

Reviews of National Policies for Education

Basic Education in Turkey
BACKGROUND REPORT

REPUBLIC OF TURKEY
MINISTRY OF NATIONAL EDUCATION
June 2005

In 2003, the Turkish Ministry of National Education invited the OECD Secretariat to undertake a review of Turkish basic education to evaluate the performance of the sector and recommend how it can better meet Turkey's strategic objectives for the future. The review was organised within the framework of the OECD's education policy reviews. Following preparation of this Background Report by the Turkish authorities, a team of OECD examiners visited Turkey from 1 to 8 October 2003 and prepared a report published by the OECD in 2007, *Reviews of National Policies for Education: Basic Education in Turkey* (ISBN 978-92-64-03009-1).

This Background Report was prepared by the Turkish Ministry of National Education to provide the examiners with background information on the historical, cultural, social, economic, institutional, and policy context of Turkish basic education. It is available at <http://dx.doi.org/10.1787/10482440705> and on the OECD website at www.oecd.org/edu/reviews/nationalpolicies

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INTRODUCTION

Turkey, in contrast to other European countries, has a young population. According to the census held in 2000, Turkey's population is 67 803 927 of which 30% consists of people aged under 14. The 2000 data revealed a rate of population increase of 18.28%. There is rapid migration from rural to urban areas. These population realities present major obstacles to surmount in terms of quality in, and access to education. For that reason every project and activity of the Ministry of National Education includes measures to deal with problems caused by demographic conditions.

Today, the number of students at all levels, including non-formal education, is about 19.5 million, the number of educational institutions is 67 000, and the number of teaching personnel, including those in higher education, is 710 900. In primary education 10.5 million students are provided with education by 399 000 teachers in 35 581 schools.

This background report has been prepared to constitute a resource for the team of OECD experts evaluating the achievements and developments from 1997, when the duration of compulsory education was extended from five to eight years, to the present day. Parts 1 to 5 of the report outline central developments in contemporary education, the structure of the Ministry of National Education, and general information about the legal framework and structure of the education system. Problems of education are dealt with in Part 6, objectives and strategies towards encountering these problems as defined in national development programmes and government programmes are laid down in Part 7. Finance of education is dealt with Part 8. Finally, Part 9 covers activities and projects reflecting new approaches and developments.

These activities and projects focus on building links among education, employers and industry in order to:

- expand opportunities for access at all levels of education;
- construct the infrastructure necessary for computer based education;
- revise curricula to meet emerging needs and to encourage individual learning and research;
- transform educational institutions into education centres from which the whole of society can benefit;
- enable further participation of stakeholders in decisions about education and training;
- renew vocational education so as to meet the demands of industry.

1. A GENERAL OVERVIEW OF HISTORICAL DEVELOPMENTS IN THE EDUCATIONAL SYSTEM AND ORGANISATION

The first innovative movements in education took place between 1776 and 1839. The major reforms carried out for the first time in this period were as follows:

- educational reforms began with the establishment of military schools and Western languages (French and English) appeared in curricula;
- compulsory elementary education was put into practice;
- students were sent to Europe in the 1830s.

Some of the fundamental innovations in the field of education between 1878 and 1908 were:

- opening of special education institutions for people with visual, hearing and speaking disabilities;
- publication of country wide educational statistics for the first time starting from the academic year 1894/1895;
- publication of year books on education and training between 1898 and 1904;
- establishment of the Ministry of General Education of the Ottoman State for the first time on 17 March 1857.

The Ministry, which has carried various names from 1857 to the present day, has been operating under the name of the “Ministry of National Education” since 1992.

1.1 The Changes Introduced within the Republic Period

In the 1920s, the initial years of the establishment of the Republic of Turkey, educational reforms were carried out in four areas: “Unification of Education”; “Organisation of Education”; “Modifications in the Quality of Education” and “Expansion of Education”.

The aim of the process of social change launched after the establishment of the Republic was to steer the traditional social structure in a more modern direction, to raise awareness of contemporary understandings of citizenship, and to build the social fabric through education.

The first major reform around this time was the adoption of the Law on the Unification of Education, No. 430 in 1924. This Law has two characteristics. The first is democratization of the education system, and the second is the practice of secularism in action in the field of education.

Law Number 789 issued on 22 March 1926 formalised the secular education system, based upon the principles of the Republic. This Law, along with a range of other measures, sets current educational levels and affiliates vocational and technical education to the Ministry of National Education.

The present Board of National Education was first established on 22 March 1926 as the most

immediate advisory agency to the Minister.

After 1921, Commissions of Wise Men were convened for formal meetings to discuss, settle and develop principles to improve quality in education and training. Later on, sixteen meetings of the “Councils of National Education” were held with the same purpose, the first in 1939 and the last in 1999.

The National Education Councils are constituted at a national level and stand as the most important advisory agency to the Ministry. They include participants from all social sectors and aim to increase the quality and quantity of educational services to beyond the level of contemporary civilizations. The councils also assist in setting education policies.

The Ministry of National Education has set up a “Language Committee”, in accordance with Law Number 789, in order to promote the Turkish language among other languages of the world, and to purify the Turkish language from the effects of other languages. This committee set the foundation for instruction in Turkish, and improved and expanded the practice all over the country.

Turkish became the common language in education on 1 November 1928 in accordance with Law Number 1353 which aimed at raising the literacy rate, facilitating education and making Turkish the common language. The Latin-based alphabet was also adopted under this Law.

This marked the start of a nationwide literacy campaign, and “nation schools” were opened at the end of 1928 to promote literacy. After 1930 public reading rooms were opened in villages and as of February 1932, “people’s houses” were established for public education.

Since the declaration of the Republic, significant increases have been achieved in the number of schools, students and teachers at every level of the system. The number of schools, including higher education institutions, reached 67 179 in 2005, compared to only 5 134 in 1923. Similarly, the number of students reached 19 437 566 in 2005, compared to 1923 when there were 364 428, including 2 194 higher education students. The number of teachers has also increased to 710 900, including the 77 065 academic staff of higher education institutions, from only 12 573, including 307 academic staff of higher education institutions, in 1923. The number of schools, students and teachers by educational levels in the 1923/1924 and 2004/2005 academic years and increase rates are shown in Table 1.

The literacy rate was lower than 10% in the early years of the newly-established Republic. This made the importance of education to the adoption of the radical political, economical, judicial and cultural changes targeted by the Republic clearer than ever. As a result, a number of changes were made in the process and content of education. Additionally, significant improvements were achieved in both the quality of education and in the distribution of educational opportunities throughout the country.

Table 1. The Increase in the Number of Schools, Students and Teachers by Education Levels (1923 – 1924 /2004 –2005)

EDUCATION LEVEL	NUMBER OF SCHOOLS/CLASSES/ INSTITUTIONS			NUMBER OF STUDENTS			NUMBER OF TEACHERS		
	1923 1924	2004 2005	INCREASE (TIMES)	1923 1924	2004 2005	INCREASE (TIMES)	1923 1924	2004 2005	INCREASE (TIMES)
PRE-PRIMARY EDUCATION	80	16 016	199	5 880	434 771	73	136	22 030	161
PRIMARY EDUCATION*	5 010	35 581 (**)	6	351 835	10 565 389	29	11 292	399 025	34
Primary School	4 894			341 941			10 238		
Secondary School	116			9 894			1 054		
SECONDARY EDUCATION	43	6,861	159	3 799	3 039 449	799	838	167 949	199
General Secondary Education	23	2 991	129	1 241	1 937 055	1 560	513	93 209	181
Vocational Technical Secondary Education	20	3,870	193	2,558	1,102,394	430	325	74 740	229
TOTAL OF FORMAL EDUCATION	5 133	58 458	11	361 514	14 039 609	38	12 266	589 004	48
NON-FORMAL EDUCATION***		8 644			3 451 515			57 750	
HIGHER EDUCATION	1	79	78	2,914	2 073 428	711	307	79 555	259
GENERAL TOTAL	5 134	67 181	13	364 428	19 564 552	54	12 573	713 390 (****)	56

* As basic education was expanded to 8 years in 1997 and included primary and secondary schools there are no longer separate data for primary and secondary schools.

** Bussed primary schools are not included.

*** The number of students in Non-Formal Education belongs to 2003/2004 academic year.

**** As 12 919 pre-school teachers are also shown in the other institutions permanent staff of which they are, the general total is 713 900.

2. DUTIES OF THE MINISTRY OF NATIONAL EDUCATION

According to the Unification of Education Law no 430 issued on 06.03.1924, the Ministry of National Education (MONE) is commissioned with the duty of reaching the goals set for Turkish National Education on behalf of the state.

As stated in Law no 3797 issued on 30.04.1992 the duties of the MONE are:

- to plan, programme, implement, monitor and control education and training services targeted at teachers and students in the educational institutions at all levels affiliated to the Ministry with the objective of raising individuals who are committed to Atatürk's principles and reforms, and to the Atatürk's nationalism defined in the Constitution of the Republic of Turkey, who adopt, protect and develop the national, ethical, spiritual, historical and cultural values of the Turkish nation, who love and elevate their families, homeland and nation, who are aware of their duties and responsibilities to the Republic of Turkey – which is a democratic, secular and social state ruled by law based on human rights and the basic principles defined at the beginning of the Constitution – and who behave accordingly;
- to open pre-primary, primary, secondary and all kinds of formal and non-formal education institutions, and to authorize educational institutions other than higher education institutions opened by other ministries, institutions and organisations;
- to organize and implement education and training services abroad for Turkish citizens;
- to define the degree of equivalency of diplomas and certificates of formal and non-formal education institutions except for higher education institutions opened by other ministries, institutions and organisations, and to prepare and approve their programmes and regulations in co-operation with the relevant institutions;
- to establish co-operation in determining the curricula, regulations and degrees of educational equivalency of the secondary education institutions affiliated to the Turkish Armed Forces;
- to fulfil the duties and responsibilities given to the Ministry by the Law on Higher Education to ensure that higher education is implemented within the framework of national education policy;
- to provide physical education, sports and scouting training services in the schools;
- to provide necessary accommodation, nutrition and financial support for the youth in higher education.

3. ORGANISATIONAL STRUCTURE OF THE MINISTRY

The organisation of the Ministry of National Education consists of four parts:

- the Central Organisation;
- the Provincial Organisation;
- the Overseas Organisation;
- affiliated Organisations.

3.1 Central Organisation

The central organisation of the Ministry comprises the Ministerial Office, the Board of Education and Discipline, main service units, advisory and supervisory units, auxiliary units and the Project Coordination Centre established at the approval of the Minister.

3.1.1 Ministerial Office

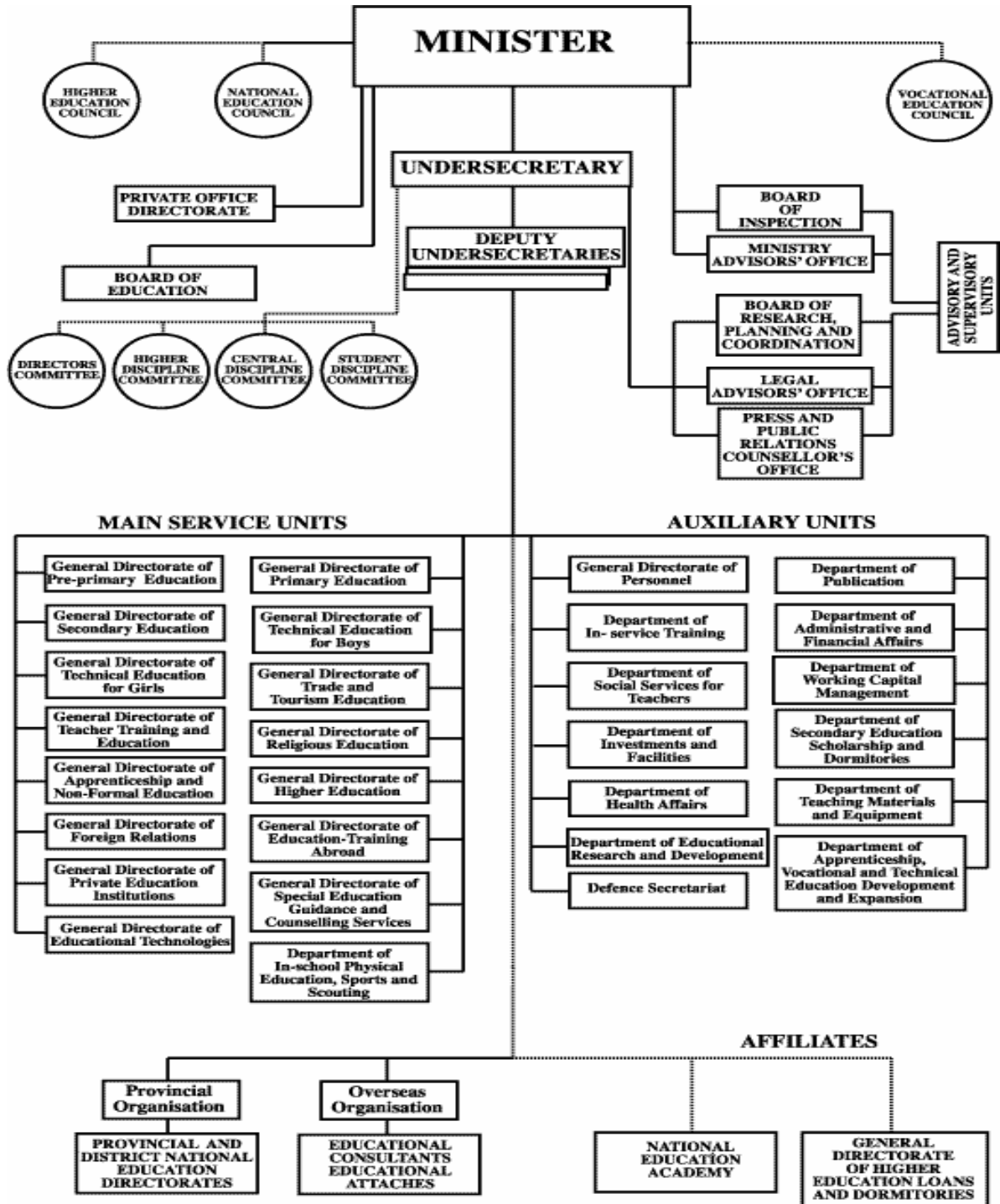
The Ministerial office is comprised of:

- the Minister;
- the Undersecretary;
- the Deputy Under-secretaries.

3.1.2 Board of National Education

The Board of National Education is a scientific consultation and decision-making body directly affiliated to the Minister. It helps the minister in almost every education-related matter and develops visions, undertakes research, develops the education system, educational plans and programmes and educational materials. It prepares and submits the decisions of implementation for the approval of the Minister, follows domestic and foreign educational developments, takes measures to raise individuals who are committed to the principles of the Republic, and measures to strengthen national education and training at schools. It also takes decisions on the development of quality of teaching and educational administrative professionals.

Figure 1. Organisational Chart of the Ministry



3.1.3 Main Service Units

The main service units are comprised of:

- the General Directorate of Pre-primary Education;
- the General Directorate of Primary Education;
- the General Directorate of Secondary Education;
- the General Directorate of Technical Education for Boys;
- the General Directorate of Technical Education for Girls;
- the General Directorate of Trade and Tourism Education;
- the General Directorate of Teacher Training and Education;
- the General Directorate of Religious Education;
- the General Directorate of Apprenticeship and Non-formal Education;
- the General Directorate of Higher Education;
- the General Directorate of Foreign Relations;
- the General Directorate of Education and Training Abroad;
- the General Directorate of Private Education Institutions;
- the General Directorate of Special Education Guidance and Counselling Services;
- the General Directorate of Educational Technologies;
- the Department of In-school Physical Education, Sports and Scouting.

3.1.4 Advisory and Supervisory Units

These are comprised of:

- the Board of Inspection;
- the Board of Research, Planning and Co-ordination;
- the Legal Counsellor's Office;
- the Ministerial Counsellor's Office;
- the Press and Public Relations Counsellor's Office.

3.1.5 Auxiliary Units

Auxiliary Units are comprised of:

- the General Directorate of Personnel;
- the Department of Publications;
- the Department of In-service Training;
- the Department of Administrative and Financial Affairs;
- the Department of Social Services for Teachers;
- the Department of Working Capital Management;
- the Department of Investments and Facilities;
- the Department of Teaching Material and Equipment;
- the Department of Health Affairs;
- the Department of Secondary Education Scholarship and Dormitories;
- the Department of Educational Research and Development;
- the Project Co-ordination Centre;
- the Department of Apprenticeship, Vocational and Technical Education Development and Expansion;
- the Defence Secretariat;
- the Private Office Directorate.

3.1.6 Permanent Councils

Permanent Councils are made up of:

- the National Education Council;
- the Council of Directors;
- the Council of Vocational Education;
- the Student Discipline Councils.

3.1.7 Specialized Commissions

The National Education Academy and the General Directorate of Higher Education Loans and Hostels are also affiliated to the MONE.

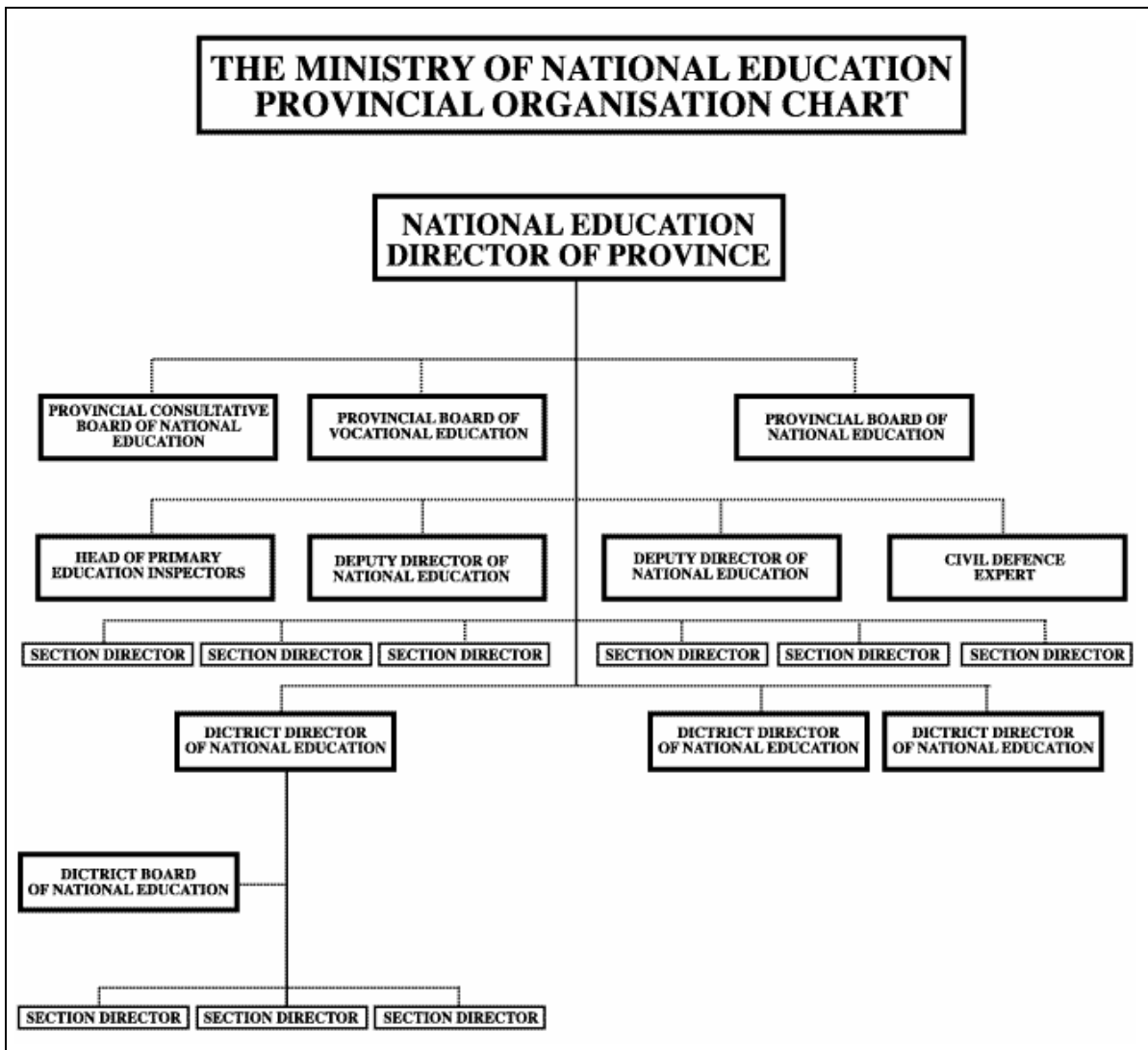
3.2 Provincial Organisation

The Ministry of National Education has provincial organisations in 81 cities and 850 districts.

There is a directorate of national education in each province and district. The national education directorates in districts are responsible to the provincial national education directorates in terms of duties and services. They carry out education services on the basis of province and district.

Provincial and district directorates consist of branches, bureaus, permanent boards and commissions according to the characteristics of the service.

Figure 2. Chart of Provincial Organisation



3.3 Overseas Organisation

The overseas organisation of the MONE was set up to organize educational activities related to the protection, presentation and spread of Turkish national culture.

Twenty education counsellors and 18 education attaches serve in different countries to track educational developments in foreign countries in the fields of general, vocational and technical education, to transfer information about these developments to our country and to present our educational and scientific activities abroad.

As can be seen from the number of units making up the educational organisation, the current organisational structure of the Ministry of National Education has reached a rather substantial size.

Initiatives have been launched to renew the organisational structure of education and strengthen the effectiveness of the organisation. The Law on the Organisation and Duties of the MONE is going to be amended to re-determine the duties of the central organisation of the MONE and make it more functional. These changes are foreseen in the 8th Five Year Development Plan (2001-2005), the Government Programme and Urgent Action Plan which was put into implementation by the 58th Government and is now being implemented by the 59th Government, and in parallel with the EU harmonization legislation.

4. LEGAL FRAMEWORK OF THE TURKISH NATIONAL EDUCATION SYSTEM

Education, like other basic public services such as justice, security and health, is provided under the supervision and inspection of the state.

Central, provincial and overseas organisations of the MONE undertake fundamental duties in the provision of educational services.

The right to education has been secured by the Constitution of the Republic of Turkey, and Turkish education has been organized on the basis of the Law on the Organisation and Duties of the MONE, the Basic Law of National Education, the other Laws regulating the education system, and Development Plans, Government Programmes, Decisions of National Education Councils, which are regarded as basic policy documents, and the other legislation regulating the principles related with the type, level and function of education.

The Basic Law of National Education numbered 1739 issued on 24 June 1973 determines general framework of Turkish National Education System.

4.1 General Aims of Turkish National Education

The aims and principles of Turkish National Education defined by the Basic Law of National Education numbered 1739 are as follows:

- to raise individuals who are committed to Atatürk's reforms and principles, his concept of

nationalism as defined in the Constitution; who adopt, protect and improve the national, moral, human, spiritual and cultural values of the Turkish nation; who love and always elevate their families, homeland and nation; who are aware of their duties and responsibilities towards the Turkish Republic- which is a democratic, secular and social state ruled by law based on human rights and the basic principles defined in the beginning of the Constitution- and behave accordingly;

- to bring up individuals who physically, mentally, morally, spiritually and emotionally have a moderate and healthy personality and mentality, independent and scientific thinking power, a wide world view; who respect human rights, appreciate enterprise and individuality; who feel responsibility towards the society; and who are constructive, creative and productive;
- to prepare individuals for life by ensuring that they have professions which will make them happy and contribute to the welfare of the society through equipping them with the necessary knowledge, skills, attitude and habit of working cooperatively in line with their own interests, talents and abilities.

Thus, the aim is to promote the welfare and happiness of the citizens and Turkish society, to support and accelerate economic, cultural and social development in national unity and cohesion, and finally to make the Turkish Nation a constructive, creative and distinguished partner of contemporary civilization.

4.2 Specific Aims of Turkish National Education

The Turkish national education and training system is organized so as to realize the general objectives, and the specific goals of education institutions of different types and levels are determined in line with the general objectives and basic principles.

4.3 Basic Principles of Turkish National Education

The basic principles of Turkish National Education include:

- generality and equality (educational institutions are open to all regardless of race, sex, or religion);
- meeting the needs of the individual and society;
- orientation (individuals are directed towards programmes or schools depending on their interests, talents, and abilities);
- ensuring that everybody enjoys the right to basic education;
- providing equal opportunities;
- continuity (it is essential that the general and vocational education of individuals lasts for a lifetime);
- conformity with Atatürk's reforms and principles, and Atatürk's Nationalism;
- democracy education.

- secularism;
- the scientific approach;
- planning;
- co-education;
- school-family co-operation;
- education everywhere.

Figure 3.

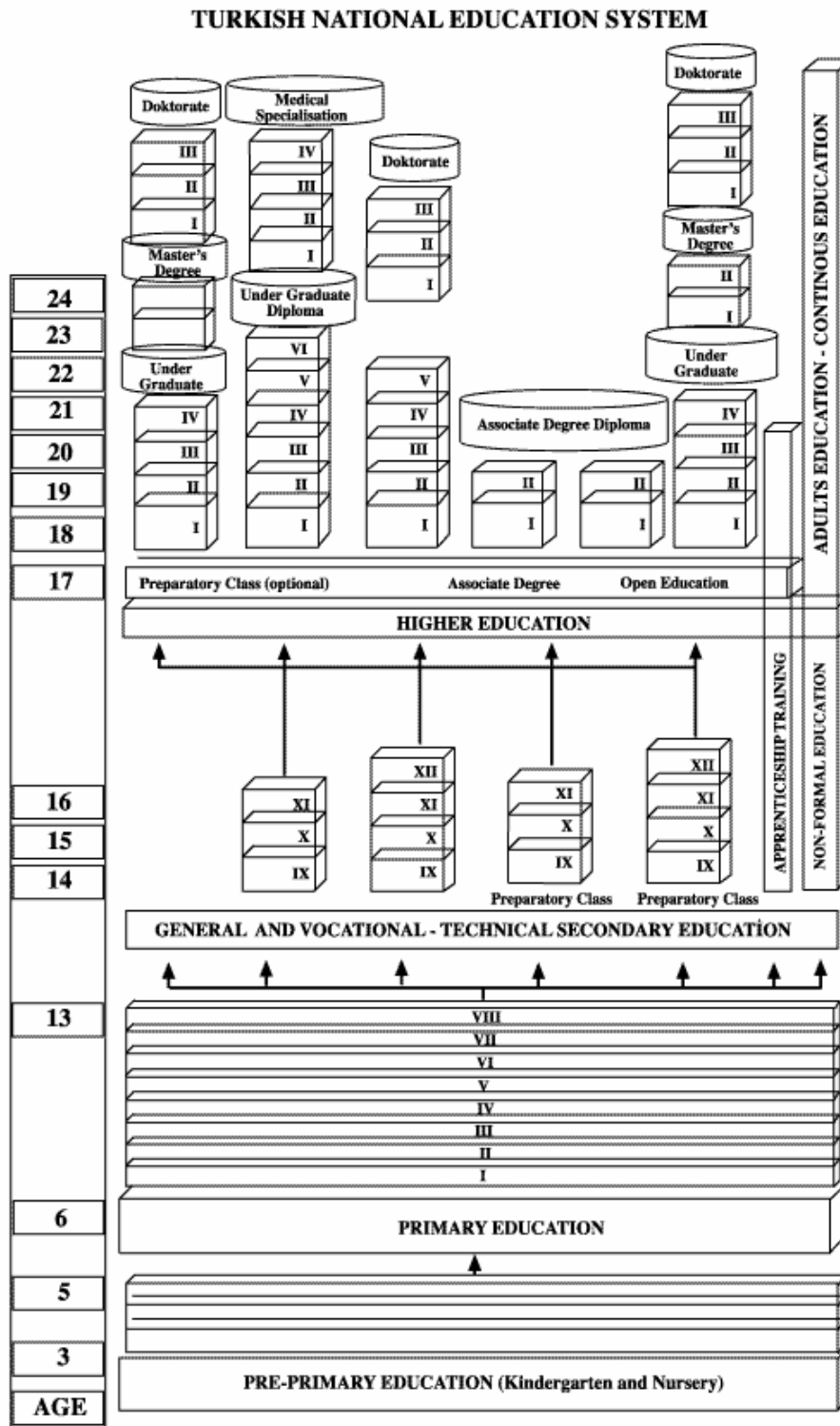


Table 2. Number of Schools, Students and Teachers by Education Levels (2004/2005 Academic Year)

EDUCATION LEVEL	NUMBER OF SCHOOLS CLASSES INSTITUTIONS	NUMBER OF STUDENTS			NUMBER OF TEACHERS/ACADEMIC STAFF
		TOTAL	BOYS	GIRLS	
PRE-SCHOOL EDUCATION	16 016	434 771	226 965	207 806	*(22 030) 9 111
PUBLIC	***** 13 844	382 204	199 247	182 957	*(15 347) 2 428
PRIVATE	***** 567	17 969	9 532	8 437	1 437
SHÇEK**	1 186	20 089	10 646	9 443	3 718
OTHER INSTITUTIONS	419	14,509	7,540	6,969	1,528
PRIMARY EDUCATION	35 581	10 565 389	5 587 185	4 978 204	399 025
PUBLIC	34 904	10 126 298	5 346 093	4 780 205	380 999
PRIVATE	676	172 348	93 975	78 373	18 003
OPEN PRIMARY	1	266,743	147,117	119,626	23
SECONDARY EDUCATION	6 861	3 039 449	1 733 041	1 306 408	167 949
GENERAL SECONDARY	2 991	1 937 055	1 045 986	891 069	93 209
PUBLIC	2 360	1 614 862	857 449	757 413	84 321
PRIVATE	630	70 163	38 664	31 499	8 888
OPEN HIGH SCHOOL	1	252 030	149 873	102 157	***
VOCATIONAL AND TECHNICAL SEC.EDU.	3 870	1 102 394	687 055	415 339	74 740
PUBLIC	3 827	1 035 404	648 152	387 252	74 321
PRIVATE	20	1 090	713	377	84
OPEN HIGH SCHOOL	0	62 743	35 429	27 314	0
OTHER INSTITUTIONS	23	3 157	2 761	396	335
NON-FORMAL EDUCATION****	8 644	3 451 515	1 978 450	1 473 065	57 750
PUBLIC	1 956	1 607 803	805 322	802 481	11 900
PRIVATE	6 888	1 843 712	1 171 128	670 584	45 850
HIGHER EDUCATION	79	2 073 428	1 134 140	812 302	79 555
FORMAL	-	1 168 724	692 433	476 291	-
OPEN	-	652 270	368 143	284 127	-
POST-GRADUATE	-	125 448	73 564	51 884	-
GENERAL TOTAL	67 181	19 564 552	10 659 781	8 777 785	713 390

* The number of teachers working actually in pre-school education institutions is 22 030; 12 919 of these teachers are permanent staff of other schools.

** Institution of Social Services and Child Protection

*** Open high school teachers are included in general secondary education.

**** The figures of Non-formal Education students belong to the 2003/2004 academic year.

***** 13 305 public pre-school classes are included.

***** 241 private pre-school classes are included.

5. OVERALL STRUCTURE OF TURKISH NATIONAL EDUCATION SYSTEM

The Turkish national education system consists of two main parts: “formal education” and “non-formal education”.

5.1 Formal Education

Formal education is the regular education conducted within schools for individuals in a certain age group and at the same level, under programmes developed in accordance with objectives. Formal education includes pre-primary, primary, secondary and higher education institutions.

5.1.1 Pre-School Education

Pre-school education covers the voluntary education of children between 36-72 months who have not reached the age of compulsory primary education. Pre-school education institutions can be established both as independent kindergartens as well as kindergartens affiliated to practical classrooms in girls’ vocational high schools and other educational institutions.

The purpose of pre-school education is to ensure the physical, mental and emotional development of the children, and the acquisition of good habits, to prepare children for primary education, to create a common atmosphere for their development for those living in difficult conditions, and to ensure that the Turkish language is spoken correctly and well.

There were 434 771 students and 22 030 teachers in 16 016 pre-school education classrooms/institutions in the 2004/2005 academic year (Table 2).

It is additionally aimed to provide pre-school education opportunities for 200 000 children more through the assignment of 10 000 master instructors in addition to the present staff in pre-school education institutions.

Table 3. Number of Schools, Students and Teachers by Education Levels

EDUCATION LEVEL	NUMBER OF SCHOOLS					NUMBER OF STUDENTS					NUMBER OF TEACHERS				
	(2000-2001)	(2001-2002)	(2002-2003)	(2003-2004)	(2004-2005)	(2000-2001)	(2001-2002)	(2002-2003)	(2003-2004)	(2004-2005)	(2000-2001)	(2001-2002)	(2002-2003)	(2003-2004)	(2004-2005)
PRE-SCHOOL EDUCATION	9 249	11 287	11 314	13 692	16 016	258 706	289 118	320 038	358 499	434 771	16 563	18 149	18 921	19 122	9 111
PRIMARY EDUCATION	36 065	35 044	35 168	36 117	35 581	10 460 219	10 562 426	10 331 619	10 479 538	10 565 389	345 141	375 620	390 275	384 029	399 025
GENERAL SECONDARY EDUCATION	2 744	2 639	2 559	2 831	2 991	1 704 279	1 908 493	2 053 735	2 463 923	1 937 055	71 594	72 829	76 735	86 051	93 209
VOCATIONAL AND TECHNICAL SECONDARY EDUCATION	3 500	3 750	3 575	3 681	3 870	902 715	947 358	981 224	1 129 481	1 102 394	69 847	72 632	71 828	73 998	74 740
NON-FORMAL EDUCATION	6 975	7 261	7 181	7 955	8 644	3 173 841	3 211 278	3 038 982	2 879 391	3 451 515	51 196	49 989	46 247	51 385	57 750
HIGHER EDUCATION	73	76	76	77	79	1 607 388	1 677 936	1 918 483	1 946 442	2 073 428	67 880	71 290	76 090	77,065	79,555
GENERAL TOTAL	58 606	60 057	59 873	64 353	67 181	18 107 148	18 596 609	18 644 081	19 257 274	19 564 552	622 221	660 509	680 096	691 650	713 390

Figure 4. Number of Schools by Educational Levels and Academic Years

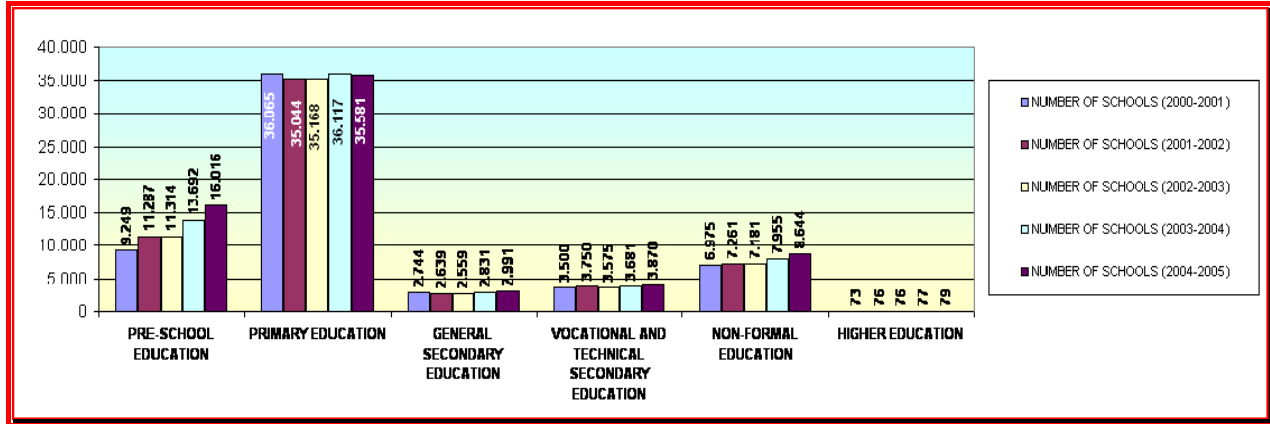


Figure 5. Number of Students by Educational Levels and Academic Years

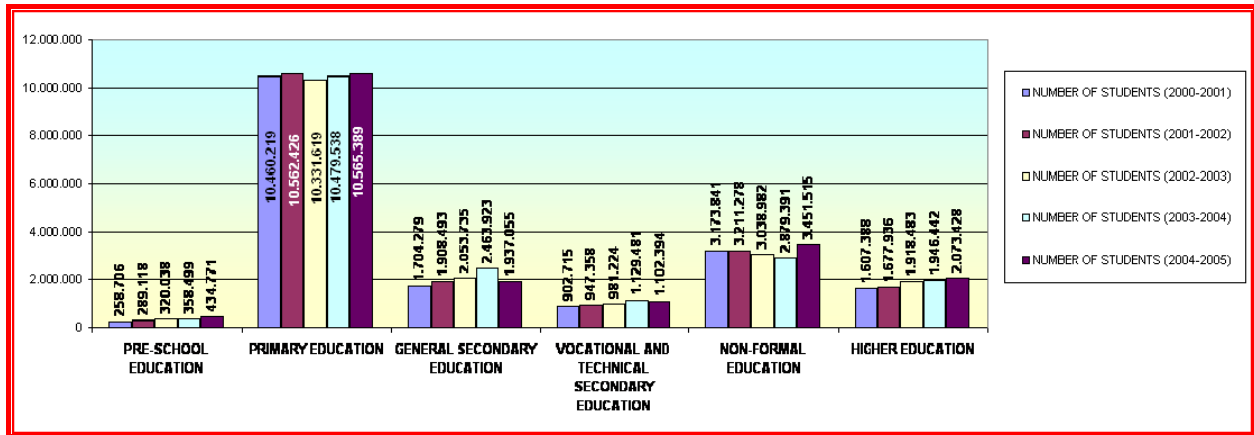
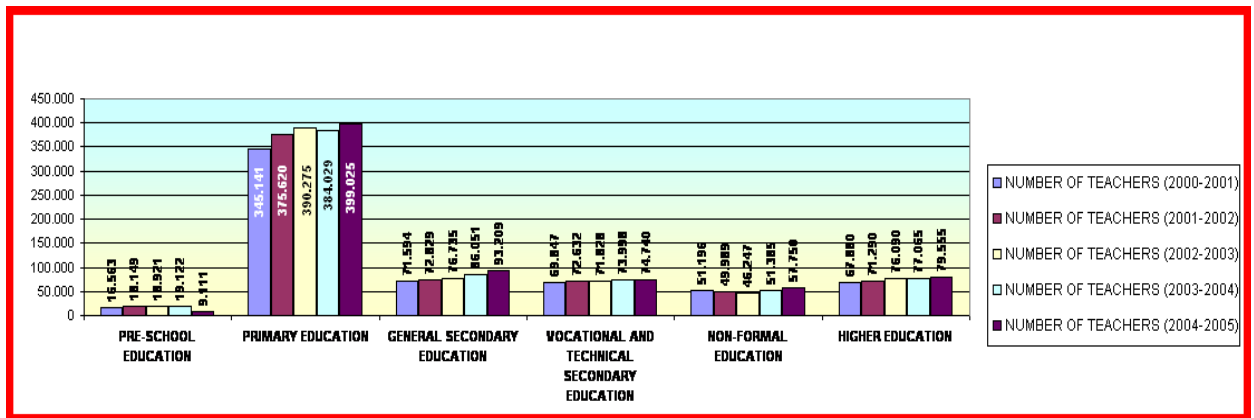


Figure 6. Number of Teachers by Educational Levels and Academic Years



5.1.2 Primary Education

Primary education covers the education of children in the 6-14 age group. The aim of primary education is to ensure that every Turkish child acquires the basic knowledge, skills, behaviours, and habits to become a good citizen, is raised in line with national concepts of morality, and is prepared for life and for the next education level in line with his or her interests and skills.

Primary education is compulsory for all citizens, boys or girls, and is provided free of charge in State schools. Primary education institutions are schools that provide eight years of compulsory education at the end of which graduates receive a primary education diploma.

In the 2004/2005 academic year, 10 565 389 students were being educated in 35 581 schools, by 399 025 teachers.

Services such as boarding schools and bussing are offered in order to ensure that primary and secondary education children living in rural areas receive education of a high quality.

In areas where the population is low and dispersed, primary schools with boarding facilities are constructed in villages that have a central location in a group of villages, and regional boarding primary schools are envisaged for villages where such grouping is not possible. Investment in this level of education is evaluated in this framework.

In the 2004/2005 academic year the number of Regional Boarding Primary Schools was 299 and the number of students at these schools was 142 788. There were 280 Boarding Primary Schools with 147 632 students. All expenses for these students are covered by the State.

Bussing primary education is also provided for those who live in areas where the population is low and dispersed, and where integrated classrooms exist in order to ensure better quality education opportunities.

In the 2004/2005 academic year 698 061 primary education students in 80 provinces were being bussed to central schools on a daily basis. The State covers their bussing and lunch expenses.

5.1.3 Secondary Education

Secondary education follows primary education and covers general, vocational and technical high schools providing at least 3 years of education.

In the 2004/2005 academic year 3 039 449 students (including 314 449 open high school students) were being provided education in 6 861 schools by 167 949 teachers.

The aim of secondary education is to give students a minimum common culture, to acquaint them with the problems of the individual and society, to teach how to seek solutions, to raise awareness to ensure their contribution to the socio-economic and cultural development of the country and to prepare students for higher education, for professions, for life and for business in line with their interests and skills.

All students completing primary education are entitled to attend secondary education and have the right to benefit from secondary education opportunities in line with their interests, abilities and competencies.

5.1.4 General High Schools

General high schools cover the education of children in the 14-16 age group, following primary education, for at least 3 years.

Secondary education is provided in the following institutions:

- General High Schools (3 years);
- High Schools with Intensive Foreign Language Courses;
- Anatolian High Schools;
- Science High Schools;
- Anatolian Teacher Training High Schools;
- Anatolian Fine Arts High Schools;
- Social Sciences High School;
- Sport High Schools.

The duration of education in High Schools with Intensive Foreign Language Courses, Anatolian High Schools, Science High Schools, Anatolian Teacher Training High Schools and Anatolian Fine Arts High Schools is 4 years including 1 year in a preparatory class in a foreign language. These schools accept students through a central examination.

In the 2004/2005 academic year, High Schools for Social Sciences were opened in 4 provinces in order to develop scientists with superior qualifications social sciences and literature, and individuals who are able to understand and interpret national art and culture, and further develop new information and projects for social improvement. The duration of education at these schools is 5 years including 1 year in a preparatory class in a foreign language. These schools accept students through a central examination.

Sport high schools were opened in 4 provinces in order to promote sport and to offer better standards for talented students. The duration of education in these schools is 3 years. These schools accept students through a talent examination.

5.1.5 Vocational and Technical High Schools

Vocational and technical high schools are secondary education institutions which train medium level technical manpower in line with the needs of industry and prepare students for higher education.

Vocational and Technical secondary education institutions are:

- Technical High Schools for Boys;
- Technical High School for Girls;
- schools for Commerce and Tourism;

- İmam and Preachers' High Schools;
- Special Education Schools;
- Vocational and Technical Education Centres;
- Multi-Programme High Schools;
- Health High Schools;
- Agriculture High Schools;
- Justice Vocational High Schools;
- Land Registry and Cadastral Vocational High Schools;
- Police College.

At first, technical high schools for boys and girls were established with separate programmes which were traditionally regarded as suitable for boys and girls. However, some of these technical high schools have become co-educational institutions where similar programmes are applied.

Types and duration of education of Technical High Schools for Girls, for Boys and Commerce & Tourism High Schools:

- Vocational High Schools (3 years);
- Anatolian Vocational High Schools (4 years including one year in a preparatory class in a foreign language);
- Technical High Schools (4 years);
- Anatolian Technical High Schools (5 years including one year in a preparatory class in a foreign language);
- Vocational and Technical Education Centres are formal and non-formal education institutions established on the basis of a multi-programme under a single management. They provide secondary education diplomas or certificates in vocational and technical education;
- Dual Vocational and Technical Education Centres are institutions established to provide qualified technical personnel, experienced apprentices, and trainers for the motor and industrial electronics sector. The duration of education is three years.

According to Article 29 of the Basic Law on National Education number 1739, multi-programme high schools have been established in settlements where the population is low and dispersed in order to ensure the effective use of resources, to make maximum use of the school buildings, teachers, administrators and other staff, and to allow students who have completed primary education to benefit from secondary education according to their interest, requests and talents.

Multi-programme high schools are schools offering programmes of both general high schools and vocational-technical high schools. Programmes offered in multi-programme high schools aim at

ensuring students achieve secondary education levels of general culture and preparing students for both higher education and working life through vocational training needed by various vocational sectors.

Religious education is carried out in our country in line with Article 24 of the Constitution, Article 4 of the Act of Unification of Education and Articles 12 and 32 of the Basic Law of National Education no. 1739.

According to the Article 24 of the Constitution, "...Education and instruction in religion and ethics shall be conducted under state supervision and control. Instruction in religious culture and moral education shall be compulsory in the curricula of primary and secondary schools. Other religious education and instruction shall be subject to the individual's own desire, and in the case of minors, to the request of their legal representatives." The curricula of this course are prepared according to the "principle of secularism".

The İmam and Preachers High Schools are established according to Article 4 of the Act of Unification of Education and article 32 of Basic Law of National Education no. 1739 and they serve both as vocational schools and preparatory schools for higher education.

Table 4. Figures in Pre-School Education by Geographical Regions (2004/2005)

REGIONS	AGE POPULATION (48-72 MONTHS)	NUMBER OF SCHOOLS/ CLASSES	NUMBER OF PUPILS	NUMBER OF TEACHERS	RATIO OF STUDENTS AND TEACHERS*	GROSS SCHOOLING RATE % **
EASTERN ANATOLIA	322 079	1 408	33 769	1 084	31	10.5
SOUTH EASTERN ANATOLIA	423 240	1 429	47 873	1 356	35	11.3
BLACK SEA	278 122	2 236	47 534	2 225	21	17.1
MEDITERRANEAN	358 569	2 211	57 756	2 734	21	16.1
INNER ANATOLIA	428 611	2 824	75 774	4 871	16	17.7
MARMARA	612 739	3 550	111 470	6 350	18	18.2
AEGEAN	279 552	2 358	60 595	3 410	18	21.7
TURKEY	2 702 912	16 016	434 771	22 030 ***	20	16.1

* Average number of students per a teacher.

** Age population data are received from the State Statistics Institute, and while calculating schooling rate children between 48-72 months are considered as the age population of pre-school education.

*** 12 919 pre-school education teachers who are permanent staff of other educational levels are included in the number of teachers.

Table 5. Number of Schools, Classes, Students and Teachers in Primary Education by Geographical Regions (2004/2005)

REGIONS	NUMBER OF SCHOOLS	NUMBER OF CLASSES	NUMBER OF STUDENTS			NUMBER OF TEACHERS		
			TOTAL	BOYS	GIRLS	TOTAL	MALE	FEMALE
MARMARA REG.	4 252	62 031	2 675 857	1 397 062	1 278 795	91 789	44 046	47 743
AEGEAN REGION	4 163	39 242	1 162 746	603 444	559 302	53 506	26 521	26 985
MEDITERRANEAN	4 142	37 008	1 347 411	703 968	643 443	54 542	30 088	24 454
INNER ANATOLIA	5 222	49 629	1 585 310	819 290	766 020	71 460	35 975	35 485
BLACK SEA REG.	6 338	41 992	1 063 159	547 922	515 237	51 129	31 398	19 731
EASTERN ANATOLIA	6 093	29 232	1 049 900	585 021	464 879	36 162	22 546	13 616
SOUTHEASTERN ANA.	5 370	27 156	1 414 263	783 361	630 902	40 414	26 400	14 014
TURKEY*	35 580	286 290	10 298 646	5 440 068	4 858 578	399 002	216 974	182 028

*Figures of open primary education are not included in this table.

Table 6. Student/Class Ratio, Student/Teacher Ratio and Schooling Rates in Primary Education by Geographical Regions (2004/2005)

REGIONS	NUMBER OF STUDENTS PER CLASS ****	NUMBER OF STUDENTS PER TEACHER	AGE POPULATION (6-13 YEARS OLD) **			GROSS SCHOOLING RATES ***		
			TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS
MARMARA	43	29	2 442 899	1 259 402	1 183 498	109.5	110.9	108.1
AEGEAN	30	22	1 170 701	600 781	569 920	99.3	100.4	98.1
MEDITERRANEAN	36	25	1 393 856	718 237	675 619	96.7	98.0	95.2
INNER ANATOLIA	45	22	1 696 875	875 818	821 057	93.4	93.5	93.3
BLACK SEA	25	21	1 125,381	578 714	546 667	94.5	94.7	94.3
EASTERN ANATOLIA	36	29	1 216,864	646 165	570 698	86.3	90.5	81.5
SOUTHEASTERN ANATOLIA	52	35	1 530 692	804 425	726 268	92.4	97.4	86.9
TOTAL	36	26	10 577 270	5 483 543	5 093 726	97.4	99.2	95.4

* It is the average number of students per a teacher. Open primary education students (266 743 students) are not included in the calculation of the ratios.

** Age population data was taken from the State Statistics Institute (DIE) (6-13 age group), 2004 population projection.

*** While calculating the gross schooling ratio, age population data of DIE was used and open primary education students were not included.

**** While calculating the number of students per class, double shift education is not taken into consideration.

Figure 6. Number of Schools and Classes of Primary Education Institutions by Geographical Regions (2004/2005)

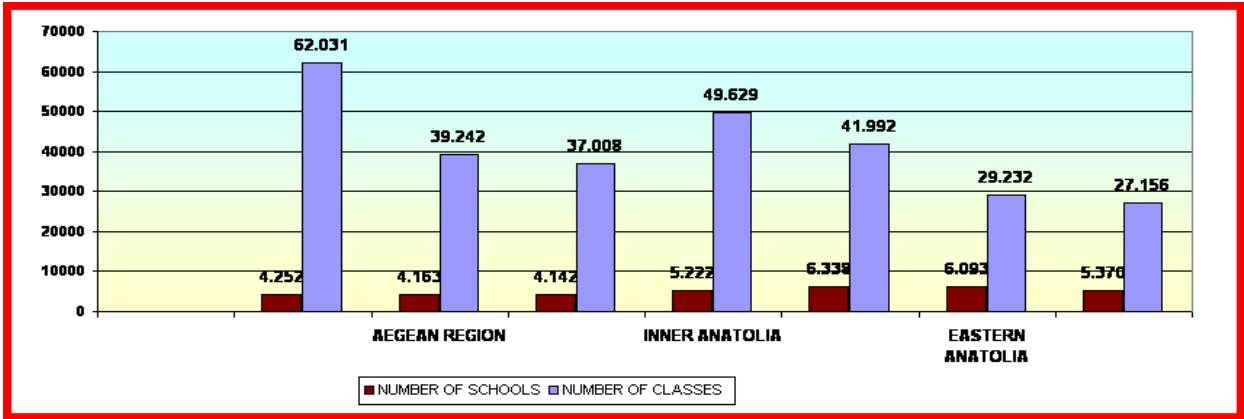


Figure 7. Number of Students at Primary Education Institutions by Geographical Regions (2004/2005)

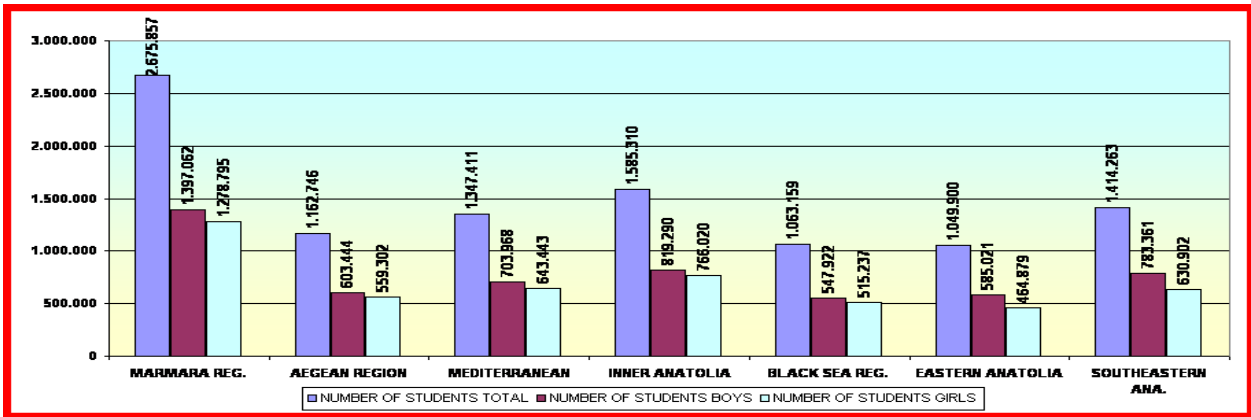


Figure 8. Number of Teachers at Primary Education Institutions by Geographical Regions (2004/2005)

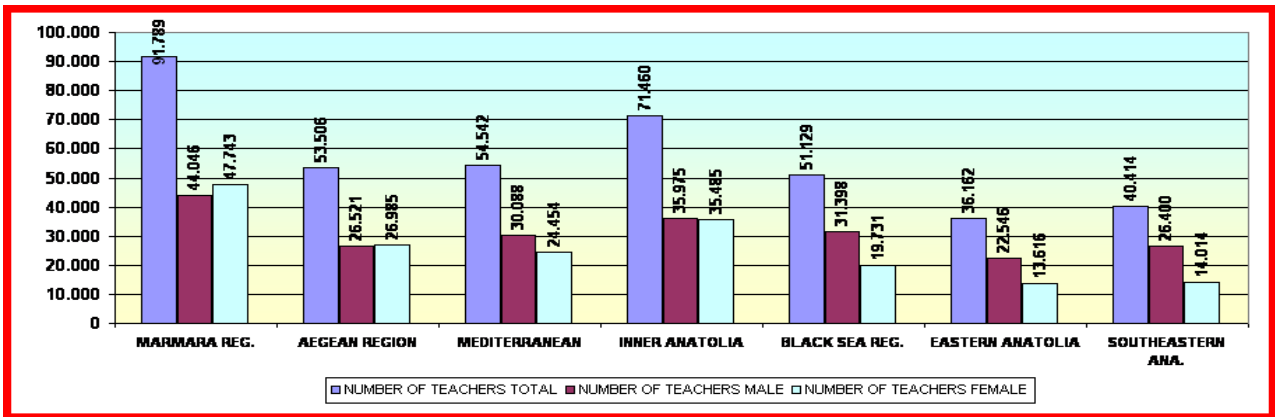


Table 7. Number of Students Graduated from Primary Education, New Enrolment and Transition Rate

ACADEMIC YEAR	GRADUATED FROM PRIMARY EDUCATION			NEW ENROLLMENT TO SECONDARY EDUCATION			TRANSITION RATE (%)
	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	
1998/1999	700 999	410 901	290 980	671 134	395 626	275 508	96
1999/2000	820 063	468 421	333 642	706 036	415 510	290 526	86
2000/2001	1 054 941	591 303	463 638	757 593	448 251	309 342	92
2001/2002	1 093 503	612 393	481 110	880 832	515 596	365 236	83
2002/2003	1 147 850	638 969	508 881	917 778	540 830	376 948	84
2003/2004	1 136 448	622 053	514 395	966 726	558 809	407 917	85
2004/2005	-	-	-	973 475	556 924	416 551	86

5.1.6 Special Education

The aim of special education is to provide the best educational opportunities for individuals with special needs so as to integrate them with society and enable them to gain professional skills.

Educational opportunities are offered to children and young people in eight groups of special needs: visual, hearing, orthopaedic, and mental disabilities, linguistic and speaking difficulties, adaptation problems, long-term illnesses, and the gifted.

Special education schools and institutions are Primary Schools for the Visually Impaired, Primary Schools for the Hearing Impaired, Primary Schools for the Orthopaedically Disabled, Primary Schools in Hospitals, Multi-programme High Schools for Hearing Impaired, Vocational High Schools for Orthopaedically Disabled, Training and Application Schools (for mentally disabled children who can be educated), and Vocational Training Centres (for mentally disabled children who can be trained), Work Training Centres (for mentally disabled adults) Science and Art Centres (for gifted and talented children), Centres for Autistic Children, Printing House for Visually Impaired and Evening Art School, and Special Education Classes.

Special education schools have been configured in accordance with the levels in the Turkish national education system. However, unlike other schools, there is a preparatory class prior to primary education. Disabled students who will be able to continue in primary education skip the preparatory class and start primary education.

In the 2004/2005 academic year, there are 21 239 students and 4 419 teachers in 972 special education institutions/classes. Additionally, 31 708 students attended integrated education in 7 506 schools.

5.1.7 Private Education

Private education, active in Turkey since 1869, covers private schools of all types and levels, private courses, private vocational and technical courses, private driver training courses, and private student training centres which are opened in accordance with the Private Education Institutions Law numbered 625 issued on 08.06.1965.

5.1.8 Higher Education

Higher education covers all institutions based on secondary education, lasting at least 2 years, and producing qualified manpower and academicians for scientific research in various fields.

Higher education institutions are universities, faculties, institutes, higher education schools, conservatories, higher vocational education schools and application and research centres. At present there are 53 state universities and 24 private universities in Turkey.

In the 2004/2005 academic year 2 073 428 students (including 695 591 open faculty students) attended universities in Turkey, and a total of 79 555 teaching staff worked in these universities.

A total of 93,361 of higher education students, 41 445 girls and 51 916 boys, attended foundation universities, and 6 857 of teaching staff worked in foundation universities.

5.2 Non-formal Education

Non-formal education covers education for those who have never had education or who left without achieving a qualification and education for in particular subjects for those who are still attending formal education.

Non-formal education activities are offered out-of-school in order to teach adults how to read and write, provide basic knowledge, to further develop knowledge and skills already acquired, and to create new opportunities for improving individuals' standard of living.

Non-formal education is carried out through public education, apprenticeship training and distance education.

General, vocational and technical non-formal education institutions are public education centres, vocational training centres, practical art schools for girls, further training institutes, industrial practical art schools, technical training centres for adults, hotel and tourism education centres for adults, private courses, special education and application schools, special education vocational schools, special education vocational training centres, special education science and art centres, open primary school, open high school and open vocational - technical high school.

In the 2004/2005 academic year, 3 451 515 students were accommodated, and 57 750 teachers were working in 8 644 non-formal education institutions (public training centres and vocational education courses).

Table 8. Number of Students in Higher Education (1995-2005)

YEAR	FORMAL EDUCATION			OPEN EDUCATION			POST-GRADUATE*	GENERAL TOTAL	SCHOOLING RATIO %**	
	TWO-YEARS DIPLOMA	GRADUATE	TOTAL	TWO-YEARS DIPLOMA	GRADUATE	TOTAL			FORMAL	TOTAL
1995-1996	150 443	550 785	701 228	177 125	282 335	459 460	76 298	1 236 986	13.5	22.4
1996-1997	169 049	590 118	759 167	187 850	277 345	463 195	80 826	1 303 188	14.6	23.6
1997-1998	192 654	640 337	832 991	189 822	307 368	497 250	79 386	1 409 627	15.7	25.5
1998-1999	202 972	686 617	889 589	172 376	320 184	492 560	82 592	1, 64 740	16.9	26.7
1999-2000	218 099	713 259	931,358	148 502	340 067	488 569	84 054	1 503 981	17.9	27.7
2000-2001	239 842	752 780	992 622	143 220	372 363	515 583	99 183	1 607 388	19.4	29.7
2001-2002	263 341	782 793	1 046 134	138 628	383 622	522 250	109 552	1 677 936	19.0	28.6
2002-2003	335 073	801 696	1 136 769	240 639	421 215	661 854	119 860	1 918 483	20.7	32.9
2003-2004	344 984	823 740	1 168 724	204 997	447 273	652 270	125 448	1 946 442	21.4	34.0
2004/2005	384 456	862 948	1 247 404	213 130	482 461	695 591	130 433	2 073 428	25.69	38.66

* Post graduate students include master, doctorate, proficiency in art, and specialty in medicine.

** The schooling ratio does not include post-graduate students. When they are also included, the ratio has increased totally to 30.6 % in 2001-2002 academic year and 35% in 2002/2003 academic year. As of 1995 the average schooling ratio for higher education of the world is 19%.

Table 9. Number of Institutions, Participants and Teachers in Non-Formal Education (2000-2004)

TYPES OF INSTITUTIONS/CENTERS	NUMBER OF INSTITUTIONS					NUMBER OF PARTICIPANTS					NUMBER OF TEACHERS				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
YEARS															
PRACTICAL SCHOOL OF ART FOR GIRLS	439	422	408	342	366	94 462	158 976	154 049	110 489	88 336	339	278	257	193	203
MATURATION INSTITUTE	12	12	12	12	12	2 606	1 351	4 547	1 495	1 681	311	290	241	259	337
TECHNICAL TRAINING CENTERS FOR ADULTS	12	12	12	12	12	160	168	151	22	155					
VOCATIONAL EDUCATION CENTER (BOYS' TECHNICAL)	13	14	16	14		824	876	168	72						
PUBLIC TRAINING CENTERS	920	922	922	922	922	1 018 359	1 217 137	1 056 592	995 347	1 126 103	5 430	4 841	5 356	5 558	5 241
VOCATIONAL EDUCATION CENTRE (General Directorate of Apprenticeship and Non-formal Education)	342	345	346	292	359	218 576	248 495	292 930	279 853	333 255	4 840	5 165	5 064	4 604	4 593
SPECIAL EDUCATION	192	207	249	262	285	5 297	7 031	9 234	9 234	9 654	956	1 405	2 245	1 672	1 788
EDUCATION AND APPLICATION SCHOOL	69	76	90	94	101	3 613	4 006	5 455	4 949	4 060	592	809	1 324	1 326	1 306
VOCATIONAL EDUCATION CENTRE	45	46	51	52	54	1 255	1 386	2 636	1 506	1 622	304	327	725	176	204
BUSINESS TRAINING CENTRE	70	76	92	98	105	314	1 460	465	1 372	1 787	34	176	41	48	41
SCIENCE AND ART CENTRE	8	9	16	18	25	115	179	877	1 407	2 185	26	93	155	122	237
PRIVATE EDUCATION	5,045	5,327	5,216	6,099	6,688	1 819 239	1 566 847	1 475 490	1 437 925	1 843 712	39 320	38 010	33 084	39 099	45 850
PRIVATE COURSES	3,181	3,325	3,094	3,531	3,704		978 210	868 968	769 252	1 059 147	21 145	17 898	13 203	15 369	15 313
PRIVATE CLASSES	1,864	2,002	2,122	2,568	2,984		588 637	606 522	668 673	784 565	18 175	20 112	19 881	23 730	30 537
VOCATIONAL COURSES (IN ACCORDANCE WITH THE LAW NO 3308)						14 318	10 397	45 622	44 954	48 619					
GENERAL TOTAL	6 975	7 261	7 171	7 955	8 644	3 173 841	3 211 278	3 038 982	2 879 391	3 451 515	51 196	49 989	46 247	51 385	57 750

5.2.1 Public Education

Educational activities carried out outside the formal education institutions take place mainly in public education centres throughout the country. Literacy courses, vocational courses, socio-cultural courses and socio-cultural practices are offered to citizens of all ages and education levels in these centres.

Education activities organized outside the formal education are carried out in 922 public education centres with 366 different types of courses. In the 2004/2005 academic year, 20 571 courses were opened and attended by 1 126 103 people.

Table 10. Number of Courses and Participants in the Public Training Centres

TYPE OF COURSE	NUMBER OF COURSES					NUMBER OF PARTICIPANTS				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Vocational Courses	37336	37 239	13 043	11 123	12 379	690 221	725 711	464 366	510 128	577 073
Social-Cultural Courses	9 617	13 525	5 633	4 717	6 017	225 201	331 924	297 597	312 572	398 897
Literacy Courses	4 520	6 950	6 106	2 295	2 175	102 937	159 502	294 629	172 647	150 133
TOTAL	51 473	57 714	24 782	18 135	20 571	1 018 359	1 217 137	1 056 592	995 347	1 126 103

5.2.2 Apprenticeship Training

Apprenticeship Training is a dual training system in which theoretical training is given in vocational training centres and the practical issues addressed in the workplace.

The training of apprentices covers the education of the children and young people at the age of secondary education who have not been able to continue their education after primary education or who have been left out of formal education for various reasons. Children who are at least primary education graduates and have reached the age of 14 can follow apprenticeship training.

The period of apprenticeship training lasts 2-4 years depending on the nature of the profession. Theoretic education within apprenticeship programmes consists of 30% general knowledge courses and 70% vocational knowledge courses. Theoretical education takes place at vocational training centres, vocational and technical education centres or education centres offered by the enterprises for one day a week, and practical training takes place at workplaces in real production environment for five days a week.

Those who have completed the apprenticeship training can take the foremanship examination directly, and those who have not attended the training can take the foremanship examination on condition that they prove to have worked in the relevant sector for twice the period of apprenticeship training. Those holding the certificate of foremanship can continue on to mastership training for 1-3 years, and gain the right to take the mastership examinations, and those who have not completed the training can take the mastership examinations on condition that they prove to have worked in the relevant sector for five years.

At the end of mastership training, individuals reach the competency level determined for the qualified intermediary manpower, and can receive the mastery certificate foreseen for this competency level. Only those who have a mastership certificate have the right to open a workplace of their own.

In the 2004/2005 academic year, 333 255 students have been trained in 359 vocational training centres and vocational technical training centres.

Table 11. Figures of Development in the Vocational Training by Years

ACADEMIC YEAR	NUMBER OF CITIES	NUMBER OF VOCATIONS	NUMBER OF VOCATIONAL TRAINING CENTRES	NUMBER OF TEACHERS	NUMBER OF APPRENTICES
2000/2001	81	109	342	4 840	248 495
2001/2002	81	109	345	5 165	292 930
2002/2003	81	109	346	5 064	279 853
2003/2004	81	110	292	4 604	333 255
2004/2005	81	110	359	4 555	-

5.2.3 Distance (Open) Education

Distance education is provided to ensure equal opportunities for all Turkish citizens, and to support the primary and secondary education system. Distance education includes open primary schools (AOI), open high schools (AOL) and vocational and technical open high schools.

In the 2004/2005 academic year, a total of 1 342 375 students received education through distance education, 581 516 in open primary and secondary schools and 760 859 in open higher education.

5.2.4 Open Primary Schools

Open primary schools began with the implementation of eight years of compulsory primary education. Open primary schools provide opportunities for those who hold five-year primary education certificates and have not had the chance to continue in secondary education to complete their eight-year primary education.

In the 2004/2005 academic year, 266 743 students participated in open primary education schools.

5.2.5 Open Education High Schools

Open education high schools serve students who cannot attend formal education institutions for any reason, who are over the age of formal education, and who wish to be transferred to Open Education High School while attending a formal high school.

In the 2004/2005 academic year, 252 030 students participated in the activities at open education high schools.

5.2.6 Vocational and Technical Open Education High Schools

The Vocational and Technical Open High School was initiated in the 1995/1996 academic year.

The aim is to provide education opportunities for people who have completed primary education but have not received vocational training for any reason, and to teach vocational knowledge and skills to those who have not had the chance to attend higher education institutions.

In the 2004/2005 academic year, 62 743 students attended activities of vocational and technical open education high schools.

5.2.7 Open Higher Education

Eskişehir Anadolu University has been providing open higher education services since 1982. The Open Education Faculty began training with Economics and Business Administration curricula. The Economics and Business Administration Departments of the Open Education Faculty were reorganized as Faculty of Economics and Faculty of Business Management in the year of 1993.

The Open Education Faculty is also extending services to faculties of Economics and Business Management through its Turkey-wide distributed offices as well as the training and education services extended by the faculty itself. This service is also available for Turkish citizens living in foreign countries.

The total number of students registered to Open Higher Education was 760 859 for the academic year 2003/2004. The student numbers of the Open Education Faculty, Faculty of Economics and Faculty of Business Management are 289 659, 213 835 and 257 365 respectively.

Table 12. Number of Students in Distance Education (2004/2005)

EDUCATIONAL LEVEL	NUMBER OF STUDENTS		
	TOTAL	BOYS	GIRLS
OPEN PRIMARY EDUCATION	266 743	147 117	119 626
OPEN EDUCATION HIGH SCHOOL	314 773	185 302	129 471
General Programmes	252 030	149 873	102 157
Vocational and Technical Programmes	62 743	35 429	27 314
Industrial Vocational High School	26 845	23 928	2 917
Girls' Vocational High School	16 378	292	16 086
Trade Vocational High School	12 583	7 229	5 354
Imam and Preachers High School	6 937	3 980	2 957
OPEN HIGHER EDUCATION	695 591	387 413	308 178
TOTAL	1 277 107	719 832	557 275

6. MAIN PROBLEMS IN EDUCATION

The numbers in education and the efforts made in the field of education since the declaration of the Republic are cause for some satisfaction. However, as in most fields of life and in other sectors, there are some problems that are faced in the delivery of educational services. Some of these are related directly to the Ministry of National Education and some are related to the policies of the state and successive governments. The problems that we face in the field of education stem mainly from the rapid increase in population, migration from rural to urban areas, and budget restrictions. A considerable part of the present projects and work is directed towards the solution of the problems stated below:

- crowded classrooms;
- unsatisfactory schooling rates;
- waste of resources and time caused by failure or repetition of the grade;
- double shift education;
- integrated classrooms especially in rural areas;
- lack of equipment;
- lack of finance;
- problems related to the training, balanced distribution, economic conditions, social status and in-service training of teachers;
- review need of the curricula, and the educational material according to the changing and varying educational needs of society.

7. OBJECTIVES AND STRATEGIES IN EDUCATION

The source of the objectives and the strategies defined for Turkish Education is basic policy documents such as Development Plans, Government Programmes and the decisions of National Education Council.

7.1 Objectives in Education

A versatile and comprehensive education reform process will be enacted with the aim of ensuring that student-centred education is carried out in all kinds and at all levels of education in line with the requirements of the time and society, that no individual is left out the education process for any reason, and that professional development and employment conditions of the teachers are improved.

The process includes the following:

- national education will be reorganized with the understanding of lifelong education for all, so that it will teach ways and methods to reach information, offer an effective guidance service, provide opportunities for horizontal and vertical transitions, be suitable to the market and profession standards, give importance to production based education, pay regard to equality in opportunity, and make efforts to solve the problems in the university entrance system;
- basic education, which involves pre-primary and primary education and is an essential prerequisite for everyone, shall be carried out on a nation-wide basis;
- secondary and higher education shall be provided which ensures effective, efficient and continuous participation of the business community, and aims to help people have valid jobs that suit their needs and match the requirements of the time and society;
- lifelong education shall be implemented for the whole of society that will ensure that individuals can adapt themselves to a changing world as well as to rapidly changing or developing professions.

7.1.1 General Objectives

115. The qualitative and quantitative objectives for the coming years have been determined by considering the measures of developed countries, particularly of the European Union (EU), and the requirements of our country. The general objectives are:

- to develop scientific and technological activity programmes that will provide the development of intelligence and bring forward research and creativity in all stages of education;
- to equalize the education level in our country for males and females;
- to provide equality of opportunity in all kinds and at all levels of education;
- to reach the EU indicators in all levels of education;
- to increase the qualitative productivity of the education system;
- to increase students' success at all levels of education;
- to improve school libraries in all education institutions;
- to increase efficiency of resource utilisation;
- to provide the employment of qualified personnel in all levels of the education system.

7.1.2 Special Objectives

Pre-school Education

The special objectives for pre-school education are:

- to increase the enrolment rate in pre-school education to the level of developed countries;
- to spread pre-school education all over the country by ensuring equality of opportunity, since the social, psychological and mental development of children occurs at an early age.

Primary Education

The special objectives for primary education are:

- to ensure schooling for all ages of the population, and to increase students' success by focusing on the quality of education;
- to increase the quality of education in the primary education schools [Transportation centres, Regional Boarding Primary Schools (YIBO), Boarding Primary Education Schools (PIO)] that serve the students living in small settlement areas;
- to develop YIBOs and PIOs and make them more widespread;
- to make the transition from double shift education to normal education (single shift);
- to minimize the number of primary schools which have integrated classrooms;
- to extend the Open Primary School regulation to include everyone who is above the compulsory education age limit and has not completed his/her primary education;
- to spread the guidance services, so as to ensure psychological and physical as well as mental development of children;
- to provide students with an opportunity to learn at least one foreign language;
- to make second foreign language teaching more widespread;
- to establish workshops in all primary schools;
- to decrease the number of students in the classrooms to below 30.

Secondary Education

The special objectives for secondary education are:

- to increase the period of compulsory education to 12 years after making legal arrangements and allocating the necessary resources to achieving complete schooling in primary education and establishing necessary infrastructure of secondary education;
- to provide schooling for all the population between ages of 14 and 17;
- to provide schooling for 35% of the students in vocational technical education and 65% in other secondary education institutions;
- to restructure secondary education so that young people between 14 and 16 are prepared for a profession and/or for higher education;

- to prepare vocational and technical education curricula taking into account local characteristics;
- to implement vocational and technical education curricula so as to ensure the attainment of international standards.

Special Education

The special objectives for special education are:

- to prepare individuals in need of special education for life, vocational fields and higher education in accordance with their interests, needs, skills and proficiencies by using special methods, staff, materials and suitable curricula;
- to implement applied special education programmes to ensure flexibility of space, equipment, personnel and programme in schools where children receiving special education shall be trained together with normally developing children, so that all students' requirements can be met;
- to help gifted children to receive guidance and counselling support during pre-school and primary education period and to provide them with suitable learning environments.

Non-Formal Education

The special objectives for non-formal education are:

- to provide education and learning opportunities for everyone, everywhere and at all times, using the approach of information centres in remote education institutions including the requirement of face-to-face education;
- to improve the quality and quantity of in-service training of teachers;
- to improve the effectiveness of parent education;
- to support, develop and spread all kinds of opportunities for non-formal education based on the adoption of lifelong learning in society;
- To increase the activities aimed at skills development and profession acquisition for the young, particularly those who cannot attend university;
- to encourage the continuous education activities in local administrations, NGOs and the private sector;
- to produce services in various areas such as orientation in business, professions and vocational schools; utilisation of manpower and entrepreneurship; development of citizenship, ethical and esthetical values; vocational and skill training; opportunities for those who wish to change their vocation;
- to organize effective activities to increase the social, cultural and artistic level of our citizens to ensure that they make use of their spare time effectively;

- to organise short, medium and long term course programmes for those who do not have any skills or competencies, especially the unqualified female workforce;
- to certify the vocational, social and cultural knowledge and skills of individuals in accordance with standards;
- to improve multi purposed projects for increasing the literacy rate to 100 percent;
- to organise vocational and socio-cultural courses and activities for Turkish citizens living abroad and also for Turkish communities and Turkish Republics;
- to realize at least three non-formal education activities in each of the 40.000 settlement areas in Turkey;
- to organize short term vocational courses for the young in order to make them gain vocational skills;
- to provide equal opportunities for individuals to encourage their active participation in economic, social and cultural life.

7.2 Strategies in Education

7.2.1 General Strategies

General strategies in education include:

- making the maximum use of technological facilities, particularly computer technology, at all levels of education to develop distance education methods;
- computer-assisted education shall be expanded to include all levels of education, particularly primary education institutions, and schools shall be equipped with tools and equipment to meet the needs of the 21st century;
- guidance and orientation services will be applied efficiently in all stages of education starting from pre-school;
- in order to meet the teacher requirements at all levels of education, teacher training projects executed in collaboration with higher education institutions shall continue alongside the existing teacher training system; also, for the areas where adequate number of teachers cannot be employed due to insufficient resources and salaries, contracted teachers shall be employed under better conditions;
- in order to assess achievement in educational institutions; a model will be developed on the basis of performance measuring which also takes the total quality management into consideration;
- financial opportunities will be sought and existing resources will be used effectively in order to provide educational institutions with sufficient number of teachers, adequate physical infrastructure, equipment and educational programmes, which directly affect the quality of education;

- effectiveness of the implementation of education regions will be enhanced in order to provide productivity in resource utilisation.

7.2.2 Special Strategies

Pre-school Education

Special Strategies in pre-school education are listed as follows:

- among pre-school education investments, priority and emphasis will be given to the allocation units with the lowest rate of schooling and to the big cities and industrial regions with an upsurge in population;
- savings will be ensured in the investment resources by opening at least one nursery in all primary schools and in secondary education institutions with sufficient physical capacity;
- teachers of pre-school education will be trained by distance education methods in order to meet the need for teachers in pre-school education institutions.

Primary Education

For primary education, strategies include:

- measures will be taken in order to improve the quality of education in the primary schools that run combined classes;
- giving priority and emphasis to the settlement areas where the classroom size is above the country average and where there is a high rate of immigration will increase number of schools and classrooms;
- bussed primary education will continue particularly for the students of 6th -8th grades in small areas with suitable climate and transport conditions. Children living in other areas with an inconvenient climate and transportation problems will be educated in Regional Boarding Primary Schools (YIBO) and Boarding Primary Education Schools (PIO). Thus the number of YIBOs and PIOs will be increased;
- distribution of free course books to primary students will continue in the forthcoming years;
- provision of school uniforms, bags, books, notebooks, etc. to students with financial difficulties will continue;
- careers advice and guidance services will be provided at 6th, 7th and 8th grades of primary education, and students will be oriented to a field/section in secondary education in line with their interests, competencies and abilities.

Secondary Education

Strategies for special education include:

- programmes of vocational and technical education shall be prepared on a wide and modular basis and within the integrity and continuity of these programmes; a flexible structure shall

be brought enabling the horizontal and vertical transitions including post-graduate studies;

- variety of programmes rather than the variety of schools shall be adopted in secondary education;
- when preparing vocational and technical education programmes, all related organisations and institutions should be encouraged to actively participate in the decision-making process;
- efforts will be made to achieve the goal of full-day whole-year education in vocational and technical education by making the effective use of current educational opportunities and taking necessary measures;
- opportunities of horizontal and vertical transitions among secondary education programmes shall be enhanced;
- in small settlement areas, emphasis shall be given to multi-programme high schools where different programmes are implemented together and vocational and technical education schools and institutions will be united on the basis of multi-programme single-administration principle in order to enhance effectiveness and productivity of resource utilization and to improve the quality of education by reducing its costs;
- establishing co-operation and integrity between vocational formal and non-formal education will allow the use of experience gained in the market;
- career guidance services focusing on the labour market will be developed with the lifelong learning approach.

Special Education

125. Special education strategies include:

- skills for adaptation to the society will be improved and vocational programmes will be emphasized in special education;
- necessary infrastructure will be prepared in order to enable applied education;
- private sector enterprises will be encouraged in this field.

Non-formal Education

Non-formal education strategies cover the following:

- children, young people and adults who did not access formal education opportunities will be provided active participation in economical and social development of the society, helping them to understand social problems and learn their individual and social rights and responsibilities;
- the non-formal education models implemented in the world will be used, taking into consideration regional changes and developments;
- non-formal education services will be brought to all settlement areas by mobile units;

- non-formal education activities will be planned not only for Turkish citizens, but also for the citizens living abroad, Turkish communities and the Turkic Republics;
- the illiterate, unqualified manpower, developing regions, disadvantaged persons, children under social protection, persons working and living on the streets, drug addicts, prisoners and those in detention will be targeted by non-formal education.

The fundamental aspect of our policies is to put these objectives and strategies into practice and make them fully functional in all types and stages of education.

The Turkish national education system renews itself in accordance with the requirements of all ages. Up to now considerable qualitative and quantitative progress has been achieved. Work initiated for restructuring the Turkish education system is being carried out decisively.

8. FINANCE OF EDUCATION AND BUDGET OF THE MINISTRY OF NATIONAL EDUCATION

The main financial resources for education are allocations from the consolidated budget; sources allocated from the budget of provincial governing bodies; education contribution share income provided through the Law no 4306 issued on 18 August 1997; foreign loans, scholarships and grants provided by other countries and international funds.

In addition, contributions and grants of individuals and institutions; contributions of non-governmental organisations (as school construction and maintenance) and incomes from School-Parents Associations contribute to the finance of education.

The services the Ministry of National Education provides or plans have a direct link with the share allocated from the general budget. The bigger this share is, the more likely the educational needs of society can be met.

In the MONE's 2003 budget bill, an appropriation of USD 6 136 690 000 was allocated as follows:

- USD 4 852 804 for personnel expenditure
- USD 213 759 for the other current expenditure
- USD 891 598 for investments
- USD 178 527 for transfers

Compared with the previous year's budget, the 2003 budget shows an increase of 18% for personnel expenditures; 15% for other current expenditures; 1% for investments; 16% for transfers and 11% total.

MONE's budget share in 2003 was 2.87% of GNP.

Figure 9. **Distribution of the MONE's Budget**

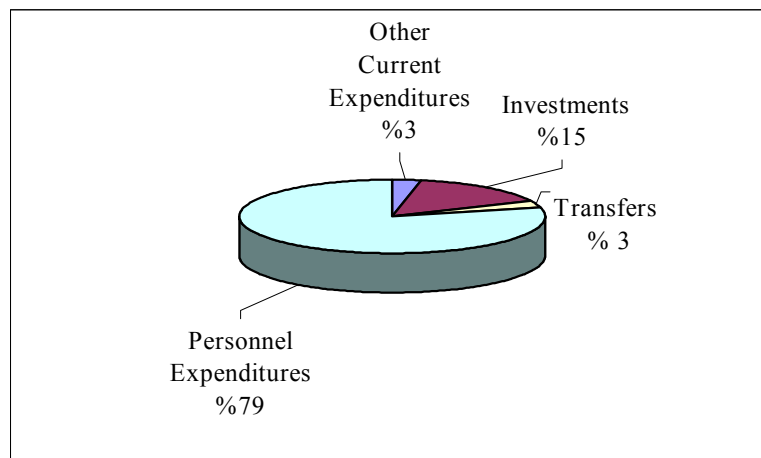


Table 13. **Distribution MONE's Budget by Years and Increase Rates (USD)**

Type of Allocation	2000	2001	Increase Rate %	2002	Increase Rate %	2003	Increase Rate %
Personnel	4 802, 311 000	4 726 511 000	- 2	4 121 127 000	- 13	4 852 804 000	18
Other Current	195 143 100	196 723 000	1	186 211 000	- 5	213 759 000	15
Investment*	1 225 215 000	1 162 238 000	- 5	883 993 000	- 24	891 598 000	1
Transfer	183 383 000	188 660 000	3	153 898 000	- 18	178 527 000	16
TOTAL	6 406 053 000	6 274 133 000	- 2	5 345 241 000	- 15	6 136 690 000	15

* Incomes through Law No.3418 are included in investment allocations.

USD 89 1598 000 that was allocated for the year 2003 for investment was distributed as:

- USD 110 918 611 for study-project services;
- USD 119 358 for vehicle purchases;
- USD 142 765 514 for machinery-equipment purchases;
- USD 95 667 302 for foreign project loans;
- USD 542 000 381 for construction facilities and major maintenance expenditure.

In 2003, the USD 253 183 786 allocated for primary education services through the Law No.4306 was portioned out as USD 108 507 366 for bussing education, USD 42 197 297 for expenditure on machinery equipment, USD 85 539 950 for construction and facilities and major maintenance, USD

16 939 200 for the Government's share in the Basic Education Project (Phases 1 and 2).

The finance of education in Turkey and the distributions, increase rates and expenditures of the budget of the MONE by years are shown below as tables.

Table 14. **Budget of the MONE (USD*)**

Type of Allocation	2002 Budget	2003 Budget	Increase Rate %
General Budget of the MONE**	5 345 241 000	6 136 690 000	15
Personnel	4 121 127 000	4 852 804 000	18
Other Current	186 211 000	213 759 000	15
Investment	883 993 000	891 598 000	1
Transfers	153 898 000	178 527 000	16
Consolidated Budget	67 640 490 300	88 753 075 000	31
GNP	187 191 268 800	213 744 383 000	14

* USD exchange rate was taken from Central Bank. Effective exchange rate of the first day of January, which was not on a weekend, was used.

** Includes incomes through the Law No. 4318.

Table 15. **The Share of MONE Budget in GNP and Consolidated Budget and Allocation for MONE Investments from Investments of Consolidated Budget**

Years	Ratio of MONE's Budget to GNP (%)	Ratio of MONE's Budget to Consolidated Budget (%)	Share of MONE Investments in Consolidated Budget Investments (%)
1994	2.42	11.36	9.09
1995	1.78	10.41	16.12
1996	1.77	9.71	15.20
1997	1.78	9.01	14.66
1998	2.41	10.90	37.33
1999	2.80	11.58	28.96
2000	2.78	10.43	28.35
2001	2.39	8.17	22.28
2002	2.86	7.90	22.34
2003	2.87	6.91	16.44
2004	2.95	8.22	14.40

* Incomes through the Law 3418 are included in the investment allocation of MONE between 1995 and 2002.

Table 16. Educational Expenditures in Three Years from the Additional Source Provided Through the Law No. 3418 (USD)

Expenditure Item	2000	2001	2002
Current Expenditure	9 429 700	22 495 600	21 330 600
Machinery-Equipment Purchases	43 742 700	39 214 300	53 377 900
Construction Facility Expenditure	142 873 300	84 575 200	144 471 000
Major Maintenance Expenditure	32 748 900	79 076 900	140 089 200
Expropriation-Building Purchases	1 030 800	484 356	—
Other Expenditures	109 899	157 761	3 713 900
TOTAL	229 935 299	226 004 117	362 982 600

Table 17. Other Financial Contributions (*)

Year	Public Contributions by Year (USD)		Provincial Governing Bodies' Contributions by Year (USD)	
	Amount	2003 Deflator Amount	Amount	2003 Deflator Amount
1997	170 259 500	132 171 500	62 209 800	48 293 100
1998	245 858 700	211 151 300	79 253 800	68 065 700
1999	225 311 700	195 958 900	87 710 300	76 283 700
2000	155 604 300	165 120 500	86 480 600	91 769 400
2001	124 890 800	89 975 800	102 909 000	73 910 200
2002	66 261 100	71 774 700	78 807 100	85 409 700
2003	60 281 800	60 281 800	109 927 600	109 927 600
TOTAL	1 048 467 900	926 434 500	607 298 200	553 659 400

* In 2004, budget system has changed, analytical budget was started to be used instead of programme budget.

Table 18. Budget of the MONE in 2004 (USD)

ECONOMIC CODE	EXPLANATION	AMOUNT (USD)
01	Personnel Expenditures	5 923 100 000
02	Insurance Premium Expenditures	703 291 000
03	Property and Service Purchasing Expenditures	815 598 700
05	Current Transfers	635 903 200
06	Capital Expenditures	758 729 400
07	Capital Transfers	8 556 400
	TOTAL	8 845,178 700

9. NEW APPROACHES AND LATEST DEVELOPMENTS IN EDUCATION

9.1 Primary Education

In 1997 Law no. 4306 was put into implementation in line with the objective of 7th Five-Year Development Plan (1996-2000), which envisages extending the duration of compulsory education from five to eight years until 2000 and in line with the recommendations of the Council of National Education that supported the objective. This Law states that the duration of compulsory primary education is eight years for all children between 6-14 ages. The Law also provided new resources as well as an increase in present resources. In order to support the extension of compulsory education to 12 years in the future, some amendments have been made in the Law enabling secondary education institutions to make use of the income obtained within the scope of this Law.

9.1.1 Bussed Primary Education

Launched in the 1989/1990 academic year, Bussed Primary Education aims to provide education for the children of primary school age living in less populated and sparsely settled areas. It aims to reduce the number of schools with combined classes and offer more qualified education and training services.

All transportation expenses are covered from the income of Law No. 4306. The Ministry of National Education (MONE) meets the needs of transported students such as transportation, lunch, books and stationery.

Table 19. Quantitative Developments in Bussed Primary Education

ACADEMIC YEAR	NUMBER OF PROVINCES	NUMBER OF CENTRAL SCHOOLS	NUMBER OF BUSSED SCHOOLS	NUMBER OF BUSSED STUDENTS
1989/1990	2	5	12	305
1995/1996	62	2 182	5 994	95 554
2000/2001	76	5 249	25 967	607 918
2001/2002	78	5 373	27 665	636 508
2002/2003	79	5 424	28 044	661 757
2003/2004	79	5 559	28 716	647 921
2004/2005	80	6 337	29 145	698 061

9.1.2 Free Textbooks

Free textbooks have been given to the primary education students who are children of lower income groups or rural families since the academic year of 1999/2000. A total of 12 472 292 primary education textbooks were printed by the Ministry and distributed all over the country during the academic year of 2002/2003.

For the first time 81 835 281 primary education textbooks were distributed free to all primary education students in the 2003/2004 academic year. In the 2004/2005 academic year, 83 749 000 textbooks were distributed free to all primary students.

9.1.3 Regional Primary Boarding Schools (YİBO) and Boarding Primary Education Schools (PIO)

In order to provide primary education services to children of poor families and also to primary school age children living in villages and smaller settlement units that have no schools, Primary Boarding Schools (YİBO) and boarding primary education schools (PIO) were established. As of the 2004/2005 academic year 299 YİBOs and 280 PIOs serve also as the education-training and culture centres for their neighbourhoods.

Our Ministry gives a great deal of importance to provision of boarding opportunities at secondary education level to the graduates of YİBOs and PIOs, and to the uptake of students to the vacant quota boarding houses within the secondary education institutions.

Table 20. Number and Capacity of YİBOs and PIOs by Years

YEARS	YİBOs					PIOs				
	Number of Schools	Capacity	Girls	Boys	Total	Number of Schools	Capacity	Girls	Boys	Total
2000/2001	270	131 251	27 826	87 560	115 386	237	50 248	10 009	21 621	31 630
2001/2002	282	137 518	31 728	87 395	119 123	241	50 960	12 659	25 822	38 481
2002/2003	287	139 225	34 040	89 339	123 739	260	55 077	14 151	29 033	43 184
2003/2004	290	141 049	36 666	86 625	123 291	274	58 609	16 545	30 622	47 167
2004/2005	299	145 706	37 807	85 586	123 393	280	60 729	17 581	31 514	49 095

Table 21. Number of Students Accommodated in Secondary Education Pensions (2003-2004 Academic Year)

	Number of students accommodated
General Directorate of Secondary Education	9 671
General Directorate of Trade and Tourism Education	129
General Directorate of Technical Education for Boys	1 602
General Directorate of Religious Education	173
General Directorate of Technical Education for Girls	554
TOTAL	12 129

9.1.4 Projects and Campaigns

The following projects are carried out by the MONE in co-operation with other related Ministries, international organisations, private organisations in Turkey and NGOs.

Project on Basic Disaster Awareness in Turkey

This project, which aims at educating primary school students, teachers and parents on basic disaster awareness, was started in 2004 by the MONE in co-operation with İstanbul Boğaziçi University Kandilli Observatory and Earthquake Research Institute.

Within the scope of the project, we have developed materials (books and CDs) to be used in training courses in 50 provinces. We have provided distance education for 250 teachers and training for 100 teacher trainers.

Project on Education for All

In line with the goals determined at the “World Education Conference” organized in Dakar in 2000 by UNESCO, the “Education for All National Plan of Action” was prepared and sent to UNESCO. The implementation of national plan of action is monitored and country reports are prepared periodically. The deadline for achieving Dakar goals is 2015.

Support Campaign for the Schooling of Girls

This project was initiated by the MONE in co-operation with UNICEF in 10 provinces in 2003 in order to support the schooling of girls of primary school age and disadvantaged when compared to boys. It was expanded to 23 provinces in 2004 and expanded to an additional 20 provinces in 2005. Now the project is being implemented in 53 provinces where the schooling rate is the lowest. With the project, the schooling of 30 000 more girls in 2003 and 73 000 more girls in 2004 was ensured.

Project - Child Friendly Learning Environments

The aim of the project implemented by the MONE in co-operation with UNICEF is to establish child friendly learning environments for primary education children and especially for girls by carrying out situation analyses, to ensure their enrolment and regular attendance to schools, to increase the learning achievements of children and to ensure equal opportunities in education.

Project - Preparing Primary School Children for Life and Vocational Guidance

This project began in YIBOs with the aim of enabling students to learn about their own skills and creativity, to learn how to use time and material economically, to have knowledge of working life and jobs and to have a vocation. It has since expanded to other primary schools in the centres of districts and provinces. The project is being financed through local resources.

Project - Schools Improving Health

The project has begun pilot schools chosen from 81 provinces in order to improve the health knowledge of students including nutrition and encourage healthier lifestyles.

Project - School Hygiene and Hygiene Training (2003)

This project began in the 2003/2004 academic year as a cooperative project between the MONE and the Ministry of Health in 3 pilot primary schools in Ankara. It aims to encourage hygiene, and healthy and balanced nutrition habits among primary school students. The project was expanded to 100 primary schools in the 2004/2005 academic year.

Project - Hygiene Training

Aim of the project is to increase primary school students’ awareness of good hygiene habits. In 2003, applied education began with the contribution of field experts at universities in 8 provinces where the project is being implemented.

Project - Secure Behaviour and First Aid Training (2003)

Aim of the project is to make primary school students, teachers, parents, bus drivers and the other staff of the school gain awareness on secure behaviours and first aid.

Project - Environmental Harmony

The project is being implemented in 134 primary schools in the provinces of Ankara, İstanbul, İzmir, Bursa, Eskişehir, Aydın and Antalya in order to help students gain environmental awareness, protect the environment and to educate students, teachers and administrators on this issue. The project schools which meet the criteria determined by the Foundation for Environmental Education in Europe are awarded with a “Green Flag Award”.

Project on Environmental Education

The project was put into action in 270 primary schools in İstanbul in 2004 with the participation of academics from Anadolu University.

Project - Clean Sea

The project, which aims at educating children to prevent marine pollution, is being implemented in all coastal provinces.

Project - Ending the Worst Kinds of Child Labour in Selected Industrial Vocations in İzmir

The aim of the project is to withdraw 1 500 children under the age of 15 working in selected industrial areas (shoe-making, textiles and car repairs) of İzmir from working life and back to education. The brothers/sisters of these children, who are threatened with labour too, are also target groups of this project. The project has reached 6 079 children.

The project has also been extended to 250 children working on streets in Çorum.

Project - Supporting Regional Primary Boarding Schools

The project aims to support YIBOS in terms of education and material, to increase their success rate, to enable the participation of students in social and cultural activities organized in these schools, to provide guidance services for students and to bring solutions to the problems of the schools as well as the students. The project is still ongoing in 46 YIBOs in 23 provinces.

Project - Volunteer Togetherness in Education

This project aims to provide a warm environment for regional boarding primary school students and ensure that they are raised as model individuals for society.

Project - Education on Growing Hothouse Vegetables/Fruits at Boarding Primary Schools

The project was prepared in 2004 in order to inform students on secure food production, modern agricultural techniques and give applied agricultural education and encourage families living in rural areas to establish their own businesses by offering a model for them through students.

Project - Supporting Village Centred Agricultural Production

This project began in 2004 in order to raise primary school students as entrepreneur individuals, make them gain the habit of group work and give them theoretical and applied education by making use of knowledge and experiences of 1 000 agricultural consultants (agricultural engineers and veterinaries) appointed in agriculture and livestock fields.

Additionally, the Forest Project began in primary schools in 2003 and the Full Scholarship by the Turkish Education Association was started in 2004.

100% Support Campaign for Education

Because of internal migration and the fact that our young population is relatively high, our Ministry has problems in terms of capacity and quality in reaching the goals for schooling. Everything that can be done within the governments' present budget resources is done, but this still is not enough.

Our Ministry has initiated the 100% Support Campaign for Education with the understanding that the qualitative and quantitative problems of the Turkish Education System need to be solved in co-operation with the government, private sector and non-governmental organisations. With this long-term project, mobilization in education has started again. In order to encourage the investments that institutions and charitable citizens will make, the tax reduction, which was 5% before, was increased to 100% in 2003.

Table 22. Results of 100% Support Campaign for Education by 2005

NEW EDUCATIONAL BUILDINGS	ADDITIONAL EDUCATIONAL BUILDINGS	MAINTENANCE-EQUIPMENT	LAND (m²)
481 buildings * (7 143 classes)	221 buildings ** (1 139 classes)	1 470 schools	174 767

* 26 educational centres, 5 higher education, 450 primary and secondary education institutions were built.

** 134 additional classroom buildings and 87 additional buildings for other purposes were built.

The project was introduced to the public on the 11 September 2003 with a magnificent ceremony. Also, with the organisation of various promotional activities, all of the population has been informed about the campaign.

9.1.5 Basic Education Programme (BEP)

The basic education programme is a consequence of Law no 4306 that enforces eight years of compulsory primary education, and a new basic education strategy is implemented with it.

The objectives of the BEP are:

- to expand the eight year of compulsory primary education;
- to increase the quality of primary education and to make primary schools a source of education and learning for society.

Financing Resources of the BEP

The amount of financing required for the BEP to reach its goals has been determined as 11.3 billion dollars. While planning studies continue, the donations and contributions that will be obtained from the General budget, and as a result of Law no 4306, were calculated and it was seen that the resources were insufficient. As a result, in November 1997, financial support was requested from the World Bank for the Project. In June 1998, the Committee of the Bank allocated the lending of 600 million USD worth of the 1st phase of Applicable Programme Loan (300 million USD) for supporting the process of the BEP.

First Phase of the BEP

The components of the 1st phase of the Basic Education Project within the context of Basic Education Programme were established as follows:

- | | |
|---------------------|---|
| Component 1: | Expanding the coverage of basic education
Restoration of primary education schools and the construction of additional classrooms |
| Component 2: | Increasing the quality of basic education
Information and communication technologies
Education materials |
| Component 3: | Support for the programme execution |
| Component 4: | Monitoring and evaluation
Improvement fund |

The first phase of the Basic Education Project was completed on 31 December 2003. The work that has been completed within the scope of the first phase is as follows:

Construction and Restoration Activities

Rehabilitation of basic education schools in rural and slum areas and construction of additional buildings in order to increase their capacity and make them more effective for both the students and society. The following has been completed:

- the restoration of 199 primary schools in the Şırnak, Mardin, Van, Bitlis and Hakkari provinces of Southeast Anatolia was completed;
- the construction and rehabilitation of additional buildings in the 124 central village primary schools of Kocaeli, Yalova, Batman, Iğdır, Bartın and Şırnak were completed;
- the restoration of 13 regional boarding primary schools in the provinces of Aksaray, Manisa; Siirt, Muş, Erzincan, Adıyaman, Ağrı, Bitlis, Hakkari, Hatay, Ankara, Bolu and Kars, was completed;
- the restoration of 1 287 schools in 74 provinces, which had been closed but could return to education and teaching with small restorations, was completed;
- the rehabilitation and additional building construction of 44 primary schools in Ankara was completed;
- the rehabilitation and restoration of 30 YIBOs and PIOs in 28 provinces was completed.

IT Classes

Having included computer literacy and education in the primary education curriculum, the MONE aims to establish and equip learning centres named “Information Technology Classes” in all primary schools and to make information technologies tools for productivity. In the 1st phase of the Basic Education Project, to achieve this goal, IT classes were established throughout the country and computers were purchased and distributed. This consisted of:

- the infrastructure for 3 188 information technology classes in 2 802 primary schools was

completed and IT classes were opened;

- 56 605 computers and other related equipment were distributed to 26 244 village primary schools in rural areas;
- 1 500 laptops were purchased and distributed to primary education inspectors;
- 130 laptops and 1 server were purchased for Board of Inspection/inspectors of the MONE.

Instructional Materials

The Basic Education Programme aims to increase the success rate in village schools that suffer from poor locations and which thus do not have the necessary teaching and learning environment, by providing instructional materials to all the primary schools in rural areas and to the students being educated in these schools. In the First Phase of the BEP, purchases which support this goal have been made and distributed to the above-mentioned schools and students as follows:

- instructional materials were distributed to 2 993,692 students in 22 287 primary schools in rural areas throughout the country;
- 6 513 TVs, 9,456 overhead projectors and 6 503 video players were distributed to 6 180 schools; and video cassettes and transparency sets were distributed to 6 254 schools, including 2,802 IT classes;
- including the schools where IT classes have been established, projection equipment was bought and distributed to 6 255 primary schools;
- overhead projectors were bought and distributed to 18 517 primary schools in rural areas.

In-service Training

Within the scope of the First Phase of the Basic Education Programme, in-service training has been provided in order to increase the quality of primary education and to support the attainment and development of teachers, administrators and inspectors in professional areas. In addition, basic and advanced training has been offered to inspectors, teacher's trainees and teachers about computer hardware and educational software in order to enable the use of IT classrooms established in primary schools by teachers in the most efficient way. This consisted of:

- two-week "Active Learning and Special Education Methods" training in the fields of Learning and Teaching Strategies, Teaching of Turkish, Teaching of Science, Teaching of Mathematics, Teaching of Life and Social Sciences to 735 teachers in the Turkish, Mathematics, Life Sciences, Science, Social Sciences and Elementary Teachers branches in 81 provinces;
- an 8-month English education was provided to 100 personnel serving in the project sections of the MONE Central Organisation and an additional 4-month education was given to 50 of these personnel;
- in-service training was provided for 3 000 primary education inspectors in the areas of Educational Management, Computer Literacy, Active Learning and Teaching Strategies together with Material Usage, Active Learning and Special Teaching Methods;

- in-service training on computer literacy was provided for 25 000 teachers in the schools where IT classes were established by computer teacher trainers;
- 250 computer teacher trainers who were selected from schools with IT classes were trained in 3 periods on various subject areas in order to make them gain the necessary qualifications for training computer teacher trainers in provinces;
- 3 781 education manager candidate teachers were trained in a 3-week Educational Management course in 18 provinces and 25 centres;
- 831 YİBO and PİO principals were given 1-week seminars on health, nutrition and hygiene, child psychology and guidance, democracy and human rights. 1 week bussed primary education seminars were given to 145 personnel working on bussed primary education in provinces;
- 15 928 teachers in the schools where IT classrooms were built were given basic (computer literacy) and advanced (Windows NT, Proxy, MS Office, Internet, Windows 98) education by the firms providing hardware and software.

Monitoring and Evaluation

The following research and analysis has been prepared by universities on social, institutional effects and financial analysis of the Basic Education Programme.

The Research for the Evaluation of Social Effects of Primary Education Schools (2002)

In this research it was aimed to determine social effects of basic education schools by taking the views of province and district directors of education, primary school inspectors, school administrators, teachers, students, parents and leaders of the society.

It was seen that YİBOs, PİOs and primary schools of bussed education are more satisfactory in terms of physical conditions when compared to other primary schools. It was determined that problems related to the physical conditions of YİBOs, PİOs and primary schools of bussed education are mostly experienced in South Anatolia, Southeast Anatolia and the Black Sea Region.

It was determined that YİBOs, PİOs and primary schools of bussed education are useful for the region and society and they are perceived as important initiatives because of functions such as increasing the quality of education, ensuring equal opportunities and possibilities and making positive contributions to the development of students. It was also determined that these schools increase rates of public literacy and schooling, have a preventive effect on marrying and working at early ages, they help prevent child criminality, and raise awareness on health, family planning and protection against diseases. It was also determined that these schools raise awareness on democratic rights and freedoms, change ways of thinking and life styles positively, they affect travelling, clothing and reading habits, and increase participation in social, artistic and educational activities.

However, it was determined that school-parent-environment relations should be developed as well as guidance and health services for students at these schools.

Research on the Institutional Evaluation of Primary Education Schools (2002)

This research aimed to examine physical improvements obtained at the end of BEP I and carry

out an institutional evaluation of primary schools by taking the views of administrators, teachers, students, parents and other stakeholders about the effects of these improvements on educational outputs.

BEP I provided considerable contributions to the improvement of physical features and equipments of schools. But there is a need to take administrators and teachers into in-service training in order to increase the contribution of physical improvements to learning.

At the same time, it is considered as beneficial to revise the bussed education system and abandon this application preferably in the 1-3rd classes.

There is a need to take the views of school administrators, teachers, parents and local administrators into account in decisions related to school facilities.

More experienced and senior administrators and teachers should be appointed at YİBOs and PİOs and measures taken to ensure that these educationalists spend more time with students out of school hours.

The Financial Analysis of Primary Education Schools (2002)

This research aimed to determine how the differences of cost per student seen among basic education areas occur related to investment expenditures and current costs.

According to the calculations carried out on bussed education the cost of a bussed student is 60% higher than a non-bussed student. And also, by taking into consideration bus problems and hard winter conditions it has been decided that bussed education should be abandoned for 1-3rd classes in settlements where the number of students is 8-10.

According to the research, rational criteria on the basis of needs which also take into consideration the number of students should be developed for the delivery of the allowances to provinces, districts and schools and allowances should be delivered in accordance with these criteria.

Geographical conditions of our country necessitate YİBOs which are established in rural areas, especially for the students of 6-8th grades of primary school. However, when it is ensured that present capacity of YİBOs is used more effectively and efficiently, the costs of these school types can be reduced.

Research on the Effect of IT classrooms

The main aims of the research, carried out in May 2004, were to analyse “Information Technology” within the context of BEP I in its every dimension, to offer proposals for the future with the findings of the research, to take views from teachers, students, school administrators, parents and authorities of Educational Directorates on developing and monitoring the applications that will be carried out in the next phases of the project and to determine problems.

It was seen that IT classes enable administrators, teachers and especially students to have access to information and communication technologies.

It was determined that IT classes are important in terms of the opportunities they provide for students, as two of every three students within the scope of the research started using computers at school and 55% of students did not have any opportunity to use computers outside school. The fact

that approximately one-third of schools have had their web pages prepared or they are at the stage of getting them prepared supports the view that administrative staff have started to use information technology widely and effectively.

It was seen that all teachers perceive IT classes as laboratories established for computer lessons rather than an environment that can be made use of in their own lessons so teachers taken in-service training on computer literacy need to be well informed on the goals of IT classes.

Inadequacies of educational software and technical support, lack of any factor encouraging or compelling teachers to use computers for educational purposes out of “preparing annual course programmes”, non-existence of computers in teacher’s room at half of the schools, generally keeping computer classes under lock, and limitedness of internet opportunities are other factors which necessitate individual effort for orientation to information technologies.

Establishing ADSL connection to IT classes is an important step toward solving the internet problem. It was seen that school administrators do not open IT classes for the use of students and public out of school hours because of the control problem of these classes.

Improvement Funds

The Improvement Fund under the scope of the Monitoring and Evaluation component of the first phase of BEP; aims to increase the quality of education and attendance rates to school by first determining the needs of the primary schools in rural areas and slum areas through school-family unions, school administrators, teachers, students and parents and then supporting the projects that schools were not able to carry out with the general budget resources:

- In 85 primary schools selected from the slum areas of Ankara, İzmir and İstanbul and the rural areas of Bitlis, Van, Hakkari, Şırnak and Mardin physical improvements related with buildings and other facilities were carried out.

Second Phase of the BEP

The activities which will be carried out within the scope of the Second Phase Loan Agreement signed on 26 July 2002 and giving the BEP a second credit of 300 million dollars supports the same goals as the 1st phase activities. These goals are expanding the coverage of basic education around the country, increasing the quality of basic education and computer based learning and teaching. In addition to these basic goals, the second phase activities also cover pre-school education and special education areas.

Sections of the Second Phase of BEP

The activities that will be carried out in the second phase of the BEP target the continuance of activities which will increase the quality and capacity of basic education and making schools more attractive for people living in low-income areas and slum sections in big cities; as well as the development of preschool education and special education which are inseparable parts of basic education.

In order to prepare the Implementation Plan of Second Phase of BEP, an education study was organized with the participation of the representatives of related units. The plan prepared and approved within this context was put in to implementation in the second part of 2004.

The 2nd phase studies of BEP are being carried out under 5 main headings:

1. Extension of the Coverage of Basic Education:
 - the restoration of primary schools and building of additional classrooms;
 - building of kindergarten classrooms in existing primary schools;
 - the restoration of special education institutions and the building of additional sections.
2. Increasing Quality of Basic Education:
 - Information and Communication Technologies,
 - provision of Educational Material;
 - pre-school Education and Non-formal Early Childhood Development Programme;
 - Special Education.
3. Expanding Effective Access to Basic Education:
 - in-service training for Information and Communication Technologies;
 - in-service training for Preschool education;
 - in-service training for special education;
 - Mother-Child Education.
4. Project Implementation Support;
5. Monitoring, Evaluation and Reporting.

9.1.6 Primary Education Investments

Investment programmes prepared in order to ensure that our primary education institutions are constructed and equipped in a modern fashion are carried out by Provincial Governors.

The numbers of primary and secondary education school classes for the period of 1997-2003, including pre-school education classes, is given in the following table according to their financial resources.

Table 23. Number of Schools and Classrooms According to Years and Financial Resources (2000-2004)

Year		State**		State-Public		Public		Central Bids		İMKB		100 % Sup. Campaign		Total	
		School	Class	School	Class	School	Class	School	Class	School	Class	School	Class	School	Class
2000	PE*	336	9 141	63	2 077	85	2 016			15				499	13 234
	SE	64	2 262							106				170	2 262
2001	PE	276	2 641	48	714	84	1 462	185	5 650					593	10 467
	SE	70	1 111											70	1 111
2002	PE	430	4 847					60	1 885	9	176			499	6 908
	SE	73	987							77	1 168			150	2 155
2003	PE	562	7 323							81	2 032	112	1 991	755	11 346
	SE	43	585							58	880	50	1 000	151	2 465
2004	PE	667	16 415							10	176			677	16 591
	SE	75	1 236							1	32			76	1 268
GENERAL TOTAL													8 145	134 005	

* Pre-school Education Data are included in Primary Education. (PE: Primary Education, SE: Secondary Education)

** The ones which cannot be given under the headings of State, Public, and State-Public because of being unable to make exact differentiation are given under the heading of State.

9.2 Developments in Secondary Education

The ongoing efforts to develop our general and vocational secondary education system aim to increase the share of vocational-technical education in secondary education in the short term, and to increase compulsory education to 12 years in the long term. The Law of 4702, which makes this restructuring possible, was put into force in July 2001. The innovations that were brought by the law are as follows:

- the provision of opportunity for the transition of vocational high school graduates to higher education without an exam;
- the opportunity for the transition of students who have earned a degree in international scientific competitions to higher education institutions without an exam;
- providing the opportunity to general high school graduates to get a vocational high school diploma through vocational training and the opportunity to enter higher education without an exam;
- formation of vocational and technical education areas;
- establishment of vocational and technical education centres (these centres have been established in 91 cities and towns already);
- providing foundations with the right to establish vocational education institutions providing they are not run for profit;
- making vocational education obligatory for those starting a business and employing;

- using also the education contribution share incomes also for secondary education;
- establishment of Vocational Education Boards;
- establishment of education units in enterprises;
- opening of pedagogical courses to raise trainers for enterprises;
- giving assistant masters, masters and general high school graduates the opportunity to earn a vocational high school diploma;
- giving vocational high school graduates the right to enter mastership exams directly;
- making skills training more widespread;
- providing the appropriate education for those who presently work;
- evaluation of the vocational competencies of employees;
- determination of vocational training-employment needs in provinces;
- including related sectors to the inspection of vocational education.

On the other hand, the ‘whole day whole year’ education project continues, aiming to provide vocational training for more citizens by making use of the physical capacity of vocational and technical education institutions, tools-materials, equipment, teacher and other personnel in the most efficient way and by providing education in the evenings, weekends, summer and half-term holidays for adults and employees and for those who would like to acquire a new profession or develop themselves in their profession.

9.3 Other Significant Projects in Primary and Secondary Education Supported by the European Union MEDA Programme

There are 3 projects in the education area which are implemented in co-operation with the European Union. These include:

- a project to support basic education;
- a project to strengthen the vocational education and training system;
- a project to modernize vocational and technical education.

The total cost of the three projects is EUR 177.19 million (the share of the EU is EUR 165 million; the share of the Turkish government is EUR 11.7 million).

9.3.1 Support to Basic Education Project

The Finance Agreement of the project was signed on the 8th of February 2000. The total cost of the project is 100 million EUR and the entire amount is given as a grant.

The project, by increasing the education level in order to decrease poverty, aims to develop the

living conditions of the population living in disadvantaged rural and urban areas and also in slum areas, as well as to include the children, youngsters and adults who have been left out of basic education, into basic education. The specific goal of the project is to increase the average attendance level of formal and non-formal education particularly for women and girls:

The following results are expected from the five-year project:

- new education strategies and policies for teaching and learning will be implemented at national and provincial level in order to achieve basic and non-formal education goals;
- basic education will be structured so that it will cover non-formal education as well;
- economic inadequacies affecting urban and rural imbalances related with access to education will be decreased, standards of educational opportunities will be developed and physical capacity will be increased;
- quality of basic education will be increased through ensuring access to educational technologies and developing educational administration and educational content continuously;
- activities aiming to increase public awareness of the importance of education will be encouraged;
- administration and planning skills of educators responsible for pre-service and in-service training will be improved and their educational levels will be increased.
- in 12 provinces (Ağrı, Ardahan, Adıyaman, Bayburt, Bingöl, Diyarbakır, Erzurum, Kars, Muş, Sakarya, Şanlıurfa, Siirt), participation and attendance to education will be ensured and schooling rates will be increased. Also, the difference between the schooling rates of boys and girls will be decreased, and programmes on adult education will be developed and expanded;
- a strategy will be defined for developing education and schooling at central areas and slum areas of 5 disadvantaged provinces with the highest rate of immigration (Istanbul, Antalya, Mersin, Bursa and Adana). In the above mentioned cities, suitable education methods will be developed by experience.

The goals of the project will be carried out in 3 phases:

- **Phase 1:** Supporting basic education reform at national level;
- **Phase 2:** Supporting local administration in the most disadvantaged 12 provinces;
- **Phase 3:** Ensuring that children, adolescents and adults who are left out of education system, have access to basic education and increasing the demand for formal or non-formal education in the slum areas of 5 provinces with the highest rate of immigration.

A five-year general activity plan, a detailed activity plan and a detailed budget of the project were prepared and it was launched in September 2003.

Within the context of the project on supporting basic education, the following were included:

- development of primary education curricula (Maths, Turkish, Social Sciences, Life Skills, Science and Technology) for 1-5 classes has been supported;
- draft studies on general competencies of teachers and special field competencies in 16 different branches have been supported.

9.3.2 Project on Strengthening Vocational Education and Training System

The general objective of the project is to improve the vocational education system of Turkey in accordance with the socio-economic requirements and lifelong learning principles.

Specific Objectives of the Project involved:

- supporting the improvement of the quality of vocational education system and its compatibility with national requirements;
- strengthening the institutional capacities of public administration, social partners and enterprises related with vocational education at national, regional and local levels;
- accelerating the transition process of the vocational education system to local administrations.

Expected Results of the Project include:

- a new national vocational standards system developed in co-operation with stakeholders and non-governmental organisations and drawn up so as to meet the requirements of the labour market;
- a new national vocational qualification system which provides proper assessment, grading and certification and which is based on accepted vocational standards;
- competence-based modular programmes which have been developed in accordance with the indicators developed by national qualification system and which include both vocational education at beginners level and lifelong vocational education at other levels;
- a new certification system ensuring quality by consistently implementing national standards adopted at all stages and programme areas;
- a new vocational education management system which meets the local requirements of the labour market and which depends on triple structure at the provincial level;
- institutional development programmes developed and implemented in order to provide high quality education for school administrators, teachers and change leaders;
- partnerships established by schools with educational institutions in other countries.

The total budget of the project is approximately EUR 51 million. The total duration for the project is five years. The first six months are for the preparatory work and the remaining fifty-four months are for implementation.

The project is being implemented successfully in accordance with its objectives.

9.3.3 Project on Modernization of Vocational and Technical Education

The initial report of the project duration of 42 months was approved by our Ministry and the Representative of European Union in Turkey in March 2004.

The general goals of the project are:

- to support efforts to increase the quality of teacher training in the field of vocational education;
- to help the harmonization of vocational and technical teacher training system to the developments in European Union.

The specific objectives of the project are as follows:

- to develop national teacher training standards in order to increase the quality and reliability of vocational and technical teacher training system;
- To develop 5 new curricula in pre-service and 3 new curricula in in-service vocational and technical teacher training based on these accepted standards
- to support the implementation of 20 innovative pilot projects in 5 selected regions (Ankara, İstanbul, Konya, Elazığ and Denizli);
- to help Turkish government in the development of a medium-term strategy in order to develop human resources in vocational and technical teacher training system.

The total budget of the project is EUR 18.5 million of which EUR 14 million is financed by the European Union as a donation and EUR 4.5 million of this amount is financed by the MONE as personnel cost.

9.3.4 Secondary Education Project

Preparation for the secondary education project has been carried out by making use of external resources in some fields in addition to own resources necessary for the development and increasing the quality of general and vocational secondary education system. Within this context, the estimated overall budget of the project is EUR 80 million. All of the expenditures of the project will be covered with a loan; there will not be any country contribution. Secondary Education Project work initiated by the MONE has been planned to meet the following needs:

- increasing the duration of basic education to 12 years in the long term;
- increasing the share of vocational and technical education in secondary education;
- reaching European Union countries' standards in vocational-technical education by developing vocational-technical education programmes and restructuring vocational-technical education on the basis of vocational standards and personal teaching;
- making necessary arrangements for vocational orientation and guidance;
- using modular teaching methods and technology in education;

- developing a new secondary education system in which the share of vocational-technical secondary education is increased;
- ensuring the participation and co-operation of the public in parallel with the increase in the quality of education at our education institutions, planned school development model implementations and regional educational needs;

The secondary education project, which is at the preparation stage, is planned to start in June 2005. The duration of the project is five years.

9.3.5 Educational Framework Project (Expansion of Computer Technology Classes)

Computer Technology Classes will be set up at 1 400 primary schools in order to increase the quality of education.

The EUR 50 million, which is being implemented with a credit from the European Investment Bank, began in 2002 and will end in 2007.

9.3.6 Democracy Education and the School Assembly Project

“Democracy Education and the School Assembly Project”, which is financed by national resources, was commenced by the Turkish Grand National Assembly and the Ministry of National Education on 13 January 2004 in order to improve the democratic culture and awareness of our children; teach them to live in peace through tolerance of pluralism and differences; enable them to think, inquire, analyse and synthesise; adopt his/her own culture and the common accumulation of the mankind; and improve their contemporary values, attitudes and skills such as electing, being elected and voting.

Within the scope of the project, in 300 schools in 81 provinces School Student Assemblies and Province Student Assemblies were set up and after that Turkish Student Assembly were set up with the participation of the Presidents of 81 Province Student Assemblies in 2004. Turkish Student Assembly took recommendation decisions on activities that will be carried out for democracy education throughout the country at its first meeting at Turkish Grand National Assembly’s General Assembly on 24 April 2004.

In accordance with the project, which began in all primary and secondary schools as of the 2004/2005 academic year, the Turkish Student Assembly was to hold meetings at the Turkish Grand National Assembly in April 2005 after necessary activities are carried out gradually at school and province levels.

9.4 Curricula

In the last eight years, as a result of “Curriculum development” that has been carried out according to national needs and values and also taking contemporary scientific and technical data and also the differing interests, wishes and capabilities of the students into account, 878 curricula for schools of all kinds and levels have been developed and put into practice.

Table 24. Distribution of the Programmes Implemented in the Last Eight Years

Year	Pre-School Education & Primary Education	General Secondary Education	Vocational and Technical Secondary Education and Apprenticeship Education	Vocational Courses	Total
1997	8	19	6	21	54
1998	4	10	79	17	110
1199	6	14	3	25	48
2000	6	47	77	15	145
2001	2	14	120	2	138
2002	14	9	123	12	158
2003	1	29	88	65	183
2004	7	15	10	10	42
Total	48	157	506	167	878

The 59th Government of Turkish Republic has developed and implemented an urgent action plan. The need to develop and change curricula according to the requirements of the present century and to the needs of the individual and society has been included in the Urgent Action Plan.

Within this context, work to change and develop educational programmes was initiated within the “Project on Designing Educational Programmes at Primary and Secondary Education Level” and is being continued in a planned way.

Firstly, instead of teacher centred teaching model, a student centred teaching model was reflected in the new educational programmes. Secondly, a new school model was adopted. In this regard schools are intended as learning organisations by self-monitoring, self-developing and following new innovations. In this sense for realizing transformation, the curricula are regarded as guidelines.

Taking notice of the new information and experiences acquired through the recent developments in the world, the curricula are intended to develop in students:

- intellectual learning skills such as reading, writing, speaking, listening, calculating, arithmetic, communication, observation, estimation and evaluation and using new information technologies;
- capacity for thinking and reasoning through materials such as books, music, visual and performing art;
- psycho-motor capacity and perception capacity.

Reference Base of the Curricula

The curricula are based on the following:

- take all the transformations and developments in the world as directive guidelines;

- adopt EU standards and educational perspective of EU;
- consider the identification of the current educational problems of our country, the evaluation and the outcomes of the achievements and failures.

Basic Approaches of the Curricula

Social Approach

The curriculum aims at:

- bringing up students as a member of a knowledge society in parallel with the changes and development in the world;
- raising students who are conscious of their duties and responsibilities, and in harmony with their community;
- bringing up individuals who are sensitive to the issues of importance for society;
- bringing up individuals who are sensitive to the problems of handicapped and gifted students;
- raising individuals who are aware of the fact that democracy entails a sense of mutual duty and responsibility among individuals, that individuals in a democracy have not only rights but also duties;
- raising consciousness of basic human rights.

Individual Approach

The curriculum aims at:

- accepting the fact that every student is a separate individual;
- aiming at achieving personal happiness and pleasure of success in students;
- providing guidelines for the future life of the student,
- aiming to develop competencies in individuals which are necessary for our age;
- giving priority to raise students as healthy individuals in terms of physical and psychological health;
- giving priority to learning to learn;
- ensuring that all students receive the message that they are reliable individuals and transfer this message in to a life principle.

Economical Approach

The curriculum aims at:

- accepting the idea of achieving sustainable economical development;
- taking into account regional economic differences;
- taking necessary measures in order to meet professional manpower demands required by the economy.

Curriculum Development Process

Curriculum development studies continue, in co-operation with the universities, on Turkish, Maths, Knowledge of Life, Social and Science for primary schools, and Turkish Language and Literature, Maths, Physics, Chemistry, Biology, History and Geography for secondary schools. The curricula are being revised taking into account innovations in technology, the subject field, educational sciences and European Union standards. Specialized commissions were established, and needs analysis was conducted for the subjects in line with the opinions obtained in a democratic way from non-governmental organisations, universities, inspectors, administrators and teachers.

Within the context of “National Education Development Project” studies, reports measuring educational activities and exams, reports of TIMSS-R Test and Questionnaire and PIRLS Project Test and Questionnaire results were also used. The commission has been working on basic competencies that every student should have in the subject field, forming 12-year curriculum patterns (for primary and secondary education) conducting of skill analysis for each course, and forming concept maps and relation analysis between courses.

Materials suitable for education and training programmes and information technologies and guidebooks for teachers are prepared in line with the curriculum development studies.

Primary Education Weekly Course Schedule

After the enforcement of the Law no 4306, “Weekly Course Schedule for Primary Education” was restructured to meet the needs of eight-year compulsory education, and was put into practice at the beginning of the 1997/1998 academic year. Besides the weekly course schedule, elective courses in primary education were rearranged and the curricula for the new courses were developed and put into practice at the beginning of the following academic year.

According to the new course schedule the following courses were put into practice:

- foreign language courses for 4th and 5th grades;
- traffic and first aid training courses for the 6th and 8th grades;
- individual and group activity courses for the 1st, 2nd, and 3rd grades;
- citizenship and human rights courses for the 7th and 8th grades;
- elective courses from 4th to the 8th grades (drama, computer, local craftsman, second foreign language, agriculture, tourism, discourse and writing);

The following subjects were put into implementation for piloting and development:

- citizenship and human rights education curricula for the 7th and 8th grades;

- math curricula for 1st -8th grades;
- science curricula for 4th -8th grades;
- religious culture and ethics curricula for 4th -8th grades.

Table 25. Primary Education Weekly Course Schedule

	CLASSES							
	1	2	3	4	5	6	7	8
Turkish	12	12	12	6	6	5	5	5
Mathematics	4	4	4	4	4	4	4	4
Knowledge of Life	5	5	5	-	-	-	-	-
Science and Technology Education	-	-	-	3	3	3	3	3
Social Knowledge	-	-	-	3	3	3	3	-
Citizenship and Human Rights Education	-	-	-	-	-	-	1	1
History of the Republic of Turkey and Atatürk's Principals	-	-	-	-	-	-	-	2
Foreign language	-	-	-	2	2	4	4	4
Religious Culture and Ethics	-	-	-	2	2	2	2	2
Drawing	2	2	2	1	1	1	1	1
Music	2	2	2	1	1	1	1	1
Physical Education	2	2	2	2	2	2	2	2
Job Training	-	-	-	3	3	2	2	2
Traffic and First Aid Education	-	-	-	-	-	1	-	1
Individual and Group Activities	3	3	3	-	-	-	-	-
Elective Courses	-	-	-	3	3	2	2	2
TOTAL	30	30	30	30	30	30	30	30

9.5 Instructional Materials

Instructional materials are composed of either printed or unprinted materials, which are used in achieving the goals of the curricula.

Books, periodicals and other instructional materials, prepared by either the MONE or the private sector, are being reviewed and evaluated by the MONE in line with specified evaluation criteria within the scope of the provisions of the Regulation on the Review of the Instructional Material in return for a specified fee.

The textbooks that are evaluated by the Board of National Education are prepared and presented by the following methods:

- **Ordering:** Ordering the books to be written or prepared in compliance with the relevant terms of reference-related specifications. The resulting books are submitted to the Board of Education for evaluation;
- **Purchasing:** Translated or written books in Turkey or abroad are reviewed and submitted to the Board of Education when they are required to be taught in the schools;
- **Preparing:** The Ministry may have the books prepared by the experts of the MONE or by an

established committee of these experts. In this case, the method in ordering is applied;

- **Having the private sector prepare:** Books of authors or publishing houses are examined and the necessary procedures applied in line with the examination reports before submitting the book to the Board of Education.

Those books which are approved by the Board of Education are used by schools following their announcement in the Ministry's Periodic Notification Bulletin.

9.6 Information Technologies

The use of information technology in education in Turkey started with the establishment of the "Specialized Commission on Computer Education at Secondary Schools" by the Ministry of National Education in 1984. Activities up to 1990 included purchase of computers, development of software, and in-service training of teachers serving at general and vocational secondary education institutions.

Significant developments were achieved on computer assisted education between the years 1990-1999. Within the context of the "Project on the Development of National Education" implemented with the support of the World Bank, projects on "Computer Piloting Schools" which covered 53 schools, and "Computer Laboratory Schools" which covered 182 schools were conducted with the purpose of the expansion of use of computers, and computer assisted education. As part of this process, new goals were determined for 2000 and work in that direction started.

Besides establishing computer laboratories at schools and expanding computer assisted education, the "Information System of the Ministry of National Education (MEBSİS)" was established in order to automate Province and District Educational Directorates of the MONE by making use of information technology and connecting them to the central organisation through information networks. MEBSİS aims at giving services of the MONE on time in a more effective, cheaper, rapid, accurate way by making use of information technology.

Up to now, education has been provided for 7 000 computer teacher counsellors and 460 computer training teacher counsellors through in-service training activities to give them the necessary qualifications to be able to pioneer the use of information technology at educational institutions. It was ensured that approximately 56 000 teachers were given face to face education on information technologies by computer and computer training teacher counsellors. As of 2005, 100 000 teachers will have received education on information technologies through distance education.

9.6.1 Integration of Information Technologies (IT) into Education

Activities have been carried out at every level of our education system in order to use and expand new technologies in education and ensure that teachers and students make use of information technology in every lesson.

The Secondary Education Institutions Exam and Motor Vehicle Drivers Course Exam and the announcement of these exams' results are carried out in an electronic environment with an e-exam project. Work for an e-exam for visually impaired citizens has been carried out.

Students enrolled in schools affiliated to open education institutions within our Ministry can carry out their registration and study in a fast and secure way via internet by the help of the Project on the Automation of Distance Education Services. Within this context first of all it is ensured that students can access their course books via internet.

The MONE ADSL Connection Project was developed in order to provide rapid and uninterrupted internet connection to the schools and institutions affiliated to the MONE and to the computer laboratories at these schools. The project consists of four phases: in the first three phases ADSL internet access was completed approximately for 20 000 schools. And it is planned that ADSL internet access for the rest of schools will be completed by 31 October 2005.

Within the context of the Project on Education for the Future, steps have been taken to increase the quality of education, enable teachers to integrate information technologies into their classes, putting information technology at the service of students, transition to computer assisted education and ensuring that information technology classes in primary schools are used in a more efficient and productive way. Twenty-thousand teachers were given education by the end of 2004. And by the end of three years 60,000 will have been given education as 20 000 in 2005 and 20 000 teachers in 2006. It is planned that educational programmes will be expanded so as to cover new schools as the number of information technology classes increases.

The project on Co-operation in Education aims to make educational environments more efficient by integrating information technologies into educational activities, to establish an educational portal which will allow teachers to share their activities and experiences on the integration of information technologies to the present educational programmes, and create an environment for information sharing among teachers, students and parents. Educational Portal work has established a pilot Portal for Accessing Information. Work has been carried on in one hundred and twenty pilot schools to test the Portal for Accessing Information. Activities related with international projects Global Gateway and Skool have been carried out.

Within the context of the Basic Education Programme, which is carried on with the support of the World Bank, IT classes will be established in 15 000 schools in rural areas, coordinators of 18 000 IT classes will be educated, 200 000 educational staff will be given in-service training on computer literacy and computer assisted education. And within the context of this programme 51 465 computers were provided for 26 276 primary schools and a printer, a scanner, software and an uninterruptible power supply (UPS) were provided for every one of these 26 276 schools

Within the context of Secondary Education Project, which is at the preparatory stage, activities will be carried out to increase the duration of compulsory education to 12 years in the long term, increase the ratio of vocational and technical education in secondary education, develop vocational and technical educational programmes and reach EU standards in terms of educational programmes. The project also aims to restructure vocational guidance and orientation system at secondary education, using modular teaching methods and educational technologies at secondary education, increase the quality at educational institutions, and determine regional needs in parallel with planned school development model.

Goals such as ensuring electronic transformation in several fields of the MONE and meeting hardware and basic software needs will be achieved with the projects and infrastructure work carried out within the MONE.

The Ministry of National Education aims to accomplish the following in order to integrate Information Technologies (IT) into the Turkish education system in the 2000s:

- IT hardware and software will be provided for every school including primary education schools;
- secure and fast internet connection will be provided to all schools;

- all students, teachers, directors, parents and the school staff will be able to access IT;
- IT class with 20+1 computers per 500 students, at least 2 computers with internet and intranet connection per teachers' room and at least 1 computer will be provided with the same specs for the guidance services, libraries and administration offices;
- necessary software and in-service training courses will be provided in order to ensure that teachers, students, directors and the school staff are able to use IT and successfully take advantage of it during the educational processes;
- current curriculum will be transformed into a student-centred one and it will be provided that students access information by using IT tools by themselves during their educational processes;
- work will be carried on in order to avoid the digital divide and IT at schools will be at all citizens service;
- technical support centres for schools will be established in order to provide the necessary technical support for the update and continuous maintenance of the IT hardware at schools.

9.7 Special Education Services

In Turkey, the education services for children in need of special education began in 1889 and as of 1950 the education of children in need of special education was carried out by the MONE with great changes and improvements.

Principles related to special education services organized within the body of "General Directorate for Special Education, Guidance and Counselling Services" in accordance with the Law no 3797, have been determined by decree law no 573 issued on 6 June 1997 on Special Education. The decree law, which brings on a new understanding related with the equal opportunities and equal participation in education for the individuals in need of special education, includes clauses on the education of individuals in need of special education in the fields of early childhood education, pre-school education, primary education, education at home, secondary education, higher education and non-formal education.

9.7.1 Groups Given Special Education Services

Visually Impaired Individuals: At special education schools, education services at pre-school and primary education levels are provided for visually impaired individuals. All of the schools at the level of primary education are boarding schools, but the students also have the opportunity to attend on a daily basis.

These students can continue their education within the context of inclusive education and special education classes. The visually impaired who completed their primary education continue their further education at regular schools.

Hearing Impaired Individuals: At special education schools pre-school, primary and secondary education services are provided for the hearing impaired as boarding and daily schools. It has been taken as the principle that these students continue their education at regular schools within the context of inclusive education, and these students are placed at vocational high schools without an exam. Also, separate vocational high schools have been opened for hearing impaired students.

Orthopedically Disabled Individuals: At special education schools pre-school, primary and secondary education services are provided for the orthopedically disabled with medical rehabilitation services. At vocational high school opened for this group, education is provided in decorative handicrafts, bookbinding and serigraphy and accounting.

Children Who Are Ill or Hospitalized for a Long Time: Children who cannot take regular education because of their illnesses that require continuous care and treatment are given education services at primary schools opened within hospitals.

Mentally Retarded Individuals: Education at pre-school, primary and non-formal education levels is provided for mentally retarded children at special education schools on a daily basis. Moderate (educable) mentally retarded children continue their primary education at regular primary schools and special education primary schools. Priority has been attached to the education of these students within the context of inclusive education. The students who complete primary education attend “Vocational Education Centres” where vocational courses aiming at making the students to gain basic vocational skills and cultural courses suitable for the levels of the students are given.

The education services for severe (trainable) mentally retarded children, who are at the age of compulsory education, are provided at “Education Application Schools” where programmes for making them to gain self-care and basic life skills, to develop functional academic skills and adapt to the society.

Gifted and Talented Children: In order to ensure that gifted or talented children at the age of pre-school, primary or secondary education are aware of their individual skills and maximize their capacities, “Science and Art Centres” have been established as the institutions giving education in line with their interests, skills and demands in their spare time.

Children with Adjustment Difficulties: Children having emotional and social adjustment difficulties continue their education through inclusive education at regular schools where special measures are taken. These measures may be informative meetings organized by the guidance and research centres and child psychiatry offices for teachers, institution administrators and parents on individual and development characteristics of the child and measures that have to be taken at school, class, and home.

Children with Speaking Difficulties: Children having speaking difficulties continue their education through inclusive education at regular schools where special measures are taken. These measures may be informative meetings organized by the guidance and research centres and child psychiatry offices for teachers, institution administrators and parents on individual and development characteristics of the child, guidance on the measures that have to be taken at school, class, and home without interrupting the educational environment and in-service training seminars for teachers and parents. Suitable therapy services are provided for these students at guidance and research centres.

9.7.2 Other Special Education Services

Parent Education: Parent education is a continuous service in the education of the individuals in need of special education. Measures ensuring the active participation and contribution of parents in every dimension of special education are taken through this service.

Early Childhood Education: Special education services for children in need of special education and under 36 months are given at institutions and homes by pedagogical identification, monitoring and evaluation groups and teachers tasked with providing special education at site on the

basis of informing and supporting the parents in co-operation with universities.

Special Education at Pre-school: For children in need of special education and between 37-72 months, pre-school education is compulsory, and this service is given on the basis of inclusive education and within the framework of support education plans.

Education at Home: The education of the individuals who are at the age of compulsory education but who cannot make use of the educational institutions directly because of their physical, emotional, social and communicational inadequacies is carried out by the teachers tasked with providing special education on site on the basis of informing and supporting parents and educating individual at home.

Special Education at Non-formal Education: Vocational education given by the MONE is provided at special education institutions and vocational-technical education institutions. Apart from these, in summer months when formal education schools are on vacation, vocational courses are opened for disabled citizens at special education schools and public education centres.

Mentally retarded adults attend “Business Training Centres” in order to gain basic vocational skills suitable for their development characteristics and competencies.

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Table 26. Number of Schools, Students and Teachers in Special Education (2004/2005)

TYPE OF SCHOOL/INSTITUTION	NUMBER OF SCHOOLS/ INSTITUTIONS	NUMBER OF STUDENTS	NUMBER OF TEACHERS	PRE-SCHOOL EDUCATION TEACHERS	PRIMARY SCHOOL TEACHERS	BRANCH TEACHERS	SPECIAL EDUCATION TEACHERS	GUIDANCE TEACHERS
Nurseries (2 nd Branch of Early Diagnosis Center for the Hearing Impaired)	1	31	7				6	1
Primary Schools for the Hearing Impaired	49	5 732	1 159	12	287	785	43	32
Vocational High Schools for the Hearing Impaired	14	1 174	175			166		9
Primary Schools for the Visually Impaired	16	1 348	358	5	54	157	122	20
Primary Schools for the Orthopedically Impaired	4	191	55	1	30	20	2	2
Vocational High Schools for the Orthopedically Impaired	2	55	19			19		
Primary Schools for the Educable Mentally Retarded	43	2 383	705	7	255	159	260	24
Vocational Education Centers for the Educable Mentally Retarded	57	1 852	209		56	59	84	10
Training and Application Schools for the Trainable Mentally Retarded	104	4 550	1 276	24	451	161	590	50
Training Centers for Trainable Mentally Retarded	104	1 575						
Training Centers for Trainable Mentally Retarded (Independent)	4	262	40		18	12	9	1
Science and Arts Centers	25	2 232	253	2	31	208	1	11
Hospital Primary Schools	44		81	3	71	5	2	
Training Centers for Autistic Children	12	366	159	4	37	49	64	5
Vakıfbank Primary School for Children of Hope (Street Children)	1	22	10		10			
Kindergartens within Special Education Schools (in 38 schools, 46 branches)		309						
TOTAL	480	22 082	4 506	58	1 300	1 800	1 183	165

NOTE: 76.237 individuals make use of special education services as 22 082 at special education schools, 50 355 at inclusive and special education classes and 3 800 at special education primary schools affiliated to General Directorate for Private Education; and 34 099 individuals make use of rehabilitation services at public or private rehabilitation centres affiliated to the Institution of Social Services and Child Protection (SHÇEK).

Table 27. Quantitative Developments at Special Education between the Years of 2000-2005

YEARS	NUMBER OF SCHOOLS	NUMBER OF STUDENTS			TOTAL NUMBER OF STUDENTS	NUMBER OF TEACHERS
		At Special Education Schools	At Special Education Classes	At Inclusive Education		
2000/2001	342	15 838	6 862	23 915	51 923	2 355
2001/2002	343	17 320	6 912	29 074	53 306	2 834
2002/2003	491	17 988	6 912	31 708	56 608	3 385
2003/2004	474	20 411	7 804	35 619	63 834	3 942
2004/2005	510	13 885	8 734	42 293	64 912	4 423

9.7.3 Special Education Projects

Project on the Education of Autistic Children and Implementation Directive: This was prepared in order to ensure the provision of suitable educational environments for autistic children between the ages of 3-15. Education suitable for their personal characteristics arising from autism was put into implementation in 1999.

Project on the Education of Children with Attention Deficiency and Extreme Activity Defects: This project for children between 3 and 18 was developed to ensure that local level services are provided by the MONE to diagnose students having attention deficiency and hyperactivity defects, and to arrange educational environments and increase the social, psychological and cognitive levels of these students. The project was initiated in 2003 and it will be implemented in 14 provinces for 8 years.

Project on the Education of Children with Visual Difficulties: In order to ensure that children having visual difficulties have education suitable for their educational requirements, “Project on the Education of Children Having Visual Difficulties” is being implemented in 3 primary schools for visually impaired in accordance with the protocol signed with the Ministry of Health and Gazi University.

Project on Development of Education Models for Treatment and Inclusion of the Children with Speaking Difficulties at Pre-school Period: The Project, implemented in 11 provinces, was developed by the MONE in order to increase the quality and quantity of education services provided for the children having speaking difficulties, expand inclusive education applications, open institutions for special requirements, develop educational environments and programmes, train personnel, provide support for education services and increase the number of education and guidance services provided for teachers and parents.

Project on the Development of Superior or Special Talents of Children at the Age of Primary and Secondary Education: The goal of the project is to raise the children attending primary and secondary education institutions and having superior or special talents as productive individuals who can combine esthetical values with scientific thoughts and behaviour, and solve problems. The project was initiated in 1997-1998 academic year and it is being implemented in 20 provinces even including the children at the age of pre-school education.

9.7.4 Special Education in Basic Education Programme

Within the framework of 2nd Phase of Basic Education Project, 20 special education schools are being repaired and additional facilities to 10 special education schools are being built, and instructional materials are being purchased, and also staff training is taking place.

Table 28. **Number of Schools, Classes and Students at Special Education Classes and Inclusive Education**

TYPE OF EDUCATION	Number of Schools	Number of Classes	Number of Students
Special Education Class	700	1 265	8 130
Inclusive Education	6 488	19 487	42 225
TOTAL	7 188	20 752	50 355

9.8 Guidance and Psychological Counselling Services

The Turkish Education System provides guidance and psychological counselling as a systematic assistance process provided for groups or individuals in order to ensure that they meet their needs in the fields of success and academic development, personal and social relations, personal, educational and vocational development and solve their problems.

Guidance and psychological counselling services include educational guidance, vocational guidance, and individual guidance.

Guidance and psychological counselling services are carried out by General Directorate of Special Education, by guidance and research centres at provinces and some of the sub provincial districts and by guidance and psychological counselling offices at educational institutions. School guidance and psychological counselling offices provide educational, vocational and individual-social guidance services at schools in co-operation with teachers.

9.8.1 Guidance and Research Centres (RAM)

These serve to plan, coordinate, monitor, evaluate and technically support guidance and psychological counselling services at schools. Additionally, they carry out the necessary activities for the determination of children in need of special education, determination of the educational institution where they will be placed, provision of necessary guidance for these children, inspection, evaluation and assistance for the students who cannot adapt socially or who have problems.

In Turkey there are 130 RAMs, and 809 guidance teachers/counsellors serve at these centres. And 7120 guidance teachers/school counsellors serve at schools.

9.8.2 Activities in RAMs

In-service training have been provided for 450 000 teachers and administrators since 1997 in order to develop guidance and psychological counselling services in our education system and ensure that teachers and administrators gain necessary competencies on guidance services.

9.8.3 Vocational Guidance

Vocational guidance covers the following:

- activities in order to structure vocational guidance services within education system in accordance with the EU standards and objectives of the country have been initiated. Within this context, Turkey participated in the study of OECD on Vocational Knowledge, Guidance and Counselling Country Reports. Other work will be carried out within the context of the OECD and the EU;
- with the co-operation of the MONE and the Ministry of Labour and Social Security, in order to ensure that primary and secondary education students make use of job and vocation counselling services, these services have been provided since 1992 at 42 vocational counselling centres in 39 provinces;
- within the context of vocational guidance activities, guidance services including assistance on exam and choice/selection for the candidates who will take the Student Selection Exam (ÖSS) in order to attend a university are being provided systematically through Student Counselling Centres. In 2004, information meetings were organized in 1 330 high schools and 274 337 ÖSS candidates made use of this service throughout the country.

9.8.4 Means of Measurement and Assessment

Means of measurement and assessment comprise:

- Basic Talents Test (7-11); the talents of students in primary education have been determined and adaptation activities in order to use them for the purposes of educational and vocational guidance have been completed. In-service training courses have been opened throughout the country and training of teacher trainers has been completed in 60 provinces.
- Basic Talents Test (6-8); Work nears completion on the determination of talents of students attending the 6, 7 and 8th grades of primary education and how to use them for the purposes of educational and vocational guidance. Twenty teacher trainers have been trained for the purpose.

9.8.5 Guidance Programme

This programme was initiated as follows:

- As part of group guidance services, the “9, 10, and 11th Grades Guidance Programme for the Class Teachers of Secondary Education Institutions”, it has been prepared as one of the first steps toward developing a guidance curriculum in Turkey. It was put into implementation in the 2000/2001 academic year. Three separate teacher’s manuals for 9th, 10th and 11th grades including the class activities of this programme were published.
- In order to protect children from the risks of crime, violence, suicide, exploitation and addiction by supporting emotional, social and mental developments of the students at the age of primary and secondary education, project preparations on “Basic Prevention Programme on the Basis of School” by including the parents have been completed.

9.8.6 Other Guidance Services

Other guidance services were established, as set out below:

- in order to increase the qualities of guidance teachers (school counsellors), work has been

done to set the basic competencies for these specialists;

- research on socio-demographic characteristics of students and parents in all provinces that have committed a crime and/or suicide within the last five years has been completed;
- manuals for pre-schools teachers and parents were published and distributed;
- the adaptation studies of International Basic Skills Test H-11 for the preparatory, 9th, 10th and 11th grades of secondary education are being carried on in order to identify the student skills and use them for educational and vocational guidance.

In 2004, within the context of psychological counselling, educational and vocational guidance services provided for individuals and groups, guidance and research centres provided services for 66 549 students at primary education, 46 834 students at secondary education and 10 003 individuals out of school.

Within the context of individual guidance services, 16 892 students and 14 738 parents have been contacted.

Guidance and Research centres have evaluated 47 539 individuals and reports on their educational diagnosis have been prepared, applying the necessary psychological measurements. Numerical data on educational diagnosis and evaluation have been taken related with the applications made to the centres. For these services, application and demand are taken as the basis and reaching all of the students in the system is not seen as a goal.

To determine students in need of special education, guidance and research centres carried out general tests on 74 182 students at 966 schools with regard to visual difficulties and 25 617 students at 2 090 schools with regard to learning difficulties.

Table 29. Number of Guidance and Research Centres/Offices and Guidance Teachers

	Number of Centers and Offices	Number of Guidance Teachers
Guidance and Research Centers	148	931
School Guidance and Psychological Counseling Offices	8 540	11 305
TOTAL	8 688	12 236

Within the context of psychological counselling, educational and vocational guidance, school guidance offices provided services for 1 630 225 students at primary education, 1 129 634 students at secondary education and 2 034 individuals out of school.

9.8.7 Implementation Rate of Secondary Education Guidance Programme

A guidance programme was implemented at 4 238 schools out of 4 908 secondary education institutions.

9.8.8 Projects for the Development of Guidance Services

After the Marmara Earthquake in 1999, the Psychosocial School Project was initiated with the

co-operation of the MONE and UNICEF. During the project, direct psychosocial services were provided for 2.5 million students, parents and teachers by a national expert team consisting of experts from universities and the MONE, 120 guidance teachers trained as teachers' advisers and trained 30 guidance teachers from every province. To prevent psychological problems that may occur in the long term after difficult life events, staff immediately intervened with individuals and also developed programmes and materials for school psychosocial services that will be provided in case of crisis and the occurrence of difficult events.

Preparations for the Vocational Guidance and Counselling Component in the Secondary Education Project, which is being prepared in co-operation between the MONE and World Bank, have been completed. This component aims that career guidance services in education system comply with labour market services, and these services are developed in accordance with the EU perspective. The implementation of the project is very important with regard to strengthening the relation between education system and the labour market, supporting labour market policies, social cohesion and mobility and participating in the Euroguidance Network.

Apart from these, in order to develop guidance services in education, three other projects -- "Project on Structuring Basic Prevention Services on the Basis of School", "Project on Life Skills for Youth and Project on the Development of Guidance and Research Centres" -- have been prepared.

9.9 Evaluation of Student Achievement

9.9.1 International Student Assessment Projects

The Ministry of National Education became a member of the International Association for the Evaluation of Educational Achievement (IEA), based in Holland, in 1998; in order to determine our students' achievement levels in international scale, and compare our students' achievement levels with that of the other countries' students.

TIMSS-R (Third International Mathematics and Science Study Repeat) is the most comprehensive project that is being carried out by the IEA. TIMSS-R is the first project that Turkey has participated in international comparative study in the fields of Mathematics and Science. The standard Mathematics and Science Achievement Tests and Interviews, which were designed by IEA to be applied in member countries; were applied to 7 841 8th grade students in age group of 13 throughout the country in 1999. The international report of TIMSS-R distributed to member countries by IEA and the prepared national report have been taken into consideration by the related units of our Ministry in curriculum development.

The second international project, in which the participation of Turkey has been ensured, is PIRLS (Progress in International Reading Literacy Study) project that is also carried out by the IEA. Pilot tests and interviews were applied to 2 300 (age group 9) 4th grade primary education students throughout the country in 2000. Actual tests and interviews were applied to 5 390 4th grade primary education students throughout the country in 2001. The international report of PIRLS distributed to member countries by IEA and the prepared national report were used by the related units of our Ministry in curriculum development.

The third international project in which Ministry of National Education participated is PISA (Programme for International Student Assessment) project, which is carried out by the OECD, of which Turkey is a member. Pilot tests and interviews were applied to 1 188 students in the age group of 15 throughout the country in 2002; and the real tests and interviews were applied to 4 784 students in the age group of 15 throughout the country in May 2003. International reports of the project were

received and the national report is being prepared. The results of the project are taken into consideration in curriculum development.

9.9.2 National Measurement and Evaluation Studies

The Ministry of National Education has been performing measurement and evaluation studies, which are focused on “Educational Situation Assessment”, since 1993. Tracing student achievements in years constitutes the quality control mechanism of the Education System. The information attained by the Situation Assessment Studies is used for various purposes: determination of what the students of various level (4th, 5th, 6th, 7th, 8th and 11th grades) know in various areas (Turkish, Mathematics, Science, Social Sciences, English and Computer Literacy), and assessment of which intellectual capabilities these students have developed and what are the common deficiencies. This information is also used for the purposes of submitting data to policy makers in education, helping development of new lesson curricula and materials, and building an educational database.

Situation assessment studies have made the comparability of regions, schools and different school types in respect to the student achievement possible. Arrangement of this information by years in student achievement dimension has made it possible to conduct comparison between the new programmes and the old programmes. A great deal of importance is being placed on this, since it indicates to what degree the new programmes are effective on students’ achievement levels. Data and information about student’s socio-economic conditions, their attitudes to different subjects, and their studying habits are being accumulated and compiled as a database. This database allows various profiles relative to different variables in addition to generating the countrywide achievement distribution of the students. The tests make it possible to monitor the positive and negative alterations in years of education, since they exhibit the fluctuations of the student achievement level in the course of years.

A randomly selected sampling over the whole of Turkey is also being carried out by means of national measurement and evaluation studies, designed standard achievement tests and interviews. Student Assessment examinations have been conducted for 5th, 8th and 11th grades in the fields of Turkish, Mathematics, Science and Social Sciences within the scope this purpose. The compiled surveying assessment reports and the fields which were covered by these reports are given below:

- the Student Assessment Report – 1995 (Science);
- the Student Assessment Report – 1997 (Science and Mathematics);
- the Student Assessment Report – 1998 (Turkish and Social Science).

A final application was carried out on the fields of Turkish, Mathematics, Science and Social Sciences, for 4th, 5th, 6th, 7th and 8th grades of 573 public and private Primary Educational Schools, located at 47 randomly selected provinces; within the scope of Basic Education Project together with the implementation of Basic Education Programme (BEP) in 2002. The Student Assessment Report – 2002 has been compiled and delivered to the concerned units of the Ministry. Turkey-wide achievement averages in accordance with the outcomes of the conducted application are given below:

Table 30. Countrywide Achievement Average – Year 2002

Fields	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Turkish	42%	56%	46%	47%	54%
Mathematics	42%	47%	36%	35%	42%
Science	46%	51%	46%	39%	45%
Social Sciences	41%	43%	38%	38%	47%

A pilot test with open-ended questions was applied to 4 718 primary school students in the fields of Turkish, Mathematics, Science, Social Sciences and Foreign Language (English) in March 2004 in Mersin.

A final test application in the fields of English and Computer Literacy was conducted in May 2004 to 76 992 students at 48 provinces as a continuous part of the BEP study.

9.10. Educational Research and Development Studies

The National Education Development Project, which began in 1990 and completed in 1999, is one of the projects carried out by the Ministry of National Education within the scope of restructuring and reforming the education system. The Ministry of National Education has focused on the targets of augmentation of education quality and student achievements; and restructuring of the education process. The ministry put a great weight on disciplined and systematic Research and Development in line with these targets and formed a separate Research and Development unit in 1992, in order to carry out the educational Research and Development projects. The works and studies which were realized or are being developed by the Research and Development unit are itemized below:

9.10.1 Research

Research and development support the asserted endeavours, focused on increment of the international competitive potential of the trained manpower of the Ministry of National Education, accomplishment of being included in research and development networks, achieving an organisational configuration that is based upon technical hardware and expertise for achievement of transitioning into an information society, accessing to and utilization of information.

In order to complete the theoretical structuring of research and development studies, a “Programme of Education Research for Turkey” which determines the method of the study, was prepared in 1994, and the “Education Research Database of Turkey” (TEAV) Project was developed to anthologize the core points and summaries of education research conducted both in Turkey and abroad, and all of the related scientific articles.

TEAV, which has been submitted to public access through the TEAV dedicated link at the Ministry of National Education’s website as of April 2002, is being updated continuously and enriched so as to include new articles related to education. As of the beginning of 2005 there were more than one thousand thesis summaries on the website.

Research collaboration between the Ministry of National Education and universities began in 1995. The list of education research needed by the MONE is given to the universities and concerned units of the Ministry of National Education. This work has started extending research support funds to research academicians, and can be seen as a kind of research sponsorship, provided that one of the Ministry of National Education required research subjects has been chosen as the research subject.

Within this context, up to 2005, 109 research projects have been supported. Research was also opened to universities abroad.

9.10.2 Development

Curriculum Laboratory Schools (MLO)

Pilot projects have been carried out in 208 Curriculum Laboratory Schools (MLO), designated in different types in 23 provinces of 7 geographical regions of our country since 1993 in order to support teachers through continuous and in-service training. It seeks to improve teachers' professional competency by allowing them to utilize education technology during lessons actively; giving preference to concept of learning instead of teaching; and adopting democratic, transparent and contributively school management understanding. The MLO Model takes a school-centred system and student-centred school understanding as the basis. It was decided that successful projects at MLOs would be expanded to all primary and secondary education schools as of 1999.

The MLO Model has been restructured by taking the school up in all of its aspects; from configuring of schools physical structure to rational utilization of school sources and capabilities; from structuring of schools management, inspection and guidance understandings to actively utilization of technology in education process; and to schools co-operation with parents, environment and universities. Target student qualifications are designated, and human resources related competencies for the school are defined together with the standards, related to schools physical resources.

In 1999, it was decided that the MLO Model implementation should be expanded to all educational institutes attached to the Ministry of National Education and activities carried out within this context are stated below.

9.10.3 Planned School Development Model

Designing a Planned School Development Model has been based on total quality management and strategic planning approaches. It envisages the continuous development of our schools. The model has accomplished the following:

- learning school understanding;
- contributive management understanding, which ensures participation of all of the components of school community in the management process;
- a democratic school culture;
- ensuring the establishment of a planned working system;
- ensuring the continuous progress of the school;
- designing schools' strategic plan;
- designating the development targets of the school;
- designating the methods to be implemented to reach the targets;
- bringing some different concepts like teamwork into school culture and ensuring they are understood in the school.

9.10.4 Learner Centred Education Model

In the MLO Model a successful student is defined as “the individual having scientific thinking and communicating skills, investigating and inquisitive, capable of accessing, utilizing and sharing information, who has adopted the universal values of mankind, creative, productive, tended to group work, aware of how to learn, and who has adopted lifelong learning.” Educational programmes are developed in order to raise individuals so as to gain these qualities.

Fieldwork for Learner Centred Education began in 143 classrooms of 24 schools (MLO) in 10 provinces for Science and Turkish Lessons of 4th Grades, Science Lessons of 7th Grades, and Turkish Language and Literature Lessons of 9th Grades in 2002/2003 academic year. Within the evaluation process of student centred education, open-ended interview forms and surveys were applied to 124 teachers and 1101 students.

The second stage of the process began in 11 provinces, 30 schools and 180 classes as listed below by grade, in the 2003/2004 academic year.

GRADES	LESSONS
4-5	Science and Turkish
6	English
7-8	Science
8	Atatürk’s Principles and History of Turkish Reforms
9-10	Turkish Language and Literature

Seminars on the model and application process were held with the participation of 143 teachers, 10 primary education inspectors (MLO Inspecting Group), 30 school principals and 26 provincial education technology counsellors who are going to take place in the implementation in 2003/2004 academic year.

Depending on the laboratory results mentioned above a learner centred project school was established in Ankara in the academic year of 2004/2005.

The “School Performance Management Model”, which will provide a new approach and understanding for our educational inspection and guidance system, was developed. In this model, instead of an inspection understanding based on control, it is aimed to transform the control function of inspection into a performance evaluation function, carry out inspection by using multiple data resources and multiple methods, develop the competencies of individuals and institutions, make the evaluation process at schools open and transparent; and this model was started to be implemented in 2003.

9.10.5 Developmental Counselling Model

The developmental Counselling Model was developed with the purpose of restructuring the present counselling and guidance services of the national education system. Development of this model is focused on a developmental base, in order to provide all students with the necessary knowledge, skills and competencies, which will be required in their adult life.

Table 31. Comparison of Traditional and Developmental Counselling Approaches

DEVELOPMENTAL APPROACH	TRADITIONAL APPROACH
Preventive + Crises Focused Counselling	Crises Focused Counselling
Counselling Service	Information Service
Carrier Planning and Development	Carrier Informing
Anticipative	Reactionary
Purpose Oriented	Task Oriented
Measurable	Unstructured
Evaluates and Changes	Maintains the Status Quo

The prime concern of the changes and reformist attitudes which are brought to student level counselling services by the developmental approach based counselling, is equipping the students with the necessary skills and competencies to ensure success in both school and life. These developmental competencies are designated in an open and concrete way as observable “target behaviours”. A very important requirement in the counselling field will be met with the “Developmental Counselling Model” in which the process designs are based upon system analysis, the results are evaluated by objective methods, and focused on the actively participation of “Parent Groups” and families.

A needs analysis for the model at 147 Curriculum Laboratory Schools (primary schools) was completed and a draft of Developmental Counselling Model was prepared. Pilot application of the model has been put into action at three MLO in the province of Balıkesir in the 2001/2002 education year and moved to detailed programme designing stage. A developmental counselling programme for middle educational institutions has also been planned.

9.11. Adult Education

9.11.1 Public Training

Public training centres offer educational activities apart from and besides the formal education. Types of education offered in these centres and number of the participants on annual basis are shown below.

Table 32. Figures of Educational Activities Carried on in Public Training Centres

Academic Year	Number of Centres	Number of Branches of the Opened Courses	Number of Literacy Course Trainees	Number of Non-formal Vocational Course Trainees	Number of Social and Cultural Course Trainees	Total Number of Trainees	Number of Participants to the Social and Cultural Activities
2000/2001	921	354	159 502	745 657	271 838	1 176 997	2 353 065
2001/2002	922	366	354 754	872 457	346 368	1 573 579	2 618 236
2002/2003	922	264	172 647	510 128	312 572	995 347	-
2003/2004	922	169	150 133	577 073	398 897	1 126 103	3 671 932

In co-operation with some companies, other institutions and establishments, activities such as seminars, meetings etc. have also been organized to increase awareness of the public especially in health issues.

Other than these activities, issues particularly important for the future of the society continued on a project basis with the contribution of national and international institutions and establishments.

9.11.2 Project on Mother and Child Education

Besides the work of expanding participation in pre-school education, Mother and Child Education Programmes have been organized since 1993 to support the multi-directional development of children with short-term solutions. The project supports the development of mothers and their children who are unable to take advantage of the pre-school education services and are under risk due to their socio-economical conditions.

The project is currently implemented in 59 Provinces with the co-operation of UNICEF and the support of academicians of Gazi University Faculty of Vocational Training. The project aims to inform the mothers of children under 4 about child development, education and their needs.

Within this project, 28 854 mother and child couples were contacted between 1993 and 2003. Since 2003, Mother and Child (0-4 years) Education Programme has been transformed into Family and Child (0-6 years) Education Programme with an extensive approach.

9.11.3 Five-Six Ages - Mother and Child Education Programme

This Programme has been executed by the MONE since the 1993-1994 academic year with World Bank financing and the co-operation of the Foundation of Mother and Child Education and its aim is to support the multi-dimensional development of children through mothers' education.

The Mother and Child Education Programme covers 5-6 year-olds and was implemented in 186 Public Training Centres of 61 Provinces, through 92 Province Guides and 400 teachers between 1993 and 2003. Since the beginning of the Programme, 127 054 mother and child couples have benefited from the education.

Table 33. Number of Trainees of 0-4 Ages Mother and Child Education Programme (UNICEF) Between 2000 and 2004

Years	Number of Provinces	Number of Teachers Trained	Total Number of Teachers	Number of Mothers Trained	Number of Mothers and Children Contacted
2000 – 2001	59		325	8 571	17 142
2001 – 2002	59	44	369	8 048	16 096
2002 – 2003	59	89	283	9 717	19 434
2003 – 2004	67	46	338	10 401	20 802
TOTAL				20 118	73 474

Table 34. Number of Trainees of 5-6 Ages Mother and Child Education Programme (AÇEV) Between 1993 and 2003

Years	Number of Provinces	Number of Teachers Trained	Total Number of Teachers	Number of Mothers Trained	Number of Mothers and Children Contacted
1993 – 1994	9	40	40	1 300	2 600
1994 – 1995	11	39	79	1 700	3 400
1995 – 1996	23	69	148	3 628	7 256
1996 – 1997	34	207	207	5 598	11 196
1997 – 1998	52	25	232	7 305	14 610
1998 – 1999	59	93	325	9 298	18 596
1999 – 2000	59	-	325	8 362	16 724
2000 – 2001	58	-	325	8 571	17 142
2001 – 2002	57	44	369	8 048	16 096
2002 – 2003	61	89	283	9 717	19 434
TOTAL				63 527	127 054

9.11.4 Instructor Mother (Babysitter) Training Programme

Instructor Mother (Babysitter) Training courses have been organized in Public Training Centres and aim to train qualified babysitters to take good care of the children of working mothers in their own houses as there are insufficient number of pre-school education institutions where mothers can leave their children confidently. It aims to train professional staff who knows the physical, mental, emotional and social progress of the children.

Instructor Mother (Babysitter) Training Programme Courses have been initiated in 20 provinces and 6 403 trainees had been trained as of the end of 2004.

9.11.5 Project on Family Health Training

The Project on Family Health Training has been implemented in order to inform the teachers of Public Training Centres about mother and child health, family planning methods, contagious diseases through sexual relations such as HIV/AIDS and to make the society become conscious of these facts.

Within the scope of the Project, 180 teachers of Public Training Centres from 14 provinces located in East and South-east Regions have been trained and 41 061 trainees have benefited from the project.

9.11.6 Work on Literacy

The literacy rate is 80.6% for women, 93.9% for men and 87.3% on average. In the age group of 15-44 this rate is 89% for women, 97.5% for men and 93.4% on average.

Intensive work has been done to increase literacy among those who have remained out of the compulsory education age and provide them with basic education.

Projects in this field are listed below.

Support Campaign for National Education

Support Campaign for National Education has been carried out throughout Turkey with the

participation of the affiliated units of the MONE, official and private establishments and NGOs. The main objective of this Campaign is to allow illiterate citizens to complete their education and provide them with an education at a basic level through the contributions and participations of the MONE, other public establishments, private and autonomous establishments, local administrations, NGOs and volunteers. In addition, it aims to help citizens acquire income-generating skills and professions. Another important objective of the Campaign is to call back to the schools children who are at the age of compulsory education but remain out of school.

Within the scope of the Campaign, the following number of people benefited from the services offered between 8 September 2001 and 8 June 2004:

1	Literacy Courses	770 002
2	Vocational Courses	1 591 215
3	Social and Cultural Courses	1 068 270
Total		3 429 487

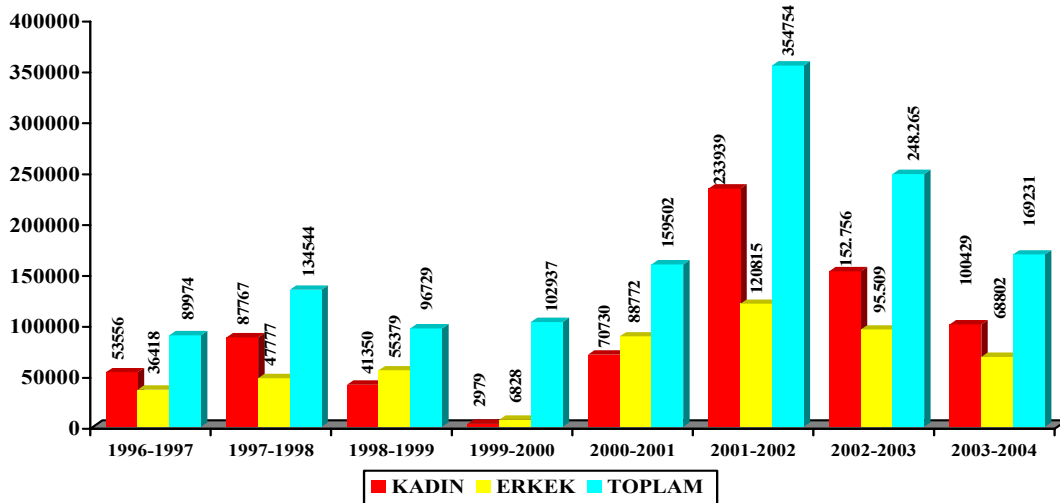
Project on Functional Adult Literacy

The project is carried on with the co-operation of the MONE and Foundation of Mother and Child Education.

Project on Facilitated Literacy Education

Facilitated Literacy Education Programme was put into implementation with the co-operation of the MONE and Turkish Rotary Clubs in 1999. Under the programme, 95 teachers and inspectors were trained as trainers and 49 000 adults became literate through courses in 20 provinces of East and Southeast Anatolia Regions.

Figure 10. Number of Trainees in Literacy Courses by Sexes (1996-2004)



9.12 Teacher Training

9.12.1 Pre-service Training

Teacher Training System in Turkey

From the establishment of the Republic to the year 1982, teacher training in Turkey was conducted in teacher training schools and village institutes, both of which were educational institutions at the secondary level; in education institutes and teacher training colleges with 2-3 years programmes at the tertiary level; and in relevant departments of universities.

The teacher training system took on a more modern structure, status and operation when all of the higher education institutions were reorganized under the Council of Higher Education by the Law No 2547 issued in 1982. All of the teacher training institutions have been included within the body of the universities under the names of education faculties and educational academies.

In the academic year 1974/1975, a two-year academic curriculum for primary school teacher training institutions was put into practice for the first time. With a decree of the Council of Higher Education in 1989, bachelor's degrees are required for all teachers, including primary school teachers, and implementation began in the 1989/1990 academic year. The educational academies which were training primary school teachers were transformed into education faculties by extending their two-year academic programmes to four-year programmes in 1992.

Along with this implementation, complementary bachelor programmes were offered for the teachers who previously graduated from two-or three-year programmes.

Taking into consideration the need for a greater number of teachers which arose in 1997 when the Law No 4306 extending the duration of compulsory primary schooling from 5 to 8 years was put into practice, the Project on Pre-Service Teacher Training was developed in co-operation with the Council of Higher Education and the World Bank. In line with the outcomes of the project, a restructuring process was put into practice at education faculties. The outcomes of the new system which has been implemented since the academic year 1998/1999 are as follows:

- a new structural reorganisation has been realized with the aim of upgrading education faculties to meet the requirements in quality and quantity by taking into consideration the need for teachers in the short and long term in the country;
- measures have been taken in the training of primary school teachers in order to meet the prospective needs for teachers in various branches by qualifying them in a second teaching subject:
 - Turkish Language Teacher Training Programmes (for the 6th and 8th Grades) have been reorganized to provide training for those who will be teaching Turkish along with his/her main subject as well as training the main subject teachers for Turkish Language;
 - Turkish Language is included in all of other teacher training programmes as the second teaching subject;
 - music, arts and crafts, physical education, computer and data processing are included in Elementary School Teacher Training Programmes (for the 1st to 5th Grades) as the second teaching subjects;

- within Primary Teacher Training Programmes (for the 6th to 8th Grades), students are given the opportunity to select at least one side subject (second teaching subject). According to this implementation, students of Turkish language can select social sciences, students of social sciences can select Turkish language, students of sciences can select mathematics, and students of mathematics can select science as primary side branches. One of the subjects like Music, Arts and Crafts, Physical Training, Computer and Data Processing can also be selected as secondary side subject;
- the programmes of departments for teacher education are also like other programmes prepared by the Higher Education Department. When these programmes are examined; the total sum of credits varies between 140 and 160, the teaching formation lessons in pre-school and elementary school teaching are 30 credits, in other departments 36 and that within these teaching application consists of 11 credits.
- Secondary School teachers are trained through:
 - 4 years' bachelor programmes for the teachers of Foreign Language, Music, Arts and Crafts, Physical Education, Special Education, Computer and Data Processing, and Educational Technologies;
 - additional 1.5 years graduate programmes without thesis over the common bachelors' degree for the teachers of Science, Mathematics and Social Science.

The Higher Education Council fixes the total credits for teaching formation within an M.A. Non-Thesis Programmes at 3 half terms and not more than 45 credits. Lessons related to teaching application have again 11 credits.

Other Work to Raise the Quality of Teachers

Anatolian Teacher Training High Schools

Anatolian teacher training high schools, which were set up as a student source for the teacher training higher educational institutes were inaugurated in 1989-1990 academic year with the purpose of training teachers in an integrated system beginning from the secondary education level.

80% of the students of Anatolian Teacher's High Schools who take courses on teaching profession are inclined towards the Teacher Training Higher Educational Institutions.

Scholarships and Additional Points as Part of Awarding

The following measures were taken to direct the studious students toward teacher training higher educational institutions, and to amplify the demand for these programmes in order to ensure quality improvement in education and the attractiveness of the teaching profession:

- all of the Anatolian teacher training high school graduates, and a number of other high school graduates, who win the right to enrolment in Teacher Training Higher Educational programmes within their first five choices in university entrance examination are awarded with scholarships by the Ministry with the quota determined;
- all of the Anatolian teacher training high school graduates, who prefer Teacher Training Higher Educational programmes at the University Entrance Examination, are awarded with

additional points.

Teaching Practice

In 1988, the Ministry of National Education prepared with the co-operation of the Higher Education Council “Instructions for teaching applications of teacher candidates at training and education institutions affiliated to the Ministry of National Education” and the teaching applications have received a new form, the teacher candidates studying at departments of higher education institutions for teacher training are enabled to be trainees in schools affiliated to the Ministry.

In this context, related to this 11 credit lesson of teaching application, within the teaching formation lessons in higher education institutions, it has been made possible with 2 midterms observation, 1 midterm teaching application to prepare teacher nominees for the occupation as required, and to inform them about the basic realities, shortcomings and positive sides of teaching.

Promotion in Teaching Profession

Three carrier levels are determined for the teaching profession after the candidacy period as “teacher”, “expert teacher” and “master teacher” in order to encourage competition for better teaching statues by the Law numbered 5402 which brings modifications in Basic Law of national Education and Law of Civil Servants, and came into force on 8 July 2004.

With this law; teachers with adequate qualifications in terms of duration of service, education (in-service training, higher education), activities (scientific, cultural, artistic and sport activities) and registers on professional success, will be promoted to the status of expert teacher and master teacher after succeeding in the centrally organised examination set for the purpose.

Teachers holding MA diplomas with dissertation in their field or in the field of education are exempted from the examination for promotion to the degree of expert teacher, and teachers holding a PhD are exempted from the examination for promotion to the degree of master teacher.

The rate of master teachers among the whole staff will be 10%, and the rate of expert teachers will be 20%. These rates can be doubled by a decision of the Councils of Ministers.

Teachers qualified for master teacher degrees will get a 40%, and teachers qualified for expert teacher degrees will get a 20% increase in their education and training allowance.

Competencies of Teachers

Work is underway to determine the teacher competencies within EU standards under the teacher-training component of the “Project for Promoting Basic Education” financed by the European Union Mediterranean Programme (MEDA).

A project has been developed to determine the main competencies, sub-competencies, and scope and performance indicators in basic education.

At the end of 2003/2004, the “Draft on General and Specific Field Competencies for Teaching Profession” was completed. Within the project, 6 main competencies, 39 sub-competencies and 244 performance indicators were set for the general competencies. In the continuation of the project, competencies on specific field knowledge of various subjects and relevant performance indicators have been defined.

Teacher Needs Projections

The five-year teacher needs projection (2001-2005) of The Ministry of National Education in respect to years and branches was compiled and submitted to the Council of Higher Education. Curricula and student quotas of the teacher training higher educational institutions were reorganized in a way to achieve compliance with this planning in co-operation with the Council of Higher Education.

Teacher Salaries

Table 35. Teachers and some other civil servants' net salaries as Turkish Liras and USD (as of 15 September 2004)

TITLE	DEGREE	NET SALARY (YTL)	NET SALARY (USD)
TEACHER*	9 / 1	637.03	426.70
TEACHER*	1 / 1	791.41	530.10
DOCTOR	8 / 3	862.20	577.52
PHYSICIAN	1 / 4	1 096.46	734.44
ENGINEER	1 / 4	943.40	631.91
RESEARCHER	7 / 1	756.94	507.02
LAWYER	1 / 4	932.00	624,28
PROFESSOR	1 / 4	2 191.17	1 467.71

*Family assistance, additional course payment and foreign language compensation are excluded.

Table 36. Amount of Weekly Hours to Be Lectured for Salary or Additional Payment

TITLE	Hours to be lectured for salary payment	Additional hours to be lectured for additional payment
Class Teacher	18	15
General Culture Teacher	15	18
Workshop and laboratory Teachers	20	27

Additionally a Teaching and Training allowance, Family Assistance (paid every month with the salary) and Foreign Language Compensation are paid.

9.12.2 In-service Training

The Ministry of National Education provides training for teachers and the other personnel on candidateship, adaptation, knowledge refreshment, development and preparation for senior positions through in-service training activities. All of the in-service training activities were centrally planned and conducted until 1993 when the governorships were authorized to plan, programme and conduct in-service training activities for the personnel (administrator, teacher, official staff and technical personnel etc.) who are stationed in their province.

Table 37. Central and Local In-service Training Activities

YEAR	CENTRAL ACTIVITIES		LOCAL ACTIVITIES		TOTAL	
	Number of Activity	Number of Participants	Number of Activity	Number of Participants	Number of Activity	Number of Participants
1993	523	27 169	549	17 417	1 072	44 586
1995	470	23 320	1 096	38 152	1 566	61 472
1997	529	30 000	1 445	56 152	1 974	86 152
2001	419	20 080	7 526	321 411	7 945	341 491
2002	313	22 072	11 772	495 643	12 085	517 715
2003	400	19 727	7 120	253 135	7 520	272 862
2004	469	34 197	11 422	587 402	11 891	621 599

The activities in the “In-service Training Plan for 2002” were distributed as 10% for the development of socio-cultural activities, 40% for the preparation for senior posts, and 50% for curriculum development.

The Ministry of National Education organizes in-service training courses with the following purposes:

1. Expansion of computer and technology assisted education;
2. achievement of the maximum and effective computer usage in education, training and administrative services;
3. establishment of an effective communication network connection between the central and local organisations and educational institutions.

In line with these purposes, 329 in-service training courses were arranged in 2002 which were attended by 16 257 personnel.

In-service training activities are planned so as to include the following aspects:

- integration of international training management standards into the education system;
- research techniques, curriculum development, and preparation of supplementary educational material;
- technology education;
- quality in education, training and management;
- ensuring branch teachers improve and update their knowledge and competencies in parallel with educational developments.

A total number of 46 196 educational staff including teachers, administrators, managers and

school inspectors have benefited from in-service training courses on various topics from computer literacy to effective use of computing equipment, and Learning and Teaching Methods, which are considered as contributively to the target of Computer Aided Education. In-service training courses and activities for training 405 teachers on “Active Learning “ and for advanced training of 259 teacher trainers on Information Technologies.

.In addition to these in-service training courses, the following activities have been put into practice to promote the educational level of the teachers, who are early graduates of Educational Institutes, Higher Education Schools, Under Graduate Programmes with 2 or three years’ duration in order to provide them with the opportunity to complete their bachelors’ degrees in parallel to the developments in the field of teacher training:

- Almost one million primary school teachers and 63 000 subject teachers were offered 2+1 and 3+1 completion programmes at bachelors’ level;
- approximately 10 000 primary school teachers, 3 000 secondary school teachers in girls’ technical education high schools, and 6 000 secondary school teachers in boys’ technical education high schools have been accepted to completion programmes at bachelors’ level. The completion programmes at bachelors’ level continue.

In recent years the number of in-service training activities on computers for education staff has been considerably increased in parallel with the importance attached to computer assisted education. Activities in 2002 were 25% for computer literacy, 8% for guidance, 2% for foreign language and 65% for the other.

Activities carried out within the scope of the project on “Development of National Education” between 1990 and 1999 have contributed to the advancement of in-service training of this kind and in the improvement of facilities. During this period the following was undertaken:

- as part of the work within the Project, “In-service Training Resource Centres” were established with necessary equipments to be used at in-service training activities in Ankara, İzmir, Mersin and Aksaray;
- almost 3 000 teachers were trained as teacher trainers in computer aided education between the dates 1991 and 1997 through in-service training programmes organized in co-operation with various universities. These teachers also underwent advanced training programmes in this period of time.

In 2003, the Ministry launched a new “Computer Training Project” to offer in-service training on the use of computers and the internet for staff at all levels of central and local organisations of the Ministry, especially teachers, who have not been able to participate in this kind of training for any reason.

Considering the difficulties in organizing efficient in-service training for all staff, amounting approximately 700 000 people, in a short time with central or local approaches, a new project on implementation and expansion of in-service training through distance education has been prepared in order to ensure the continuity and quality in ICT education of educationalists.

9.13. Educational Management and Inspection

9.13.1 Total Quality Management Practices

Total Quality Management (TQM) at the Ministry of National Education began in 1999. Total Quality Management work is carried out in co-operation with the Quality Association (Kal-Der) with the understanding of self-evaluation and on the basis of the perfection model developed by European Foundation for Quality Management.

An extensive training programme was put into practice during the initial stage of TQM. 2 177 managers, who constitute the management layer of the Ministry of National Education, were trained on TQM topics. 871 staff personnel were trained on both TQM Topics and the Perfection Model. By the beginning of 2004, 19 794 educational staff had participated in training programmes, which were arranged with an understanding of continuity in training.

In order to expand TQM at the Provincial Organisation of the Ministry of National Education, 205 province counsellors were educated in 2001. These province counsellors are provided improvement education every year.

Within the context of TQM, positive developments have been ensured. As of 2002 some educational institutions won KalDer's "The Jury Encouragement Prize". Besides, there are some educational institutions which have already achieved ISO 9000 Quality Certificates. Model practices of the schools which have been achieved by TQM, are shared through meetings.

Educational Regions

Quality improvements in education have brought a new school understanding. This model anticipates a student-oriented school understanding, which is in constant renewal and development by the participation of all parties. In order to realize such a school structure "Educational Regions and Education Committees Directive" was accepted and went into effect in 1999.

The directive and the basic targets and principles of national education have the following targets:

- educational institutions should complete each other and constitute an integrated whole while performing their functions;
- designation of the environments from where the educational institutions accept students, and constituting central schools at places where the population is rather low and dispersed;
- collective, effective and productive utilization of training personnel, physical capacity, educational tools and apparatus at the educational institutions;
- ensuring the participation and contribution of representatives of local administrations, the private sector and volunteer institutions together with the internal and external components of the school into education management and decision making processes;
- realisation of democracy culture with all of its components;
- encouragement of co-operation between the school and academic environment in every aspect;

- transformation of the educational institution into an “information access” centre from which people of all ages can continuously benefit;
- directing students of the education region by taking into account their inclinations, desires, and capabilities;
- ensuring a balanced distribution in the educational institutions by performing necessary presentation and counselling services concerning educational institutions;
- improvement of educational quality by achievement of national and international standards, and personnel, building, tools, equipments and apparatus, which are providing service in the educational region.

This application will more effectively bring about participation and contribution. Students, teachers, and parents and representatives of local administrations and civil society organisations are given the right to participate in the school management and decision making process by means of the constituted “School Student Committees”, “School Branch Teachers Committees” and “Educational Region Consultative Committees” respectively.

9.13.2 Management Information System

Necessary work should be done to strengthen the functioning of management processes and decision-making mechanisms enabling the educational system to realize its objectives, aims and continuously refresh itself.

One of these processes is İLSİS (Management Information System of the Provincial and District Directorates of National Education) developed under the MONE Management Information System, MEBSİS. İLSİS is established to execute the functions of Provincial and District Directorates of National Education with the support of information technologies. The main objective of İLSİS is to ensure current, continuous, fast and secure information flow between the central and provincial organisation of the MONE.

The İLSİS project is being carried out efficiently and successfully throughout the country.

Norm Staffing

As of 1999, norm staffing began to provide a balanced distribution of teachers and educational administrators throughout the country. Within the context of the application, the following is targeted:

- an adequate number of personnel with required competencies shall be provided to give administrative, education and teaching services in schools and institutions;
- no redundant personnel shall be employed and the existing redundancy shall be directed to schools and institutions with needs to enhance efficiency;
- modern technology shall be utilized in all processes of the education management in the most effective and efficient manner;
- the total number of lessons each teacher is supposed to undertake per week shall be kept within legal limits;

- depending on the type and level of the schools and institutions, the number of students in each class, branch or group shall be kept within the internationally accepted norm limits.

Appointment of Administrators

The “Regulation for the Ministry of National Education Appointment of Administrators and Promotion” was put into force in 2003 in order to determine: the characteristics that are required in those who will be appointed to chief and higher administrative positions in the Ministry’s central and provincial organisation, their appointment, evaluation and relocation, dismissal and quitting as well as their transition within the duties covered by the Regulation by taking into account their career, competency, qualification, seniority and other criteria.

In accordance with the “Regulation Relating to the Appointment and Relocation of Administrators of Education Institutions Affiliated to the MONE”, which was put into force in 2004, in appointments to the positions of principal and vice principal in all kinds of formal and non-formal education institutions, their career, competency, qualification and seniority criteria will be taken into account.

In this context, teachers who meet the general requirements and who have served for at least 2 years are given selection exams for the vice-principal position. Those who work in this position for an identified period can be selected and appointed as principals.

9.13.3 Appointment of Teachers

The appointment and relocation of teachers to all kinds of education institutions affiliated to the MONE is carried out in the context of the rules of the “Regulation for the Appointment and Relocation of Teachers of Education Institutions Affiliated to MONE”, which were put into force in the year 2000.

Turkey has been divided into three service areas by grouping the cities that are similar in terms of teacher requirements and working conditions. Among these service areas, the second and third ones are compulsory service areas that include the cities with the highest developmental priority. Those appointed after 2000, in which the regulation was put in to force, shall give compulsory service in at least one of these areas for three or four years. Therefore, it will be possible to meet the requirements for experienced teachers in those cities where appointments based on the free will of teachers cannot fill vacant teaching positions.

First time teacher appointments are done in an electronic environment after considering the results of the State Officers Selection Exam (KPSS) composed of 30% general culture, general ability and 40% educational sciences given by the ÖSYM according to the “Regulation on the Exams for those who will be Appointed to State Duties for the First Time”, as well as the quota determined based on the number of available staff and the branches together with the requests of the candidates.

9.14 Inspection and Guidance in Education

All types of secondary schools nationwide are inspected by the 239 ministry inspectors, working at the Ministry headquarters. The inspection of primary schools is the responsibility of 2 987 primary education inspectors in provinces:

The main ways of inspecting are:

- triennial general inspections in the secondary education and annual general inspections in the primary education;
- inspection of teachers and other personnel;
- inspections of examinations, courses and seminars following a formal request or complaint;
- other official investigations and inquiries.

9.14.1 New Approaches in Inspecting

Contemporary inspecting is a process in which activities carried out in public, private and legal entity institutions are evaluated against objectives determined by legal framework, envisaged basic principles and goals, accuracy, regularity, productivity and effectiveness by taking into consideration resources, opportunities and conditions and by using objective, valid and reliable criteria. The status of these activities is compared with national standards and planned principles and goals; guidance is provided for solving deficiencies and proposals for ensuring the institutions gain mission and vision are offered.

In line with these, in accordance with the 8th Year Development Plan (2001-2005) a model based on assessing performance is being improved and performance assessment in the public sector is being implemented with a transparent and efficient management understanding.

Total Quality Management in Ministry operations is the goal of the inspection system of the Ministry of National Education. Within this framework:

- the inspection system should be developed with a scientific and participatory perspective;
- a database of inspection results should be used efficiently in planning organisational development strategies.

In accordance with these, preparatory, development and implementation stages of a performance assessment model based on multiple databases are being created within the framework of the 2001-2005 “Performance Assessment in Educational Inspection Project”.

In assessing performance a multiple database assessment system is adopted. In this system the educational personnel himself/herself, superiors, colleagues, students, parents and auditing group all partially take place in assessing as a data resource.

In preparing performance assessment and evaluation criteria, the following points have been taken into account:

- the criteria to evaluate the institutional performance should be defined as to institutional development;
- individual performance criteria should be standardized considering institutional characteristics and authorisation, responsibilities, individual qualifications and competencies of the personnel.

In performance assessment feedback has the utmost importance. The aim of this process is to see that all personnel can understand their strong and weak sides at both an institutional and individual

level and also to provide broader perspectives for the aspects that need developmental support.

By the pilot projects, the following have been identified:

- basis of the national education inspection at provincial level and performance assessment;
- basis of secondary education inspection and performance assessment;
- basis of primary education inspection and performance assessment;

and inspection guides on institutional and personnel inspection have been prepared.

By means of this process, from central governing bodies to provinces all the institutions, organisations, teachers and other personnel can be inspected against legislation, occupational definitions, job analysis through standard criteria and participatory methods. Moreover, it will enable us to assess change and development through participatory and scientific methods to make the inspection system more efficient, productive and accountable.

Within the framework of Modernization Project of Board of Inspectors, all the Ministry inspectors had in-service training on:

- preparing tests for testing and evaluation of standardized performance;
- computer skills;
- total quality management implementations;
- school development model and education regions implementations;
- staffing norm implementations;
- computer-aided education implementations;
- performance assessment and evaluation;
- methods and techniques of judicial and administrative inquiries.

9.15 Restructuring the Ministry of National Education

The current organisational structure of the Ministry of National Education has become rather large. The Ministerial organisation has 38 units and committees, some of which seem to carry out similar duties. It may be said that the current ministerial organisation has an organic structure rather than a functional one. The surfeit of units has made the Ministry static and unwieldy.

Changes brought on by developing technology can quickly make organisational structures and functions useless. New administrative approaches suggest structures which are simpler and flexible. It has become necessary to restructure the Ministerial Central Organisation in accordance with the establishment objectives of the MONE and the expectations of society has from education, taking in to consideration not only the current stipulations of contemporary educational administration but also what can be foreseen of future needs.

This fact has been mentioned in Development Plans and Government Programmes, and in the Urgent Action Plan which was put into implementation by 58th Government and is being implemented by the 59th Government. Apart from this, it was suggested in a decision of 15th National Education Council that legal arrangements would be made in order to ensure the participation and contribution of local administrations by reducing the scope and size of the central administration of the MONE.

To this end, the “Continuous Institutional Development Project: Strategic Administration Module” was put into action with the co-operation of the MONE and the Turkish Institute of Industry Orientation and Administration (TÜSSİDE).

The goal is a new organisational structure which ensures functional effectiveness at the central organisation of education. In order to create a democratic and contemporary education system, increase the quality of education and solve problems in the new millennium, the central organisation of the MONE will transform into a high level decision body that will deal with strategic planning at a macro level, budgeting, research, programme development, inspection and coordination.

CONCLUSION

The Ministry of National Education of the Republic of Turkey, as seen from the information in this background report, has raised the quality in, and access to education through implementing the Basic Education Project 2nd Phase, and through projects on Supporting Basic Education, Strengthening Vocational Education and Training System, Modernization of Vocational and Technical Education, and the Secondary Education Project.

Based on these aims, since 1997 work has been under way to raise attendance in eight-year compulsory education and to increase the schooling rate at other educational levels, particularly the pre-school level. This work has sought to ensure the attainment of skills necessary for the use of information and communication technologies (ICT) in pre-service and in-service teacher training. A review of curricula and textbooks has put the focus on ICT in education, multicultural and democratic approaches, and encouraged research and questioning. Work has been carried out to expand guidance and counselling services and to reduce the student number in classes at least to 30 students mainly in big cities through the 100% Support Campaign for Education which encourages private voluntary investments in education. Work has been undertaken to make the physical conditions in schools adequate and to provide adequate equipment.

As part of work to provide modern education 3 188 classes in 2 802 primary schools, most of which are in less developed areas and in suburbs of big cities, were turned into ICT classes. Additionally, educational materials were provided for 22 287 primary schools and 51 465 computers were provided for 26 276 primary schools; and a printer, a scanner, software and an uninterruptible power supply (UPS) were provided for each of these 26 276 schools and internet access was provided for 20 000 schools. By the end of 2005 all our schools will have ADSL internet access. The Ministry’s work on the educational portal, which will support lifelong learning, still continues. Work goes on in 120 pilot schools on an experimental information access portal.

Continuous and increasing effort and labour will be spent to bring our education system – whose

needs, capabilities and opportunities are well known -- to the level of developed countries and to produce individuals who have learned how to learn and who will make up the knowledge society of our modern age.

The experts of the Organisation for Economic Co-operation and Development (OECD) of Education Committee have a wealth of international experience and expertise. Their country review is expected to provide an objective evaluation of the state of Turkish National Education, and rational suggestions and contributions for the future of education in our country.

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