Republic of Turkey
Ministry of National Education

THE TURKISH EDUCATION SYSTEM

AND

DEVELOPMENTS IN EDUCATION

January, 2001
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   EDUCATION AND TRAINING
Our country’s education services are organised as to meet the needs of social life and modern age.

Turkish Education System has democratic, modern, secular and co-education characteristics. The aims of the system are to increase prosperity and welfare of Turkish citizens and society, to support and accelerate economic, social, cultural development in accordance with national unity and integrity, and to make Turkish Nation contemporary civilisation’s constructive, creative and distinguished partner.

Principles of Education Policy are determined as providing education that aims productivity in life and occupation in accordance with national structure, geography, culture and customs, preparing suitable education programmes and text books, establishing modern schools with scientific opportunities, providing materials required for education and forming the necessary management and training staff who can carry out education and training services at the highest level.

1.1 The Turkish National Education System is organised taking in to consideration the following;

A. Laws on Education and Training
B. Development Plans
C. Government Programmes
D. Recommendations of the National Education Councils.

A. Laws on Education and Training

The basic duties of the state have been determined in accordance with the Constitution of the Turkish Republic, the Basic Law of National Education no 1739, the Law for Unification of Education and the Law for Eight-year Compulsory and Uninterrupted Education no 4306.
B. Development Plans

In development plans, which are prepared every five years, the manpower needs of the country, manpower and employment relations, resources allocated to formal and non-formal education, distribution of these resources, measures for improving the quality of education and training are determined. Respective measures are implemented in co-operation with the related organisations and institutions under the overall co-ordination of the State Planning Organisation.

C. Recommendations of the National Education Councils

National Education Councils are the highest consultative and decision making bodies of the Ministry of National Education which was established in 1933 by Law no. 2287 in order to develop Turkish National Education system and to improve its quality, and they convene once every four years. These councils are scientific and participative meetings within the democratic framework.

Decisions taken by the representatives of different society sections are implemented after the approval of the authorities.

D. Government Programmes

Government Programmes are determined and implemented within the framework of the policies and strategies related to national education, the Constitution of the Turkish Republic, the laws regulating education and training and the Development Plans prepared every five year.

2. THE STRUCTURE OF MINISTRY OF NATIONAL EDUCATION

The Organisation of the Ministry of National Education has gained its current form according to the Law on Organisation and Responsibilities of Ministry of National Education no. 3797 on 30.04.1992 (Table 1)

Ministry of National Education consists of central, provincial, overseas organisations and affiliated establishments.
Central Organisation

Central organisation consists of Minister’s Office, Board of Education, Main Service Units, Consultancy and Inspection Units, Auxiliary Units and Permanent Committees.

Provincial Organisations;

Provincial organisations consist of Provincial Directorates and District Directorates of National Education.

Overseas Organisations;

Overseas organisations consist of Education Consultancy, Education Attaché and Turkish Cultural Centres.

Affiliated Establishments

Affiliated establishments consist of National Education Academy, General Directorate of Tertiary education Loans and Dormitories and General Directorate of Education Technologies.

3. SCHOOL SYSTEM

According to the Basic Law of National Education no 1739, The Turkish Education System consists of two main divisions: (Table 2)

a. Formal Education

b. Non-formal Education

FORMAL EDUCATION

Formal Education, in other words school system, is divided into four levels:
- Pre-school Education
- Primary Education
- Secondary Education
- Tertiary Education

3.1 Pre-school Education
Pre-school education is optional and covers children who have not yet reached the age of entry to primary education. The levels of pre-school education are:

- 0-36 months (0-3 year-old) Day Nursery
- 37-60 months (4-5 year-old) Kindergarten
- 61-72 months (6 year-old) Pre-school Class

At the end of the implementation period of the 7th Five-year Development Plan, schooling rate was 8.9% for pre-school education. It is projected that the schooling rate for pre-school education will be 16% in the coverage of the 8th Five-year Development Plan.

There were 251.596 students attending these schools in 1999-2000 academic year. The schooling rate for pre-school education was 9.4% and its proportion to total population was 4%.

### 3.2 Primary Education

Primary Education, which is free at all state schools, is for the education of children between the ages of 6 and 14, and it is compulsory for all.

“Primary Education institutions consist of eight-year schools. In these schools, uninterrupted education is provided and graduates get the primary education diplomas.” Primary education also provides a process which takes into consideration interest, desire, talent and vocational values in the direction of the objectives of Turkish National Education and contemporary education based on guidance.

The schooling rate of primary education, which was 83% at the end of 7th Five-year Development Plan, is aimed to reach 100% at the end of 8th a Five-year Development Plan.

As of 2000-2001 academic year there were 36.047 primary education schools, 10.289.233 students and 345.001 teachers in these schools.

The proportion of the number of students in primary education to total population is 16%.
3.3 Secondary Education.

Secondary Education covers general high schools, and vocational and technical high schools which provide at least three-year education for the graduates of primary education. The aims of secondary education are to provide the students with common general culture and to prepare them for tertiary education, life and vocational fields in accordance with their interests and talents through various programmes.

The schooling rate at this level is 36.6% for General High Schools, 22.8% for Vocational and Technical High Schools and the total schooling rate is 59.4%.

The total number of students in secondary education is 2,128,957, the proportion of this figure to the total population is 3.4%.

a. General High Schools

The aims of these schools are to bring up students as individuals who are acquainted with the problems of the society and who contribute to economic, social and cultural development of the country and to prepare them for tertiary education as well.

**GENERAL HIGH SCHOOLS**

*(2000-2001 Academic Year)*

<table>
<thead>
<tr>
<th>School Type</th>
<th>Number of Schools</th>
<th>Number of Students</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>1,553</td>
<td>987,457</td>
<td>46,025</td>
</tr>
<tr>
<td>Anatolian High School</td>
<td>413</td>
<td>202,872</td>
<td>11,352</td>
</tr>
<tr>
<td>Science High School</td>
<td>48</td>
<td>9,992</td>
<td>724</td>
</tr>
<tr>
<td>Anatolian Fine Arts High School</td>
<td>38</td>
<td>4,159</td>
<td>444</td>
</tr>
<tr>
<td>Multi-Curricula High School</td>
<td>142</td>
<td>30,042</td>
<td>2,206</td>
</tr>
<tr>
<td>Anatolian Teacher Training High School</td>
<td>91</td>
<td>32,958</td>
<td>2,124</td>
</tr>
<tr>
<td>Private High School</td>
<td>457</td>
<td>56,603</td>
<td>8,469</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,746</strong></td>
<td><strong>1,324,083</strong></td>
<td><strong>71,344</strong></td>
</tr>
</tbody>
</table>
b. Vocational and Technical High Schools

Vocational and technical high schools are the training institutions which train individuals for business and vocational fields and prepare them for tertiary education.

These schools are composed of:

1. Technical Education Schools for Boys
2. Technical Education Schools for Girls
3. Commerce and Tourism Education Schools
4. Religious Education Schools.

Total number of the students in these schools is 938,028, and the proportion of this figure to the total population is 1.3%.

I. Technical High Schools For Boys

The main aim of these schools, functioning under the General Directorate of Technical Education for Boys is to train qualified manpower required for the national industry.

### Technical High Schools For Boys

**(2000-2001 Academic Year)**

<table>
<thead>
<tr>
<th>School Type</th>
<th>Number of Schools</th>
<th>Number of Students</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Vocational High Schools</td>
<td>431</td>
<td>262,243</td>
<td>22,437</td>
</tr>
<tr>
<td>Technical High Schools.</td>
<td>278</td>
<td>24,106</td>
<td>207</td>
</tr>
<tr>
<td>Anatolian Industrial Vocational High Schools.</td>
<td>189</td>
<td>5,316</td>
<td>201</td>
</tr>
<tr>
<td>Anatolian Technical High Schools.</td>
<td>174</td>
<td>23,006</td>
<td>976</td>
</tr>
<tr>
<td>Multi-Curricula High Schools.</td>
<td>151</td>
<td>39,504</td>
<td>9,844</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,223</strong></td>
<td><strong>354,275</strong></td>
<td><strong>27,168</strong></td>
</tr>
</tbody>
</table>
2. Technical High Schools for Girls

Taken into consideration the needs of various regions these schools train qualified personnel who can understand, adapt, use and improve methods of contemporary science and technology and who can contribute to the family budget and country’s industry.

**TECHNICAL HIGH SCHOOLS FOR GIRLS**

*(2000-2001 Academic Year)*

<table>
<thead>
<tr>
<th>School Type</th>
<th>Number of Schools</th>
<th>Number of Students</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Boy</td>
</tr>
<tr>
<td>Anatolian Technical High Schools for Girls</td>
<td>1</td>
<td>166</td>
<td>47</td>
</tr>
<tr>
<td>Technical High Schools for Girls</td>
<td>34</td>
<td>361</td>
<td>50</td>
</tr>
<tr>
<td>Anatolian Vocational High Schools for Girls</td>
<td>180</td>
<td>25.495</td>
<td>4.332</td>
</tr>
<tr>
<td>Multi-curricula High Schools.</td>
<td>60</td>
<td>12.338</td>
<td>7.163</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>656</strong></td>
<td><strong>104.151</strong></td>
<td><strong>15.043</strong></td>
</tr>
</tbody>
</table>

3. Commerce-Tourism High Schools

These schools train qualified manpower who knows foreign language and who are required for public and private sectors in Turkey in the following fields: commerce, tourism, book keeping, computer, finance, marketing, banking, secretarial, insurance, exchange services, local administration, communication etc.,.
### COMMERCE-TOURISM HIGH SCHOOLS
(2000-2001 Academic Year)

<table>
<thead>
<tr>
<th>School Type</th>
<th>Number of Schools</th>
<th>Number of Students</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Commerce Vocational High Schools</td>
<td>318</td>
<td>186.957</td>
<td>94.951</td>
</tr>
<tr>
<td>Anatolian Local Administration Vocational High School</td>
<td>8</td>
<td>974</td>
<td>396</td>
</tr>
<tr>
<td>Anatolian Commerce Vocational High School</td>
<td>135</td>
<td>21.408</td>
<td>10.109</td>
</tr>
<tr>
<td>Anatolian Foreign Trade High School</td>
<td>8</td>
<td>1.301</td>
<td>593</td>
</tr>
<tr>
<td>Anatolian Secretarial Vocational High School</td>
<td>5</td>
<td>798</td>
<td>97</td>
</tr>
<tr>
<td>Anatolian Communication Vocational High School</td>
<td>10</td>
<td>1.766</td>
<td>596</td>
</tr>
<tr>
<td>Anatolian Cooking Vocational High School</td>
<td>4</td>
<td>551</td>
<td>512</td>
</tr>
<tr>
<td>Multi-Curricula High School</td>
<td>155</td>
<td>25.964</td>
<td>16.612</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>705</strong></td>
<td><strong>252.390</strong></td>
<td><strong>132.973</strong></td>
</tr>
</tbody>
</table>

4) Religious Education Schools

The religious education high schools are educational institutions which offer programmes at secondary education level that prepare the students both for tertiary education and for such professional positions as “imam”, preacher or instructor for Koran courses in accordance with Article 4 of the law on Unification of Education no. 430 and Article 32 of Basic Law of National Education no. 1739.
RELIGIOUS EDUCATION SCHOOLS
(2000-2001 Academic Year)

<table>
<thead>
<tr>
<th>School Type</th>
<th>Number of Schools</th>
<th>Number of Students</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Boy</td>
</tr>
<tr>
<td>Imam-Preacher High School</td>
<td>462</td>
<td>71,430</td>
<td>37,437</td>
</tr>
<tr>
<td>Anatolian “Imam” and “Preacher” High School</td>
<td>107</td>
<td>14,097</td>
<td>5,624</td>
</tr>
<tr>
<td>Multi-Curricula High Schools</td>
<td>31</td>
<td>6,093</td>
<td>3,845</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
<td>91,620</td>
<td>46,906</td>
</tr>
</tbody>
</table>

SPECIAL EDUCATION SCHOOLS

Special education is the training that is implemented in an environment which is suitable for the disabled children through the help of qualified personnel and special development programmes.

Special education covers children between the ages of 0 and 18 who show some differences from other children because of their physical, mental, psychological, emotional or social characteristics and can not, therefore, benefit from the regular education services.

Education of the disabled children is a subject of concern for the Ministry of National Education, according to the principle of “Equality of Opportunity and in Education”.
### SPECIAL EDUCATION SCHOOLS
#### (2000-2001 Academic Year)

<table>
<thead>
<tr>
<th>School Type</th>
<th>Number of Schools</th>
<th>Number of Students</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>Pre.School for Special Education</td>
<td>30</td>
<td>313</td>
<td>185</td>
</tr>
<tr>
<td>Primary Schools for the Orthopeadically Disabled Children</td>
<td>47</td>
<td>6.308</td>
<td>3.816</td>
</tr>
<tr>
<td>Primary Schools for hearing impaired children</td>
<td>14</td>
<td>1.105</td>
<td>705</td>
</tr>
<tr>
<td>Schools for the visually impaired children</td>
<td>5</td>
<td>195</td>
<td>140</td>
</tr>
<tr>
<td>Primary Schools for the Mentally Retarded Children</td>
<td>39</td>
<td>2.071</td>
<td>1.394</td>
</tr>
<tr>
<td>Multi Curricula High Schools for the hearing impaired</td>
<td>8</td>
<td>783</td>
<td>560</td>
</tr>
<tr>
<td>Vocational High Schools for the Orthopeadically Disabled Children</td>
<td>2</td>
<td>83</td>
<td>67</td>
</tr>
<tr>
<td>Training and Practising School</td>
<td>69</td>
<td>3.613</td>
<td>2.452</td>
</tr>
<tr>
<td>Vocational Education Centres</td>
<td>45</td>
<td>1.255</td>
<td>935</td>
</tr>
<tr>
<td>Vocational Education Centres</td>
<td>2</td>
<td>314</td>
<td>242</td>
</tr>
<tr>
<td>Science and Art Centres</td>
<td>8</td>
<td>115</td>
<td>56</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>269</strong></td>
<td><strong>16.155</strong></td>
<td><strong>10.552</strong></td>
</tr>
</tbody>
</table>

#### Private Education Institutions

Private Education Institutions cover various kinds and levels of private schools, courses and training centres which operate under law no 625. Those institutions carry on their activities under the supervision and inspection of the Ministry.
## PRIVATE EDUCATION INSTITUTIONS
### (2000-2001 Academic Year)

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Institutions</th>
<th>Number of Students</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Pre-School Education</td>
<td>699</td>
<td>16.231</td>
<td>8.522</td>
</tr>
<tr>
<td>Primary Education</td>
<td>718</td>
<td>186.268</td>
<td>102.878</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>482</td>
<td>58.058</td>
<td>32.193</td>
</tr>
<tr>
<td>General High School</td>
<td>457</td>
<td>56.603</td>
<td>31.208</td>
</tr>
<tr>
<td>Vocational-Technical High Schools</td>
<td>25</td>
<td>1.455</td>
<td>985</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FORMAL EDUCATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.899</td>
<td>260.557</td>
</tr>
<tr>
<td></td>
<td></td>
<td>143.593</td>
</tr>
<tr>
<td></td>
<td></td>
<td>116.964</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24.153</td>
</tr>
<tr>
<td>Private Courses 1.864</td>
<td>523.244</td>
<td>295.358</td>
</tr>
<tr>
<td>Private Courses 3.181</td>
<td>1.295.995</td>
<td>972.881</td>
</tr>
<tr>
<td></td>
<td></td>
<td>323.114</td>
</tr>
<tr>
<td>NON-FORMAL EDUCATION</td>
<td>5.045</td>
<td>1.819.239</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.268.239</td>
</tr>
<tr>
<td></td>
<td></td>
<td>551.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>39.320</td>
</tr>
</tbody>
</table>

Total 6944 2.079.796 1.411.832 667.964 63.473

## CLASSIFICATION OF PRIVATE SCHOOLS
### ACCORDING TO THEIR TYPE
#### (2000-2001)

<table>
<thead>
<tr>
<th>Schools</th>
<th>Number of Students</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>Private Turkish Schools</td>
<td>247.669</td>
<td>137.484</td>
</tr>
<tr>
<td>Private Minority Schools</td>
<td>4.253</td>
<td>2.064</td>
</tr>
<tr>
<td>Private Foreign Schools</td>
<td>8.197</td>
<td>3.809</td>
</tr>
<tr>
<td>International Schools</td>
<td>438</td>
<td>236</td>
</tr>
</tbody>
</table>

Total 260.557 143.593 116.964 24.153

*Private Turkish Schools* are primary and secondary education institutions opened by legal and real persons who are citizens of the Turkish Republic.

*Private Foreign Schools* are primary and secondary schools that are opened by foreign nationals and corporate bodies.
Private Minority Schools are primary and secondary schools opened by non-Muslim communities (Greek, Armenian, Jewish).

International Private Education Schools are opened either solely by individuals and corporate bodies with foreign nationality, jointly through partnership with Turkish nationals or by Turkish nationals or corporate bodies. Only the foreign students can attend these schools.

3.4 Tertiary Education

Tertiary Education institutions, which last at least two years, are based on secondary education. These educational institutions aim to meet the needs of the society’s qualified manpower for various levels in line with our policies in science.

Today, development level of the countries has been determined according to their level of education, science and technology.

Our main principle is to reach to the world standards of tertiary education both in quality and quantity.

We have had many significant quantitative developments in tertiary education since the foundation of the Republic. In 1933 Darulfünnun was transformed into Istanbul University. Such a development process has gained increasingly more impetus and so in the 1999/2000 academic year, the number of the universities reached 71. In these universities 1,464,740 students were educated. The schooling rate is 27.8%.

Furthermore, in other institutions such as Military Academy, Naval Academy, Airforce Academy, Gülhane Military Medicine Academy and Police Academies, 12,596 students were educated.
3.5 Non-Formal Education

Non-formal education, which forms one of the two main divisions of the national education system, covers education, training, guidance and applied activities outside the formal education system. It is for those individuals who have never been within the formal system, or who are currently at a particular stage of their education, or who have left their studies at any stage.

Non-formal education aims to teach adults how to read and write, to provide basic knowledge, to develop further knowledge and skills already acquired and to create new opportunities for improving their standard of living.

Non-formal education includes two main parts which are general and vocational-technical education.

**NON-FORMAL EDUCATION INSTITUTIONS**

*(Beginning of the 2000-2001 Academic Year)*

<table>
<thead>
<tr>
<th>Type of Institution and Centre</th>
<th>Number of Institutions</th>
<th>Number of Students</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Handicrafts School for Girls</td>
<td>439</td>
<td>94,462</td>
<td>339</td>
</tr>
<tr>
<td>Institute of Maturity (Further Training Institute for Girls)</td>
<td>12</td>
<td>2,606</td>
<td>311</td>
</tr>
<tr>
<td>Technical Training Centre for Adults</td>
<td>12</td>
<td>160</td>
<td>(*)</td>
</tr>
<tr>
<td>Vocational Training Centre (Technical Centre for Boys)</td>
<td>13</td>
<td>824</td>
<td>(**)</td>
</tr>
<tr>
<td>Public Training Centre</td>
<td>920</td>
<td>1,018,359</td>
<td>5,430</td>
</tr>
<tr>
<td>Apprenticeship Training Centre</td>
<td>342</td>
<td>218,576</td>
<td>4,840</td>
</tr>
<tr>
<td><strong>Private Training</strong></td>
<td><strong>192</strong></td>
<td><strong>5,297</strong></td>
<td><strong>956</strong></td>
</tr>
<tr>
<td>Training Application School</td>
<td>69</td>
<td>3,613</td>
<td>592</td>
</tr>
<tr>
<td>Vocational Training Centre</td>
<td>45</td>
<td>1,255</td>
<td>304</td>
</tr>
<tr>
<td>Job Training Centre</td>
<td>70</td>
<td>314</td>
<td>34</td>
</tr>
<tr>
<td>Science and Art Centre</td>
<td>8</td>
<td>115</td>
<td>26</td>
</tr>
<tr>
<td><strong>Private Education</strong></td>
<td><strong>5,045</strong></td>
<td><strong>1,819,239</strong></td>
<td><strong>39,320</strong></td>
</tr>
<tr>
<td>Private Courses (Non-formal type)</td>
<td>3,181</td>
<td>1,295,995</td>
<td>20,145</td>
</tr>
<tr>
<td>Private Courses (In support of formal education)</td>
<td>1,864</td>
<td>523,244</td>
<td>18,175</td>
</tr>
<tr>
<td>Vocational Courses (Opened according to the law no. 3308)</td>
<td>(**)</td>
<td>14,318</td>
<td>(**)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,975</strong></td>
<td><strong>3,173,841</strong></td>
<td><strong>51,965</strong></td>
</tr>
</tbody>
</table>

(*) It is shown in Industrial Vocational High School (Lycees)
Since these courses are provided by the Vocational and Technical Schools and by the non-formal institutions, the number of institutions and teachers are not given here.

4. WORK DONE BY THE MINISTRY CONCERNING EDUCATION AND TRAINING

4.1 Studies of Measurement and Evaluation

The main goal of the measurement of learning is not to measure failure, on the contrary it is to measure success.

The following items are taken in to consideration in the evaluation of the students’ achievement:

1. To improve written and oral skills,
2. To improve problem solving skill,
3. To provide citizenship education and consciousness.

Students’ social, cultural and sportive activities in and outside the school and the activities in the assignments and projects given to the students to direct them to research are evaluated taking in to consideration the type of school and the grades that are taken in exams in every academic year or during every semester. Report is given at the end of the semester or the academic year.

Furthermore;

While the evaluation of the achievement of students in lessons depends on examinations, the evaluation of the students’ behaviours and attitudes relies on the teachers’ observations. There is a co-operation between the school guidance services and families and such evaluations are reflected to the students’ reports as “Behaviour Grade”.

(* *)
4.2 Evaluation of Student’s Achievement

Students achievement at the first three grades of primary education is evaluated through classroom performance. Maximum two tests or written examinations can be applied at fourth and fifth grades for evaluation purposes.

At 6th, 7th and 8th grades, a minimum two written examinations and one oral examination are administered for each course. At the secondary level, the number of examinations cannot be less than three per term for the subjects taught for three or more hours per week, and cannot be less than two for those courses taught for one or two hours per week.

In addition to the examinations, students’ achievement is evaluated through their performance in projects, assignments, skill training in enterprises, training and education activities in and out of the classroom.

The teachers are responsible for preparing the examinations. The questions prepared by the teachers in the direction of objectives determined in the educational programmes, different attainment levels emerged with the evaluations depending classroom observations and general improvement of the students are recorded during the whole years of education and such documents constitute data for the related researches.

4.3 The Beginning and Ending Date of Academic Year

The academic year begins on the second week of September and ends at the end of the second week of June. It covers approximately the dates between 10th September and 20th June.

4.4 Period of an Academic Year

An academic year comprises of 180 working days. In Turkey total holidays are 185 days. These are summer, mid-term holidays, and national, religious festivals and also weekend holidays.
4.5 Weekly school hours

Number of the school hours (lessons) per week changes according to the type and level of the school. It is shown in the table below.

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Total Number of Lessons per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary School</td>
<td>30</td>
</tr>
<tr>
<td>High School</td>
<td>32</td>
</tr>
<tr>
<td>Science High School</td>
<td>Preparatory- 34-40</td>
</tr>
<tr>
<td>Anatolian Fine Arts High School</td>
<td>Preparatory- 38-40</td>
</tr>
<tr>
<td>Anatolian High School</td>
<td>Preparatory- 34-37</td>
</tr>
<tr>
<td>Anatolian Teacher Training High School</td>
<td>Preparatory- 34-40</td>
</tr>
<tr>
<td>Anatolian Vocational and Technical High School</td>
<td>45</td>
</tr>
<tr>
<td>&quot;Imam&quot; –Preacher High School</td>
<td>Preparatory- 35-36</td>
</tr>
<tr>
<td>Anatolian &quot;Imam&quot;-Preacher High School</td>
<td>Preparatory- 40-40</td>
</tr>
<tr>
<td>High school with Intensive Foreign Language Programme</td>
<td>Preparatory- 34-37</td>
</tr>
<tr>
<td>Anatolian Technical High School</td>
<td>41-45</td>
</tr>
<tr>
<td>Industrial Vocational High School</td>
<td>41</td>
</tr>
</tbody>
</table>

Pre-School: The education hours are between 08.00 and 18.00 as a full-time in kindergartens and practice classes. In such institutions education is continuous but there are also some institutions giving part-time education.

4.6 Number of Compulsory Teaching hours for the Teachers at Primary and Secondary Level of Education.

Kindergarten : 18
Primary Education : (1-5 classes): 25 ("class teacher")
Primary Education : (6-8 classes): 18 ("subject teacher")
High School : 15

4.7 The Beginning Age For Every Level of Education

* Pre-school

Day-nursery : 0
Kindergarten : 3
* Pre-school : 4-5
* Primary Education : 6-7
* High School : 15
* Tertiary Education : 18

After the compulsory education, people who wants to receive non-formal education can start such an education without age limit.

About 80% of our country’s total population have education opportunities. In 2001, the work about increasing this rate has been continued.

4.8 Teacher Training

The teacher training programs implemented in tertiary education consist of 62.5% subject area, 12.5% general culture, 25% pedagogic formation.

Furthermore, every teacher candidate takes practice lessons in the schools around his/her faculty. After the graduation, they work as trainees for one or two years according to their success. In addition to this, they are trained in courses organised by National Education Department of In-service Training.

4.9 Appointment of Teachers

Ministry of National Education determines the number of teachers who will be employed every year and it is announced by mass-media, and the appointments are carried out according to the applications.

4.10 Diploma and Certificates

In our country, there is no extra examination for the diploma at any levels of education. The diploma is prepared according to the evaluation of student’s average achievement throughout the education years and given to the student by the school.

In formal education system there is no private institutions giving general diploma examination throughout the country.

The diploma given by high school and its equivalent vocational school provides opportunity for entering the university. The diplomas taken from the
private schools that are opened according to the Private Education Institutions Law no. 625, are equivalent to the diplomas taken from the state schools.

The equivalency of education certificates taken from foreign countries is accepted within the framework of bilateral agreements signed with foreign countries. The equivalency of Primary and Secondary Education Diplomas is accepted by Ministry of National Education and the equivalency of Tertiary Education diplomas is accepted by the Council of Tertiary education.

Equivalency of education certificate throughout the country is accepted by Provincial Directorate of National Education. If there is a hesitation about the equivalency procedure, the opinion of the Board of Education is taken and according to it the procedure is carried out.

4.11 Acceptance to University

In our country, there is no extra maturity exam for the students who are graduated from secondary education in order to enter the university.

The diploma, which is given after the graduation from high school and its equivalent school, provides opportunity in order to enter the university, in addition to the diploma students have to take the entrance examination implemented centrally and nation-wide by the Student Selection and Placement Centre (ÖSYM) every year.

During the evaluation of this examination, the student’s choice of tertiary education programme related to the student’s branch of education is influential.

4.12 Education Programmes

The work of programme development is put into practice as presenting a continual and multi-directional process which includes the related objectives and the behaviours that will be acquired by the students.

Institutional co-operation and multi-participation constitute the base for the development of education programmes. In this process, after making decisions
The programmes aim to meet the needs of individual and society, to integrate theory and practise, to provide learner-centred education and detailed teaching, to emphasise the inter-disciplinary subjects, and to provide learning settings rich in experiences for the student. Furthermore, educational standards of European Union have been taken into consideration in the development of programmes.

While developing new programmes, the pedagogical and scientific data have been taken as the basis; in order to determine the educational needs of the students, views of students, teachers, parents, trainers, scientists and the programme developing professionals have been taken in to consideration. At the end, the information received is used to perform some work such as preparing and developing programs within the body of the Ministry by the Program Developing Commissions which are composed of scientists, professionals of branches in program developing, education director. Measurement and evaluation draft education programmes have been prepared by these commissions.

These program drafts are discussed at the Board of Education which is advisory and decision making body of MONE and after finalisation by the Board, they are submitted to the approval of the Ministry. After approval, education programmes are put into practice to be tested and developed.

4.13 The Examination Work on Educational Materials

The objectives redefined for the preparation, examination and evaluation of the “course books”, which are considered the most important materials among the educational materials, are given as follows;

1. Education science is an inter-disciplinary science. Education process in the classroom atmosphere includes the dimensions of sociology, culture, politics, psychology, economics, philosophy and education sciences. Therefore the specialist on each of these branches should work in co-operation to develop educational materials to be used in all learning settings. Because of this
reason, the specialists should work together to improve the quality of the textbooks regarding the following aspects:

- Scientific content
- Language and wording
- Educational design
- Visual design
- Measurement and Evaluation

The preparation of the textbooks is projected as a co-operative study of specialist group. Concepts in this study are redefined. Editor, writer, branch expert, educational and visual designer, language expert and others are considered as the professionals.

Before submitting the textbooks to the Ministry of National Education, there should be a quality control in the scope of “examination criteria” by the producer in order to lessen the number of books submitted for approval and select more qualified ones submitted to the MONE.

2. In order to contribute to learner centred teaching and individual learning, teaching kits contain the following:

- Textbook,
- Student’s Exercise Book,
- Guide Book for Teachers

3. In relation with the preparation of textbooks and program development, MONE will construct infra-structure which will enhance productive and co-operative work amongst the education units.

4. The continuity of using the books will be maintained unless the changes are made in education programmes.

5. In order to realise equality of opportunity and to support the economic use of national economic resources, opportunities for "Book Lending" will be provided.
4.14 FUTURE WORK ON EDUCATIONAL MATERIALS

4.14.1 Establishment of Supervision and Evaluation Commissions

Five commissions will be established to examine educational design, visual design, scientific content, measurement-evaluation, language and wording. The commissions will be formed by the experts of branches and academicians.

**Expected Contributions To the System:** The rumours that create troubles concerning the relationship between the commission members and the writer and publishers will be eliminated in the process of examination and evaluation.

4.14.2 Regulation on Textbooks

The regulation suggests the updating of the scientific contents of the textbooks, increasing the quality of the books and making these books attractive, organisation of personnel to prepare and examine the course books, accepting the learner-centred education principle as basis, performing the examination and evaluation process with objective criteria, classification and direction of the publishers towards specialisation in their fields, delivering textbooks as gratis and loan to the primary school students.

**Expected Contributions to the System:** The course books will provide more effective contribution to the desire for learning and development of personality of the students because the course books will be learner-centred and suitable to their interests and abilities. The preparation of the textbooks as full kits and durable, and the activity of book lending will provide quality books for the students and also will contribute to the national economy. By directing the publishing houses and education units towards specialisation in certain areas, the quality of the examination of the textbooks will be increased. The present complaints about the examination of the books will be removed.

4.14.3 Regulation on the Examination of the Educational Materials

It is projected to provide the examination of the educational materials and computer software objectively, to shorten the examination periods, to pay the
suitable salary to the people who examine the materials which are mentioned above for their work.

**Expected Contributions to the System:** As the examination of education materials will be performed by three specialists and the opinion of the related institutions will be taken, the introduction of the useless educational materials hindering contemporary thought will be prevented. The interests and abilities of the students will be improved without any pressure.

4.14.4 The Qualities of the Textbooks and the Examination Regulation Related to These Qualities.

It is projected that the examination of course books will be eased by improving objective examination criteria in the fields of educational and visual design of textbooks, scientific content, language, wording, measurement-evaluation; clarifying the qualities in relation with laws, Turkish language, wording, basic principles of the Republic, Atatürk’s Principles and Revolutions; determining the features of ideological content and commercial character.

**Expected Contributions to the System**

Objective evaluation of textbooks in conformity with general aims, specified by the Ministry of National Education, scientific improvements, basic principles of our Secular Republic and the principles of Atatürk, will support the development of children, provision of national consciousness and reservation and improvement of our culture, which is open to the scientific and contemporary improvements. Objective evaluation of textbooks will improve the quality of the textbooks, as well.

4.14.5 In-service Training

In-service training on the evaluation of textbooks will be provided for the teachers and academicians, who are assigned to study in the Commissions of Examination and Evaluation.
**Expected Contributions to the System** : Objectivity will be ensured in evaluation services. In bureau services quality of the studies will be improved and duration of the processes will be decreased.

4.14.6 Development of the Examination Criteria for Educational Software

Besides the emphasis on the importance of the learner – centred teaching and training, through self – learning and the improvement of educational technology materials, it is foreseen to develop the evaluation criteria of the software, the number of which has been increasing.

**Expected Contributions to the System** : Availability of educational software which are not suitable for students in terms of quality and content will be prevented and educational software directed to their abilities and interests , which will support the individual studies of the students, will be included in the system.

4.14.7 Documentation Bureau for Foreign Textbooks

As it was carried out in 1999 – 2000 Academic Year, textbooks of developed countries will be exhibited and the principals and methods of book writing and data processing will be explained in the Commissions of Book Writing

**Expected Contributions to the System** : Knowledge of the group of experts in book-writing will be improved, their vision will be developed and they will be directed to the fields of alternative book writing and methods.


It is necessary to inform students, teachers, educational institutions and parents about the conformity of the books and educational materials on which they have to make choice.

**Expected Contributions to the System** : Illegal publishing and distribution of the textbooks and educational materials will be prevented and they will cover knowledge, which is required by the related sections of the society.
4.14.9 Supervision of the Selected Course Books and Educational Materials in the Teaching and Training Institutions

Staff of the Ministry of National Education will make inquiries to see whether the textbooks and educational materials used are in conformity with the regulations in certain regions which are selected as pilot regions and they will carry out the necessary procedure for the inappropriate ones.

**Expected Contributions to the System:** Submission of illegally published books without the approval of the ministry to the students will be prevented.

4.14.10 Establishment of Research Laboratories for Educational Technology Materials

The Project on Research Laboratories for Educational Technology Materials, which is based on the principle of learner-centred education, has been carried out to provide the examination and evaluation of the software which has been used in the primary and secondary education and the number of these laboratories has been increasing day by day. Besides the experts, who are assigned in the Commissions of Computer-oriented Examination, there are also technical and educational experts. In the framework of the same project, in-service training of 20 personnel, who work in the laboratories, has been planned.

**Expected Contributions to the System:** Rational Examination and evaluation of software, which has been prepared for educational purpose in recent years, in parallel with the programmes, will be realised. Thus, students will have a better quality of educational materials, which will support them both in their group and individual work.

4.14.11 In-Service Training Project for the Staff Assigned for the Evaluation of Textbooks and Educational Materials in Scope of the Primary Education

The project, covering the training of 250 personnel, has been prepared by the Ministry of National Education. Studies will continue following the approval of the World Bank.
Expected Contributions to the System: The training will lead the rational examination and evaluation of the Educational Materials and Textbooks and bring about the use of computer-aided examination to have measures and establish the application of the computer-aided.

4.14.12 Research Project on Educational Materials and Software

Every kind of educational and teaching materials will be registered and numerical data for the quick access to the related data will be available on WEB safely.

Expected Contribution to the System: Quick access to the related data will be available on WEB safely. Besides, it will be possible to evaluate the studies in order to take measures for the future and make true planning by using the available numerical data.

4.15 Education on the Human Rights

Turkish Republic is a democratic, secular and Social State of Law. According to the law, teaching and training activities are based on the Principal of Separation of Powers.

According to the Constitution, the basic principals which have been approved on the teaching and training activities are as follows:

- All individuals are equal without any discrimination before the Law, irrespective of language, race, colour, sex, political opinion, philosophical belief, religion and sect or any such consideration.

- As it is stated in the law, all individuals have basic rights and freedom, which are untouchable, non-delegated, irrevocable, besides they have religious freedom, thought freedom, education and training rights.

- Depending on above mentioned Constitutional Rules, Basic Law of the National Education no. 1739, which has determined the general objectives and principles, was approved and put in force by the Grand National Assembly of Turkey in 1973.
By the Law, the main principals concerning the education of the individuals, right of education, provision of the equality of the opportunities on using these rights and regulation of democratic and secular education are determined.

4.15.1 Teaching and Training Activities Which Have Been Carried Out Related with the Human Rights are as follows:

1- Human Rights Week is one of the specific weeks and days, celebration of which is stated in the Regulation of Educational Activities for the Primary and Secondary Education Institutions

In this context;

In our schools, Human Rights Week is celebrated to improve the sense of inspiration and friendship, reinforce the peace among people and introduce related international institutions. During the week, students are informed about Human Rights and Democracy through panels and conferences. Activities are planned according to the level and conditions of the schools and students

2- One of the important principles of MONE is to preserve the international peace and friendship through the textbooks and other related educational materials

In this context;

It has been ensured

- to eliminate the ultra-nationalist and propagandist elements from the textbooks and educational materials

- to refine textbooks and educational materials from every kind of vindictive, hostility inspired, and humiliating statements and prejudice.

- to emphasis to take the concept of good-will and peace into the scope of the textbooks and importance of the national and historical developments within the framework of global and national history teaching.

- not to limit these studies with only history and geography books. If there are negative statements in other textbooks, elimination of them should be stated in the
text of bilateral and multilateral treaties, signed between/among our country and other countries

3- Boards of Students

Boards of Students have been established to provide student participation to the management of the schools, by Regulations and Directives, prepared according to the Basic Law of National Education.

Duties of the Board

a) To take measures for the adaptation of the students to the school and environment.

b) To support the establishment of an effective educational environment to increase the quality of education and training.

c) To deal with the problems of students and make efforts to solve them

d) To establish social activities such as cultural competitions, celebration of the local and national days etc., in corporation with the heads of the Educational Branch Activities in the schools.

These goals will be achieved by ensuring student participation into the school management and submission of views and recommendations to the related boards.

4 – Education on Citizenship and Human Rights

Democracy and Citizenship Education course has been included into the curriculum of the school to provide student adaptation and acquisition of democratic system of idea and citizenship consciousness.

In the scope of Eight-year Compulsory Education, put into implementation in 1997 – 1998 academic year, “Citizenship and Human Rights Education” course has been added to the curriculum of the students attending 7th and 8th classes in primary schools to ensure student acquisition of citizenship consciousness and democratic behaviours.

Besides, in order to provide student awareness and realisation of their own and other citizens’ rights in the society, in the scope of human rights and freedom
concepts, “Democracy and Human Rights” elective courses have been included in the curriculum of the third classes in high schools.

The courses cover the units below:

- Common heritage of humanity
- Human rights
- Ethic and human rights
- Basic Rights and freedom (7th grade)
- State, Democracy, Constitutional rights and responsibilities of citizens
- Preservation of human rights
- National security and power
- Problems faced in the preservation of the human rights (8th grade)

Democracy and human rights course, which has been put in the curriculum of the third grade of the high schools in 1997 – 1998 Academic Year, covers the units below:

- Human rights, Law and State
- Democracy as a way of living and administration
- Human Rights and Preservation
- Human Rights and Democracy

The basic aims of the “Democracy and Human Rights” and “Citizenship and Human Rights” courses are as follows:

- To furnish individuals with respect of the human rights, stated in the constitution and the Basic Law of the National Education.
- To enable students to gain the awareness of the rights of all people in the society and themselves and help them to preserve and apply these rights.
• To have the students understand their own rights and freedom, have awareness of their own rights and rights of other people in the society, and also have them preserve and realise the rights.

• To bring up all students as individuals who are conscious of duties, capable of reasoning freely respectful to the human being and able to adopt the values of social life.

• To bring up the students as creative, constructive, productive, tolerant, modern and expressive individuals.

4.16 Foreign Language Education


According to the above mentioned regulations:

Foreign Language Courses are compulsory in the secondary education institutions. Official and private educational institutions, which are in the scope of the secondary education, have various approaches in the field of foreign language education.

Various Applications in the Foreign Language Teaching are as Follows:

- Schools carrying out normal foreign language teaching.
- Schools with Intensive Foreign Language Programme
- Schools Using Foreign Language as the medium of instruction for some courses

Foreign Language teaching starting with the fourth grade, has been included in the curriculum of Primary Education in 1997 – 1998 Academic Year according to the Resolution, no. 144, dated 17.09.1997, by the Board of Education.

According to the Resolution of the Board of Education, dated 30.03.2000, numbered 32, it has been adopted and put into power in 1997–1998 Academic
Year, that children between the ages of 5-6 (pre-school), and students attending 1st, 2nd and 3rd grades of the primary education will be offered the opportunity of having foreign language activities.

Students attending the 6th, 7th and 8th grades of the primary schools will have their laboratory activities and science courses supported by foreign language.

In this context; a second foreign language course has been included into the curriculum of the primary education from the beginning of the 6th grade.

4.17 Eight – Year Compulsory Education

The Law concerning eight-year compulsory primary education was adopted and put into force by the Turkish Grand National Assembly in 1997. In order to activate the ‘Project for Globalisation in Education 2000’ legal Regulations have been put into implementation aimed at establishing a modern system of primary education.

The main policies of the project are mentioned below:

- To reach 100 % schooling rate
- To end the integrated class application gradually
- Gradually lessen the number of student per classroom by 30
- Transition to normal education from double-shift education
- To increase the quality of primary education

In order to achieve the above mentioned goals, the policies below has been determined

- To increase the number of schools and classes
- To spread the Distance Primary Education
- To increase the boarding capacities of the Primary Education District Boarding Schools and Primary Education Schools with Pension
- To meet the needs of poor students
- To establish a modern infrastructure in the schools
• To equip the schools with tools and equipment suitable for the requirements of modern life

Planning studies in terms of programme, educational materials, construction and foundation and equipment have been conducted in the Primary Education District Boarding School and Primary Education Schools with Pensions by taking into account the rates of increase in the number of students, in parallel with the targets and policies identified.

4.17.1 Increase in the Number of the Students

An increase of 373,953 has been provided in the number of students in the 2000-2001 Academic Year (except for the students in the open primary schools) when it is compared with the number of students in the previous year.

The increasing rate is 4% in general scope of Turkey, 15% in Van, 10% in Diyarbakır and Kocaeli, 13.2% in Hakkari, 9% in Mardin, 13% in Şırnak and Bitlis and 8% in Sakarya.

4.17.2 Weekly Timetable

Weekly timetable of primary schools has been re-arranged as follows

• 30 hours for seven various lessons in the 1st, 2nd, 3rd grades,
• 30 hours for eleven various lessons in the 4th and 3rd grades,
• 30 hours for twelve various lessons in the 6th, 7th grades,
• 30 hours for thirteen various lessons in the 8th grades,

In this scope;
• two-hour foreign language course starting with the 4th grade has been included into the curriculum
• Individual and group activities, which are not evaluated with marks, has been included into the curriculum of the 1st, 2nd, and 3rd grades, (3 hours per week) in order to ensure that the beginner students to have cultural and
educational activities, taking into account their individual differences and states.

- According to the Traffic Law, traffic and first aid courses have been added to the curriculum of the 6th and 8th grades,

- In order to equip students with citizenship consciousness and democratic behaviours, Citizenship and human right education has been included into the curriculum of the 7th and 8th grades, (1 hour per week)

4.17.3 Work regarding the curricula

Parallel with Eight-Year Primary Education, courses and their duration have been rearranged.

4.17.4 Publications and Documents

According to the Protocol, signed between the universities and Ministry of National Education, a handbook on Efficient Teaching and Learning for teachers in primary education, has been prepared in 12 modules

- Formation of education
- Learning products and teaching
- Measurement and assessment in the primary education
- Turkish language teaching
- Teaching of pre-reading and writing
- Teaching of mathematics in primary education
- Teaching of Science in primary education
- Teaching of Natural and Social Sciences
- Music education in primary schools
- Art education
- Sports and physical education
- Pre-school education
Prepared teaching materials were introduced to 3000 primary education inspectors, who have attended the seminar on Active Learning and Use of Teaching Materials. Besides 40,000 brochures have been published and delivered to the schools to introduce the textbooks to the directors and teachers of all primary schools.

Distribution of Efficient Learning and Teaching handbook for the teachers in the primary education (two sets for each school) has been planned and its technical contract has been prepared after the approval of the World Bank. Publication of the handbook is at the stage of tendering.

Guide books, which serve as a guide for teachers in educational-training methods, practice and evaluation, are distributed free of charge to the primary schools, primary school inspectors, teacher houses, the libraries of provincial and sub-provincial directorates of national education. These books cover the following subjects:

- Classroom management,
- Turkish Language Education,
- Maths Education,
- Social Sciences Education,
- Science Education,
- Foreign Language Education in primary schools

The following textbooks are distributed free of charge for children of poor families:

- Starting to Read
- Turkish Language
- Maths
- Natural Sciences
- Social Sciences
- Science
- Citizenship and Human Rights
- Traffic and First Aid
- History of Revolution and Kemalism
Natural Sciences for integrated classes

Physical capacity has been increased by over 80%, and a great number of classrooms have been opened to service by allocating from educational aid fund provided with law no. 4306.

The construction of "regional boarding schools" and "primary schools with pensions", and education through transportation (education given in a centre village or town, by transporting the students from small centres) have been given priority and all allocations have been fulfilled as required.

As a result of the collaboration among the MONE, individuals, institutions and foundations, the construction of many classrooms and schools have been accomplished, and such studies are being carried out increasingly.

Architectural projects for School buildings in conformity with construction technologies have been developed by collaborating with architecture faculties of the universities.

With this project, it is projected that:

- schools will be open to the environment, a centre of social, cultural and sportive activities,
- schools will be available for the use of physically disabled children
- schools will have 30 students per classroom.

In order to meet the need for teachers, assignments for the required positions have been carried out.

4.17.5 Orientation Activities

In order to accomplish the orientation of primary school students according to their interests, professional values and success; the following documents were prepared, printed and presented to related persons.

**Improving Social Skills in Primary Schools (Teacher and Parent Hand-Books)**

- Academic self-concept Parameter
- **BILDEMER** Computer-Aided Occupation Guide
- Group Guidance Curriculum and Practice Guide
- Group Guidance Hand Book
Our goal within the implementation process of ongoing, compulsory primary education is to achieve Atatürk's objective of taking our country and nation beyond the level of contemporary civilisation.

As we all know, our nation, with all its means, is sincerely supporting the law no. 4306, which was accepted to provide required financing for the mentioned studies.

4.18 Restructuring Secondary Education System
Within the scope of compulsory primary education reform; the evaluation commission, organised at MONE, has taken the decision related to restructuring vocational and technical education extensively in the body of secondary education as a basis and the studies have been carried out in this respect to restructure vocational education extensively in the body of secondary education, diagnose problems, create solutions for these problems by taking into consideration our country's needs and the body of education system.

Within the scope of restructuring process, the following matters form the basis for the studies:

♦ Re-definition of the objectives of secondary education system, and changing it into a democratic, multi-purpose structure depending on competency and providing efficiency in the use of resources.
♦ Assessment of the quality of prep classes which are prerequisites for some schools,
♦ Planning the system by taking into consideration 11-12 years compulsory education which will be put into practice near future,
♦ Avoiding extreme diversity of institutions within Vocational-Technical Education, meeting these diversities through educational programs.
♦ Selecting students according to the required characteristics of the profession in vocational education program entrance,
♦ Reviewing the educational programs of vocational-technical education in accordance with the requirements of information and technology age, considering the subject through the aspects of information, technology and
practice and getting rid of the traditional approach which aims intensive skill training only in one profession,

♦ " Getting rid of the program approach which isolates General Education from technological environment, including technology education in the body of education system from primary to tertiary education, considering the utilisation and management of materials and other resources in the scope of technology education,

♦ " Organising elective courses so that they help students to develop their interests and abilities, support their main fields of profession and introduce vocational-technical educational programs,

♦ " Reorganising transfer to tertiary education and restructure present central and provincial organisation.

4.19 Technology-supported Education

Within all levels and types of educational institutions affiliated to the MONE, it is aimed to increase the quality, student achievement, and competencies and professional skills of the administrative personnel and the teachers, to realise more effective and efficient use of resources, and to help effective use of the technology in education institutions of all levels and types.

Due to the objectives put forward with the ‘Project for Globalisation in Education 2000’, MONE has aimed to provide continuous education opportunities for all and everywhere by establishing "learning centres" and summarised the framework of its national objective and policy in information technologies as keeping pace with the information age, educating people as individuals thinking global acting local to become ‘information society’, supporting every level of education system with technology education, and increasing the competitiveness of our society.

Accordingly, Internet Service Provider has been set up at MONE Data Processing Centre, and MONE WEB pages have been developed on the computer. Through this site, open education students can learn their test results,
and the recent state of teacher designations can be seen. (Services such as e-mail is provided through internet.)

Some services such as producing, improving or adapting all kinds of audio visual and numerical educational materials, services related to public and private placement and graduation tests which are carried out through central system, and data processing activities of MONE's units of central and provincial organisations are carried out to be used in formal and non-formal education in the field of educational technology, considering the long-term contribution of Information Technology materials, which are to be used in creating, directing, presenting and sharing information.

In this context work has been realised regarding following areas:

♦ Improvement and application of interactive distance education systems besides the production of educational television and radio programs and audio visual cassettes for the individual use.

♦ Implementation of formal and private placement, graduation and promotion examinations organised centrally.

♦ Fulfilment of tasks and services related with information process for central and regional organisations of MONE.

♦ Preparation, production and broadcasting of radio and television programs to increase the educational and cultural level of people in GAP (South-eastern Anatolian Project) region.

Seminars -for the use of information technologies in education- to teachers, school directors, deputy directors of provincial national education directorates, inspectors; computer literacy courses for MONE personnel and software and hardware courses for teacher trainers have been provided in order to use computer and computer based products in daily life, teach the use of computer in schools, bring together educational concepts with technology education and technology support.
4.20 A New School Concept

Increasing the quality in education brings about a new understanding of school as well. The learner centred model requires a new school development structure which renews itself continuously with the participation of everyone. In order to establish such a structure the ‘Regulation on Education Regions and Educational Boards’ has been issued and put into progress. In direction of the basic objectives of national education, this regulation aims the following:

- To ensure that educational institutions complement each other and function as a whole,
- To determine the educational regions where the respective schools receive students from, and the central schools in the regions where the population density is low,
- Productive and efficient use of personnel, physical capacity, and educational equipment,
- To provide the contribution of the internal and external actors including the representatives of voluntary organisations, private sector and local administration, and to ensure their participation in decision making process and school administration
- Application of democracy culture in life
- Co-operation of the academic environment and school in all aspects of life,
- Transformation of educational institutions into ‘information centres’ accessible by all,
- Guidance and orientation of students in accordance with their demands, interests and abilities,
- Promotion of educational institutions to ensure the balanced distribution of students to various schools,
- To ensure the quality of education by applying the national and international standards regarding the personnel, buildings, and equipment in each education region.

Democracy and participation in the education system will be attained with the application of Education Regions. As a result educational institutions will complement each other and thus existing resources will have been used
efficiently. Furthermore, teachers will become headmasters not only in one school but also in an education field.

`Student Boards` and `Boards of Heads of Subject Teachers` in each school and `Boards of Regional Consultancy` in each region have been established in this process to be able to increase the effective participation of the students, teachers, parents local administration and representatives of civil society and foundations in the decision making process.

In the framework of the directive, 1,899 education regions have been established throughout Turkey, and the councils which have been formed in these education regions have started to work.

4.20.1. School Improvement Model

Due to the new emerging demands, schools have been transforming into more complex structures in order to increase student achievement, improve the quality of education, and meet the educational needs of the students. A new `School Improvement Model` has been adopted to realise this transformation in a planned manner and to keep pace with continual changes of the developing school structure.

In order to provide quality in education, it became a requirement to ensure the contribution of universities, all sectors serving the educational sector, and particularly the parents in the improvement of schools. It has been aimed to reach better conditions in schools, by sharing responsibility and working co-operatively within the `School Improvement Model`. This model has been implemented in Curriculum Laboratory Schools and will be expanded to other schools throughout the country.

4.21 Work on Non-formal Education

MONE has made rearrangements regarding the objectives, curricula and the structures of the school system. Within the context of lifelong learning, attaching priority to the development, expansion and restructuring of the non-formal education and training system.
Within 16 non-formal education institutes affiliated to MONE, services in various quality and quantity are offered to people from all age groups.

4.21.1. Work on Public Education

Educational activities organised out of formal educational institutes are carried out mostly in 920 adult education centres. These centres offer the following educational services to citizens of various ages and education levels;

♦ " Literacy training courses,
♦ " Vocational courses,
♦ " Socio-cultural courses,
♦ " Socio-cultural workshops

In 2000;
♦ " 690.200 citizens, 526.300 of whom are female and 163.800 of whom are male, attended 37.300 vocational courses.
♦ " 225.200 citizens, 88.400 of whom are male, 136.700 of whom are female, attended 9.600 socio-cultural courses.
♦ " 102.900 citizens, 66.600 of whom are male, 36.200 of whom are female, attended 4.500 literacy training courses, and became literate.

4.21.2 Work on Apprenticeship Training

Apprenticeship training includes the training of children and young people in secondary education age, who completed primary education but cannot go on their education in an upper level or who are outside the formal education because of various reasons. The ones who completed 14 and not older than 19, of whom finished at least primary school, can go on with the apprenticeship training. Training in 89 branches of profession are offered in all provinces, in accordance with the law.

As a result of the arrangements in accordance with the Apprenticeship and Vocational Training Act, Vocational Training system has mainly three settings: Formal Vocational Training, Apprenticeship Training and Vocational Courses.
Individuals working in a profession in the context of the act and signed the apprenticeship contract can enjoy the full rights as a trainee and during the course their insurance premium is paid by MONE within the budget in accordance with Law dated 1475, no:33, as being half of the minimum wage appropriate with the age of trainees.

4.21.3 Work on Distance Education

Distance education services are offered in order to provide equal learning opportunities for all and support the education provided in primary, secondary and tertiary education institutions. Open primary school (OPE), open high school (OHS) and vocational and technical open school are included in distance education services.

4.21.3.1 Open Primary School

The implementation of open primary school was initiated in 1997. In this way, in accordance with the Eight-year Compulsory Education Law, former primary education graduates who remained out of the education and training system have been given a chance to complete the eight-year primary education through distance education.

4.21.3.2 Open Education High School

Open education high school provides service for the students who cannot attend formal education institutions offering face-to-face education, who are out of formal education age due to lack of opportunity, who want to transfer to open high school while continuing to formal high schools.

4.21.3.3 Open Vocational and Technical Education School

Open vocational and technical education school aims to provide training for those who have completed primary education but for various reasons have not had the chance to take vocational education, and to provide vocational knowledge and skills for those who have not been able to continue higher education, by implementing distance learning including face-to-face education programmes when needed.
4.21.3.3 OPEN VOCATIONAL AND TECHNICAL EDUCATION

In 2000-2001 Academic Year:

- The number of students who attended the open primary education programme is 137,847.
- Total number of students in the open high school programme is 368,100, 330,800 of whom are in the general secondary education programme and 37,200 vocational education programme.
- 37,200 students are in the open vocational and technical education programmes. Distribution of them is shown as follows:
  - 60% of the students is in the vocational industrial high school,
  - 8% is in the vocational high schools for girls,
  - 23% is in the commerce vocational high schools,
  - 9% is in the “imam” and preacher high schools.

4.22. Some Educational Researches

The Researches on Vocational and Technical Education

The studies on the four subjects mentioned below have been completed to provide more efficient intersectoral dialogue in Vocational and Technical Education. These studies have been done within the framework of the activities of ‘Project on Sectoral Dialogue of Vocational Education in Turkey’ which is implemented with the co-operation of German Technical Co-operation Institution and under the co-ordination of State Planning Organisation. The research results on these subjects – Analysis on Teaching Methods and Materials used in Technical and Vocational Education, Employment and Training of Teachers and Students in Technical and Vocational Education, Education and Teaching Programmes, Educational Management and Organisational Development in the Institutions on the subjects of Vocational and Technical Education – were published under the title of ‘A Brief Synthesis Report’ and gathered in five books.
Research on Monitor Training

The research aimed to evaluate the effectiveness of the supervisory training seminars which have been provided since 1963 by the Ministry of National Education for the master workers in order to enable them to train the other workers.

The research began on 15.05.2000, and ended in 15.01 2001.

The Need of Tourism Sector for the Qualified Manpower and The Research of Tourism Education

The aim of this research is to determine the manpower need of the tourism sector, to determine the qualification degrees of the charged teachers, to investigate the employment situations of the graduates.

The research began on 04.04.1999, and ended on 05.10.2000.

The Effect of the Social Skills Training on the Improvement of Social Skills of Primary School Students

It was a research that would examine the effects of social skill education programmes developed by a researcher taking into consideration the principles of social learning approach on the improvement of social skills of primary school students. The research began on 07.06.1998, and ended on 16.06.2000

The Evaluation of the Educational Programmes in which the Foreign Language is used as the medium of instruction in Anatolian High Schools, and the Evaluation of Total Quality Application

This research aimed to make the students, parents, teachers and other educational circles to put forward their views and to evaluate the recommendation decision of ‘teaching the foreign language effectively instead of using the foreign language as the medium of instruction’, which was stated in the 7th Five-Year Development Plan on the preparation of Foreign Language Regulation and taken in the 16th National Education Council, with a scientific approach.

The research began on 25.05.1999, and ended 11.08.2000
Proposal on the Orientation Model in Education

In this study, an applicable model proposal was prepared to provide progressive points of view related with the effectiveness of the services and describing the current situations of orientation services.

This research began on 05.05.2000 and ended on 15.08.2000.

Survey on the Relation Between the Language Improvement And Reading Skill of the Turkish Children attending Kindergarten in Germany and Turkey, aged between 60-70 months.

The aim of the research was to explain the influences of the independent variations such as sexuality, number of siblings, the attending period of pre-school, the staying period in Germany, educational levels, professions and ages of parents, the languages spoken in the family. The sample children partaken in this survey were 5-6 years old Turkish children attending kindergarten, living in Germany and Turkey.

This survey began on 15.07.2000 and ended on 25.10.2000.

Evaluation of The Curriculum Development Studies in the MONE

The aim of the research was to evaluate the way how the development process was handled, conformity of the studies executed by the commissions with the principles of curriculum development, and to determine if there were any differences between the curriculum development studies of the commissions of Central Organisation and the Local Units.

This search began on 11.10.1998 and ended on 09.11.2000.

Performance Evaluation of the Teachers and Records

This survey has been carried out in order to form an evaluation model which depends on scientific measures and methods, to prepare a confidential records and to evaluate teacher performance in primary schools; and to determine the offers and recommendations of provincial directors and assistants of National Education, district directors of National Education and directors of schools, branch teachers, inspectors, class teachers who work in primary education schools. This survey focused on insufficiency of the records in use to evaluate the teacher
performance and thus a new model for performance measurement basing on survey findings was developed.

This research began on 05.01.1995 and ended on 31.01.2000.

**The Problems Faced by the Parents in Participation in School Activities and an Alternative Model for Ensuring Participation**

This survey was carried out to determine the problems faced by the parents in participating in the education of children in the school and develop an alternative model to tackle the problems faced. This new model provides a democratic platform of decisions about children education. These decisions, are shared by both sides who have responsibility in children education.

This survey began on 05.01.1998 and ended on 31.01.2000.

**Supportive Research**

The researches needed by the MONE are done in co-ordination with the universities.

174 researches have been carried on in the field of education.

The Ministry of National Education supports Master and doctorate students, lecturers in Universities for their researches on the educational subjects determined by the Ministry of National Education.
### 4.23. Projects

<table>
<thead>
<tr>
<th>Name of the Project</th>
<th>Relevant Institution</th>
<th>Beginning and Ending Dates</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of technical and vocational education (METGE)</td>
<td>Technical Education For Girls</td>
<td>1993-2003</td>
<td>To ensure that vocational and technical training Institutions reach the modern and contemporary level</td>
</tr>
<tr>
<td>School twinning</td>
<td>Various countries</td>
<td>1994-</td>
<td>Development of Vocational training of Students who came back to Turkey from foreign countries and students who want to be trained in the field of Hotel Management and Tourism</td>
</tr>
<tr>
<td>To improve the Highway Roads Traffic Security</td>
<td>World Bank</td>
<td>1996-2002</td>
<td>The most important point about traffic is to educate people.</td>
</tr>
<tr>
<td>South East and The Mediterranean Sea Project (SEMEP)</td>
<td>UNESCO</td>
<td>1996-2016</td>
<td>To develop the international Consciousness of environment.</td>
</tr>
<tr>
<td>Social Aids</td>
<td>Foundation of Social Aid and Solidarity</td>
<td>1997-</td>
<td>To ensure the school attendance of 6th grade students of families with low income.</td>
</tr>
<tr>
<td>Education on Teeth and Mouth Care</td>
<td>Eczacibaşı-Sanipak, Istanbul University-Faculty of Dentistry</td>
<td>1997-2001</td>
<td>To train teachers and students on teeth and mouth care</td>
</tr>
<tr>
<td>Child Education and Development</td>
<td>UNICEF</td>
<td>1998-</td>
<td>To develop alternative policies in order to expand pre-school services.</td>
</tr>
<tr>
<td>Struggling with drug addiction</td>
<td>Prime Ministry, Institution of family researches</td>
<td>1998-2000</td>
<td>To keep away youth from cigarettes, alcohol and drugs.</td>
</tr>
<tr>
<td>Name of the Project</td>
<td>Relevant Institution</td>
<td>Beginning and Ending Dates</td>
<td>Aim</td>
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<tr>
<td>TIMSS-R 3rd International Research on Maths and Science</td>
<td>Unit for Educational Research and Development</td>
<td>1998-2000</td>
<td>To compare the weak and strong points of methods, materials of education, curricula, achievement levels of students at 8th grade (age of 13) on Maths and Science at international level.</td>
</tr>
<tr>
<td>Management of Information Systems (MEBSIS)</td>
<td>General Directorate for Educational Technologies</td>
<td>1998-2005</td>
<td>To develop a system to disseminate the information to teachers, students, directors and other citizens about MONE in an easy and short way.</td>
</tr>
<tr>
<td>World Links for development</td>
<td>General Directorate for Educational Technologies</td>
<td>1998-2005</td>
<td>To contribute to the international cultural interaction and information sharing in secondary education as a &quot;project based learning model&quot; in the internet environment by 15 countries including our country.</td>
</tr>
<tr>
<td>Productive Women</td>
<td>General Directorate for Technical Training for girls</td>
<td>1999-</td>
<td>To provide vocational training for women living in rural areas.</td>
</tr>
<tr>
<td>Production of touristic handicraft</td>
<td>Advanced Technical Schools</td>
<td>1999-</td>
<td>To expand touristic handicraft production and to contribute the economy of the country.</td>
</tr>
<tr>
<td>Training of Nurses who take care old people.</td>
<td>The Foundation of Health Education</td>
<td>1999-</td>
<td>To provide occupational attainment in the field of a social service called “nursery for old people” for our youth who come back from Germany.</td>
</tr>
<tr>
<td>All is for youth</td>
<td>MESEV</td>
<td>1999-</td>
<td>To strengthen the consciousness of youth on health care.</td>
</tr>
<tr>
<td>Modernisation of the Board of Inspection</td>
<td>Inspection Board</td>
<td>1999-2002</td>
<td>To update the Inspection Board in conformity with the needs of information age and meet the requirements of Board.</td>
</tr>
<tr>
<td>Name of the Project</td>
<td>Relevant Institution</td>
<td>Beginning and Ending Dates</td>
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<tr>
<td>Development of reading skills (PIRLS)</td>
<td>IEA-Various Countries</td>
<td>1999-2003</td>
<td>To compare 4th grade students’ reading skills at international level</td>
</tr>
<tr>
<td>Providing employment opportunities through Open Education</td>
<td>General Directorate for Educational Technologies</td>
<td>1999-2001</td>
<td>To provide occupations in various fields both by implementing distance education and face to face education when necessary.</td>
</tr>
<tr>
<td>Adolescence Period</td>
<td>Health Services</td>
<td>2000-</td>
<td>To minimise the problems of adolescence.</td>
</tr>
<tr>
<td>Psycho-social school program</td>
<td>UNICEF</td>
<td>2000-</td>
<td>To lessen the negative psychological effects of the earthquake on students, teachers and families.</td>
</tr>
<tr>
<td>English Teacher Training Project</td>
<td>Anatolian University Faculty of Open Education</td>
<td>2000-</td>
<td>Training the English teachers by distance and face to face education.</td>
</tr>
<tr>
<td>International Programme of Student Assessment (PISA)</td>
<td>Unit for Educational Research and Development</td>
<td>2000-2004</td>
<td>To measure the knowledge and skills of the students who are at the age of 15 in reading, maths and science courses.</td>
</tr>
<tr>
<td>PIRLS Progress in International Literacy Skills</td>
<td>Unit for Educational Research and Development</td>
<td>2000-2003</td>
<td>To evaluate the implemented teaching methods on literacy skills at an international level for the 4th grade students at the age of 9.</td>
</tr>
</tbody>
</table>
THE TURKISH EDUCATIONAL SYSTEM