housing and Nutrition Support)

For higher education students whose family residence is different from the location of the school where they are studying, accommodation and nutrition support are provided within quotas in dormitories affiliated with the General Directorate of Higher Education Credit and Dormitories (KYGM) and in some own dormitories of universities .

Some private universities cover the cost of nutrition, accommodation, tuition fees and living expenses for a certain number of successful students who choose them.

Breakfast and dinner subsidies are provided to students residing in KYGM dormitories in amounts that is updated every year. In addition, the price of the meals is discounted by at least 35% of the average market price, and the quality and hygiene of the kitchen, warehouse, equipment and materials used are inspected by dieticians or dormitory managers.

Other Supports

Students who are not covered by any social security or insurance are offered free health and psychological counseling services at the Student Health Centers.

Special ID cards issued to all students provide them with discounts on public transportation, theaters, cinemas, museums and some other artistic activities.

12.6. Guidance and Counseling in Higher Education

12.6.1. Academic Guidance

Other guidance and psychological counseling services provided to students in higher education institutions can be divided into two groups: academic and vocational. Students enrolled in undergraduate and associate degree programs are assigned an advisor at class or branch level. Academic advisors provide students with assistance and guidance on academic issues such as taking courses, dropping courses, directing students to elective courses and educational activities. These advisors also provide assistance and guidance to students on issues such as loans, scholarships, housing, etc. Graduate students are assigned a course advisor after enrolling in their programs, and a thesis advisor before starting their study in thesis programs.

12.6.2. Psychological Counseling

Higher education students can receive support from psychologists assigned to MEDİKO units (Medical Social Service Units) units at universities or from the relevant units at university hospitals, if available.

12.6.3. Career Guidance

Although it is a legal obligation to provide vocational counseling services, there is no structure that can be generalized to all higher education institutions. The Law on Higher Education stipulates that higher education institutions cooperate with private and public organizations to help their graduates find a job. Some higher education institutions have established career counseling centers to provide these services. Through these centers or by various units, vocational promotion meetings are organized for students and representatives of private sector organizations participate in these activities. In this way, students and employer organizations are brought together.

Students get to know their professions better, learn about employment opportunities and interact with employers through internship practices, which are mostly required by the programs. On-the-job training and internship practices are widely practiced in undergraduate and associate degree programs. In many programs, this practice is a necessity in the field.

The workplace training and internship practices of vocational schools within the scope of associate degree programs are legally regulated. The regulation is covering these issues determines the principles and practices regarding the education, practice and internship of vocational school students in vocational and technical education regions (Regulation on the Principles and Procedures Regarding the Education, Practice and Internship of Vocational School Students in Vocational Technical Education Regions). According to this Regulation, students do their internships during the semester and during summer vacations. However, if the conditions of the workplace are not suitable, an internship can be done outside these periods, provided that it does not disrupt the academic education period. The internship period cannot be less than 30 working days (240 hours) and more than 60 working days (480 hours) according to the nature of the program. Students of colleges who do vocational practice during the education period are evaluated outside the 30-60 day internship period mentioned above. This process is evaluated by both the workplace authority and the relevant instructor.

Internship practices of undergraduate programs are organized at the faculty/school or department level, and the instructor of the relevant course carries out the monitoring and evaluation of the process.

Internship programs both strengthen the ties between workplaces and higher education institutions

and facilitate the access of students to employment opportunities.

The development of university-industry relations is mostly realized through technoparks or technology development zones/centers located within universities. Various companies can be located in these centers and researchers at various levels can work part-time or full-time in the companies located in these zones. In this way, it is ensured that industrial organizations get to know the university better and relations are improved.

Within the scope of Law No. 1416, students who continue their postgraduate education abroad have an advisor located in the institutions or universities they are affiliated with in Türkiye and in the educational consultancies abroad. This advisor supports the student in meeting the basic needs for the local conditions of the country. In addition, the advisor submits reports to the Ministry about the student's status (course attendance, grades, thesis stages, etc.) at the university in the country where the student is studying. It ensures the communication and coordination of the student abroad with the Ministry.

12.7. Criteria for Supporting Learners in Adult Education and Training

12.7.1. Definition of Target Group(s)

With Law No. 6764, apprenticeship education was included within the scope of compulsory education and connected to the General Directorate of Vocational and Technical Education of the Ministry of National Education. Registrations are made according to the student's information in the e-Okul/e-Mesem system or an equivalency certificate. In MESEMs (Vocational Training Centers), the curriculum in 39 fields and 193 branches was updated and put into practice in the 2023-2024 academic year.

According to the MoNE Regulation on Secondary Education Institutions, the exams of students attending vocational education centers are conducted in the form of written and/or practical exams, regardless of the work file. Students who fail the journeyman exam are taken to the journeyman exam once again in the first responsibility exam period, according to the principles of the skills exam.

In the MoNE Regulation on Secondary Education Institutions updated in 2025; certificate is issued to the students of the vocational education center program who are successful in the journeyman skills exam and have no failed courses, and Master's Certificate is issued to those who are successful in the master's skills exam held at the end of the theoretical and practical training period stipulated in their programs and have no failed courses. Those who have a master's / workplace opening certificate, a four-year vocational and technical secondary education institution diploma, or at least an associate degree diploma can participate in the business pedagogy course offered by schools and institutions. The business pedagogy course can also be organized through distance education and exams can be held in the form of e-exams. Those who successfully complete the course are given a master teacher certificate. The certificate of master instructor is used together with the certificate of mastery/workplace opening certificate, a four-year vocational and technical secondary education institution diploma, or at least an associate degree diploma. In the same Regulation, in order for students to receive a diploma, a vocational and technical secondary education diploma in the relevant field/branch is issued to those who have graduated from at least a secondary education institution and who are also entitled to receive a certificate of mastery, if they wish. Vocational training center students who do not have a diploma from a upper secondary education institution, in addition to being entitled to receive a certificate of mastery in order to receive a diploma, must pass the difference courses to be determined by the Ministry through face-to-face training programs to be organized in vocational training centers or open upper secondary education institutions.

The vocational and technical secondary education diploma of those who have a master's certificate is issued by the Vocational Open Education High School.

Vocational and technical secondary education graduates are issued a Europass Certificate Supplement for the field/branch they graduated from. Europass Certificate Supplement is accepted and put into practice by the Board of Education. Europass Certificate Supplement is prepared for each field and branch applied in vocational and technical secondary education. Europass Certificate Supplement was started to be issued in the 2013-2014 academic year. Europass Certificate Supplement is published on the website of the National Reference Point, which is the first point of application for vocational education in our country.

Master and master instructor certificates were reorganized according to the procedures and principles set out in Law No. 6764 and the Regulation on Secondary Education Institutions. As of 10.10.2017, the new documents have started to be used.

The "Ministry of National Education Directive on the Procedures and Principles Regarding the Recognition of Prior Learning, Equivalence and Assessment and Evaluation Procedures" was published in the MoNE Journal of Communiqués dated October 2017 and numbered 2721 and put into practice. Within the scope of the "Ministry of National Education Prior Directive Principles on the Procedures and Regarding the Recognition of Learning, Equivalence and Assessment and Evaluation Procedures", assessment and evaluation criteria to be used in journeyman and master's skill exams, determination of consumables and matching of non-formal education course certificates with the fields/branches applied in apprenticeship were carried out. Exemption tables for vocational and technical secondary education diplomas and mastership certificates were prepared by examining the contents of national occupational standards and national qualifications for 201 professions included in the scope of VQA Vocational Qualification Certificate obligation, as well as the contents of diplomas issued by vocational and technical education institutions affiliated to MoNE and mastership certificates issued under the Vocational Education Law No. 3308.

According to the Regulation on Lifelong Learning Institutions, the work and procedures related to the measurement of literacy competencies are carried out by institutions affiliated to the Ministry. According to the same regulation, "Within the scope of lifelong learning the knowledge, skills and competencies acquired by the individual through formal, lifelong learning and/or independent learning are documented by measuring and evaluating the standards developed for the recognition of prior learning. The professions to be included in the scope of recognition of prior learning are determined by the Ministry."

In this context, trainees who successfully complete non-formal education courses are offered by public education centers. Within the scope of the Directive on Recognition and Equivalence of Prior Learning, they can participate in journeyman or master's skill exams to be held in vocational training centers.

Adult education (non-formal education) includes all kinds of learning activities in which individuals who are at any level of the formal education system or who have left or completed this level participate in order to improve their individual, social, and employment-related knowledge, skills, and competencies within the scope of lifelong learning.

Adult education, which is considered lifelong learning, is provided by public education centers, Advanced Technical School for Girls and open education schools.

HEM (Public Education Center) is the most easily accessible educational institution in adult education that organizes free courses in vocational, social, economic, sportive, and cultural fields for citizens of all

ages, education, income, social status, and cultural levels in line with their interests, wishes, abilities, and expectations. HEM provides education services to all citizens through literacy, general and vocational courses.

HEM carries out its activities in provinces, districts, and villages, training rooms, prisons and detention centers, hospitals requiring rehabilitation, workplaces belonging to public and private organizations, buildings belonging to formal education institutions, and other places where needed. There is no age or education limit to benefit from non-formal education services. However, age and education level may be required due to the nature of the program to be implemented.

Non-formal education programs are structured in three main categories:

Literacy Courses: In order to encourage citizens to learn to read and write or to study at primary school level, Law No. 2841, “Law on the Literacy of Illiterate Citizens Outside the Age of Compulsory Primary Education or the Provision of Education at Primary School Level,” was enacted. The purpose of this Law is to ensure that all citizens outside the age of compulsory primary education who do not know how to read and write, or know very little, learn to read and write or receive primary school level education under the supervision and control of the state in accordance with the objectives and basic principles of Turkish National Education. Those who are successful in the Adult Level I Literacy Education, Adult Level I Literacy Teaching, and Basic Education Program Course or in the Adult Literacy Level I Placement Test are given a “Certificate of Literacy”. Adults Second Level Literacy Education. Those who are successful in the Adult Second Level Basic Education Program Course or in the Adult Literacy Second Level Placement Examination are given a “Certificate of Achievement in Adult Second Level Education”.

General courses: These are non-modular courses. They consist of health, family, school, mother and child education programs, civic education programs, personal development and training, sports, music and performing arts, safety of life and property, foreign languages, religious education course programs, and course programs for social and agricultural needs or demands.

Vocational and technical courses are modular courses. They cover fields and branches such as vocational training programs, basic skills development programs and information and technology usage programs. Vocational and technical programs are developed and implemented by MoNE in cooperation with relevant institutions and organizations. Vocational education programs are developed in a modular structure in accordance with national vocational standards and national occupational qualifications.

The courses to be opened by the Ministry within the scope of traditional arts that are about to be forgotten are determined by the commission every year and the list of determined professions is put into practice with the approval of the authority. In the year 2024, the list of forgotten professions was determined by a commission consisting of representatives of the Ministry units and the Ministry of Culture and Tourism, and the courses in question were defined and put into practice in the e-Yaygın System (electronic common education portal) under the fields they are related to after the approval of the authority.

Adult literacy courses, one of the main duties of the Ministry, continue within the scope of the “Literacy Campaign” launched on February 1, 2018 to ensure that all illiterate adults learn to read and write. The mobilization, which is carried out by the General Directorate of Lifelong Learning on behalf of our Ministry, is carried out under the auspices of our President Recep Tayyip ERDOĞAN and his wife Emine ERDOĞAN.

According to the cooperation protocol signed between the Ministry of Justice and the MoNE, in-service training on “Adult Literacy Instruction Trainer Training” was held on 25-29 September 2023 at the Ministry of Justice Penal Institutions and Detention Houses Personnel Ankara Training Center Directorate in order to enable teachers working in penal and execution institutions to be assigned as formator teachers in adult literacy courses.

Courses are organized for people in need of special education in order to provide them with knowledge and skills in vocational, technical, social and cultural fields, to bring them to life and to make them productive individuals. In the organization of courses, cooperation is made with the General Directorate for Special Education and Guidance Services, higher education institutions and relevant institutions and organizations. Special classes and groups can be formed for individuals with special education needs, and necessary measures are taken to ensure that other individuals benefit from the courses they attend. According to the Regulation on Lifelong Learning Institutions, in the courses organized for individuals with special educational needs (except for those who can benefit from inclusion/integration education practices), even one person can open a course regardless of the number of trainees.

Open Education Schools: The schools that provide education services through distance education within the MoNE General Directorate for Lifelong Learning are as follows: Open Education Secondary School, Open Education High School, Vocational Open Education High School, Vocational and Technical Open Education School and Open Education Imam Hatip High School.

Open Education Lower Secondary School: In Open Education Secondary School, students are accepted for 6th, 7th and 8th grades as well as 5th grade with the transition to the 4+4+4 education system.

For students who have passed the age limit for formal education, a school year is divided into three semesters in Open Education Lower Secondary School and students enrolled in the 5th grade can complete their education in three semesters.

The conditions for enrollment in Open Lower Secondary School are as follows:

1. Students who have reached the age of 15 as of the beginning of the academic year (However, no age limit is required for students in need of special education, detainees, convicts, those in children’s education homes and students who want to enroll in programs abroad. For those who enroll in the program abroad and then want to switch to the program in Türkiye, the condition of being out of compulsory education age is sought),
2. Primary school graduates and those who have completed 4th grade,
3. Leavers from the 5th, 6th, 7th, or 8th grade of primary or secondary school,
4. Lower Secondary school leavers or those who applied for the external secondary school graduation exam but did not graduate,
5. Those who have a Certificate of Achievement for Adult Level II Training,
6. Those who have a Training and Complementary Basic Education-B Course Certificate,
7. Those who have been educated abroad and have a certificate of equivalence at the level of those who have completed at least the 4th grade of primary school.

The accurate and appropriate use of Turkish is the main objective in all courses in the Open Education Secondary School. There is no age limit for prisoners, convicts, and those who certify that they have physical disabilities, those who certify that they require special education with a document from the Special Education Services Board, and students enrolled in programs abroad. Centralized system/online/e-exam methods also conduct exams according to need, and students in need of special education and other disadvantaged students are taken to the exam by arranging an environment suitable for their special condition. Education and training services are provided to citizens living abroad through Open Education Secondary School programs abroad.

Open Education High School

Although the curriculum of the Open High School is the same as that of formal general high schools, its structure and functioning differ from other formal education institutions, making it a unique and centrally managed model. Currently, the Open High School, which grants diplomas based on a credit and course passing system as required by the regulation, utilizes the core processes of distance education. In 2006, with the extension of all high school programs to four years, the duration of the Open High School was also extended to four years, and its regulation was revised accordingly, resulting in a change in the system.

Open Education High School is a unique and centralized model that is different from other formal education institutions in terms of its structure and functioning, although its program content is the same as that of general high schools in formal education. The Open Education High School, which currently graduates students according to the course pass and credit system in accordance with the regulations, utilizes the basic processes of distance education. In 2006, with the extension of all schools to 4 years, the Open Education High School was also extended to 4 years and the system was changed by reorganizing the Regulation within this framework.

The registration requirements of the Open Education High School are as follows:

1. Graduates of primary school / middle school/imam hatip middle school,
2. Leavers from secondary education institutions,
3. Students enrolled in formal education institutions other than open education institutions who are allowed to transfer to open education high schools by the Ministry according to the provisions of the relevant legislation,
4. Graduates of secondary education institutions,
5. Those with special education needs who are directed to open education high schools with the special education evaluation board guidance report issued by the guidance and research centers and who are decided to be placed by the provincial/district special education services board and who meet one of the conditions in subparagraphs (a) and (b),
6. Those who have been educated abroad and have obtained equivalency in one of the cases in subparagraphs (a), (b) and (c),
7. Foreign nationals who meet one of the conditions in subparagraphs (a), (b), (c), and (d),
8. Those who are studying at a higher education institution, who have left or graduated, can enroll.

Education and training services are provided to citizens living abroad through Open Education High School programs abroad.

Vocational Open Education High School

The establishment of Vocational Open Education High School was necessitated by the need for more effective implementation of vocational secondary education programs, face-to-face education, internship studies and efforts to integrate scientific and technological developments into the work.

The purpose of Vocational Open Education High School is to provide education and training opportunities to those who have completed primary education but cannot continue secondary education, and to those who have left or graduated from secondary education and those who have left or graduated from higher education by giving them the opportunity to study in different fields. It also considers preparing students for life and higher education, raising the cultural level of society and ensuring equality of opportunity and opportunity at the secondary education level as sub-objectives.

Vocational Open Education High School has more unique features than other formal education institutions in terms of its structure and functioning although its program content is the same as the program content of vocational high schools in formal education. The school provides education according to the course passing and credit system. While courses are offered to students through distance education technologies, vocational courses are taught face-to-face in formal education schools.

Vocational secondary education programs are applied in Vocational Open Education High School. Measurement and evaluation are carried out by centralized system. Students in need of special education are provided with exam precaution services appropriate to their disabilities.

The registration requirements for Vocational Open Education High School are as follows

1. Graduates of primary school / middle school / imam hatip middle school,
2. Leavers from secondary education institutions,
3. Students enrolled in formal education institutions other than open education institutions who are allowed to transfer to open education high schools by the Ministry according to the provisions of the relevant legislation,
4. Graduates of secondary education institutions,
5. Those with special education needs who are directed to open education high schools with the special education evaluation board guidance report issued by the guidance and research centers and who are decided to be placed by the provincial/district special education services board, who meet one of the conditions in subparagraphs (a) and (b),
6. Those who have been educated abroad and have obtained equivalency in one of the cases in subparagraphs (a), (b) and (c),
7. Foreign nationals who meet one of the conditions in subparagraphs (a), (b), (c) and (d),
8. Those who are studying at a higher education institution, who have left or graduated can enroll.

Vocational and Technical Open Education School

Vocational and Technical Open Education School is a school that aims to provide vocational training to citizens who have completed at least primary school in accordance with the general objectives of the Basic Law on National Education and the basic principles of this Law and the Vocational Education Law by applying distance education or face-to-face education programs when necessary, and thus preparing them for life

Open Education Imam Hatip High School

Open Education Imam Hatip High Schools have the same the program content as Anatolian Imam Hatip High Schools in formal education. Course passing and credit system are applied in these schools. The common and elective courses taught in Open Education Imam Hatip High Schools are determined by the Board of Education in accordance with formal education. Courses taken through distance education are supported by lecture videos, PDF textbooks and course materials and other digital materials on the internet via MoNE, EBA. Vocational (field) courses are taught in formal Anatolian imam hatip high schools in two semesters as face-to-face education on weekends or at the end of the school day.

The registration conditions of the Open Education Imam Hatip High School are as follows:

1. Graduates of primary school / middle school / imam hatip middle school,
2. Leavers from secondary education institutions,
3. Students enrolled in formal education institutions other than open education institutions who are allowed to transfer to open education high schools by the Ministry according to the provisions of the relevant legislation,
4. Graduates of secondary education institutions,
5. Those with special education needs who are directed to open education high schools with the special education evaluation board guidance report issued by the guidance and research centers and who are decided to be placed by the provincial/district special education services board and who meet one of the conditions in subparagraphs (a) and (b),
6. Those who have been educated abroad and have obtained equivalency in one of the cases in subparagraphs (a), (b) and (ç),
7. Foreign nationals who meet one of the conditions in subparagraphs (a), (b), (ç) and (d),
8. Those who are studying at a higher education institution, who have left or graduated can enroll.

12.7.2. Special Support Conditions

There is no direct financial support for non-formal education beneficiaries, except for those in the scope of apprenticeship training, but there are indirect support and incentive mechanisms. There are no support schemes such as non-refundable scholarships or loans with repayment for those attending adult education due to their status as trainees. However, for the development of vocational education, real and legal persons who provide skills training to apprentice, technical and vocational high school students in the workplaces covered by the Vocational Education Law within the limits specified in the Law and according to the principles and measures determined by the Ministry, 50% of the amount they pay to the fund from Income and Corporate Taxes is refunded from the fund as an incentive premium. The expenses (nutrition and accommodation) of individuals participating in non-formal education programs opened in special education institutions are covered by the Ministry.

Direct and indirect support for non-formal education, apprenticeship and vocational training are as follows:

State Incentive for Private Vocational High Schools

As of the 2012-2013 academic year, pursuant to Article 12 of the Law No. 5580 on Private Education Institutions, it has been possible to provide education and training support in an amount jointly determined by the Ministry of Treasury and Finance and the Ministry for students studying in vocational and technical education schools opened in Organized Industrial Zones (OIZ) or in vocational and technical education schools opened outside OIZ with the decision of the Presidency. Since the 2016-2017 academic year, students studying in private vocational and technical education schools opened outside OIZs have also started to benefit from education and training support

State Contribution to Enterprises for Skill Training and Internship

It is ensured that 2/3 of the amount corresponding to at least 30% of the minimum wage paid to students by enterprises obliged to provide skills training and internship in enterprises is paid to employers as a state contribution. This paves the way for more enterprises to provide skills training and internship opportunities to more students. Payments are updated based on the minimum wage.

Other support may include social security (occupational accidents and occupational diseases insurance), passes (discounted transportation), free boarding for some students, lunch (Regulation on Free Boarding of Apprentice Students in Vocational Education Centers and Social Assistance and Management of Boarding Houses).

According to the MoNE Regulation on Access to Education through Transportation, primary and secondary school students and special education students/trainees who are likely to be deprived of their right to education are provided free of charge access to public schools/institutions within the scope of the student transportation practice, and free lunch service is provided to primary and secondary school students who are being transported within the scope of the practice, students studying in special education classes opened in transportation center schools and students studying in transportation center schools who are determined to be poor according to the data of the Social Assistance and Solidarity Foundation.

Within the framework of the Law on Boarding or Scholarship Students in Primary and Secondary Education and Social Assistance to be provided to them, students who are determined to lack financial means

in accordance with the provisions of the relevant law are provided with the opportunity of boarding and scholarship.

The amendment to the Law on Social Security and General Health Insurance ensures that vocational and technical secondary education students are insured against occupational accidents and diseases from the date they start their field training. Social insurance premiums of vocational open education students who do not have social security are paid by the Ministry from the date they start skills training in enterprises until the end of the training. In order to encourage adult citizens to learn to read and write or to study at the primary school level, the following support and facilities are provided to those who learn to read and write or attend primary school level courses in accordance with the Law on Bringing Illiterate Citizens Outside the Age of Compulsory Primary Education to a Literate Level or Providing Primary School Level Education for them:

- A student ID card is issued during the course.
- Higher education children of needy persons who have attended and succeeded in the courses mentioned in this Law are given priority in granting loans.
- Children of mothers attending literacy or primary school level courses are given priority for admission to kindergartens and nursery schools of the institutions and organizations where they work.
- Literate people are given priority over illiterate people in employment.
- Those who are successful in literacy learning courses are given priority in cooperative or bank loans, seed and fertilizer allocation for one time only.
- Employees working in public institutions and organizations, private institutions and organizations and all kinds of workplaces who attend literacy courses shall be granted 60 hours of paid leave for one time only; those who attend primary school level courses shall be granted 100 hours of paid leave for one time only.

According to the Law on the Age of Compulsory Primary Education, incentive measures are taken by special administrations or municipalities for participants in literacy courses. Courses are organized to equip individuals in need of special education with knowledge and skills in vocational, technical, social and cultural fields, to bring them into life and to make them productive individuals. In the organization of courses, cooperation is made with the General Directorate of Special Education and Guidance Services, higher education institutions and relevant institutions and organizations. Within the scope of the Regulation on Lifelong Learning Institutions, special classes and groups can be formed for individuals with special education needs, and necessary measures are taken to ensure that they benefit from the courses attended by normal individuals.

Courses are organized for people in need of special education in order to provide them with knowledge and skills in vocational, technical, social, and cultural fields, to bring them to life and to make them productive individuals. In the organization of courses, cooperation is made with the General Directorate of Special Education and Guidance Services, higher education institutions and relevant institutions and organizations. Within the scope of the Regulation on Lifelong Learning Institutions, special classes and groups can be formed for individuals with special education needs, and necessary measures are taken to ensure that they benefit from the courses attended by normal individuals.

Public education centers offer sign language courses for teachers, students and families.

12.8. Guidance and Counseling in Adult Education and Training

Guidance and psychological counseling services in non-formal education generally cover the orientation of trainees to professions and jobs, preparation for working life, and support for their individual and social development.

12.8.1. Academic Guidance

In these services, necessary studies are carried out for each student at all levels of education to adapt to educational practices in accordance with his/her unique abilities, interests, professional values, achievements and motivation, and to orient to programs suitable for his/her characteristics and development. In educational guidance studies at this level, more emphasis is placed on preparing the individual for programs suitable for his/her characteristics and development for vocational guidance

12.8.2. Psychological Counseling

Individual guidance includes not only helping students with their problems, but also supporting their personality, social development and maturation and individual and group activities organized for this purpose. Individual guidance services can be evaluated in this context, as well as guidance services for families in institutions.

Educational and vocational guidance and group guidance activities for the individual and social development of students are also organized within the scope of psychological counseling services. These activities are programmed, implemented, evaluated and developed in accordance with scientific standards to meet the developmental needs of students.

12.8.3. Career Guidance

In the field of career guidance in adult education, studies are carried out to orient to vocational fields and professions, to develop effective learning and working skills, to raise awareness about professions and the characteristics they require, to evaluate their individual characteristics and improve their level of awareness, to maintain individual and social development and to prepare them for adult life.

ISKUR (Turkish Employment Agency) conducts individual interviews in the vocational counseling dimension with students who want to get to know their own characteristics, professions and educational opportunities and to have information on vocational orientation. Job and career counseling is the provision of holistic counseling services focused on the employment axis to job seekers, employers and students, who are the main actors of the labor market. In order for job and career counselors to provide more effective services to all jobseekers, employers and students registered with ISKUR, each counselor is assigned a portfolio of jobseekers, employers and schools, and counselors provide this service through portfolio management, so that each unemployed person, employer and school has a counselor.

Profile Based Counseling System

The Profile-Based Counseling System is a system based on the principles of profiling job seekers registered with the Agency based on specified variables, providing target group-oriented counseling services by dividing job and vocational counselors into branches, regularly monitoring the status of individuals in the labor market by preparing individual action plans and increasing the quality of counseling services. It is based on two main axes: Profiling and Branching.

Artificial Intelligence-Supported Risk Profiling

As part of the Risk Profiling Study, modeling efforts are conducted based on 27 variables identified for job seekers registered with the Institution. These variables include age, gender, educational status, number of previous employers, participation in courses/programs, receipt of social assistance, and willingness to seek employment. An artificial intelligence model is used to calculate the risk of being unemployed for more than six months for all individuals who actively seek employment and benefit from the services of the Institution (excluding retirees and those seeking better job opportunities).

The primary objective of the model is to determine the risk of long-term unemployment (over six months) for each individual receiving services. Based on this assessment, an Individual Action Plan is prepared in accordance with the individual's risk profile. The plan aims to provide personalized counseling services tailored to the specific risk group.

As a result of the AI-based risk profiling, three different profiles have been defined for actively registered job seekers (excluding retirees and those seeking better conditions), based on their likelihood of being unemployed for more than six months. Profile 1 represents individuals with a low risk of long-term unemployment. These individuals have a high likelihood of finding a job. Profile 2 represents individuals with a medium risk of long-term unemployment. While they have lower employment prospects compared to the low-risk group, they are not considered to be at high risk. Profile 3 represents individuals with a high risk of being unemployed for more than six months. This group may face significant challenges in securing employment. In addition, tailored, target group-oriented counselling services are provided based on the individual's circumstances. As shown in Figure 19, job and vocational counsellors have been divided into five specialised branches as part of the specialisation framework.



Figure 19: Vocational and Employment Counsellors by Field

Groups of students are formed to raise awareness about the importance of choosing a profession. These groups receive information on factors to consider in career selection, available professions, vocational training opportunities, and options for further education.

Job and vocational counselors conduct group interviews with students who are in the process of choosing a profession. Training sessions are organized to teach job search skills, interview techniques, and how to prepare for employer interviews, particularly for students about to enter the workforce.

The University Liaison Points initiative, launched in 2013 to provide job and vocational counseling to university students, was restructured in 2020 and renamed ISKUR Campus, with a focus on collaboration with university career centers. ISKUR Campus centers are now available at universities in all 81 provinces. To further enhance job and vocational counseling services for university students, job and vocational counselors have been integrated into the Talent Gate platform, launched by the Presidential Human Resources Office (CBİKO). This platform enables students to access online career counseling.

ISKUR also provides face-to-face individual and group counseling on campuses, informing students about the labor market, ISKUR services, job search skills, interview techniques, resume writing, and Europass CV creation.

Since 2013, ISKUR has published the “Journal of Support for Vocational Selection” to improve workforce employability, support career guidance for job seekers and students, and raise awareness among parents and guidance counselors.

Vocational Promotion Days, launched in 2015, are held to assist students before making university choices. During these events, many professions—including the most in-demand in Türkiye—are introduced. The goal is to mitigate the negative effects of poor career choices, raise awareness of ISKUR services, and support young people on their career journeys.

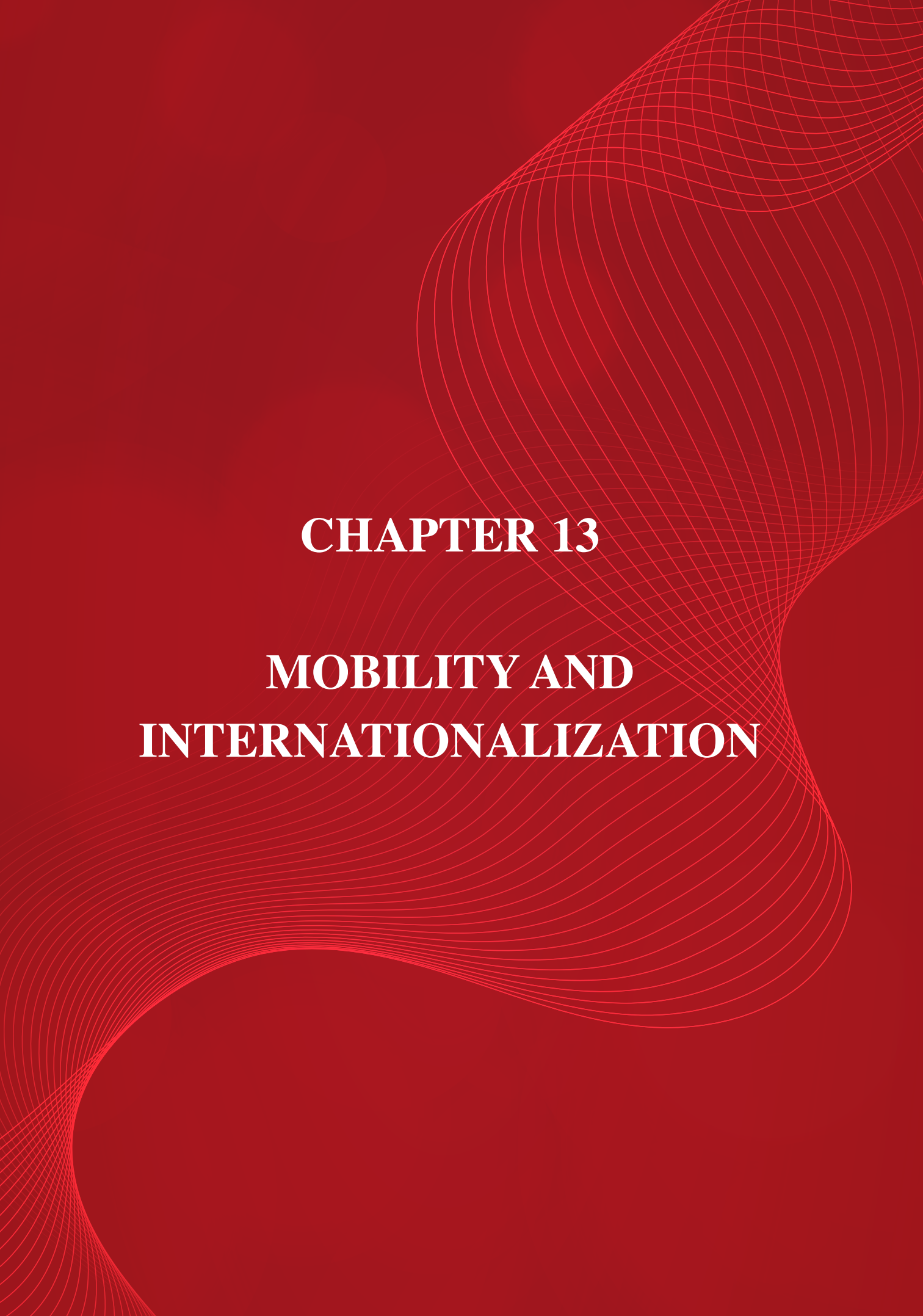
The ISKUR Vocational Orientation Test Battery has been in use since 2013 to evaluate the skills, personality traits, and vocational interests of unemployed individuals and students. It is designed to direct them toward suitable jobs and vocational training courses, ultimately improving their employment prospects and job retention.

The Internship Portal is a platform where high school, university, graduate, and doctoral students can access internship listings posted by private sector employers. These listings match students’ qualifications with company requirements. The platform, accessible via <https://staj.iskur.gov.tr>, is integrated with Türkiye’s E-Government system to improve its accessibility and effectiveness. The portal is a vital component of ISKUR Campus services and aims to ease young people’s transition into the labor market through career support and internships.

TURKISH EDUCATION SYSTEM

The Turkish Dictionary of Occupations (TMS) is continuously updated as part of occupational research and development efforts. These updates reflect emerging occupations resulting from advancements in technology and changes in the business landscape. As part of these efforts, job analysis and occupational research are conducted to revise existing job definitions and introduce new ones. All occupations are classified and coded according to the International Standard Classification of Occupations (ISCO-08).

Vocational Advisory Commission (VAC) meetings are held to provide guidance to those seeking information about occupations and educational institutions. These meetings also serve to develop and approve new occupational information files. Currently, 1.123 occupational information files are available on the Institution's website.

The background is a solid red color. Overlaid on this are several thin, light red lines that form a complex, wavy pattern. These lines are arranged in a way that creates a sense of depth and movement, resembling a stylized, abstract landscape or a series of concentric, flowing shapes. The pattern is most prominent on the right side of the image, where it forms a large, curved shape that tapers towards the top right corner. The overall effect is a modern, artistic design that complements the chapter title.

CHAPTER 13

MOBILITY AND INTERNATIONALIZATION

CHAPTER 13. MOBILITY AND INTERNATIONALIZATION

Türkiye aims to participate in cooperation with states and international organizations to promote mobility and internationalization actively, to contribute to the establishment of universal education norms, practices and policies, and to take part in international cooperation.

Educational activities of international organisations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Council of Europe, the Organisation for Economic Co-operation and Development (OECD), the Economic Cooperation Organization (ECO), the Black Sea Economic Cooperation (BSEC), the Organization of Islamic Cooperation (OIC), and the European Union (EU) are closely monitored, and the education community is regularly informed about these developments.

Türkiye continues its activities in the establishment of the European Education Area and the implementation of the Strategic Framework for European Cooperation in Education and Training for the next period (2021-2030), the Bologna Process and Union programs.

The grant programs within the scope of the European Union Education, Youth and Sports Programs are carried out by the Turkish National Agency under the name of Erasmus+ program and European Solidarity Corps (ESC). The Erasmus+ program has gathered all sub-programmes and activities related to general and vocational education as well as education into a single program with a holistic approach. With the Erasmus+ program, mobility is carried out not only with European countries and third countries associated with the program (Republic of North Macedonia, Serbia, Iceland, Liechtenstein, Norway and Türkiye), but also with third countries not associated with the Program.

Erasmus+ and ESC, covering the call years 2021-2027, are the EU's new grant programs in the fields of education, youth and sport. They support education, training, internships, professional development, non-formal learning-based youth activities abroad and cooperation between institutions. The overall objective of the Erasmus+ program is to contribute to the dimensions of sustainable growth, quality in work, quality in occupation, social cohesion, promoting innovation, strengthening European identity and active citizenship by supporting the education, training, professional and personal development of individuals in the fields of education, training, youth and sport through lifelong learning. ESC enables volunteering, solidarity and networking activities in projects that benefit society. It promotes the personal, educational, social and professional development of young people and is a European Union initiative that aims to meet societal needs by creating opportunities for young people to volunteer, work or network in projects that benefit society in their own country or abroad.

Within the framework of the Erasmus+ program, projects funded in the fields of vocational education and training, pre-primary education, primary and secondary education, adult education and higher education contribute to the education and training sector. The general priorities of the Erasmus+ program are inclusion and

diversity, digital transformation, combating the environment and climate change, participation in democratic life, shared values, and civic engagement. The R&D units operating within the provincial directorates of national education in 81 provinces under the MoNE Directorate of Strategy Development provide the necessary support and contribution to teachers, students and administrators, especially in the Erasmus+ program.

13.1 Mobility in Pre-Primary, Primary and Secondary Education

13.1.1. Student Mobility

In Türkiye, student mobility is mainly carried out within the scope of the European Union Education and Youth Programs run by the Turkish National Agency since 2004. The evaluation, acceptance, funding and supervision of country-based projects prepared by pre-primary, primary and secondary education institutions, district national education directorates, provincial national education directorates and general directorates of MoNE are carried out by the Turkish National Agency. Ongoing primary and secondary education and vocational education and training sector projects under the Erasmus+ program enable the mobility of students at primary and secondary education level. In addition, student mobility is also realized through the projects carried out for vocational education and training within the scope of the ongoing Erasmus+ vocational education sector. Internship mobility in vocational education and training supports the development of competencies of vocational high school students and apprentices.

Under the Erasmus+ program and Partnerships for Cooperation, participating institutions/organizations in the field of school education and vocational education and training are also offered opportunities for international cooperation experience and institutional capacity building. Partnerships can be established involving organizations from different countries, different fields of education, training and youth and/or different sectors, which may result in the development, transfer or implementation of innovative practices at institutional, local, regional, national or EU levels. Through these partnerships, there are also opportunities for mobility abroad for education staff and students.

13.1.2. Teacher Mobility

Within the framework of the Erasmus+ program, KA1 Mobility of Individuals for Learning and KA2 Partnerships for Cooperation Projects also include teacher mobility. In Türkiye, teacher mobility is mainly carried out within the scope of the European Union Education and Youth Programs carried out by the Turkish National Agency since 2004. Projects in the field of primary and secondary education, vocational education and training under the Erasmus+ program enable the mobility of teachers in public or private institutions and organizations at kindergarten, primary and secondary education level.

Within the scope of the projects carried out in the field of “Erasmus+ school education”, public or private institutions and organizations and the staff in these institutions participate in “on-the-job observation”, “teaching and training assignments” and “courses and trainings” activities for the purpose of education and training. Within the framework of the projects, staff mobility is carried out under the titles of “Mobility of Individuals for Learning” and “Partnerships for Cooperation”.

In addition to the projects in the field of “School Education”, Erasmus+ projects in the field of “Vocational Education and Training” aim to improve the qualifications of teachers and provide them with

professional development opportunities abroad. For vocational education staff, these activities aim at acquiring and updating their practical knowledge or increasing their pedagogical skills, and include basic activities such as teaching or tutoring of vocational education staff in a vocational school or an enterprise abroad, working with a colleague in a vocational education and training institution abroad or with an expert/master in an enterprise (on-the-job learning), or attending courses or trainings abroad.

Promotion, dissemination and protection of Turkish culture abroad and preservation of the cultural ties of our citizens and compatriots abroad with our country, Within the framework of the legislation determined by the “Decree of the Council of Ministers on the Working Principles and Procedures of the Inter-Ministerial Joint Cultural Commission and the Determination of the Qualifications, Rights and Obligations of the Personnel to be Assigned Abroad by this Commission” dated 5/6/2003 and numbered 2003/5753 published in the Official Gazette dated 3 July 2003 and numbered 25157, faculty members, lecturers, instructors and teachers are assigned abroad.

13.2 Mobility in Higher Education

13.2.1. Student Mobility

In Türkiye, international student mobility is predominantly at higher education level. Students enrolled in formal education in higher education institutions (or recent graduates within the framework of the program rules) can participate in Erasmus+ Higher Education Student Mobility. Students studying in open education and similar (distance education) programs cannot benefit from mobility activities. Student mobility is realized in two ways: learning mobility and internship mobility:

Learning Mobility

Erasmus+ Student Mobility for Higher Education is a part of Erasmus+ Higher Education Mobility carried out by the Turkish National Agency, in which a student enrolled in a higher education institution carries out a part of his/her education in a higher education institution abroad that is partnered with an inter-institutional agreement. The mobility is carried out within the framework of the Erasmus Charter for Higher Education (ECHE) and the existing inter-institutional agreements of the higher education institution. The study period may also include an internship activity. In addition, in the new period, students may undertake “blended mobility”, which includes physical mobility as well as virtual learning, or “blended intensive programs” may be used where appropriate. The duration of the activity can be between 2 months (or one academic semester) and 12 months, which can be completed within the same academic year, valid for each level of study separately. During the Erasmus+ period, higher education student learning mobility was carried out country-centered to European Countries within the scope of the Higher Education Mobility between Program Countries activity and to many countries from all over the world with the Higher Education Student and Staff Mobility activity with countries associated and not associated with the program.

Based on the Law on Students to be Sent to Foreign Countries and the Regulation on Turkish Students’ Studies Abroad, the Ministry of National Education (MoNE) provides the opportunity for students to pursue postgraduate education abroad under official scholarship status in order to meet the needs of qualified human resources in higher education institutions and public institutions. All the necessary information for those who will benefit from the program to become scholarship holders is available on the MoNE website and all works

and procedures in this regard are carried out by the relevant general directorate.

This training is a mutual agreement. According to the law, upon completion of the training, compulsory service is required for twice the amount of time spent abroad for postgraduate education. This service refers to the period of service to be spent as academic staff at the university in whose name the scholarship was received or in a position in the institution in whose name the scholarship was received. Scholarship holders to be sent abroad under the Law must first meet the requirements of a base score from the ALES written exam and a certain undergraduate graduation average. The placement score is determined by taking into account 40% of the ALES or written exam score, 40% of the oral exam score and 20% of the undergraduate graduation grade point average. Candidates with a placement score of 70 and above are placed in quotas according to their preferences and score superiority. Additional placement can be made for vacant quotas. In case of equal scores, the candidate with the higher foreign language score is given priority (Regulation on Turkish Students' Education in Foreign Countries). The amounts paid to scholarship recipients vary according to the local conditions of the country of study. Current scholarship amounts are determined according to the provisions of Communiqué No. 32316.

As of January 2025, the total number of official scholarship students is 2,994. For the 2023 Selection and Placement of Candidates to be Sent Abroad for Graduate Study (YLSY) Scholarship Program, 565 students were awarded scholarships. In 2024, 850 quotas were allocated in line with the requests received from 27 different public institutions and 81 different universities through the Council of Higher Education in order to determine the students to be sent abroad for graduate education within the scope of YLSY. Strategic fields were included in 619 of the quotas. The ratio of the quota allocated to strategic areas to the total quota was determined as 72.8. As a result of the applications and oral exams, 565 students were entitled to become YLSY scholars (MoNE 2024 Administrative Activity Report).

Internship Mobility

Student Internship Mobility, within the scope of Erasmus+ Higher Education Mobility carried out by the Turkish National Agency, allows students enrolled in a higher education institution to do an internship in an enterprise abroad. Higher education students from all levels and recent graduates can participate in the activity. In student mobility for internships, the sending organization must be a higher education institution with ECHE. The host organization can be a public or private organization operating in the labor market or in the field of education.

According to the Erasmus+ Program Guidelines, the duration of the activity is between 2 and 12 months for each level of study. Students can carry out the physical internship activity during the study period and within 12 months after graduation. In addition, under the new Erasmus+ Program (2021-2027), students may also undertake “blended mobility”, which includes virtual learning as well as physical mobility, or “blended intensive programs” may be used where appropriate. Teaching assistantships for student teachers and research assistantships for students and PhD candidates are also supported within the scope of internships. Internship activities can be carried out not only with program countries but also with third countries not associated with the program.

13.2.2. Academic and Administrative Staff Mobility

In addition to academic staff mobility, this section part also includes administrative staff mobility.

Staff Teaching Mobility

Within the scope of Erasmus+, which is implemented by the Turkish National Agency, staff teaching mobility is a field of activity that allows a staff member who is obliged to teach at a higher education institution with ECHE in Türkiye or a person working in a company to teach students at a partner higher education institution abroad. According to the Erasmus+ Program Guidelines, a staff mobility period may include both staff teaching mobility and staff study mobility. Teaching and study mobility can also be carried out as mixed mobility as in student mobility.

Staff Mobility for Study Mobility

Staff training mobility is an activity that allows any staff employed in a higher education institution with ECHE in Türkiye to receive training in a higher education institution, company or other relevant organization in one of the program countries. Within the scope of this activity, it is possible for the person to receive various trainings (such as on-the-job trainings, observation processes) in order to improve their skills in subjects related to their current job. Participation in conferences cannot be supported under this activity. A staff mobility period may include both staff teaching mobility and staff training mobility. This combined mobility is considered as a “teaching period”. Teaching and training mobility can also be realized as mixed mobility as in student mobility.

On the other hand, in line with the requests received through the Ministry of Foreign Affairs, lecturers are assigned in the Turcology chairs/foreign language departments of universities abroad or in Turkish cultural centers opened by our Embassies/Consulates General in order to teach the Turkish language through the Inter-Ministerial Joint Cultural Commission. As of January 2025, there are 155 lecturers in 42 countries.

13.3 Mobility in Adult Education and Training

Mobility in adult education is not different from general education and higher education mobility legislation. At this level, mobility activities are carried out within EU programs and projects and are guided by the work of MoNE and the Turkish National Agency.

13.3.1. Learner Mobility

In the Erasmus+ Program, mobility of adult education learners is supported under both KA1 Mobility of Individuals for Learning and KA2 Partnerships for Cooperation. Within the scope of these projects, adult learners can engage in-group or individual learning mobility. Adult Education Mobility of Learners and Staff projects are oriented towards the development of basic skills (literacy, numeracy and digital) and key competences of adults. Therefore, projects for basic vocational education and training (I-VET) of adults and continuous/continuing vocational training (C-VET) of professionals to improve their professional knowledge and skills are not included in the scope of Erasmus+ Adult Education activities.

13.3.2. Mobility of Teachers and Trainers

In the Erasmus+ Program, mobility of staff working in the field of adult education is supported under both “KA1 Mobility of Individuals for Learning” and “KA2 Partnerships for Cooperation” projects. These projects provide mobility opportunities abroad for staff responsible for adult education in adult education organizations in our country. These mobilities can take place in the form of on-the-job training, teaching assignments, courses and training activities. In addition, activities such as expert hosting, teacher and trainer hosting and preparatory visits are also supported.

13.4 Other Dimensions of Internationalization in Pre-Primary, Primary and Secondary Education

13.4.1. European, Global and Intercultural Dimension in Curriculum Development

The goal of 12 years of compulsory education, which was implemented starting from the 2012–2013 academic year, is to raise Türkiye’s average level of education and to create opportunities and choices that will enable students to discover and develop their interests and talents. For this purpose, the updated Weekly Course Schedule for Primary and Secondary Schools includes 17 compulsory courses and a total of 30 elective courses under 3 areas: Human, Society and Science; Religion, Morals and Values; Culture, Arts and Sports, which students can choose according to their interests and abilities.

However, under the foreign language course, which is among the elective courses, the languages accepted by the Council of Ministers Decree are: English, German, French, Arabic, Spanish, Italian, Japanese, Russian, Chinese, etc.; and Adyghe (according to the Latin alphabet), Abaza, Kurdish, Laz, Georgian, Albanian and Bosnian under the “Living Languages and Dialects” course.

In addition, efforts are underway to teach students a foreign language at a level that will enable them to communicate both orally and in writing. A foreign language-oriented curriculum was developed for grades 6, 7 and 8 as well as grades 5. For grades 5 and 6, alternative support materials were prepared. Seven activity guidebooks, listening texts and audio files were prepared for grades 2-8 for the 4 basic language skills (reading, writing, speaking, listening) in English, totaling 70 fascicles and 1,642 pages. Illustrated English vocabulary cards consisting of 817 words in 34 themes were prepared for grades 2-8 in the field of English. Within the scope of Foreign Language Based Education, a total of 7 books consisting of thirty-six units for 5th graders and ten units for 6th graders, which can be used as two alternatives, were prepared.

In the 2024-2025 academic year, the Multiple Foreign Language Education Model is being implemented in 299 schools in 81 provinces, including the 5th and 6th grades of 32 pilot schools and the 5th grades of 268 newly included schools. The Multiple Foreign Language Education Model is included in MoNE’s strategic plan for 2024-2028 and is planned to be implemented gradually in grades 6, 7 and 8, starting from grade 5 in secondary school.

In addition, the name of the environmental education course offered in primary and secondary schools was changed to “environmental education and climate change”, taking into account the decisions of the Paris Climate Agreement, MoNE’s Strategic Plan, action plans of various institutions and organizations, and decisions of the council. Since the 2022-2023 academic year, the curriculum of the environmental education and climate change course has been taught as an elective course in secondary school grades 6, 7 or 8 for a total of 72 hours, 2 hours per week. In Vocational and Technical Secondary Education, each student who successfully completes his/her education within the scope of the Credit Transfer System in Vocational and Technical Education (MKTS)

in line with the European Qualification Framework is issued a diploma, certificate of opening a workplace, certificate of mastery, certificate of journeyman, EUROPASS certificate supplement and a document showing the courses, modules and credits they have taken and achieved. Currently, education is provided in 53 fields and 114 branches in Anatolian Technical/Anatolian Vocational programs in Vocational and Technical Secondary Education, and in 39 fields and 193 branches in Vocational Education Center programs.

13.4.2. Partnerships and Networks

In Türkiye's EU accession process, issues related to education are monitored within the framework of Chapter 26 on Education and Culture. The Introductory Screening Meeting on Chapter 26 on Education and Culture was held on October 26, 2005. The Detailed Screening Meeting was held on November 16, 2005. Türkiye's level of alignment was found adequate in the framework of the End of Screening Report prepared by the Commission and approved by the Council. Although Türkiye submitted its Negotiating Position Paper on May 25, 2006, the chapter could not be opened for negotiations. Indeed, the Progress Reports published by the European Commission since 2006 generally indicate that Türkiye has made moderate progress in the field of education and culture. Türkiye participates in the Union Programs under the Education and Culture Chapter, which strengthen integration with the EU. In Türkiye, the European Union's education and youth programs have been implemented by the Turkish National Agency since 2004.

Within the scope of the International Sister School Practice, sister school matching is carried out between public/private schools operating in Türkiye under our Ministry and schools of foreign countries that are at the same level and primarily of the same type. In this framework, it is ensured that schools with the same goals and priorities in common areas of interest come together, transfer knowledge and experience of students/trainees, teachers and administrators, follow current developments in the field of education, and share exemplary practices in schools. As of the end of 2024, sister school relations were established with 992 schools from 65 countries.

The International Sister School Practice was initiated in 1994 with the aim of contributing to the development of well-rounded individuals within the framework of international cooperation in education, the development of intercultural awareness and communication skills, and the adaptation of students and teachers to the multidimensional structure of global dynamics.

13.5 Other Dimensions of Internationalization in Higher Education

13.5.1. European, Global and Intercultural Dimension in Curriculum Development

Türkiye has been a member of the Bologna Process since 2001, which was initiated with the Bologna Declaration in 1999 with the aim of increasing transparency, recognition and mobility processes in higher education systems.

Türkiye is a party to the Lisbon Convention in the process of harmonization with the European Higher Education Area. According to the 2020 Bologna Process Implementation Report, Türkiye is the first country with the highest number of students in higher education in the European Higher Education Area. The studies within the scope of the referencing process of TQF with EQF were initiated in 2014 under the coordination of VQA. The "Regulation on the Procedures and Principles for the Implementation of the Turkish Qualifications Framework", which includes the principles for higher education, was published in the Official Gazette on 19/11/2015.

In line with the Recommendation No. 2008/C 111/01 of the European Parliament and the European Commission; national qualification development and EQF referencing studies were initiated in Türkiye in 2010. As a result of the studies, Türkiye Referencing Report was prepared in 2017 and TQF was referenced to EQF. Since there have been significant changes in the implementation of the TQF, it was decided to re-reference the TQF to the EQF. In this context, the re-referencing process will be completed in 2025.

With the entry into force of the TQF and its reference to the EQF, it is aimed to support international mobility by ensuring that tools such as EUROPASS, credit transfer and quality assurance system, which have recently been developed for the modernization of education and training systems at European level, are more easily implemented in our country, and skills and qualifications are displayed in a transparent and comparable way.

Within the scope of the implementation of the TQF, the Procedures and Principles on the Use of the Turkish Qualifications Framework Logo on Higher Education Graduation Certificates entered into force on 16/02/2022. With this regulation, the TQF logo is used in higher education diplomas and their annexes. In addition, according to the Regulation on the Amendment to the Regulation on Recognition and Equivalence of Higher Education Diplomas Abroad published in the Official Gazette dated 12/08/2023 and numbered 32277, it is ruled that the decisions regarding equivalence to be made by the Science Field Advisory Commission will be made as a result of the examinations to be made by taking into account the TQF achievements and the relevant legislation and program achievements of the relevant program in Türkiye

13.5.2. Partnerships and Networks

The most important stakeholder of the Turkish higher education system today is the EU. Within the scope of Erasmus+ and reciprocal agreements, student and academic staff transfers, student visits at all levels of higher education and semester-long study opportunities have gained momentum in the last decade. In addition to these activities with the EU, there are various partnerships in higher education, such as Fulbright scholarships provided by the US Foreign Exchange Commission, and agreements with various countries made by both MoNE and YÖK.

Institutions are allocated quotas in line with the provisions of the Regulation on Civil Servants to be Sent Abroad for the Purpose of Training in order for civil servants to pursue postgraduate studies (master's, doctorate) abroad. Among the criteria used by institutions in the selection of civil servants to be sent abroad are the length of service of the personnel and their foreign language scores (YDS, TOEFL, IELTS). Personnel who go abroad financed by budgetary means are obliged to work in the sending state institution for at least twice the duration of their stay abroad.

Jean Monnet activities under the Erasmus+ Program aim to improve research and teaching in EU studies worldwide. These projects are designed to provide university students and young professionals with knowledge on EU issues and to strengthen the dialogue between the academic community and policymakers. The target group of Jean Monnet projects are higher education institutions that have academics/researchers specialized in EU issues and want to increase their teaching and research capacity on EU issues. As they are European Commission-based projects, applications are submitted directly to the Executive Agency for European Education and Culture in Brussels.

13.6 Other Dimensions of Internationalization in Adult Education and Training

13.6.1. Global and Intercultural Dimension in Curriculum Development

Within the EU programs, the Adult Education Program offers international and lifelong perspectives on adult education and contributes to the work carried out in this field in the country. While defining lifelong learning activities in the country, the Turkish National Agency emphasizes on providing opportunities for adults to acquire the knowledge and skills they need in their working lives in a world where knowledge is constantly renewed and lists Türkiye's priority objectives as increasing the quality and number of cooperation between organizations involved in adult education across Europe, developing innovative adult education and management practices and supporting their dissemination. Ensuring the accessibility of adult education to people from different social groups and backgrounds, particularly the elderly and those who have dropped out of education without basic qualifications, is also among the priority objectives.

Since 2004, the Turkish National Agency has been carrying out mobility and cooperation partnerships projects in order for adult individuals to acquire the basic skills and key competencies they need in lifelong learning processes and for adult education institutions to develop and renew themselves in accordance with the needs of the day in terms of institutional capacity and human resources. Within the scope of these project types, it is ensured that adults, adult trainers and training staff working in the field of adult education participate in education and training activities in different countries, make on-site observations, and especially through cooperation partnerships projects, it is ensured that new educational contents and tools developed and implemented in the field of adult education can be applied in their own institutions/organizations with the outputs obtained at the end of the projects.

13.6.2. Partnerships and Networks

Work on the international and EU dimension of education is carried out by MoNE, CoHE, the Ministry of Industry and Technology and the National Agency, the relevant institution of the Directorate for EU Affairs. Efforts to establish National Occupational Standards, which constitute a source for program development studies, have also been carried out in cooperation with the Ministry of Labour and Social Security and within this framework, the Law on Vocational Qualifications Authority was adopted by the Turkish Grand National Assembly in 2006 and put into force and the institutionalization process was initiated.

Within the framework of Bilateral Cultural Agreements, foreign governments provide scholarships to the Republic of Türkiye in the fields of undergraduate, graduate, doctoral, research and language scholarships. In this context, a total of 411 scholarships were allocated to the Republic of Türkiye by 15 different countries for the 2022-2023 academic year; 2,431 candidates applied for these scholarships. A total of 581 scholarships were allocated by 12 different countries for the 2023-2024 academic year. For the 2024-2025 academic year, a total of 551 scholarships were allocated by 14 countries and 2412 candidates applied for these scholarships (MoNE 2025 Budget Report). Within the framework of Bilateral Cultural Agreements, the foreign national student affairs and operations of Türkiye Scholarships granted by the Republic of Türkiye to Foreign Governments were transferred to the Presidency for Turks Abroad and Related Communities together with its budget as of 31/12/2012.

13.7. Mutual Agreements and Worldwide Cooperation

13.7.1. Reciprocal Agreements

As a result of negotiations with different countries in the field of education, agreements, protocols, memorandums of understanding, school/university agreements, etc. are signed. In this context, 107 memorandums of understanding were signed in the field of higher education. Currently, there are 336,291 foreign students in Türkiye as of 2025. As of March 2025, 344 cultural cooperation agreements, educational cooperation agreements, protocols, memorandums of understanding, etc. have been signed with 127 countries. Of these agreements, a total of 321 agreements signed with 125 countries were published in the Official Gazette and entered into force. In 2024, 5 agreements were signed with 5 countries. As of March 2025, negotiations on 109 cooperation agreements, memorandums of understanding, cultural exchange programs and protocols are ongoing with 91 countries.

13.7.2. Cooperation and Participation in Worldwide Programs and Organizations

Organization for Economic Cooperation and Development (OECD)

As one of the twenty founding members of the OECD, Türkiye actively participates and contributes to the OECD's work on education. MoNE is represented on the Board of Directors of the Education Policy Committee (EDPC) and the Center for Educational Research and Innovation (CERI), where important decisions on education are taken at the OECD. MoNE is also involved in the Program for the International Assessment of Student Achievement (PISA), the International Teaching and Learning Survey (TALIS), and the Indicators of Education Systems (INES).

Program for the International Assessment of Student Achievement (PISA)

Since 2003, Türkiye has been participating in the PISA exams, which are organized every three years by the OECD and aim to determine the level of 15-year-old students' ability to use the knowledge and skills they have acquired in reading, mathematics and science.

Teaching and Learning International Survey - TALIS

TALIS is conducted by the OECD. It is a survey study that aims to help learn about the education policies implemented by member countries, to provide cross-country analysis and to identify similar problems they face. It is implemented every 5 years. Türkiye participated in this project in 2008 and 2018. The TALIS 2024 study is implemented at the levels of early childhood education, basic education, secondary and high school education. Participation of the countries participating in the survey is compulsory at the secondary education level. Participation at other levels is left to countries' preferences. Türkiye participates in the survey at all levels of education. The fieldwork for the TALIS 2024 cycle was completed in March 2023. The main study is planned to be conducted between 2025 and 2026.

Education Systems Indicators (INES) Program

Under the INES program, MoNE compiles education data in accordance with international standards and submits it to the OECD for inclusion in OECD, United Nations Educational, Scientific and Cultural Organization (UNESCO) and European Union Statistical Office (EUROSTAT) publications and databases.

International Organization for the Evaluation of Educational Achievement (IEA)

The Trends in International Mathematics and Science Study (TIMSS), which is conducted every four years by the International Organization for the Evaluation of Educational Achievement (IEA) to assess the knowledge and skills acquired by 4th and 8th grade students in mathematics and science, has been participated in all years except 2003. Finally, participation in the eTIMSS 2023 cycle was ensured.

Türkiye first participated in the Progress in International Reading Skills Study (PIRLS) conducted by the IEA in 5-year cycles, which aims to reveal the reading comprehension skills and reading habits of 4th grade primary school students according to different text types, in 2001, and Türkiye participated in the PIRLS 2021 cycle after 20 years.

Training Activities with UNESCO

MoNE actively participates in UNESCO education activities, of which Türkiye is a founding member. Türkiye regularly participates in the General Conference, the highest decision-making body of UNESCO, which is held every two years.

The Executive Board, the highest executive body of UNESCO, is composed of 58 members elected by the General Conference for four-year terms. Representing Group 1 in the Executive Board for the 2017-2021 term, Türkiye was re-elected for the 2021-2025 term.

United Nations Children's Fund (UNICEF)

UNICEF, a United Nations organization responsible for providing humanitarian and developmental assistance to children worldwide, and MoNE continue to cooperate in the field of education.

In line with the United Nations Convention on the Rights of the Child, UNICEF's Türkiye program focuses on the needs of the most vulnerable children living in Türkiye in the areas of education, protection, health, social policy, adolescence and youth. Within the scope of the Türkiye-UNICEF Country Program 2021-2025, work is carried out in line with four main components. These components are children, adolescents and youth, protective and resilient programs for disadvantaged groups, and investment and cooperation for children's rights.

Council of Europe (CoE)

It was established in 1949 to strengthen human rights, the rule of law and pluralistic democracy in Europe. The organization, of which Türkiye is one of the founding members, currently has 46 members. The activities of the Council of Europe in the field of education are coordinated by MoNE. The organizations of the Council of Europe in the field of education are listed below.

The Steering Committee for Educational Policy and Practice (CDEDU)

The Steering Committee for Educational Policy and Practice (CDEDU) is the executive body of the Council of Europe in the field of education and Türkiye is represented on the committee by representatives of the Ministry of National Education and Higher Education. At CDEDU meetings, the progress of the activities in the Council of Europe's education program is discussed and policies and activities are drafted.

Education Policy Advisors Network (EPAN)

In line with the decision taken by the CoE at the Executive Committee on Policies and Practices in Education (CDPPE) meeting held in December 2017, the Education Policy Advisors Network (EPAN) was established with one government representative from each member country to contribute to the harmonization process of the Reference Framework for Democratic Cultural Competencies (RFCDC) in member countries. The work of the EPAN network is monitored by MoNE. In Türkiye, the Reference Framework is being piloted in 110 schools in 10 provinces through the Strengthening Democracy Culture in Basic Education Institutions Project implemented between 2018-2022.

RFCDC and VET Working Group

RFCDC prepared by CoE is a working group established to contribute to the dissemination of RFCDC in vocational education and training. Türkiye is also represented in the group. Under the auspices of the working group, a document containing good practice examples will be prepared to contribute to the dissemination of RFCDC in vocational education and training.

RFCDC and Education for Sustainable Development (ESD) Working Group

The RFCDC, prepared by the CoE, includes a representative from Türkiye in the 12-member working group established to prepare a guidance document to be used in contributing to the achievement of UNESCO's ESD goals. Its first meeting was held on November 2023.

Ethics, Transparency and Integrity in Education Platform (ETINED) Working Group

ETINED aims to contribute to the development of a culture of democracy and participation based on the principles of ethics, transparency and honesty in education, bringing together ministries of education, education boards, higher education institutions, international non-governmental organizations, educators and students from the CoE and member countries. The activities of the ETINED platform are followed by MoNE and CoHE.

Observatory for History Teaching in Europe (OHTE)

It was established in November 2020 with the extended partial agreement method to contribute to the provision of history teaching that will support the development of democratic culture. It consists of 18 member countries and 2 observer countries.

The objectives of the observatory are listed in Figure 20:

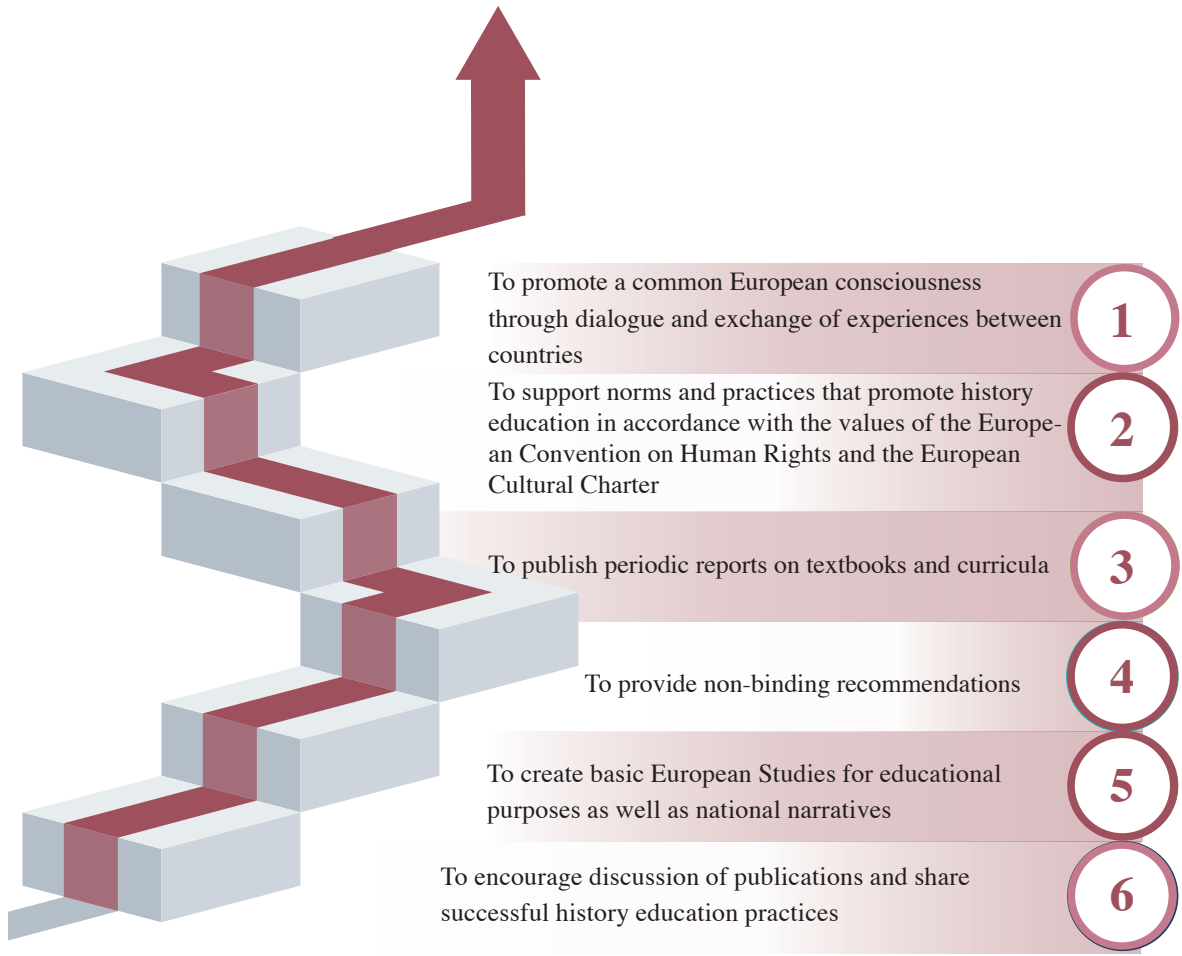


Figure 20: *Objectives of the Observatory*

Within the scope of the work of the Observatory, a regular report on History Teaching in Europe was prepared. In addition, a thematic report on “Disasters and Epidemics in History Teaching” has been published and a thematic report on “Economic Crises in History Teaching” is in preparation.

Group of 20 (G20) Platform

The Republic of South Africa holds the presidency of the G20 for 2025, of which Türkiye, 19 countries, the European Union and the African Union are members. The priorities outlined in Figure 21 are being discussed within the Education Working Group established under the auspices of the Term Presidency:

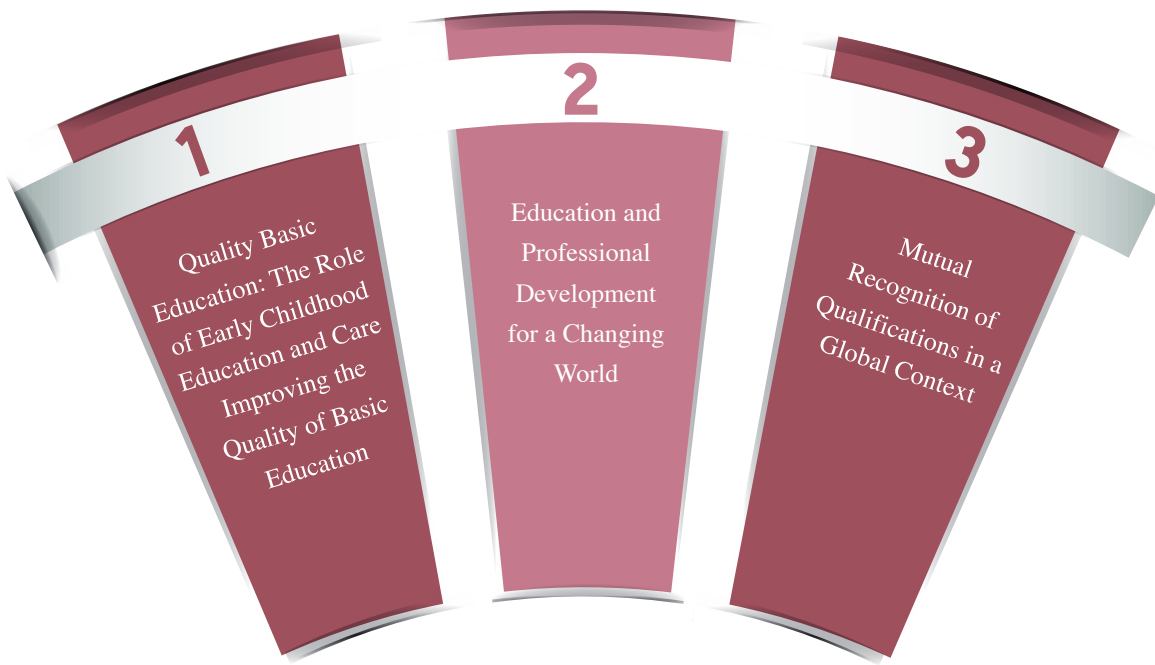


Figure 21: *Priority Areas of the Education Working Group*

In the Education Working Group meetings, country policies and practices were shared within the framework of the contributions received from MoNE and other relevant institutions, and examples of practices are included in the reports prepared under the auspices of the Working Group.

Training Activities Conducted with the Economic Cooperation Organization (ECO) Training Institute

ECO was established with the Izmir Agreement signed on September 14, 1996 and is headquartered in Tehran, the capital of Iran. ECO has a total of 10 members and its founding members are Türkiye, Iran and Pakistan. Other members of the ECO are Afghanistan, Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan. The Turkish Republic of Northern Cyprus is an observer member.

There are three specialised agencies within the Economic Cooperation Organization (ECO). Detailed information about these agencies is presented in Figure 22.

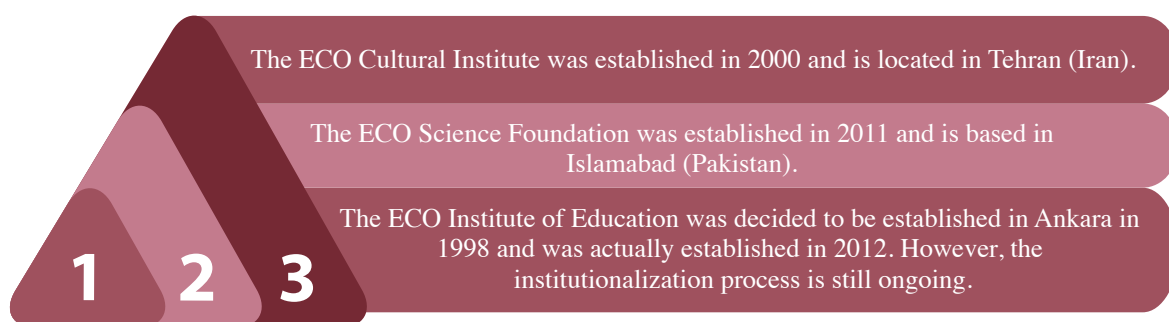
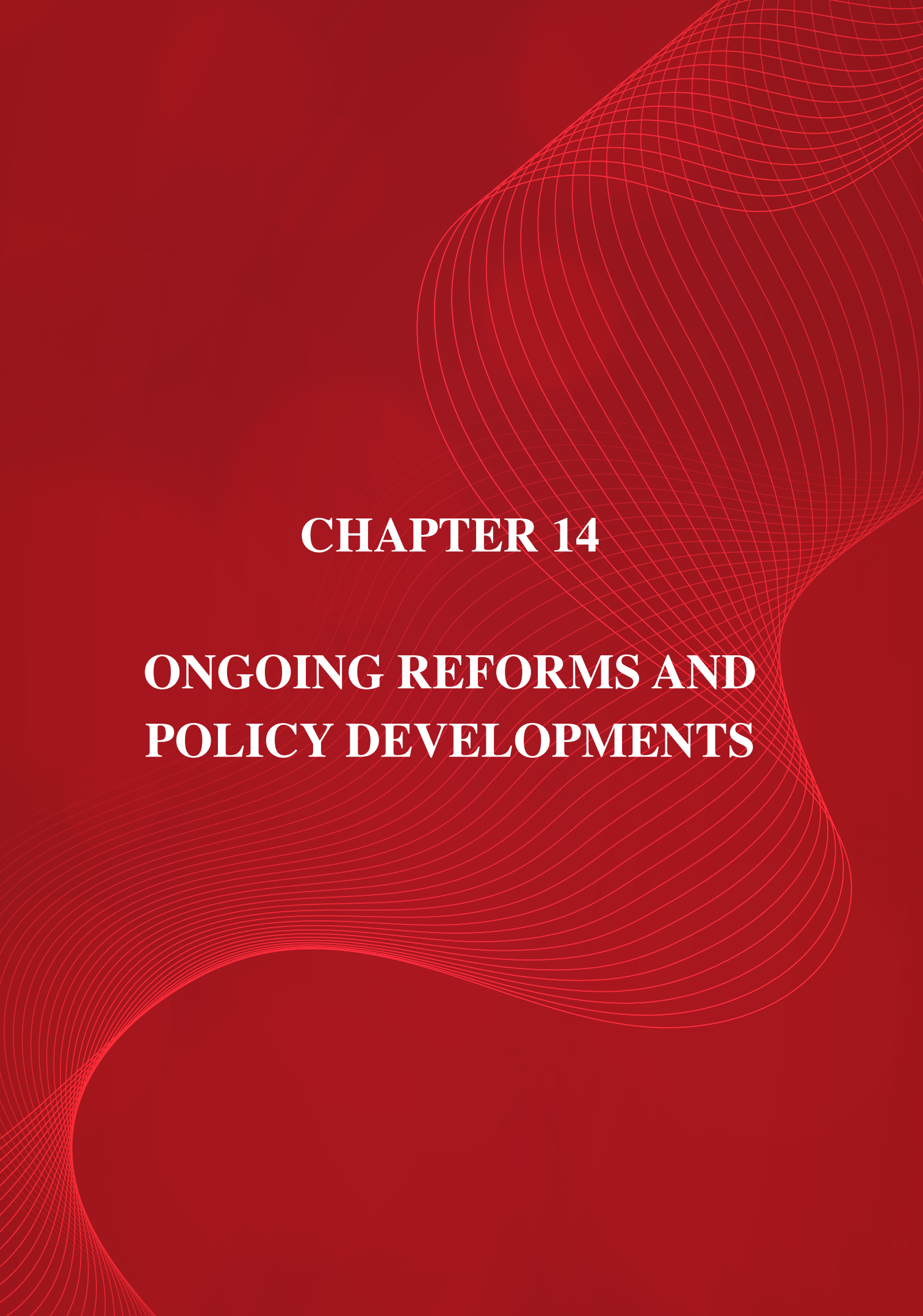


Figure 22: *Institutions under the Economic Cooperation Organization*

Training Activities Conducted with the Organization of Turkic States

The Cooperation Council of Turkic Speaking States (Organization of Turkic States) was established by the Nakhchivan Agreement signed at the Turkic Summit in Nakhchivan in 2009 as an international organization to promote comprehensive cooperation among Turkic speaking countries. Its members are Azerbaijan, Kazakhstan, Kyrgyzstan, Uzbekistan and Türkiye. Observer members are the Turkish Republic of Northern Cyprus, Hungary and Turkmenistan. Within the scope of the activities of the Organization of Turkic States, activities such as student exchange program, teacher exchange program, preparation of a common Turkic history textbook, a common Turkic literature textbook and a common Turkic geography textbook are carried out.

The background is a solid red color. Overlaid on this are several thin, white, wavy lines that create a sense of movement and depth. These lines are arranged in a way that they appear to be flowing from the top right towards the bottom left, with some lines curving back towards the right. The overall effect is a modern, abstract design.

CHAPTER 14

ONGOING REFORMS AND POLICY DEVELOPMENTS

CHAPTER 14: ONGOING REFORMS AND POLICY DEVELOPMENTS

14.1. Structure of the Chapter

This chapter provides a thematic and chronological overview of education reforms and policy developments at the national level between 2022 and 2025. These reforms and policies are presented in Figure 23 based on educational levels and thematic areas:

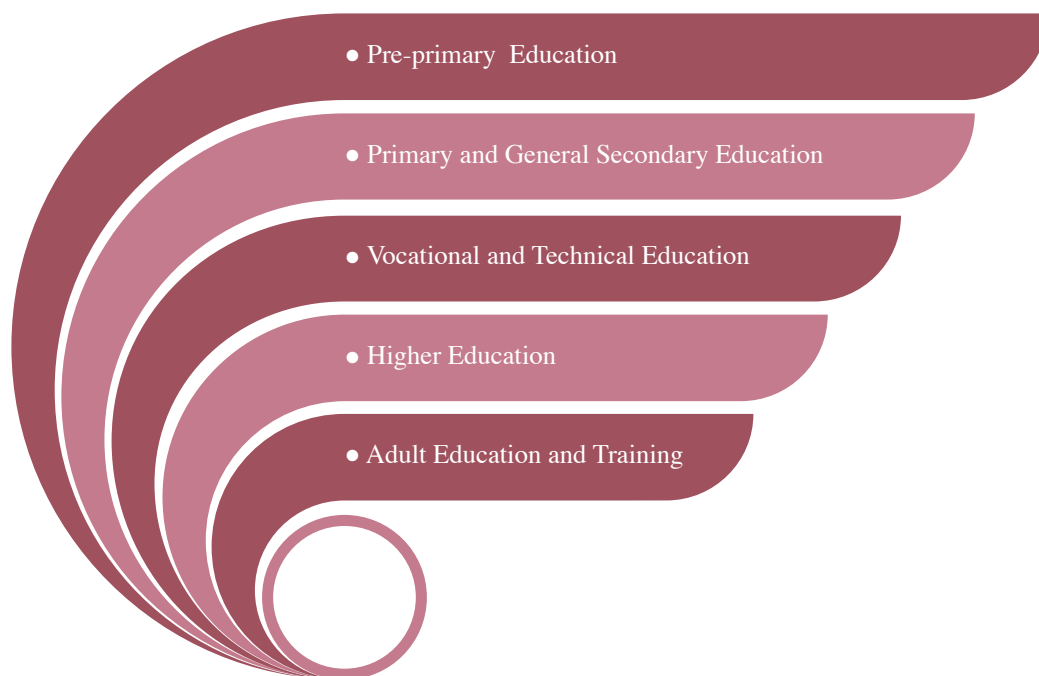


Figure 23: *Education Levels and Thematic Areas*

Reforms in each thematic area are organized chronologically. The most recent reforms are described first. The content, purpose and implementation status of the reforms are indicated, based on official documents and practices reflecting national priorities for the education system.

General Education Strategy and Key Objectives

The objectives of education in the Twelfth Development Plan (2024-2028) and the Presidential Annual Program for 2025 are as follows:

The main objective is to ensure that all individuals have equal access to quality education and lifelong learning opportunities on the basis of inclusiveness, to develop their academic, social and professional skills in line with international standards, to ensure that they have competencies in analytical thinking, financial literacy, collaborative work and leadership, and to raise them as individuals who have internalized national, spiritual, moral, humanitarian and social values and who are responsible towards the family and society to which they belong.

It is aimed to discover the talents and capacities of individuals at an early age and direct them to fields where they can develop appropriate abilities in the fields of science, technology and professional careers, and to ensure that they take part in the social division of labor as productive and social citizens who have skills in certain fields at a young age by gaining cultural, artistic, sports and language competencies by taking into account their personal interests. In this context, the policies and measures regarding education in the Presidential Annual Program for 2025 were developed by taking into account the Twelfth Development Plan (2024-2028).

In addition to these high-level policy documents, the Strategic Plan 2024-2028 prepared by the Ministry of National Education is one of the high-level policy documents that sets out the main goals, objectives and priorities of the Ministry. Published in January 2024, the Strategic Plan focuses on strengthening access and equality of opportunity in education, providing multidimensional support for the professional and personal development of our teachers, developing skill and process-oriented measurement and evaluation mechanisms, continuously updating curricula to meet the needs of the age and to include our traditional culture, ensuring international and foreign education cooperation, strengthening vocational education, and protecting national and spiritual values in order for our country to achieve the goals of the Century of Türkiye. According to the Strategic Plan, the mission of the Turkish National Education System is defined as “to raise healthy generations who are committed to national, spiritual and cultural values through a new education system that supports the mental, physical, social and Turkish language development of individuals by taking into account all differences, meets the workforce needed by our country, and measures skills within the framework of programs at international standards with our qualified education staff”. The vision is defined as “Raising generations that will build the Century of Türkiye from independence to future”.

The Medium Term Program for 2025-2027 targets talent discovery at an early age, quality pre-primary education, public-private sector cooperation in vocational education and a labor market compatible with digital transformation. Active labor policies that increase employment for youth, women, and individuals with special needs, grant support for entrepreneurs, and vocational skills development programs are planned. In addition, higher education quotas will be aligned with labor force needs, qualified labor force will be trained in strategic areas and university-private sector cooperation will be strengthened. R&D support will be increased, vocational training curricula will be updated and participation in lifelong learning will be encouraged. Economic growth will be supported through disaster preparedness and programs for foreign entrepreneurs

The Vocational and Technical Education Policy Document aims to improve the quality of vocational education and to strengthen education processes through sectoral cooperation. By increasing cooperation with the private sector, curricula will be updated, internship and on-the-job training programs will be expanded, and the private sector involvement in the vocational education process will be increased by ensuring the participation of students in employment after graduation. In addition, a graduate tracking system will be established, labor market performances will be analyzed and shared with stakeholders. Engagement in lifelong learning activities will be enhanced, and vocational training activities will be developed for social assistance beneficiaries to participate in employment. A qualified workforce and foreign investor attraction center will be established to bring vocational education to an international dimension. The document basically aims to contribute to national development by increasing access to vocational education.

14.2. Pre-primary Education

2024

The Century of Türkiye Education Model Pre-primary Education Curriculum

All processes of the Century of Türkiye Education Model Pre-primary Education Curriculum, which constitutes the first step of the skill-based program design that starts from pre-primary and continues until the 12th grade and builds on each other, have been completed and published to be implemented in the 2024-2025 academic year and beyond. Training programs were organized for pre-primary teachers within the scope of the Trainer Trainings for the Century of Türkiye Education Model Pre-primary Education Curriculum. In line with the Century of Türkiye Education Model Pre-primary Education Curriculum, teacher's guidebook and children's activity book are planned to be provided free of charge to pre-primary education institutions.

Developing a Home-Based Child Care Service Model through Qualified Child Caregivers

In December 2024, the MoFSS, in cooperation with UNICEF, launched the Home-Based Child Care Service Model Development Project through Qualified Child Care Providers. The project aims to create a system that will enable home-based childcare services to be carried out under public supervision through qualified and certified caregivers.

Mobile Teacher Classroom and Transportation Center Kindergarten Pilot Implementations

In order to provide access to education for children in out-of-school settlements, the "Mobile Teacher Classroom" model, where a teacher provides flexible-time education in more than one center, and the "Transportation Center Kindergarten Classroom" model, where children from more than one settlement receive education in a single center, were developed. In the 2023-2024 academic year, 19 mobile teacher classes with 54 villages and 314 children in 10 provinces and 66 transportation center kindergarten classes with 249 villages and 1349 children in 17 provinces were implemented.

Pre-primary Education School Orientation Guide and Activity Calendars

In order to support the orientation process to be carried out with families and children, an orientation guide and a presentation for the meeting were prepared. The guide includes behaviors expected from families, teachers, and school administration, behaviors to be avoided, an implementation schedule for the adaptation week, and 12 activity examples. In the 2023-2024 academic year, "Pre-primary Education Semester Holiday Activity Calendar", "Pre-Primary Education Midterm Holiday Activity Calendar" and "Family and Child Midterm Holiday Activity Calendar" were delivered free of charge to children attending pre-primary education.

The Linguistic Wealth of Our Language in Pre-primary Education

An action plan has been published for the activities to be carried out within the scope of Linguistic Wealth of Our Language Project in order to enhance vocabulary skills of children attending pre-primary education and support their early literacy skills. In the Action Plan, 'Family Letter' for families and 'Activity Samples' for teachers were prepared and delivered to schools.

Family Bulletin in Pre-Primary Education

The Ministry prepares “Monthly Family Bulletins” for families with children attending pre-primary education. Pre-primary teachers were surveyed to determine the topics to be covered in the Monthly Family Bulletins. As a result of the feedback from the teachers, the 10 preferred training contents were determined as; parental attitudes, the importance of play, the role of family in education, adjustment and behavioural issues in children, responsible use of technology, the purpose and importance of pre-primary education, privacy education, effective communication, positive discipline, child development characteristics, moral education. In the Monthly Family Bulletins prepared by evaluating the survey results, care is taken to use a language that families can easily understand. The bulletins are published digitally. In order to ensure the sustainability of the Monthly Family Bulletins, they are prepared to include different topics and suggestions for families every month. 2023

“365 Days of Stories” in Early Childhood Education

A project called “365 Days of Stories” was initiated by the Ministry to write the storybooks needed for pre-primary children, starting from early childhood, in order to help children develop reading habit, enhance their vocabulary, and support the development of their listening and speaking skills. Within the scope of the project, the “365 Days Story Set” consisting of 53 illustrated children’s books was distributed to all official pre-primary pre-primary education institutions between 2021 and 2023. A web page was created for the 53 storybooks in the 365 Days of Stories set, which the Ministry prepared for vocalization and preparation for digital format. In addition, the storybooks were translated into English and dubbed, and the content of the storybooks were translated into children’s songs to be used in the English platforms developed by the Ministry of National Education.

Parent-Child Support Training Program

With the ‘Child Support Education Program and Parent Support Education Program’, whose framework program was prepared by MoNE and added to the e-Yaygın system, the first official intervention program that includes children and families in the education process at the same time was implemented. The Child Support Education Program and Parent Support Education Program aims to increase the interaction of parents with children between the ages of 3-6 with their children, to support the holistic development of children and to support parent-child development holistically. An Implementation Guide for the Parent Child Support Education Program has also been prepared to guide practitioners and prevent any problems that may occur in practice.

With this program, it is ensured that children aged 3, 4, and 5, primarily 5 years old, who cannot access pre-primary education due to various reasons (insufficient physical capacity due to dense population, children from poor households, settlements without schools, etc.) benefit from pre-primary education, that classrooms that remain empty outside of school hours can be used effectively, and that parents are informed about their children’s development (cognitive, social emotional, physical, language and self-care).

My Play Chest Set and Early Childhood Education Calendar

In order to support children living in underprivileged households who do not have access to pre-primary education at home, “My Play Chest Set” containing 52 different materials was prepared. With the pre-primary education at home model, these sets are delivered to the student and the family. Within the scope of the model, the academic and social development of the student is monitored through regular home visits and the areas where the student is in need are supported. Guidance services are also provided to families. In the 2019-2020 academic year, 500, in the 2020-2021 academic year, 3200, and in the 2021-2022 academic year, 9476 boxes were delivered to children’s homes and regular home visits were carried out. In the 2022-2023 academic year, 13,200 “My Play Chest Sets” were delivered to children and 12,000 of these sets were delivered to pre-primary children of families affected by the Kahramanmaraş earthquakes on February 6, 2023.

The Early Childhood Education Calendar in the My Play Chest set starts with the opening of school in September, and the calendar contains a variety of content such as activities that families can do with their children for 365 days, interesting facts, the word of the day, fun narratives introducing various geographical regions of our country, games and experiments. The Early Childhood Education Calendar, which was prepared primarily to be sent to children in underprivileged households, has been made available digitally for the benefit of all families and pre-primary age group

14.3 National Reforms in Primary and General Secondary Education

2024

The Preparation of the Century of Türkiye Education Model Curricula

The Century of Türkiye Education Model Curricula is the product of a decade of long-term work, during which many steps were taken to develop skills-based curricula. The first concrete work in this direction was the National Education Quality Framework in 2014. Within this framework, the skills that students should possess were defined. The second concrete step taken for a skills-based education approach was the enactment of the Regulation on the Procedures and Principles for the Implementation of the Turkish Qualifications Framework, which was published in the Official Gazette dated November 19, 2015, and numbered 29537 with the Decree of the Council of Ministers numbered 2015/8213. The 8 key competencies defined within the scope of this framework are included in the curricula.

The first phase of the curriculum development process, based on the Century of Türkiye Education Model and initiated in 2023 through full-time commission work, was the needs analysis. In this context, the problems and needs of the existing curricula were identified, basic questions were asked about how these problems could be solved and how the needs could be met, and data were collected from various sources to create a scientific, needs-based road map.

In 81 provincial directorates of national education, curriculum evaluation commissions were established to evaluate the existing curricula, and the reporting process was carried out. Since 2013, the opinions and suggestions received on curricula and textbooks have been archived by the Ministry and content analysis has been conducted on these opinions and the studies have been reported. Extensive analyses were conducted on countries implementing skill-based curricula. Studies on the skill sets that were decided to be used in the

curricula of the Century of Türkiye Education Model were shared with non-governmental organizations and their opinions and suggestions were received.

Current developments related to international organizations such as the OECD and the World Bank were continuously monitored, academic publications were examined, and commissions were formed to report the results. Reports were prepared comparing the 2017 curricula in terms of subjects and learning outcomes with the curricula of several countries. The curricula of countries with above-average success in international exams were examined and reported in terms of curriculum development.

During the preparation process of the skills-based curriculum, student opinions were taken from 81 provinces and 17 thousand students responded to questionnaires. In addition, teacher opinions were taken from 81 provinces and a comprehensive data collection study was carried out on the difficulties faced by teachers in the process, weakness and needs regarding the existing curricula. Since the 2013 curricula were put into practice, all academic studies conducted until today have been analyzed and reported.

Strategic plans, action plans and national and international research reports were utilized in the needs analysis process. As a result of the needs analysis, it was determined that the cognitive load of the current curriculum was heavy for students and this condition constituted the basis for curriculum development studies. In addition, evaluations of international reports and global assessments indicate that sampled countries' education systems are increasingly adopting a skills-oriented approach that supports holistic development.

The factors that paved the way for the emergence of the Century of Türkiye Education Model are as follows:

- The need to use information effectively and transform it into skills in today's world where the ways of accessing information are diversifying.
- Changes in the fields of science, technology, economy, art and culture and the understanding that curriculum development should be in line with the requirements of the those changes.
- The need to concretely embed social-emotional learning skills into curricula,
- Making national and spiritual values concrete, comprehensible and visible in curricula in order to raise students who are moral, competent, virtuous and who have the ideal of doing what is good, right, beneficial and beautiful for their nation and humanity,
- Developing systems thinking skills in the learning process through systems literacy and achieving the main goals of literacy skills holistically,
- Creating a valid, reliable and refined content by ensuring the horizontal and vertical consistency of complex and comprehensive information sets with other courses,
- Establishing interdisciplinary relations and moving curricula beyond discipline-oriented knowledge transfer, providing students with a holistic perspective and supporting the realization of permanent learning,

- Focusing on experiential learning, contextual learning, inquiry-based learning, cooperative learning, and project-based learning approaches in teaching-learning experiences in the learning process where the student is active and interacts with his/her environment and takes responsibility for learning,
- Preventing learner differences from being lost in the “normal distribution through” “differentiation” activities that are far from competitive and discriminatory approaches and thus ensuring social justice in the learning process,
- Objective and clear determination of students’ level of achievement of learning objectives by emphasizing evidence of learning, process and case-based approaches, and developmental assessment and evaluation approaches,
- Enabling school-based planning that takes into account contextual and environmental characteristics to address students’ interests, needs and expectations, and strengthening teacher autonomy,
- Enabling teachers to assess their own and the curriculum’s strengths and areas for improvement through teacher reflection.

The Century of Türkiye Education Model Curricula prepared in line with the above-mentioned objectives were approved by the Board of Education with the board decision dated 23/05/2024 and numbered 20. In the 2024-2025 academic year, the Century of Türkiye Education Model will be implemented in kindergarten, 1st and 5th grades. In the upcoming academic years, a gradual transition has been implemented.

Updating of Curricula Based on the Century of Türkiye Education Model

The Century of Türkiye Education Model is a holistic model consisting of the basic approach of curricula, student profile, Virtue-Value-Action Framework, and skills framework components. The human being at the center of the Century of Türkiye Education Model is handled holistically in terms of mental, emotional, physical, social and spiritual development. Accordingly, a rights and development-based learning process has been structured in which flexible and free learning environments are made widespread according to the interests and abilities of individuals by enabling people to know and discover themselves.

Education is seen as a fundamental right to which everyone is guaranteed lifelong access in this educational model. For this reason, all policies and practices are put into practice to ensure the exercise of the right to education and equal opportunity. Based on this perspective, the Century of Türkiye Education Model designs a learning process in which students are not disadvantaged due to their beliefs, identities or socio-economic status, and aims to strengthen a fair education process for all by taking into account these differences and taking measures to eliminate possible disadvantages.

With TYMM, it is aimed to ensure the cognitive, social, emotional, physical and moral development of the individual with a holistic understanding. In this context, curricula have been prepared that synthesize knowledge and skills, concretize abstract mental processes, ensure that national, spiritual and universal values permeate the curricula, enable students to be active and interact with their environment, and allow for objective and open measurement and evaluation.

The ultimate goal of the TYMM is to raise competent and virtuous people. In this education model student profile, where competence and virtue are at the center, students’ knowledge, skills, tendencies and values

are taken into consideration. In the TYMM, interdisciplinary relations are also included, aiming to ensure that students develop in multiple ways and have knowledge and skills in different fields. With interdisciplinary relations, curricula have moved beyond discipline-oriented knowledge transfer, enabling students to gain a holistic perspective and realize permanent learning. In the new curricula, skills are modeled as a part of the learning process with their interrelationships and meaning features. With the associations between skills, the skill development process has been given a dynamic structure, thus contributing to an increase in the quality of the process.

Through school-based planning, contextual and environmental features have been taken into account for the first time and these qualities have been ensured to be included in the new curricula. School-based planning, which refers to the time allocated for activities such as research and observation, social activities, project work, local studies, reading activities to be carried out by the committee of teachers within the scope of the course, has given teachers the opportunity to adapt the curriculum.

In the new curricula, a process and condition-based measurement and evaluation approach has been adopted and this approach has been included in a way that enables its implementation. By basing assessment and evaluation practices on a process-based approach, it is aimed to monitor student progress and improve teaching methods, and the assessment and evaluation process is given an important role in achieving learning outcomes. One of the most important innovations introduced with the TYMM is the differentiation section. With differentiation practices, student differences are prevented from being ignored and it is aimed to create activities that provide social justice away from a divisive and competitive mentality.

With the extra-curricular activities provided by TYMM, it is aimed to support mental, social-emotional, physical, and moral development; to enable the implementation of acquired skills in real life, to enrich academic studies carried out in schools, to use time effectively, and to increase aesthetic sensitivity. For this purpose, a social responsibility program and lifelong learning were added to the curricula. It was aimed to reduce the density of the curriculum, which emerged as an important expectation as a result of the needs analysis; content that does not serve any purpose other than being a cognitive burden for students, does not serve meaningful learning, and does not contribute to the development of life skills was removed from the curricula and content simplification was made by an average of 35%.

Development of Curricula and Textbooks Based on the Century of Türkiye Education Model

Today, rapid changes and transformations in social, cultural, economic and technological fields require differentiation of the knowledge and skills that people should have, differentiation of dispositions, and natural acquisition of values. In order for people to make sense of and use mental activities in this process of change, change and transformation must be defined as a whole. Accordingly, as a reflection of these transformations, it is aimed to implement various innovative policies and practices through curricula in order to equip students with the knowledge and skills required by the age. In this context, TYMM addresses the knowledge clusters of the field with a holistic approach on the basis of a skill pattern to address all behavioral patterns of the individual. Within the scope of the model, higher-order thinking skills, conceptual skills, social emotional learning skills, subject specific skills, literacy skills, and dispositions that have a triggering function in the activation of these skills are defined.

The curricula developed in this context were prepared in a spiral structure from pre-primary to the end of secondary education, taking into account all of the components defined in the model. Although skills were also included in the previous curricula, the renewed curricula provided guidance on how and at which stage of the process skills should be taught. In the curricula prepared within the scope of TYMM, the knowledge clusters of the field were structured on the basis of a skill pattern in each learning outcome, and concrete experiences were included in learning-teaching practices on how to teach these skills to students. In addition, the virtue-value-action framework, which is one of the basic components of the model based on the integrity of body and soul, was reflected in the programs. Thus, values are not taught in isolation from other elements of the curriculum, skills and content, but naturally within the flow of the curriculum. Similarly, as a requirement of a holistic academic approach, curricula are designed on the basis of transdisciplinary and transdisciplinary approaches in addition to their interdisciplinary nature in order to enrich teaching processes on the basis of the skill pattern.

Within the scope of the TYMM, the Directorate General of Upper Secondary submitted the TYMM Common Text and the curricula of 9 subjects, the Directorate General of Basic Education submitted the curricula of 10 subjects, and the Directorate General of Religious Education submitted the curricula of 7 subjects to public opinion and suggestions on 26 April 2024. The opinions and suggestions were evaluated and reflected in the curricula as required by the principles of transparency, scientificity and participation. The curricula of 26 courses related to the new curriculum were discussed on the agenda of the Board of Education on May 16-22, 2024 and approved according to the Board Decision No. 20 dated 23/05/2024. The new curricula began to be gradually implemented starting from the 2024–2025 academic year, initially covering 1st, 5th, and 9th grades.

In addition to the conceptual skills and field skills in the curriculum, social emotional skills, literacy skills and the Virtue-Value-Action model are included in our textbooks. In the textbooks, it is aimed to teach these skills and values to students through individual and group work methods, educational games and in-class and extracurricular activities. In this way, while raising moral and virtuous individuals, it is aimed to raise generations who can think critically, question, research, have responsibility and ideals.

The activities in our textbooks direct students to cooperative learning rather than individual work. In the textbooks, activities, animations, simulations and applications supported by digital history, augmented reality and artificial intelligence are included in the QR codes. In this way, it is aimed that our students learn without the need for any auxiliary resources.

In the textbooks, the accurate and effective use of Turkish language is emphasized in order to improve students' vocabulary. In the textbooks, constructive (formative) assessment and evaluation practices are used to monitor students' learning levels in the process rather than an approach that focuses only on the results. In addition, process- and case-based assessment and evaluation approaches are included, aiming to make the assessment and evaluation processes more objective and explicit with concrete and observable learning evidence. Forms designed in accordance with this assessment and evaluation approach were included in the textbooks. These forms contributed to the development of students' self-regulation skills.

Harezmî Education Model

Harezmî Education Model is an innovative education model that reflects Türkiye's educational vision and aims to raise students as competent and virtuous individuals by equipping them with the skills of the 21st century. With its interdisciplinary approach, student-centeredness and problem-based learning methodology, it develops students' active participation, higher-order thinking skills and the ability to generate solutions to real-world problems. Thanks to its strong relationship with the Century of Türkiye Education Model, it plays an important role in achieving the country's educational goals. With its emphasis on international collaborations, the Harezmî Education Model is ready to contribute to the pursuit of continuous improvement and innovation in education worldwide. The Harezmî Education Model is an interdisciplinary, student-centered and problem-based educational approach developed in Türkiye. The model encourages students to identify real-life problems in a data-driven manner and generate innovative solutions to these problems, while allowing teachers to plan the process with an interdisciplinary approach. Named after the famous scientist Harezmi, this model aims to adapt computational thinking skills to life and to use programming and teaching tools effectively. The Harezmî Education Model stands out as an important model that supports the goals of the Century of Türkiye Education Model and facilitates the transition from knowledge-based education to skills-based education.

Key Elements and Principles of the Model

Various principles and elements underlie the Harezmî Education Model:

Interdisciplinary Approach: The model integrates computer science with science and mathematics, social sciences, language sciences, art, design and sport sciences. It adopts a collaborative learning environment where different disciplines are equally involved.

Real Life Problems: Students identify real-life problems they encounter in their environment and seek solutions to these problems. This approach makes learning more meaningful and motivating.

Student Centered Approach: The model puts the learner at the center and encourages the teacher to play a solution-oriented and designer role. It focuses on students' interests, skills and learning needs. Students actively participate in shaping the curriculum with their teachers.

Computational Thinking: The model supports students to develop algorithmic thinking skills and apply these skills to different domains.

Collaborative Work: Students and teachers experience processes of thinking together, designing together and learning together. Peer collaboration learning environments are encouraged.

Technology Integration: The model encourages the correct and effective use of technological tools by teachers and students. Students are supported to produce using technology.

Continuous Development and R&D: The Harezmi Education Model has a structure that is constantly evaluated and updated. The data and experiences obtained from the implementations are used in the development of the model. R&D processes are carried out at school, district, province and ministry levels.

Young R&D

As MoNE, with the desire to create the Century of Türkiye and in line with the virtue, value and action model pointed out by TYMM, we continue our efforts with increasing momentum to ensure that every individual in our country is raised from an early age to be environmentally sensitive, to have a national and spiritual culture and in a way that is equipped to lead their times.

In order to ensure a balanced and healthy development of our students in physical, mental, moral and emotional areas according to their interests and abilities, and to raise entrepreneurial individuals who have the ability to think freely and scientifically, policy number 746 in the Twelfth Development Plan (2024-2028) is stated with the target “Participation of young people in science, art, culture and sports activities that support their physical, social and reasoning development and their innovative and entrepreneurial qualities will be encouraged.” In line with this policy, measure 746.2 is stated as “Programs will be developed to help young people acquire the necessary skills to adapt to the effects of green and digital transformation and the needs of the future and to support their productivity.” Based on this policy and measure, the Annual Program of the Presidency of the Republic for the Year 2025 includes the statement “Youth R&D activities will be organized by the R&D units of provincial directorates of national education.”

With the “Young R&D” activities implemented by the R&D units of provincial directorates of national education under the coordination of the MoNE Strategy Development Directorate, it is aimed to discover the talents and capacities of all our students, especially those in disadvantaged groups, at an early age and direct them to studies where they can develop their skills in scientific, technological and vocational fields. To this end, “Young R&D” activities are carried out in 81 provinces of Türkiye under the title of “Young R&D”, which increase participation, entrepreneurship and social awareness, from science, technology, engineering, art and mathematics-oriented studies to production-oriented workshops and project competitions that support skill development.

A website has been established by the Directorate of Strategy Development in order to make these activities on different themes visible and to disseminate good practices, and it is planned to share this website with the public by April 2025. In addition, in order to prevent duplication by ensuring the follow-up of the work carried out within the scope of “Youth R&D” activities and to provide the necessary feedback to the work, a “Youth R&D Activities Monitoring and Evaluation Table” will be prepared by the R&D units of the provincial national education directorates in 6-month periods

MEBİ Individual Learning Platform

MEBİ is an innovative digital individual learning platform developed by the Ministry that personalizes learning by taking into account students’ knowledge, experiences and abilities. Providing materials tailored to students’ needs and learning styles, MEBİ enables students to take an active role in the learning process and provides access to content tailored to individual needs. MEBİ allows students to reinforce subjects and make what they learn permanent.

MEBİ is equipped with an individual learning algorithm developed to make students' learning processes more effective and efficient. This algorithm follows each student's learning journey, identifies individual learning gaps and provides guidance according to their personal needs. MEBİ is designed for students studying at the upper secondary education level to support students in reinforcing their school lessons and YKS (Higher Education Institutions Examination) preparation process and to ensure equal opportunity in education.

ÖğretmenİZ Digital Platform

Launched by the Ministry on (National Teacher Day), 2023, ÖğretmenİZ is a digital platform where our teachers' artistic and cultural works, projects that make a difference at national and international level, and examples of good practices are published. On this platform, the experiences, cultural and social accumulations of our teachers in their fields of expertise are included. In this way, while providing inspiring content for new teachers, the importance and value of the teaching profession in society is also supported.

ÖğretmenİZ platform publishes ÖğretmenİZ magazine, which is published quarterly and whose content consists entirely of the works and literary works of our teachers. With ÖğretmenİZ magazine, which includes literary works, artistic and project works and current educational news from our country and the world, it is aimed to serve as a bridge where our teachers can share their experiences and inspire each other by bringing together their works in different fields. Since 2023, 5 issues and a special issue for Museums Week have been published, featuring the work of 130 teachers.

There is a ÖğretmenİZ video channel broadcasting in 18 categories on the platform. Through the channel, teachers working in schools and institutions affiliated to our Ministry all over our country have the opportunity to share their qualified works, projects that stand out in our country and in the world, their experiences and new perspectives on education with large masses in their own voices. In this way, it is aimed to inspire all our teachers, especially those who are new to the profession, and to contribute to the spread of exemplary success stories and good examples. Since 2023, 310 teachers' video content has been published on the channel.

Dynamic Course Language (Technology-Focused Learning Scenarios)

Dynamic Lesson Language aims to support the effective use of technology in learning environments and provide interactive lesson flows by improving teachers' digital skills. For this purpose, innovative and original scenarios are developed in line with the curricula at primary and secondary school level. In this way, more effective and efficient use of interactive boards supporting the Fatih Project will be ensured. The project, which started in September 2023, covers a 2-year period and carries out studies for teachers in different branches.

Within the scope of the project, teams have been formed for Turkish, science, social sciences, social studies, mathematics, classroom and English branches. The studies are examined in the fields of curriculum, measurement and evaluation, field, guidance and informatics, and improvements and developments are made. In order to evaluate the applicability of the developed scenarios, piloting studies were carried out, reported in the light of the data obtained and necessary arrangements were made. In order to increase the efficiency of the studies, a "Scenario Development" workshop was held with the team in May 2024.

In order for the project outputs to reach teachers, “Innovative Approaches and Technology Usage Trainer Training” was organized for 6 different branches and 319 teachers in different branches were identified as innovative approaches and technology usage trainers. It is aimed for teachers to create active learning environments in their classrooms by providing trainings locally. Course content is being prepared to be offered on EBA platform so that teachers can prepare scenarios, learn about innovative approaches and adapt the use of technology to their lessons. “Teacher’s Handbook on Technology-Focused Learning Scenarios for Innovative Approaches” has been prepared to be a resource for teachers when implementing the scenarios in their classrooms. Work on the EBA platform has started for the presentation of the developed scenarios and the materials that teachers will need.

School and Teacher Network

eTwinning is a secure, web-based social network of schools where teachers from all over Europe involve their students, share experiences and knowledge, and develop pedagogically sound projects together. With 46 countries participating in the project, the aim of this network is to improve teachers’ and students’ communication skills in European languages, especially English, by improving their use of ICT, encouraging them to integrate technology into their curriculum and use innovative teaching methods and techniques. In order to increase teachers’ engagement with the project, 19 online trainings were organized, with more than 10,000 teachers participating in total.

Scientix Project

The Scientix project, which includes Türkiye and whose aim is to ensure that all of Europe is aware of projects related to science, mathematics, engineering and technology (STEM) education to solve real life problems, has 567 Scientix ambassadors in total to facilitate the dissemination and sharing of the learning materials and tools produced. Workshops, face-to-face / distance trainings were organized in order to share experiences on the Scientix project and dissemination of STEM education.

Innovative Classrooms

The strategy of “Innovative classrooms will be established in schools” has been determined in order to realize the objective of “Developing an effective and accountable institutional structure that will increase access to education and quality in education with qualified personnel and strong physical and technological infrastructure in line with the vision of the Century of Türkiye” in the Strategic Plan 2024-2028 of our Ministry. In line with this goal, as of the 2023-2024 academic year, MoNE has initiated the transformation of computer technology (IT) laboratories and the establishment of innovative classrooms in 81 provinces to transform 500 classrooms into innovative learning environments that can be used for active learning by all branch teachers at the middle and high school level. Within the scope of the work, learning environments that will improve the high-level skills of our students and support the active learning approach are established in order to ensure the implementation of innovative policies to ensure access to quality education for all our teachers and students, to strengthen the innovative approach of the FATİH Project, to ensure the use of up-to-date technologies in education, and to carry out national and international activities focusing on innovation in education. So far, school identification, space design, IT infrastructure and technology equipment and hardware identification studies have been carried out for 500 Innovative Classrooms. Accordingly, innovative classrooms will include 12 laptops, 8 desktop computers, robotic kits, 3D printers, mind and intelligence games.

EU Code Week Project

EU Code Week is a grassroots movement promoting creativity, problem solving and collaboration through programming and other technological activities. The aim is to make programming more visible, to show how individuals can bring their ideas to life through coding and to encourage people to learn by promoting these skills. Activities are organized for students, teachers and individuals of all ages to develop programming skills. Code Week, organized every year in October, is one of the most widely participated social events to develop digital skills. Teachers can organize activities on 18 different topics such as robotics, artificial intelligence, 3D printing, game design, etc.

Education Technologies Incubation and Innovation Center (ETKİM)

In 2023, MoNE opened the Education Technologies Incubation and Innovation Center (ETKİM) at METU Teknokent. With the activities to be carried out within the scope of the digital education and innovation ecosystem at ETKİM, where intensive activities are carried out to recognize, promote, guide and strengthen the education technologies sector, MoNE continues to support the implementation of digital education strategies for schools, providing examples of technology-supported good practices and capacity building activities by developing a strong cooperation model for the active use of educational technologies.

Eliminating Learning Losses and Strengthening Teaching in Basic Education Project

The main objective of this project is to identify learning gaps at the basic education level, address learning gaps and strengthen teaching. It is carried out in 20 provinces selected from 7 regions that can be sampled across the country. The project provinces were selected from among earthquake-affected regions, disaster-prone areas, provinces with high migration rates, and those where learning loss is likely even disasters. In the previous two phases, pilot implementation was carried out with provinces selected from earthquake regions and provinces with high migration from earthquake regions, and the implementation outputs showed that the study was successful. In the third and fourth phases, the scope of the project was expanded and the number of provinces was increased to 20, thus taking a step towards the dissemination of the project outputs. The pilot provinces were selected among the provinces with high and low migration rates to represent the sample of Türkiye. Thus, a sample group was formed in which learning losses would occur due to different reasons besides the earthquake factor.

Within the scope of the third and fourth phases of the project, identification, intervention, prevention and empowerment activities will be carried out in life sciences, mathematics, Turkish, science and social sciences courses for primary and upper secondary school students. In the first two phases, the implementation results in Turkish and mathematics courses were reported as successful. With the 2024-2025 academic year, life science, science and social studies courses were added to these courses, and evaluation batteries and intervention programs were prepared for the first and second academic year at the level of basic courses. The documents to be prepared in the third and fourth phases will be prepared within the scope of the Türkiye Education Model. In addition, the second semester educational materials of Turkish and Mathematics courses prepared in the first and second phases will be updated and revised within the scope of the Century of Türkiye Education Model. In order to ensure the visibility of the project in the society, it is planned to implement an effective communication strategy for students, teachers and families. It is expected that the project results will affect students, teachers, school administrators and parents at primary and secondary school level. The number of students and teachers targeted to be reached during the project is estimated to be 80 thousand and 6000 respectively.

Identification, Development and Monitoring of Students' Vocabulary Knowledge Project

Identification, Development and Monitoring of Students' Vocabulary Knowledge is a project that will be carried out within the scope of the Century of Türkiye Education Model. This project, which is prepared within the scope of developing Turkish language skills, aims to expand students' vocabulary and enrich the vocabulary contained in textbooks. The project will continue for 3 years, 2024-2026, and 18 work packages have been created within the scope of the project. The target audience is pre-primary, primary and upper secondary school students and in this context; it is aimed to identify and improve students' vocabulary knowledge, improve students' concept knowledge, identify and enrich the vocabulary in textbooks, strengthen students' commitment to national, spiritual and cultural values by supporting students' Turkish language development and to carry out studies to create a reading culture.

National Culture and Values Education Project

The National Culture and Values Education Research and Development Center is a center established within the Ministry in order to contribute to raising students as sensitive, conscious and responsible individuals who have national, spiritual, humanitarian, moral and cultural values. The working period of this center is foreseen as 4 years and national culture and values education studies will be carried out for monitoring, research, awareness raising and competence development for all employees of our ministry, especially students, teachers and school administrators, and parents. The center to be established will carry out educational and developmental activities to increase social sensitivity through national culture and values education and to raise students as responsible and good human beings. It will carry out its activities to follow national and international studies related to these activities and to establish cooperation with institutions and organizations working in the field of National Culture and Values.

A conference will be organized to present good examples of successful projects and collaborations in the context of national culture and values education. In this conference, out-of-school support activities for children's cultural, sportive, artistic activities, reading habits and all other similar out-of-school support activities carried out by governorships or municipalities in cooperation with the Ministry of National Education will be determined under various headings in each province. Good examples will be selected among these out-of-school activities and exhibited at the conference.

Water Efficiency Mobilization

Within the scope of the "Water Efficiency Mobilization" initiated under the coordination of the Ministry of Agriculture and Forestry in order to combat the effects of climate change, increase adaptation and resilience and ensure sustainable water management with the principle of water efficiency, efforts are being carried out for the efficient use of water in sectors with high water consumption, especially in urban, agricultural and industrial uses.

In order to protect our country's water resources and transfer them to future generations, it is of great importance to raise water awareness from an early age. Accordingly, within the scope of the "Water Efficiency Campaign", "Water Efficiency" themed materials and training guides were prepared for pre-primary, middle and high school students in cooperation with the Ministry of Agriculture and Forestry in order to disseminate water efficiency practices and raise social awareness. The educational materials aim to help children and young

people understand the value of water, acquire water saving habits and grow up as environmentally conscious individuals.

Training programs for trainers are planned, while teacher and student trainings are implemented using these supporting materials. In addition, peer to peer trainings have been planned and peer education is also implemented in water efficiency trainings. This contributes to the development of cooperation, empathy, problem solving and communication skills among students.

Ramadan Talks

With the “Let’s Talk in Iftar” project, which was carried out during the month of Ramadan and is planned to be carried out in other years too, it is aimed to transfer our national and spiritual values, which are our rich cultural heritage, as well as universal values to generations within the framework of the Century of Türkiye Education Model “Virtue-Value-Action”, and to make young people conscious individuals with high individual and social awareness who can integrate academic knowledge with spiritual values.

Interactive conversations were held with the “Let’s Talk at Iftar” program, where high school students, Minister Yusuf TEKİN and expert guests came together and shared their knowledge and experiences in a pleasant chat environment before and during iftar. These conversations enabled our young people to establish the connection between our social values and global values; to increase their awareness of values such as responsibility, justice, solidarity, tolerance, environmental awareness, proper use of technology, volunteerism and sustainability, and to gain different perspectives.

Child Rights and Education in Disasters and Emergencies Project

The earthquakes of February 6, 2023 caused serious loss of rights, particularly affecting children. Therefore, it is important to develop a child rights-based approach in disaster conditions. In order to protect children before, during and after disasters, the knowledge and awareness of MoNE staff on children’s rights needs to be increased. This approach provides a comprehensive framework to ensure that children’s rights are protected at all stages of disaster management. The project aims to protect children’s rights in disaster conditions in Türkiye in line with the International Conventions on the Rights of the Child. In the project, which will be implemented in partnership with MoNE-UNICEF in 2024, trainings for target groups such as teachers, school administrators and MoNE staff and training sets based on children’s rights will be prepared. In addition, disaster and emergency action plans will be analyzed on the basis of children’s rights and relevant reports will be prepared.

Having Fun in Healthy School Gardens (SOBE) Project

With the SOBE project, it is planned to organize school gardens in order to provide an environment for students to live active lives in their daily routines, to support their cognitive, physical, social and emotional development through play and thus contribute to the healthy growth of our children, the architects of our future. It is important to improve children’s cognitive, physical, social and emotional well-being and social aspects, and to enable students to make better use of their time by playing in harmony with their friends in a natural environment and at school. For this purpose, parks with traditional game drawings and tartan tracks were built in 655 schools. In 2025, it is aimed to expand the project.

Time to Move Forward with Consciousness (WE) Project

The “Time to Move Forward with Awareness” (WE) Project was implemented in cooperation with the Ministry of Family and Social Services. The project aims to support the adjustment of first-grade students and their families to school. In this context; it is aimed to develop students’ sense of belonging to the school, to leave permanent and meaningful traces at the beginning of the educational journey, to emphasize the importance of families in the educational process and to strengthen school-family cooperation. Within the framework of the project activities, cinema, interviews, cortege and theater performances were organized for students and parents.

Together We Paint Goodness (ONE) Project

The project aims to increase the social responsibility awareness of students, teachers and parents and to encourage them to participate in volunteering activities, while increasing social responsibility awareness, supporting personal development, contributing to society, raising awareness, encouraging participation, and achieving sustainability and long-term impact.

The activity program for the volunteering themes of “Environmental Volunteers, First Aid Ambassadors, Young MEB AKUB” in the “Together We Paint Goodness” project was held on June 5, 2024, the “World Environment Day”, with the participation of students, teachers, Ministry staff, relevant institutions, organizations and NGOs. Within the scope of the project, seminars, conferences, digital content and family-school cooperation activities on volunteering were prepared.

Pre to Post Disaster Education Project

This project aims to create disaster and emergency awareness, improve preparedness measures for disasters and emergencies, improve response services in disasters and emergencies, and improve recovery efforts after disasters and emergencies. Within the framework of cooperation with UNICEF, phase 1 was launched in September 2023 and phase 2 was launched in April 2024. Phase 3 will be launched in April 2025. Each phase of the project is implemented for 3 months.

Phase 1 and 2 of the project;

- MoNE Disaster and Emergency Management Action Plan put into effect (2023-2030)
- Disaster and Emergency Management Guide was prepared.
- 5 disaster themed story books were prepared, 3000 copies were printed and distributed to provinces.
- 4 animations, 7 posters, 10 interactive contents, 10 interactive content and 10 board games were prepared and sent to the provinces in 3 copies each (243 boxes-2430 board games).
- 243 ballot box Awareness training presentation contents for 4 education levels have been prepared.
- 83 Leadership training was provided to the leader of the Ministry of National Education Search and Rescue Unit (MoNE SARU).
- 83 MEB AKUB members were trained as Search and Rescue Trainers
- The number of 2490 members was increased to 10,000 members by providing search and rescue trainings during the earthquake.

- 255 teachers were provided with ‘Disaster Education Trainer Training with Stories and Games’.
- Trainer teachers provided “Disaster Training with Stories and Games” to 4,798 teachers in 81 provinces (965 of which were in the earthquake zone).
- Disaster preparedness training was provided to 264,694 students (26,400 from the earthquake zone, 3,555 disabled, 314 foreign nationals) by trainers in all provinces.
- First Aid themed; 25 videos, 15 poster scenarios, 200 photos, 5 interactive content scenarios were prepared.
- 82 Ministry of National Education First Aid Training Center (MEB İYEM) Responsible Managers were trained as “First Aid Ambassadors”, who in turn trained 810 First Aid Ambassadors. Through these ambassadors, more than 25,000 students were reached and first aid awareness was raised.
- In 10 pilot schools, wall coverings with ‘First Aid’ content were made and indirectly 8-10 thousand students were reached to raise awareness on first aid.
- The mebakub.meb.gov.tr website and its contents were indirectly made available to all students and teachers and project outputs were disseminated.
- The project outputs were disseminated by making the first aid website <https://ilkyardim.meb.gov.tr/> and the contents indirectly available to all students and teachers.

Turkish Language Test in Four Skills

The Turkish Language Test in Four Skills, which was first conducted in 2022, became a national monitoring research with the “Ministry of National Education Measurement and Evaluation Regulation” prepared by MoNE and published in the Official Gazette No. 32304 on September 9, 2023. With this exam, which is carried out in two-year cycles, it is planned to systematically determine students’ proficiency in language skills, and thus to develop effective policy recommendations in this field with findings for Turkish and Turkish language and literature curricula, teacher competencies and course materials.

The examination held in 2024 was conducted between April 24 and May 10, 2024 with the participation of 653 schools and 10,665 students from 40 provinces. Administrator, teacher and student questionnaires were administered after the test in order to determine the factors affecting students’ acquisition of language skills. The report preparation process of the 2024 implementation is currently underway.

The following activities are planned for the Turkish Language Test in Four Skills:

- As a result of curriculum change, competencies in line with the new learning outcomes will be determined.
- Questions in the system will be reviewed based on the updated competencies.
- New questions will be written and the question pool will be developed.
- 2026 implementation will be piloted.
- Scoring studies will be carried out for the implementation results.
- The number of headsets used in speaking and listening/watching sessions will be increased.

Smart Education Map

The “Smart Education Map” project was realized in order to introduce our rich educational history to the public, especially to our youth, in a manner that honors the 100th anniversary of our Republic, and to showcasing the activities carried out in the field of education and educational technologies over the past century. In the Smart Education Map, all kinds of activities carried out by MoNE from 1950 to the present day have been tried to be transferred to the map together with their dates and locations. Our smart map, which reflects the adventure of educational technologies, will be constantly updated and kept alive.

MoNE -KIT

MoNE-KIT is an education kit designed to guide students on their coding adventure and to meet their needs. Appealing to students of all levels, this kit is equipped with tools and resources that guide students step by step. It facilitates the transformation of ideas into reality while also supporting the resolution of potential challenges encountered during the project development process.

EBA VR

VRLab Academy is a leading educational platform that offers immersive and interactive learning experiences with virtual reality technology. VRLab Academy offers a wide range of virtual laboratory experiments from science, physics, chemistry and biology to nuclear physics and medical biochemistry. It enables meaningful and lasting learning through immersive and interactive learning experiences based on real scientific methodologies and formulas in accordance with the pedagogical approach, in line with national and international curricula. It aims to make learning more effective and fun by developing innovative approaches supported by gamification and artificial intelligence tools.

EBA Academy

It is an innovative learning platform that offers free online trainings (coding, robotics, artificial intelligence, financial literacy, entrepreneurship, etc.) for students. The aim is to provide students with personalized education opportunities and enable them to gain knowledge and skills in line with today’s requirements for different branches. In addition, the platform makes the learning process more flexible and accessible by enabling students to access trainings from anywhere at any time with the interactive content it offers.

YoungTec

Under the coordination of the Ministry of National Education, GençTek is a Young Informatics Ecosystem based on the peer learning model, where students and mentor teachers who want to work in the field of information technologies, who are conducting studies or who want to increase the impact of their existing studies are supported, and communication and cooperation with each other and stakeholders are ensured.

e-Müfredat

It is an innovative platform that supports digital transformation in education and provides teachers and administrators with access to up-to-date information about the curriculum. It is an application where curriculum programs are recorded electronically, the approval process of the programs is operated, and learning outcomes can be served to different platforms. By supporting the use of technology for educators, curriculum-compliant lesson planning is facilitated and quality standards in education are increased.

Teacher Education Digital Ecosystem Project

The Digital Ecosystem for Teacher Training Project, supported under the European Union Instrument for Pre-Accession Assistance 2021-2027 (IPA-III), started to be implemented on February 1, 2023 and will last for 36 months. The project, of which the Ministry of National Education is the beneficiary, is implemented by UNICEF. The project aims to develop national institutional capacity to ensure quality digital education, teaching and learning (including resilience to shocks) by building the capacity of teachers to meet the needs of the labor market and maximize learning using digital technology for all students, including children with disabilities, children with different learning needs and refugee children. The target groups of the project are teachers, school administrators, students and parents. The project aims to strengthen the digital education ecosystem for the professional development of teachers and increase the capacity of teachers to support teaching and learning with digitalization.

Safe Schooling and Distance Education

The Safe Schooling and Distance Education Project is an initiative in the field of educational technologies for all students and teachers at K12 level. The project aims to improve the quality and sustainability of education through investments in educational technologies. Significant outputs were achieved, such as increasing the user capacity of EBA, installing 51,750 interactive whiteboards and procuring 35,000 whiteboards. In addition, the establishment of digital skills and innovative classrooms and the addition of new generation content to EBA strengthened the education technologies ecosystem.

By the end of 2024, the targeted processes were completed and the capacity of the EBA platform was increased, ensuring uninterrupted education. The education infrastructure in the earthquake zone was supported and investments were made in digital and innovative classrooms and skill-based learning processes. In addition, digital content suitable for the new curriculum was developed and the education technologies ecosystem was strengthened. As a part of the project, ongoing efforts are being made to develop digital content and establish innovative learning environment to support the Century of Türkiye Education Model continue.

eTwinning

eTwinning Project has completed the evaluation of school and teacher projects through online and face-to-face trainings in 2024-2025 and this process will continue in 2025. Thanks to eTwinning, teachers' language skills and intercultural communication competencies have increased and some projects have been included in the ERASMUS+ program. Türkiye has achieved success at national and European level, winning special awards among 46 European countries. Within the scope of the project, coordinators, evaluators and content developers are working in 81 provinces and online and face-to-face trainings are organized for teachers. In the future, the aim is for Türkiye to maintain its first place among 46 countries and for teachers to carry out more qualified projects. In this context, it is aimed to continue trainings and strengthen the existing project network. While the Ministry plays a supportive role for the effective use of eTwinning teaching processes, it is recommended to strengthen the support provided to teachers at the local level.

Multiple Foreign Language Education Model

The Multiple Foreign Language Education Model aims to ensure that our students develop a positive attitude towards learning a new language by making their exposure to the target language effective and efficient, and to use the language effectively by making the four basic language skills permanent in line with the Common European Framework of Reference for Languages (CEFR). In order to increase the proficiency and competence of our students in the field of foreign languages, in the 2023-2024 academic year, the Ministry started the pilot implementation of the Multiple Foreign Language Education Model in 32 schools in 26 provinces. As a result of the monitoring and evaluation studies carried out during the process, positive feedback was received from the field. In the 2024-2025 academic year, the Multiple Foreign Language Education Model will be implemented in 299 schools in 81 provinces, including the 5th and 6th grades of the 32 pilot schools and the 5th grades of the 267 schools newly included in the implementation. The Multiple Foreign Language Education Model is included in the MoNE Strategic Plan 2024-2028 and is gradually implemented in grades 6, 7 and 8, starting with grade 5 in secondary school.

Improvement of Foreign Language Education (FLEE) Project

The Project for the Development of Foreign Language Education (YADEG) is a multifaceted project that aims to bring foreign language education in Türkiye in line with international standards. Accepted in 2021, the project has conducted various scientific studies on foreign language education and Turkish language teaching, and organized two important conferences. In addition, academic approaches to teaching Turkish have been developed and steps have been taken to preserve and develop the Turkish language.

The project is carried out through a series of activities aimed at improving the quality of education. The translation of the Common European Framework of Reference into Turkish and the preparation of training kits for the professional development of English teachers are important steps. In addition, trainings for teachers were disseminated through a waterfall model, reaching thousands of teachers between 2021 and 2024. More trainings are planned for 2025.

Improving the Quality of Foreign Language Education in Türkiye Project

The IPA III Project Enhancing Foreign Language Education Quality in Türkiye was prepared in cooperation with the Council of Europe to improve the quality of foreign language education in Türkiye in line with international and data-based standards, in particular the Common European Framework of Reference for Languages (CFRM), which is applied in the foreign language teaching programs of the Ministry. The project has already passed the relevance and maturity assessments. The project's Description of Action document was revised based on feedback from the Ministry of Labor and Social Security and the EU Delegation to Türkiye. The financing agreement was then adopted by the Turkish Grand National Assembly in December 2023. In 2024, the project is expected to be budgeted. In this framework, it is planned to start project activities in February/March 2024 and to complete the project in 2028.

The aim of the project “Improving the Quality of Foreign Language Education in Türkiye” , co-financed by the EU and the Council of Europe in cooperation with the Council of Europe and the Ministry of National Education of the Republic of Türkiye, is to improve the quality of foreign language education in Türkiye in line with international and data-based standards, in particular the Common European Framework of Reference for Languages (CEFR), which is applied in the foreign language teaching programs of our Ministry. The project covers the years 2024-2029. The project aims to develop evidence-based policy recommendations on foreign language education and improve the quality of foreign language teaching by developing foreign language proficiency tests and digital teaching materials.

Education and Training Support for the 2023-2024 Academic Year

The Communiqué on Provision of Education and Training Support for Students Studying/will be Studying in Private Schools in Adıyaman, Hatay, Kahramanmaraş and Malatya Provinces and Islahiye and Nurdağı Districts of Gaziantep Province in the 2023-2024 Academic Year was published in the Official Gazette. Within this framework, the “e-Guideline on Provision of Education and Training Support for Students Studying/will be Studying in Private Schools in Adıyaman, Hatay, Kahramanmaraş and Malatya Provinces and Islahiye and Nurdağı Districts of Gaziantep Province in the 2023-2024 Academic Year” was prepared and published on the internet address “<http://ookgm.meb.gov.tr>” regarding the education and training support to be provided for students studying/will study in private schools. Within the scope of the February 6 earthquake, the number of students receiving Education and Training Support for the 2023-2024 Academic Year was 22,982.

Teacher Information Network (ÖBA)

Due to global changes and the pandemic affecting the whole world, the need to make use of information technologies in supporting the professional development of teachers and administrators emerged and ÖBA was established on January 24, 2022. ÖBA is a platform created to support the professional development of teachers and school administrators through distance education. In addition to being a meeting point for professional development, ÖBA is also designed to host the sharing of good practices. On the ÖBA platform, there are applications such as ÖBA Central in-service training application and distance education activities, in-service trainings organized synchronously and asynchronously through distance education, virtual library, professional development communities, teacher-administrator mobility programs, and the presentation of good practices realized by our teachers.

Monitoring and Evaluation of Academic Skills Project

The Monitoring and Evaluation of Academic Skills (ABIDE) survey was developed by the Ministry to measure how effectively students can use the knowledge and skills they have learned in their daily lives and their high-level cognitive skills. This research aims to evaluate the reflections of the formal education received by students in the 4th grade of primary school, 8th grade of secondary school and 10th grade of secondary education on their daily life skills. Different item types are used in the ABIDE survey, which is designed to measure students’ high-level skills such as problem solving, critical thinking and analyzing. The research represents an important step towards evaluating and improving the effectiveness of the education system by focusing on the real-life use of the knowledge and skills that students acquire during the education process.

ABIDE research is conducted by taking samples at 4th, 8th and 10th grade levels. The sample used in this research is designed to represent every province of Türkiye. Thus, comprehensive and representative data can be obtained about the factors affecting the academic skills and achievement of students across the country. Taking into account the different socio-economic and cultural structures in each province, the surveys administered to students, teachers and administrators within the scope of this study enable a comprehensive assessment of the state of the education system across Türkiye.

Turkish Language Exam in Four Skills

Turkish Language Exam in Four Skills is a monitoring exam conducted by the General Directorate of Measurement, Evaluation and Examination Services to measure the reading, listening watching, speaking and writing language skills that students acquire during their education processes at primary, secondary and high school levels in order to protect and improve Turkish language in accordance with Article 10 of the National Education Basic Law No. 1739. This exam was started to be developed in December 2019 in order to determine the competencies of students studying at different levels of education regarding the four basic language skills.

The Turkish Language Exam in Four Skills is administered in e-Exam halls in a fully electronic environment on computers identified on behalf of the student and consists of reading, listening/watching, speaking and writing sessions. In speaking and listening/watching sessions, headphones that do not transmit ambient sounds are used. Multiple-choice and open-ended questions and tasks are used to measure students' proficiency in skills of Turkish. In order to prepare and score these questions, trainings are provided for classroom, Turkish teachers, Turkish language and literature teachers to contribute to their professional development.

The Turkish Language Exam in Four Skills became a national monitoring research with the “Ministry of National Education Measurement and Evaluation Regulation” prepared by MoNE and published in the Official Gazette No. 32304 on September 9, 2023. With this exam, which is conducted in two-year cycles, it is planned to systematically determine students' proficiency in language skills, and thus to develop effective policy recommendations in this field with findings for Turkish and Turkish language and literature curricula, teacher competencies and course materials.

Electronic Content

A Table of Electronic Educational Content for Textbooks has been prepared for the wider use of electronic educational content in enriching draft textbooks. Efforts to update and enrich these contents will continue. Thus, it is aimed to prepare the draft textbooks to be applied for enriched with different e-contents that support the learning process.

Developing an Artificial Intelligence Supported National Vocational Interest Inventory

Within the scope of vocational guidance services, a measurement tool is being developed to determine the vocational interests of high school and middle school students. With this inventory, it is planned to enable students to get to know themselves about their interests and to realize their vocational options. After the development process of the vocational interest inventory is completed, it will be put into service based on artificial intelligence.

Developing a National Vocational Skills Inventory

Within the scope of vocational guidance services, a measurement tool is being developed to determine the vocational skills of high school and middle school students. The purpose of the inventory is to enable 8th grade students to recognize themselves and realize their vocational options in the vocational decision-making processes of 8th grade students and 9th grade students in the selection of fields and branches in accordance with 53 fields and 114 branches in Vocational and Technical Anatolian High Schools.

2022

Increasing Attendance and Schooling Rates in Upper Secondary Education Project (IPA II)

Considering that Upper secondary education is within the scope of compulsory education, it is important to provide students with activities that will contribute to their self-actualization in and out of school and the necessary environments for these activities, and to prevent academic failure from reducing attendance rates by paving the way for students to learn at their own pace through individualized learning, compensation and training courses.

In this direction, the project, which was prepared within the scope of the European Union Instrument for Pre-Accession Assistance (IPA II), aims to increase the level of education and skills by ensuring access to education for all at secondary education levels and combating early school leaving/absenteeism. The general objectives of the project are to increase attendance and schooling rates by improving students' sense of belonging to school, making school environments attractive, improving their motivation at school and increasing teacher-student interaction.

Improvement and Development of School Dormitory Project (PIGEP)

PIGEP was prepared in order to offer the warmth of a home environment to our students staying in our school dormitories affiliated to our Ministry, to create new living spaces, to bring our students together with art and science, and to meet the equipment and repair needs by taking into account student needs. Within the scope of the project; existing areas (dormitories, dining halls and study halls) in school dormitories will be standardized and new areas such as art and music workshops, science workshops and common living spaces called open address corners will be created in school hostels with suitable space. PIGEP started to be implemented for the years 2022-2024.

Interactive Textbooks

The textbooks prepared by the Ministry for the 2021-2022 academic year have been adapted to the interactive whiteboard. The books were enriched with different e-content. Efforts to develop e-content and add it to the interactive book are ongoing. Updates to the textbooks are monitored by the Ministry and every change is reflected in the textbooks. In addition, printed textbooks are enriched with lecture videos, lecture presentations, subject summaries and QR codes.

Mobile Question Bank Application

In order to help 9th, 10th, 11th and 12th grade students in their studies, the OGMMATERYAL Question Bank mobile application has been made available for free access via Appstore and Playstore. In the mobile application, there are questions covering the entire curriculum consisting of units of Turkish language and literature, history, geography, philosophy group, mathematics, physics, chemistry, biology and English courses, which are prepared in a way to measure the students' ability to use the knowledge they have acquired in their daily lives.

YKS Camp

For 12th grade students and graduates, YKS question solutions for biology, geography, philosophy, physics, physics, English, chemistry, mathematics, history, Turkish language and literature courses for the 2021-2022 academic year will continue to be broadcast live on our Ministry's Youtube channel until the first week of June, starting from February 14, 2022. In addition, question solution tests and videos, lecture videos, mini essays for all courses for students preparing for YKS are available on the "OGMMATERYAL" website.

Work Notebooks

In order to support students and teachers and to increase the variety of resources at all grades and levels, workbooks for basic courses were prepared and made available to students and teachers at the beginning of each month through "yardimcikaynaklar.meb.gov.tr" and "OGMMATERYAL" e-Content warehouse. Workbooks are prepared by enriching them with gamified subject summary, matching, gap filling, puzzles, open-ended questions, multiple choice questions. At the beginning of each month, the work on the workbooks prepared for the basic courses (Turkish Language and Literature, History, Geography, Philosophy, Mathematics, Physics, Chemistry, Biology, English, Physics, Chemistry, Biology, English) is renewed in accordance with the annual plan.

Research and Learning Opportunities of the Digital World: "Digital Learning Bridge"

One of the advantages of the digital world is that it brings research areas and opportunities at our fingertips and allows us to access them with a click of a button. Digital data environments that offer opportunities such as wide resource access, speed and convenience, timeliness, data analysis tools and diversity to research and studies make important contributions to these studies. In this context, the "Digital Learning Bridge", which includes useful links that our students and teachers can benefit from in their lessons, research and project studies, has been prepared by our Ministry and made available to our students and teachers. Consisting of 4 sections, "Digital Learning Bridge" consists of a total of 29 useful links that students and teachers can use in their studies and projects in different fields. "Digital Learning Bridge" is aimed to be enriched as new useful links are identified.

Education and Development Support Packages for Children in Rural Areas by Ministry of Family and Social Services Children Safe Teams

Within the scope of the 180-Day Action Plans of the Presidential Executive Program, efforts are being made to increase access to preventive services and ensure equal opportunities for children living in rural areas. In preparation for the 2022-2023 academic year, “Education and Development Support Packages” were prepared to be distributed in 22 provinces to support the psychosocial and academic development of primary school children of families in need in rural areas. The Education and Development Support Packages included materials such as backpacks, pencil cases, lunch boxes, paints, notebooks, pencils, as well as books from the Child Friendly Book List prepared by the Ministry.

14.4 National Reforms in Vocational Education and Training

2024

Vocational and Technical Education Policy Document

The purpose of the Vocational and Technical Education Policy Document is determined as; “To increase access and quality of vocational education with sectoral collaborations by adopting the principle of “Everyone Should Have a Profession” and to contribute to the development and welfare of our country by ensuring that students are prepared for life and employment”. The Vocational and Technical Education Policy Document is based on 74 strategies in line with 3 policies under 3 main themes: Access to Vocational and Technical Education, Improvement in Vocational and Technical Education and Employment in Vocational and Technical Education.

Since August 2023, in more than 40 provinces, in line with the sector consultation and provincial evaluation meetings held with all stakeholders of vocational and technical education, the current problems in vocational education were identified and it was aimed to find solutions to the problem areas. In this direction, workshops were organized and top policy documents were analyzed in order to solve the problems identified. The Vocational and Technical Education Policy Document, which was prepared to create a new vision in vocational and technical education in line with the objectives prioritized by the 12th Development Plan, the Presidency 2024 Program, the 2024-2026 Medium Term Program and the MoNE Strategic Plan (2024-2028) in order to train the qualified workforce needed by our country, was published in the Official Gazette dated 10.08.2024 and numbered 32628 and entered into force.

Policies in the Vocational and Technical Education Policy Document

In order to make the education processes of students more qualified and to create an education process that adapts to the updates in business life; Developing educational environments in cooperation with the sector, increasing the vocational competencies of students in vocational and technical secondary education institutions by ensuring their participation in vocational training in enterprises in places where there is sectoral density on the basis of equality of opportunity, ensuring certain sector clusters in schools by implementing interrelated and mutually supportive vocational fields in terms of curriculum, teacher resources, workshop and laboratory equipment and the sectors they address, In order to strengthen adaptation to labor market needs on the basis of cooperation to combine the production experience and infrastructure of enterprises engaged in the production of goods and services with vocational education activities, the implementation of in-sector, sector-integrated, regional school and specialized school models, updating curricula in line with current developments in the

sector, increasing the professional skills of teachers, and developing Sectoral Excellence Centers to gain sectoral experience.

In order to increase the employment opportunities of students receiving vocational education, which is one of the priorities of vocational education, it is planned to increase the entrepreneurship, finance, business administration, crisis management competencies of students, to create a database where graduates can be tracked, to ensure specialization in the vocational fields needed, to implement certificate and course programs, to organize vocational ethics and business pedagogy trainings for master trainers in order to ensure that sector employees are integrated into the education system, and to carry out studies for students to carry out vocational training in enterprises in international companies.

Promoting Inclusive Education for Kids in the Turkish Education System (PIKTES+)

Within the scope of the “Project for Promoting Inclusive Education for Kids in the Turkish Education System (PIKTES+)”, the Ministry supports early childhood education for Turkish and foreign children who will start primary school in September (5-6 age group) but have not benefited from pre-primary education in order to increase their school readiness and ensure that they start primary school on equal terms with their peers. Since November 1, 2022, when PIKTES+ started to be implemented, in order to increase access to early childhood education, screening activities were carried out in the project provinces during the summer period in order to direct foreign children to pre-primary education, to inform families about pre-primary education and to inform families about school enrollment. Since the beginning of the project, 23.915 children have benefited from early childhood education. In addition, in order to improve the quality of the educational environment, equipment, stationery and educational material sets are sent to schools providing early childhood education during the summer.

Digital is My Business Project

The project, which aims to contribute to the development of digital skills of women studying in public education centers by providing training in digital literacy and vocational fields, is carried out in cooperation with Vodafone Türkiye Foundation. Within the scope of the project, 2 different course programs (Digital Literacy and Digital Marketing) were prepared and included in the MoNE curriculum.

“Digital Literacy” and “Digital Marketing” trainings were provided to 5.117 and 9.365 women trainees in Phase I and Phase II of the project, respectively, and 86 trainees were employed. In Phase III of the project, “Digital Literacy” and “Digital Marketing” trainings were provided in 20 provinces (Adıyaman, Kahramanmaraş, Ankara, Antalya, Bursa, Diyarbakır, Elazığ, Eskişehir, Gaziantep, Hatay, İstanbul, İzmir, Kastamonu, Manisa, Mersin, Samsun, Sivas, Tekirdağ, Trabzon, Van), three of which were affected by the earthquake disaster, and a total of 15 container classrooms were established and equipped in Adıyaman, Kahramanmaraş and Hatay. In Phase III, 752 trainings were provided and 28,458 female trainees were reached. Phase IV of the project, which has been ongoing since June 2024, continues with “Digital Literacy” and “Digital Marketing” trainings in 11 earthquake provinces (Adana, Adıyaman, Diyarbakır, Elazığ, Gaziantep, Hatay, Kahramanmaraş, Kilis, Malatya, Osmaniye and Şanlıurfa). In addition, 11 “Digital Classrooms” were established in 11 provinces in this phase.

Supporting the Revolving Fund of Public Education Centers through Renovation and Amendment

The Supporting the Revolving Fund of Public Education Centers through Renovation and Amendment project, in collaboration with MoNE and the United Nations High Commission for Refugees (UNHCR), aims to renovate the production workshops of public education centers in provinces with a high concentration of Syrians. The project aims to turn the products produced by Syrian and Turkish students in need into income and contribute to the revolving funds of public education centers. In this way, trainees can contribute to their family budgets with the professions they are trained in.

In 2022, textile and cookery workshops were established in Polatlı, Beypazarı and Çubuk Public Education Centers. In 2023, 27 workshops in 9 centers in 6 provinces were renovated and new equipment was provided. In addition, information technologies and textile equipment support was provided to some provinces. In 2024, 24 new workshops were established in 8 public education centers in 4 provinces and support was provided in textile and other fields. This project aims to increase the production capacity of public education centers and to generate more income for trainees.

Capacity Building of Public Education Centers Project

It was launched in 2024 with the aim of strengthening the institutional capacity of public education centers, increasing quality and efficiency in education and making lifelong learning activities more accessible and sustainable. The second phase of the project, implemented in 1000 public education centers across Türkiye, started in 2025 and is still ongoing. In April 2024, the project was invited to the Lifelong Learning Conference organized by the Belgian Presidency of Education in Brussels, where it was introduced at the international level and became one of the examples of good practice.

During the first implementation period, the current condition of the institutions was examined through self-assessments, field visits and data-based analyses; project management and R&D trainings were organized for center managers and staff, especially in the fields of R&D and project production. In addition, the digital infrastructure was strengthened and the effective use of the HEMBA platform contributed to the digitalization process of the centers.

Instructional Material and Digital Content Studies

The “Material Tracking System” developed by MoNE ensures that all content to be used in face-to-face and distance education in primary and secondary schools is systematically reviewed and made available to students and teachers. The tegmmaryal.eba.gov.tr address, which can be accessed through the EBA platform, offers rich content for students and teachers. Approximately 3400 content has been uploaded so far, and illustrated English vocabulary cards and various digital content for grades 2-8 have been prepared and published for use in distance education.

In order to make the management of content more efficient, the Ministry aimed to collect all content in a centralized system through the EBA platform. In 2023, Turkish and English portals were opened and thousands of content was shared on these platforms. In addition, a Digital Technologies Area was created and a total of 270 pieces of content on digital security, literacy and software were published. The content production process is continuously improved through monitoring and revisions.

Increasing Employability for Syrians Refugees and Turkish Host Communities in the Renewable Energy Sector

The project aims to benefit 1800 Syrians under temporary protection and host community members over the age of 18 by increasing their employability through vocational trainings and skills certificates in the renewable energy sector. In the model provided under the project, the renewable energy sector can be an answer to important issues such as local and sustainable economic growth, green infrastructure investments, transition from low-skilled to trained labor, inclusion and accessibility to the energy sector, strengthening the capacities of local actors, community development, cohesion and integration. It is implemented in cooperation with the Ministry and the United Nations Development Program (UNDP).

The trainees who successfully completed the Renewable Energy Technologies Photovoltaic Solar Panels Installation and Integration into Hybrid System (Blended Learning Model) courses were able to both start their own businesses and be employed as intermediate staff in the sector by receiving EUROPASS Certificate. The model, which was prepared based on the policies of the Century of Türkiye and development goals, aims to contribute to important issues such as local and sustainable economic growth in the renewable energy sector, green infrastructure investments, transition from low-skilled to trained workforce, inclusiveness and accessibility to the energy sector, strengthening the capacities of local actors, community development, cohesion and integration. In this context, 11 “Renewable Energy Workshops” were established in 10 provinces and 1875 trainees were certified through 128 courses. At the same time, solar panels were installed in 4 public education centers, enabling them to meet their own energy needs. As a result of the employment data study carried out to evaluate the sectoral response of the trainings received, it was found out that 470 trainees were employed in the renewable energy sector or started their own business.

KALFA Program

The Cooperation Protocol on the Organization and Execution of Vocational Training Courses within the Scope of the KALFA Program between the Presidency of Defense Industry and the General Directorate of Turkish Employment Agency of the Ministry of Labor and Social Security was signed in 2023. In this context, the Presidency of Defense Industry and ISKUR cooperated to train qualified labor force. In order to contribute to raising the competent human resources needed by the defense industry ecosystem of our country, vocational training courses were organized through cooperation method to increase the qualified manpower trained in the field of defense industry vocational training courses are in the professions of structural analysis and design specialist, embedded systems specialist, radar and communication systems specialist, propulsion and engine systems specialist and cyber security specialist. An employment pool has been established by the Presidency of Defense Industry among the young people who have successfully graduated, and these people are employed in defense industry companies.

Vocational Education Cooperation with Universities

ISKUR, in cooperation with universities, technocity administrations and industrial organizations, organizes vocational training courses aimed at training intermediate staff and qualified workforce needed by the labor market.

In this direction, it is envisaged to organize vocational training courses between ISKUR and universities in a way that combines theoretical and practical training in cooperation with the public-private sector in order to train the workforce in the qualifications demanded by the labor market - especially in the fields of defense industry, artificial intelligence, cyber security, clean and sustainable energy, which are new occupational fields brought by the digitalizing industry.

Within the scope of the application, trainings are organized in cooperation with universities, Technology Development Zones Administrations (TDZ) or Organized Industrial Zones Administrations (OIZ) in line with the legislative regulation made by our Institution, and in this context, the theoretical part of the trainings is carried out within the university through trainers to be determined by the university, and the practical part of the trainings is carried out within the workplaces organized by the TDZ or OIZ.

Within the scope of the program, trainees are matched with employers after the theoretical training they receive at universities and are included in the applied training process, and at the end of the training, university-approved certificates are given to those who are successful as a result of exams and evaluations conducted by universities. Employers are required to employ the graduated trainees for a certain period of time. While ISKUR covers the necessary expenses, general health insurance and occupational accident and occupational disease insurance premiums of the trainees participating in the training, additional course fees are paid to the trainers within the framework of the training model. One of ISKUR's main objectives is to expand this model and create more qualified vocational training programs across the country.

Improving the Quality of Vocational and Technical Education through the Establishment of Sectoral Centers of Excellence (METEK III) Project

Vocational Education and Sector Cooperation will be Strengthened with “15 Centers of Excellence” to be opened. With the centers of excellence to be opened, cooperation between social partners and the private sector will be increased by focusing on the training of teachers and administrators. Special field competencies of teachers working in vocational and technical secondary education institutions will be improved through on-the-job learning and distance learning methods. These centers will ensure continuous development of teachers in vocational fields, vocational foreign languages, mathematics and science for vocational education. Among the sectoral centers of excellence, 14 of them cover 25 vocational fields and 1 of them covers vocational foreign language, mathematics and science for vocational education.

Reforms and Policies in Special Education

Distribution of Orbit Reader Braille Reading and Note Taking Devices: In cooperation with the Ministry and TURKCELL, 200 “Orbit Reader Braille Reading and Note-taking” devices were distributed to students with visual impairments, enabling them to audioize and take notes. Auxiliary Resources for Special Education Students: Auxiliary resource support packages were prepared for students with special education needs in subjects such as Turkish, Mathematics and Science, and 900 activities were published.

“BİR İZ” Special Education Program, In cooperation with TRT, the special education program “BİR İZ” for students with special education needs was broadcast on TRT EBA TV screens, and students were given the opportunity to showcase their skills through competitions and activities. Hearing Impaired Digital Education Platform for Students (İÇDEP), “İÇDEP” digital education platform for students with hearing impairment was established and rich content was provided.

EVKİT Portable Education Material were prepared to contribute to the education of individuals with special needs and distributed to home-schooled students in the first phase. Smart Cane Project, 3.200 smart canes were planned to be distributed to support the access to education and participation in social life of individuals with visual impairments, and 625 canes were delivered. Artificial Intelligence Supported Vocational Interest Inventory, an artificial intelligence-based vocational interest inventory is being developed to determine the vocational interests of high school and middle school students.

Addiction Research, a research on addiction (substance, technology, etc.) in young people aged 14-19, strengthened coping skills against risk factors. Strengthening Special Education Services at the Basic Education Level Project, an early intervention model for children with developmental disabilities was developed and an implementation plan was developed. Digital Content Development Studies, digital content suitable for the teaching objectives of science and art centers is prepared and made available to students and teachers on the EBA platform.

BİLSEM Teacher Academy, trainings for the development of gifted students are planned for teachers working in science and art centers. ÖBA Teacher Trainings, training content will be prepared for teachers for gifted students through the ÖBA platform and will contribute to their education processes. In-Service Training Activities for Teachers, 48. 207 in-service training activities were organized in 2023 and 6.810.684 teachers participated. Family Education Book Set, a comprehensive resource consisting of 53 books and 500 videos was prepared for the families of individuals with special education needs and guidance was provided to families. Material production and distribution activities are carried out to support the learning processes of students in need of special education, taking into account their individual differences. Within the scope of the “Special Materials for Special Children” project, 2.460 sets of materials were delivered to special education classes, support education rooms, special education kindergartens and, for the first time this year, to hospital classes.

The Special Education Children’s Magazine, which is prepared by our Ministry and makes a significant contribution to the meeting of our children with literature and the development of their imagination, is published twice a year. The magazine, which covers a different theme in each issue, offers a rich content with poems, fairy tales, stories and essays written by valuable writers and illustrators of Turkish literature, as well as pictures, cartoons and various activity pages.

In order to ensure unity of terminology in the field of special education and guidance and psychological counseling, a “Special Education and Guidance Dictionary” containing basic concepts was prepared.

A comprehensive guide was launched to raise awareness of the educational needs of individuals with special needs and to inform relevant stakeholders (parents, teachers, school/institution administrators and other stakeholders). Within the scope of this study, it is aimed to prepare a guidebook to be published in fascicles, including information and current research on different types of disabilities (e.g. visual impairment, hearing impairment, intellectual disability, autism spectrum disorder, multiple disabilities, Down syndrome, special learning disability, attention deficit and hyperactivity disorder, language and speech difficulties, physical

disability, twice different children) and gifted individuals. This study aims to bring the characteristics of individuals with special educational needs, their educational needs and innovative approaches to improve their quality of life to a wide audience. Each fascicle contains information such as the characteristics of the relevant type of disability, educational methods, current research conducted in the world, online resources (to be accessed with QR codes).

14.5. National Reforms in Higher Education

2024

Artificial Intelligence Based Associate / Bachelor's Degree Programs

In recent years, a “Working Group on Determining Artificial Intelligence-Based Programs” was established within CoHE to determine the new departments and programs that should be opened to meet the human resource needs arising in areas such as digitalization and big data, especially artificial intelligence, and as a result of the studies carried out since 2023, 23 undergraduate and 50 associate degree programs were opened in 20 higher education institutions. These programs were allocated 30 quotas each in the 2024 YKS. Newly opened undergraduate programs are “Data Science and Analytics, Artificial Intelligence and Machine Learning, and Cyber Security Engineering”, and associate degree programs are “Manufacturing Execution Systems Operator, Front-End Software Development, Back-End Software Development, Robotics and Artificial Intelligence, Unmanned Vehicle Technician, Autonomous Systems Technician, Big Data Analyst, Game Development and Programming, Artificial Intelligence Operator, Cloud Computing Technologies, Enterprise Computing Expertise, and Digital Transformation Electronics”. Apart from the new programs opened, the Control and Automation Engineering Program at Istanbul Technical University was restructured as Robotics and Autonomous Systems Engineering and admitted students for the first time in 2024 YKS. In addition, the Cyber Security Engineering Undergraduate Program was opened at Istanbul Technical University and started to admit students for the first time in 2024 YKS.

Cooperation with the Information Technologies and Communication Authority

A “Cooperation Protocol on the Use of ITCA Academy Course Content” was signed between CoHE and the Information Technologies and Communication Authority (ITCA) on 16.01.2024. In recent years, there have been great developments and transformations in digital technologies all over the world, especially in artificial intelligence. In parallel with the rapid developments in the field of digital technologies, it is clear that the need for qualified manpower to be employed in all relevant sectors has increased. Studies on the inclusion of the courses offered by the ITCA Academy in the curricula/course pool of our universities and the crediting of these courses continue to be carried out by the “Working Group” established within the body of CoHE. ITCA Academy courses will be followed online by students and exams will be held face-to-face at our universities. In this way, it will be possible for students in all our universities to have awareness on artificial intelligence and digital technologies, even at a basic level.

University-Sector Collaboration

A protocol was signed between the Ministry of Industry and Technology and the Council of Higher Education on 21.02.2024 within the scope of university-sector cooperation. In this context, elective courses have started to be opened in our universities in line with the demands of our business world and sectors, and experts from the affiliated, related and related organizations of our Ministry or sector organizations have been assigned to teach these courses. Thanks to university-industry cooperation, university students will be able to familiarize themselves with sectoral developments and dynamics during their education. In this way, it will be possible both for our graduates to enter the employment market in a more prepared manner and for sectors to more easily access the qualified labor force they need.

Research Universities, Regional Development Oriented Universities and Specialized Universities

In line with the criteria determined by the Presidency of the Council of Higher Education, the rankings of universities are announced at the opening of the academic year every year. In order to support the Regional activities of the University, 5 (five) calls have been made by the Presidency of the Council of Higher Education and detailed information about the universities whose areas of specialization are determined within the scope of the project can be found on the web page <https://bolgeselkalkinma.yok.gov.tr/>. The Council of Higher Education has made a matching between 15 priority science areas and 25 universities, and detailed information can be found on the web page <https://www.yok.gov.tr/Sayfalar/Haberler/2023/yok-15-bilim-alaninda-25-universiteye-oncelikli-alan-misyonu-verdi.aspx?s=08>. 12th Development Plan is being updated within the framework of priority science areas.

Launching the International Corporate Accreditation Program (IAP)

Turkish Higher Education Quality Council (YÖKAK) initiated the Institutional Accreditation Program (IAP) in 2020 to ensure quality assurance of higher education institutions and continues it as of 2025. The IAP, which was separated from the Institutional External Evaluation Program due to the accreditation decision, has been developed by making the necessary arrangements to be applied internationally upon the demands of various stakeholders of YÖKAK. In 2024, YÖKAK completed the preparations for IAP, which was added to its legislation with the amendment made to the “Regulation on Higher Education Quality Assurance and Higher Education Quality Board” on 13/7/2023, and started receiving applications from higher education institutions abroad.

With this program, YÖKAK brings its national activities into an international context within the framework of the aim of “A5. Increasing the international recognition, cooperation and effectiveness of the Higher Education Quality Council” stated in the Strategic Plan 2024-2028. Thanks to the process that started with YÖKAK’s full membership to ENQA in 2020 and continued with EQAR registration in 2022, accreditation decisions and Institutional Accreditation Reports are now published in the DEQAR database, increasing the international visibility of institutions. The evaluation reports to be published as a result of IAP will also be published in DEQAR.

Ethical Guide to Productive Artificial Intelligence

An ethical guideline has been prepared to inform higher education institutions to determine the ethical values in the integration of Productive Artificial Intelligence (PAI) into higher education processes, to establish ethical rules based on these values, and to contribute to understanding, evaluating and taking measures against risks and opportunities in the field of use in order to protect scientific integrity and trust in science.

Vocational Schools Established in Organized Industrial Zones

Within the scope of OIZ Vocational School Support; a communiqué is prepared by CoHE in January of each year, in which the educational support to be provided to the Vocational Schools established in OIZs and the amount of educational support to be provided per student are determined. Within the scope of the communiqué prepared in 2024, it was deemed appropriate to provide education support per student to 32 associate degree programs determined for the fields of manufacturing, logistics and informatics in the Vocational Schools established in OIZs.

Outstanding Achievement Awards

At the academic opening ceremony of the relevant year, which takes place every year at the Presidential Complex, the President of the Republic presents the Outstanding Achievement Award to those who are eligible to receive the award. Outstanding Achievement Awards of the Council of Higher Education will be given in 4 categories: individual, institutional, special field and special award.

2023

Quota for Women Over 34 in Higher Education

As of January 1, 2023, there is a “Women Over 34” quota for women who have completed the age of 34 in associate and undergraduate programs that take students with central placement at public universities. This quota is available for programs other than Medicine, Dentistry, Pharmacy, Engineering, Architecture, Law and Teaching programs where success ranking is required. Those who have previously graduated from any undergraduate program will not be able to benefit from the aforementioned quotas and will not be placed in these quotas even if they prefer. Those who have previously graduated from an associate degree program will only be able to choose the quotas reserved for undergraduate programs.

Women over 34 years of age are placed in their top preferences where their placement scores are sufficient through centralized placement, taking into account the general quota (primarily) and the quota for women over 34 years of age and the above explanations. Quotas for women over 34 are limited. Therefore, women over the age of 34 who make all of their preferences among highly desired programs may not be placed in any program if their scores are not high. If the quotas reserved for women over 34 are not filled in the central placement process or remain vacant after registration, they will be announced in the additional placement process. All general rules in the Guide also apply to women over the age of 34.

Campus and University Site Mapping Project

The goal of the “Campus and University Site Mapping Project” is to examine the size of the campuses, the fields of study they cover (health, education, engineering, law, etc.), the distance of the faculties from each other and many other features of the regions where they are located from a broad perspective. The project was completed in 2023, showing the regions where universities have their own campuses and buildings, and whether these regions are centrally located in the city or far from the center.

Cyber Security Associate Degree Programs

The Cyber Security Education Cooperation Protocol was signed between CoHE and the Presidency Digital Transformation Office in October 2022. Within the scope of this Protocol, Cyber Security Vocational Schools and associate degree programs (Cyber Security Analyst and Operator) were opened at Ankara University, Ege University, Gebze Technical University and Istanbul Technical University in 2023 YKS and 25 quotas were allocated for each program.

Barrier-Free University Awards

Barrier-Free University Awards have been given since the 2018-2019 academic year. Every year, universities are evaluated by the commissions determined by CoHE and are entitled to receive awards in the categories of Barrier-Free University Flag and Barrier-Free University Program Order and Disability-Friendly Individual Awards.

Outstanding Achievement Awards

At the academic opening ceremony of the relevant year, which takes place every year at the Presidential Complex, the President of the Republic presents the Outstanding Achievement Award to those who are eligible to receive the award. Outstanding Achievement Awards of the Council of Higher Education are given in 4 categories: individual, institutional, special field and special award.

Vocational Schools Established in Organized Industrial Zones

Within the scope of OIZ Vocational School Support; a communiqué is prepared by the Council of Higher Education (CoHE) in January of each year, in which the educational support to be provided to the Vocational Schools established in OIZs and the amount of educational support to be provided per student are determined. In the 2023-2024 academic year, it was deemed appropriate to support 88 programs and 5.623 students in 17 Vocational Schools established in OIZs.

Vocational Education Cooperation with Universities (Seven Universities in Seven Provinces)

It is planned to develop a vocational training cooperation model in cooperation with İŞKUR, Universities and Technocity administrations in order to train qualified labor force. Vocational training courses will be organized in cooperation with universities. In the first stage, cooperation with one university in each geographical region will be realized. Vocational Training Cooperation protocols were signed with Istanbul Technical University, Akdeniz University and Van Yüzüncü Yıl University.

Academic Accumulation Project (AKAP):

With the “Academic Accumulation Project-AKAP”, a total of 200 faculty members from universities are sent abroad to conduct research on sabbatical leave.

Post-Doctoral Research Program (DOSAP)

With this project, it is planned to support 100 Research Assistants or Assistant Professors who have completed their PhD studies in higher education institutions for their post-doctoral studies abroad.

Young Minds in Basic Sciences Project (GEP)

With the Young Minds in Basic Sciences Project, 100 research assistants who are in the thesis stage of their doctoral education in one of the fields of “Physics, Chemistry, Biology and Mathematics” at state universities in 2023 will be offered the opportunity to conduct research abroad for one to three months, without applying the provisions regarding compulsory service obligation.

YÖK International Fellowship Program

The goal of this program is to support foreign PhD students who will conduct research in the fields of Ottoman History, General Turkish History, Turkology, Turkish Language and Literature or Turkish Culture in higher education institutions in Türkiye. According to the International Researcher Project prepared within this framework, 5 foreign students who are doing their PhD in the fields of Ottoman History, General Turkish History, Turkology, Turkish Language and Literature or Turkish Culture at higher education institutions abroad to be determined by CoHE and 10 foreign students who have completed their PhD in the same fields within the last 2 years have been given the opportunity to conduct research at universities in Türkiye.

2022

Sports Friendly Campus Project

Two protocols were signed between the Ministry of Youth and Sports and CoHE on October 30, 2019 and November 29, 2022. With these protocols, it is aimed to improve the educational, artistic, social, cultural, sportive activities and volunteering activities of higher education students; to raise awareness about national values, to fight against addiction, peer learning, social responsibility and volunteering. In this context, the “Sports Friendly Campus Project” will be implemented in our universities in order to support regular sports, physical activity and exercise for students other than those studying at the Faculties of Sports Sciences of our universities, which fully contribute to the development of students in academic, social, cultural and sportive aspects, and to expand the opportunities of our campuses.

Sustainable and Climate Friendly Campus Project

On October 04, 2022, under the coordination of CoHE, to create sustainable, energy-efficient, nature-compatible and minimally environmentally damaging campuses throughout the life cycle including site selection, design, construction, operation, maintenance, renovation, demolition and waste disposal in all universities, especially public universities, and to carry out studies for sensitivity and awareness in this field; The Protocol on Cooperation in the Field of Creating Sustainable and Climate-Friendly Campuses was signed between CoHE and the Ministry of Energy and Natural Resources and the Ministry of Environment, Urbanization and Climate Change in order to determine and implement the cooperation issues between the parties in order to support universities in accessing the necessary financing tools in the process of sustainable and climate-friendly campus transformation by ensuring efficient and effective use of energy resources and energy in universities, preventing waste and ensuring the use of renewable energy, alleviating the burden of energy cost on the budget, disseminating zero waste practices, protecting the environment. Within the scope of the Protocol, 11 pilot universities were determined by the Executive Board of Higher Education.

Vocational Schools Established in Organized Industrial Zones

With Article 15 of Law No. 7033, a legal arrangement was made to provide educational support per student to vocational schools established in organized industrial zones. This regulation aims to encourage the establishment of Vocational Schools of Higher Education (VSHE) in OIZs and to train a human resource that interacts with industry. Council of Higher Education (CoHE) has set various indicators to monitor the performance of Vocational Schools receiving support, and evaluations are made annually based on these indicators. In 2022, a “General Evaluation Report on Vocational Schools Established in OIZs” was prepared by competent academics and presented to the public.

Outstanding Achievement Awards

It was launched by Council of Higher Education (CoHE) for the first time in the 2017-2018 academic year in order to encourage scientific research, projects, theses, dissertations and community service activities at universities. At the academic opening ceremony of the relevant year, which takes place every year at the Presidential Complex, the President of the Republic presents an outstanding achievement award to those who are eligible to receive the award.

CoHE Outstanding Achievement Awards, given by the Council of Higher Education to encourage all kinds of scientific research and studies that are original, innovative and of superior quality, in line with the mission of higher education, scientific activities carried out, and studies and applications related to supported and/or carried out scientific research and development projects, are given in 4 categories: individual, institutional, special field and special award. Detailed information can be accessed from the <https://odul.yok.gov.tr/> web page.

14.6. National Reforms in Adult Education and Training

2024

The Century of Türkiye Education Model Parent School

In line with our goal of achieving holistic success by considering each student’s interests, abilities, skills, tendencies, and national values throughout the education and training process, the “Maarif Model Parent School Course Program” was also included in the “Family Schools” area of the course programs in the public education centers in order to emphasize the importance of the duties and responsibilities of the family in the renewed curricula called the Century of Türkiye Education Model and to ensure that parents are more involved in the education process and to transfer our national, cultural and spiritual values to future generations.

Within the scope of the “holistic education approach” model, which sees the student as a whole in terms of academic, mental, social, emotional, affective, physical and moral aspects, which is among the basic philosophies of the TYMM Curriculum, parents will also be trained. For this purpose, the “Century of Türkiye Education Model Parent School Course Program” prepared by our General Directorate

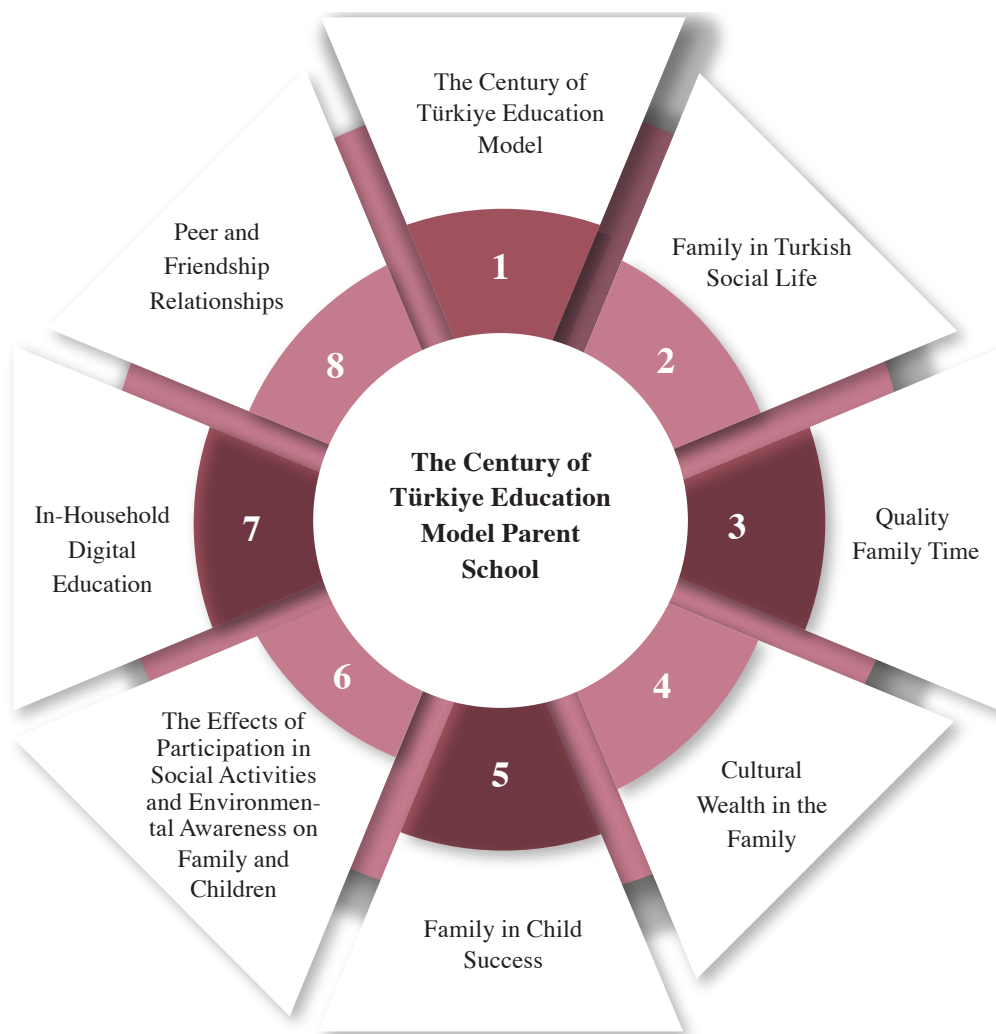


Figure 24: Course Content of the Century of Türkiye Education Model Parent School

It consists of 8 subjects. The course will be implemented face-to-face in our public education centers by teachers who have received the trainer training of the Basic Education Maarif Model Program. Parents will be able to apply for the course via “e-yaygin.meb.gov.tr”. Detailed information about the “Course” is provided in Figure 24.

In this context;

Activities were prepared for parents to do with their children: For the courses, games and activities have been prepared to improve children’s cognitive, physical, social and emotional well-being and social aspects, and to ensure that they spend quality time in harmony with their families and friends in a natural environment. Parents will be expected to implement these recommended activities with their children after the course. The courses will also include episodes from the series “My Family”, which was previously prepared by the Ministry to strengthen school-family cooperation.

The roles of parents in the skills framework will be explained: In the lectures on the “The Century of Türkiye Education Model”, information about the philosophy of the model will be conveyed, the structure of the new curriculum towards the skills framework and the role of parents will be explained. In addition, the

structure of the model, which aims to reach from actions to values, from values to virtuous people, and from virtuous people to peaceful people with a livable environment, family and society, which is the ultimate goal, will be conveyed. The courses will also provide information on the role of the family in the holistic development of the child's academic achievements and social and emotional skills. The duties and responsibilities of parents in the implementation of the model will be detailed.

“Family in Turkish social life” courses will take place: In the courses titled “Family in Turkish social life”, the family as a social institution, Turkish family structure in the historical process, change and transformation in the Turkish family structure, current problems faced by the Turkish family structure, neighborhood culture and neighborhood relations will be conveyed.

The importance of spending quality time with children will be emphasized: In the lessons titled “Quality time with the family”, the importance of spending quality time with children, the role of play in family communication, the effect of play on child development, and games and activities will be explained. In the lessons titled “Cultural enrichment in the family”, content on the duties and responsibilities of the family in gaining the habit of reading books, strengthening the cultural and artistic aspects of children, and the importance of participation in cultural and artistic activities will be presented.

The importance of the family in the success of the child will be emphasized: The lectures titled “Family in the success of the child” will emphasize family types as role models, while the lectures titled “The impact of participation in social activities and environmental awareness on the family and the child” will be explained with examples.

The impact of digital environments on children will be addressed: In the courses, a separate program titled “digital education in the household” was created to emphasize the impact of digital environments on children. In this context, families will be told about their role in the conscious and safe use of technology. Information will be provided on the effects of digital environments on children, digital addiction and ways to prevent addiction.

Peer and friendship relations will also be explained: “Peer and friendship relations” lectures will focus on the positive and negative functions of peer groups, ways to improve and develop peer relations, and trainings for parents of children in need of special education.

Parents can apply for these courses through “e-yaygin.meb.gov.tr” and receive face-to-face training.

HEMBA Asynchronous Distance Education Courses

Within the scope of the Century of Türkiye Education Model, family education is also provided to parents through distance education. Distance education method.

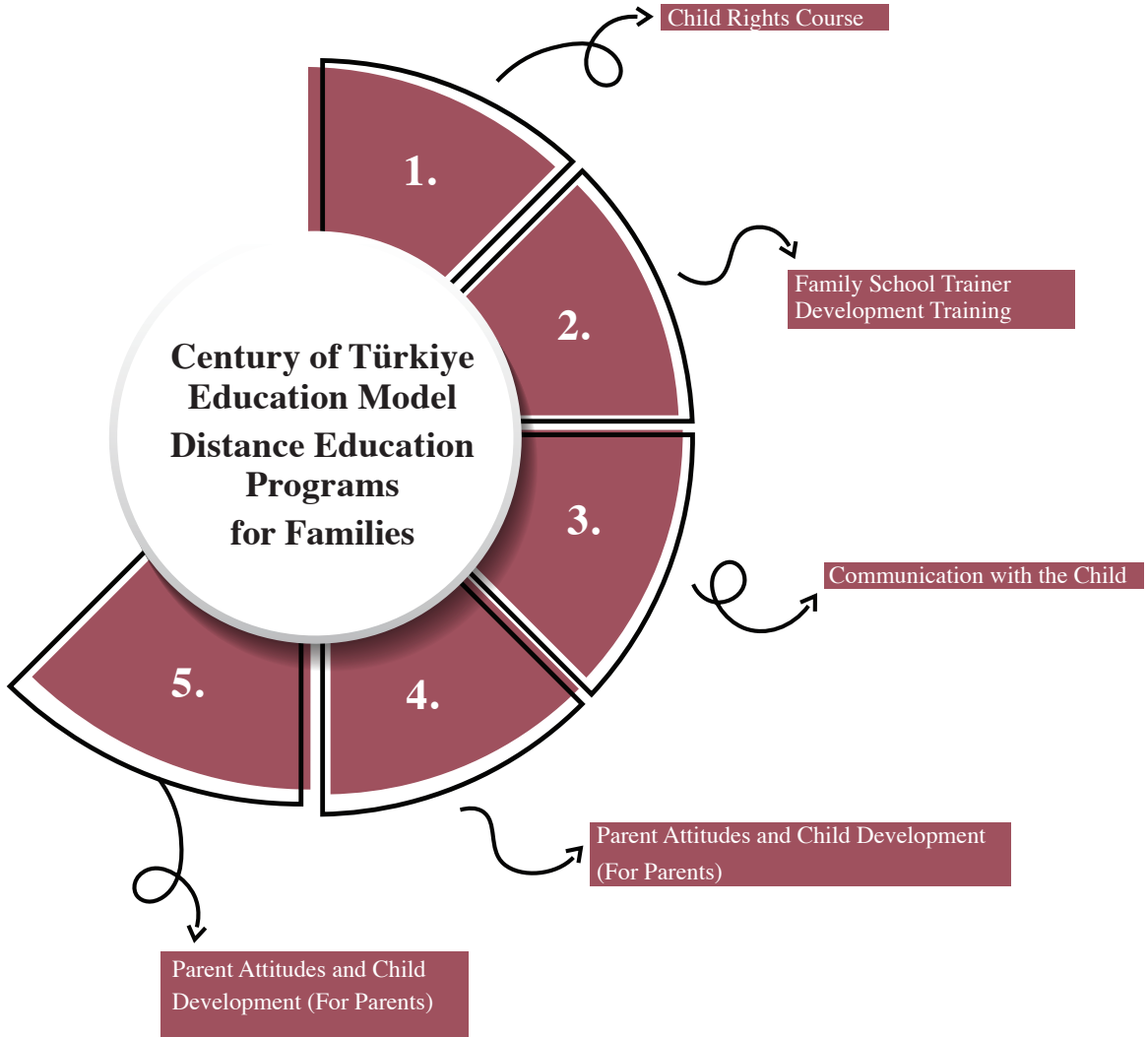


Figure 25: *Century of Türkiye Education Model Distance Education Programs for Families*

Velivizyon Platform Series

Parent education content is developed and published on the <https://velivizyon.meb.gov.tr/> platform to support parents in raising their children as successful and happy individuals. The active participation of parents in educational processes supports students' social, emotional and cognitive development and improves their overall school experience. In this context, the Ministry of National Education launched the "Velivizyon" project to strengthen communication between students, parents and schools. The content presented on this platform aims to raise the awareness of families in order to enrich children's social lives, deepen their world of thought and support their life skills. In addition, the Ministry of National Education the Century of Türkiye Education Model, which has recently been put into practice, aims to enrich education processes with this understanding by considering students holistically with their mental, emotional, physical, social and spiritual development aspects. With this model, it is aimed to raise wise generations who are moral and virtuous and who have adopted the ideal of doing what is good, right, beneficial and beautiful for their nation and humanity.

The Velivizyon platform features “My Family” series of 27 episodes of 10 minutes each with the slogan “Every Family is a School”. The “My Family” series on the Velivizyon platform includes episodes titled “Guiding with Knowledge”, “Accessing the Right Information”, “Being a Guide”, “Loving and Trusting”, “Giving Responsibility”, “Being a Mirror”, “Being an Example”, “Peace at Home Affects Success at School” and “Respect for Teachers”. The series “My Family” on the Velivizyon platform shows that TMM addresses many values and actions related to these values within the framework of “Virtue-Value-Action”. At the same time, the fact that values such as justice, family integrity, diligence, honesty, love, respect, responsibility, thrift and patriotism are covered in the episodes of the series shows that it aims to raise awareness about the importance of these values, especially among families and children. In addition, the series reveals the reflection of the family-child relationship in education through the efforts of families to be role models for their children and to contribute to the strengthening of family relationships. In addition, each episode of the series encourages important actions by parents, such as assigning small tasks and responsibilities to their children and supporting the child’s learning process. The episodes also emphasize kind and understanding behavior among family members, preserving family unity and creating opportunities to spend quality time, eating a balanced and healthy diet, and avoiding waste. Family education bulletins are also published on this platform.

Social Adaptation and Life Education (SLAE) Program

The 8-hour “Social Adaptation and Life Course Program” developed to facilitate the adaptation of all adult foreigners (17-65 years old) with legal residence rights to social, economic and cultural life in our country continues to be implemented through public education centers.

Digital Platforms for the Advanced Technical School for Girls: The Advanced Technical School for Girls Academy

The Advanced Technical School for Girls Academy YouTube channel, which was opened to meet the needs of people who are interested in traditional arts and crafts and who want to train themselves in these fields in order to reach wider audiences faster, includes 50 video content. The focus of the trainings on the channel is the historical process of the concept of design, the place of design today, interviews with artists and experts in their fields within the scope of the future in tradition - tradition in the future, as well as applications for various fields carried out in the workshops of Advanced Technical School for Girls.

Turkish Language Proficiency Exam (Türkçedil)

The purpose of the Turkish Language Proficiency Exam conducted by the Ministry of National Education the Directorate General of Measurement, Evaluation and Testing Services in e-Sınav centers is to assess the Turkish reading, writing, listening and speaking skills of foreign nationals over the age of 16 who learn Turkish as a foreign language and who want to certify their Turkish language skills in line with their personal development and professional needs. The questions in the exam were developed in accordance with the “Common European Framework of Reference for Languages” and the language proficiencies in the “Programme for Teaching Turkish as a Foreign Language” at the levels of A1, A2, B1, B2, C1.

The exam is conducted entirely electronically in language laboratories and e-Sınav centers designed in accordance with international standards, on computers assigned to the candidate. The Turkish Language Proficiency Test has received the Association of Language Testers in Europe (ALTE) approval (Q-Mark) and has registered its international validity.

ALTE's Q-Mark approval indicates that the Turkish Language Proficiency Exam has successfully passed ALTE's rigorous audits and meets 17 quality standards, including test design, administration, logistics processes, grading and classification, test analysis, and communication with stakeholders. Candidates who are successful in the Turkish Language Proficiency Exam are given an internationally valid result certificate.

Reforms in Teacher Training

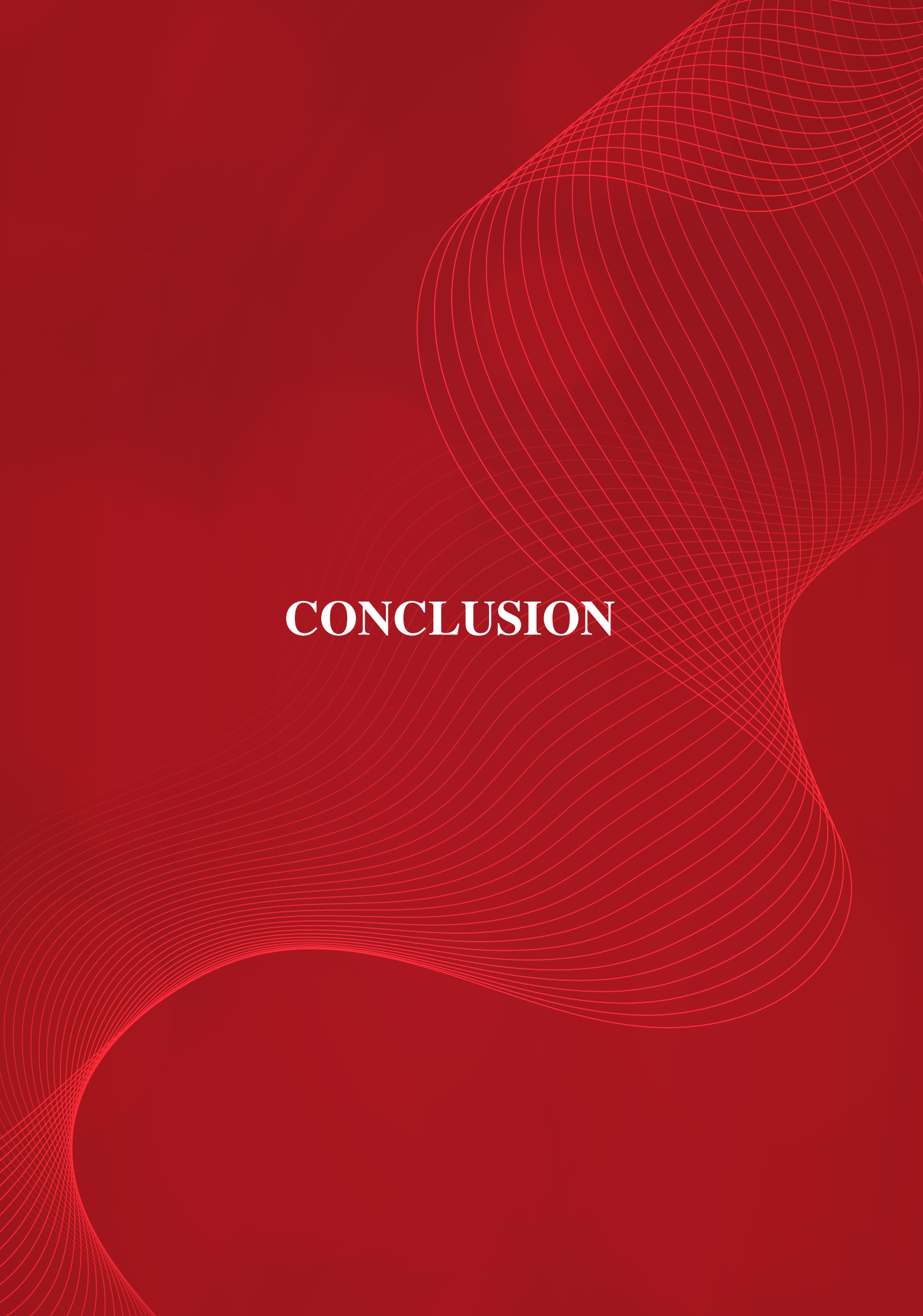
With the Law No. 7528 on the Teaching Profession enacted in 2024, important reforms were made in the teacher training process in Türkiye. Within the scope of the Law, the duties, rights and responsibilities of teachers and school administrators were defined by taking into account the unique characteristics of educational environments, regulations were made regarding career steps in the teaching profession, and National Education Academy was established.

The duties of National Education Academy can be summarized as preparing and implementing training programs for preparation for the teaching profession, preparing and implementing administrator training programs, preparing, implementing and evaluating training programs for the adaptation of newly appointed teachers to the profession, professional development of teachers, administrators and other personnel, advancement in career steps and promotion in office, and determining their professional competencies. In order to fulfill the duties of the Academy, it is planned to open training and practice centers in many regions of Türkiye.

As of September 1, 2025, those who will be employed as teachers in the Ministry of National Education will be selected from among those who have graduated from at least one of the higher education programs at the undergraduate level that constitute a source for the teaching profession and who are successful in the preparatory training to be given by National Education Academy. Preparatory training will consist of theoretical and practical courses determined within the framework of the teaching profession competencies, including the knowledge, skills, attitudes and values required by the teaching profession. Teacher candidates will be admitted to the preparatory training in line with the results of National Education Academy Entrance Examination (MoNE-AGS). MoNE-AGS will be conducted in 2 sessions: Academy Entrance Examination (AGS) and Field Knowledge of Teaching Test (ÖABT).

The duration of the preparatory education is four semesters. However, this period may be reduced to three semesters depending on the higher education program from which the prospective teacher has graduated. At the end of the preparatory education, 40% of the arithmetic average of the success grades in theoretical courses and 60% of the arithmetic average of the success grades in practical courses will be combined to determine the final success score for the teacher candidates' appointment.

Teacher candidates who successfully complete the preparatory training will be employed as contract teachers, similar to the current practice in Türkiye. The appointment of contracted teachers will be based on the success score of the preparatory training and will be made in line with the preferences of the teacher candidates. Contracted teachers will not be eligible for reassignment for three years, except for life safety and health excuses. During this period, there will be no candidate teaching process for teachers. Contracted teachers who have completed three years of service will be appointed to teaching positions where they work upon their request. Those who are appointed to teaching positions will not be able to be relocated for one year, except for valid excuses.

The background is a solid red color. Overlaid on this are several thin, light red lines that form a complex, wavy pattern. These lines are arranged in a way that creates a sense of depth and movement, resembling a stylized, flowing shape. In the upper right portion of the image, there is a grid-like pattern formed by these lines, which appears to be a perspective view of a grid that has been warped or bent. The overall effect is a modern, abstract design.

CONCLUSION

CONCLUSION

The Turkish education system has been undergoing a comprehensive transformation reform in recent years, influenced by developments both within the country and around the world. This process not only aims to improve the current state of education in Türkiye but also continually strengthens the institutional capacity and effectiveness of the country's education system. The progress achieved in education addresses today's needs and lays a solid foundation for building strong and sustainable education policies for the future. This book provides a detailed account of the current functioning and areas of development at every level of the Turkish education system, allowing for an evaluation of this transformation from a broad perspective.

At the core of this transformation in education lies the objective of building a structure shaped around the national values of the Turkish education system. The Century of Türkiye Education Model which has been put into practice, aims to place both the individual and national values at the center of educational policies—not only by focusing on academic achievement but also by addressing students' emotional, social, and moral development. This approach highlights the goal of equipping students with essential qualities such as responsibility, virtue, and social awareness, making it one of the central aims of this vision. In addition, the Century of Türkiye Education Model promotes the active involvement of families in the education framework and has been strengthened through innovative programs such as the Parenting School. These trainings aim to guide parents in taking a more conscious role in their children's development and cover a wide range of topics—from cultural values and digital awareness to effective family communication, and environmental consciousness. In this way, education creates a significant sphere of influence in schools and in students' broader environments.

Another dimension of the transformation in education is to facilitate the integration of young people into the labor market and thereby contribute to Türkiye's economic development goals. The Vocational and Technical Education Policy Document provides a strategic roadmap that restructures vocational education to meet the country's labor force needs and strengthens sectoral cooperation. The effective participation of young people in the labor market is a critical factor in ensuring sustainable development, and this policy significantly contributes to Türkiye's economic growth.

In line with the sustainable development goals in education, Türkiye has taken significant steps in recent years and has achieved remarkable successes. In particular, the progress made in access to education stands out as one of the most concrete indicators of this achievement. According to the Education at a Glance report published by the OECD in 2024, Türkiye has been the top-performing OECD country over the past twelve years in terms of improvement in the indicator measuring the proportion of children with access to at least one year of pre-primary education before entering primary school. While the participation rate was around 70% in 2013, it had reached nearly 100% by 2022. This success is highlighted as an exemplary policy implementation among OECD countries.

Another significant improvement Türkiye has achieved in access to education is the reduction in the proportion of children out of school at the secondary level. According to OECD, this rate, which was over 15% in 2013, has steadily declined, and Türkiye has made substantial progress in this area as well. The increase in access to and inclusiveness of education is a result of investments aimed at improving the quality of education. The teaching profession plays a decisive role in delivering quality educational services. Türkiye has significantly reduced the number of students per teacher over the past two decades, thereby enhancing the

quality of the teaching. Today, the student-to-teacher ratio is 18 in primary education, 14 in lower secondary education, and 13 in upper secondary education. In addition, Türkiye is one of the three OECD countries that do not face challenges in teacher recruitment.

While many countries across the OECD struggle with teacher shortages, Türkiye has overcome this challenge through systematic teacher training and employment policies. Unlike in many many other OECD countries, the rate at which teachers leave the profession in Türkiye is also quite low—another key factor contributing to the stability of the education system. Moreover, the annual teaching hours for teachers in Türkiye remain below the OECD average, which contributes to a more balanced distribution of workload.

These gains in access and quality are strongly reflected in Türkiye's performance in international assessments. According to the 2023 results of the TIMSS study, conducted every four years by the International Association for the Evaluation of Educational Achievement (IEA), Türkiye significantly improved both its scores and rankings in mathematics and science at the 4th and 8th grade levels. Particularly at the 4th grade level, the results serve as concrete evidence of Türkiye's achievements among European and OECD countries. Türkiye ranked 1st among European countries in 4th grade science and 2nd in mathematics. An even more striking aspect of this success is that Türkiye recorded the highest score increase in both subjects among all participating countries and among OECD countries. All of these indicators demonstrate that Türkiye is not only prioritizing access to education but also adopting a comprehensive approach that emphasizes quality—and is steadily advancing in this direction.

The steps taken to enhance the quality of education are not only aimed at improving the current condition but are also carried out in line with a vision that seeks to shape Türkiye's future. The policies, reforms, and best practice examples presented in this book demonstrate that the Turkish education system is progressing in a manner that aligns both with national values and contemporary educational approaches, and that it continues to achieve success on a global scale.

Finally, the approach of building education policies based on broad participation is one of the key factors behind the success of the Turkish education system. The transformation in education is achieved through a philosophy that requires the active involvement of all segments of society. Türkiye's success in education is shaped by a commitment to national values while also taking global trends into account. This transformation demonstrates that the education system will continue to play a central role in the country's development and preparation for the future. By demonstrating strong leadership in education at both the national and global levels, the Turkish education system will ensure that future generations grow up to be more empowered, more conscious, and better equipped individuals.

All of these developments demonstrate that the Turkish education system, which is comprehensively addressed in this book, not only seeks to solve today's challenges but is also shaped by a forward-looking vision. At the heart of this perspective lie the values that have built our civilization and have been carried by our nation for centuries. Core values such as justice, wisdom, compassion, kindness, honesty, diligence, helpfulness have become the guiding compass of our education system in the Century of Türkiye.

The understanding of education for the future is not limited to equipping individuals with knowledge; it also emphasizes inner integrity, social responsibility, and the ideal of being beneficial to humanity. In this context, the Turkish education system aims to raise virtuous individuals guided by moral values—wise

generations committed to upholding what is good, just, beneficial, and virtuous for both the nation and humanity. At the same time, individuals who can think critically, solve problems, and act with a sense of responsibility will adapt to the requirements and skills of the age, and will also become individuals who contribute to the advancement of our civilization.

The primary goal of education policies has been the production of knowledge and its application in life with a sense of responsibility. In this sense, knowledge is regarded as a means through which the individual fulfills responsibilities to themselves and to their environment, society, and humanity. The principle of equal opportunity in education reinforces the social dimension of this responsibility by ensuring that every individual has access to an equitable and fair learning environment. The Century of Türkiye Education Model is the concrete expression of this vision. Centered around the human being, the model aims to foster holistic development across mental, emotional, social, physical, and spiritual dimensions. It offers flexible and liberating learning environments that help individuals discover themselves and reach their full potential.

This forward-looking vision also highlights the richness of the Turkish language, its role in the construction of thought, and its significance in the transmission of culture—positioning Turkish as a foundational element within the education system. Enriched through interdisciplinary and transdisciplinary approaches, this model is based on the goal of raising individuals who are capable of competing on a global scale while remaining aware of their own identity and roots.

In conclusion, the Turkish education system is being restructured with a future-oriented vision that is value-centered, human-focused, and committed to fostering a strong national identity. Through its determined steps in education, Türkiye is assuming the responsibility to advancing its own society and to contributing to the construction of a civilization that can positively impact humanity on a global scale. In line with this vision, the Turkish education system moves confidently toward the future, continuing to raise generations that carry forward our nation’s civilizational heritage, enhance it, and offer it for the benefit of humanity.

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NOTES

This image shows a full page of blank, lined paper. It features approximately 28 evenly spaced horizontal red lines across its entire width, providing a guide for handwriting or typing. The paper itself is a clean, off-white color. There are no margins, text, or other markings present on the page.

NOTES

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