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Template 3: Educational System per Partner Country

Organization (full legal name):	**Zeynep Mehmet Donmez Vocational and Technical High School**
Country:	**TURKEY**

Structure of the Educational System
- Scheme of the National Educational System

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Functioning of the National Educational System

Brief description regarding the functioning of the National Educational System.
Some aspects to take into account:

- Compulsory Education;
- Grade Levels / EQF Levels / Duration / Ages;
- Modalities to conclude each Grade Level;
- Legal organizations.

Turkish National Education System

The Turkish National Education System is determined by National Education Basic Act No. 1739, consists of two main parts, namely "formal education" and "non-formal education". The initial stage of education system is the preschool education level, which is optional.

Formal educational services at all educational levels are provided substantially (more than 90 %) by public education institutions. Private education institutions also exist. Private education institutions mean private financing and administration. Individuals, corporations or other types of institutions (such as associations, foundations) can open and run private schools profit based at pre-primary, primary and secondary levels. Private education institutions are subject to the same regulations with public institutions in terms of educational arrangements and certification (curricula, teacher qualifications, length of school day/week/year, assessment, progression, diploma etc.). Public funds are given to private institutions in various ways to a certain extent. But no government-dependent private institution exists. In higher education level, only 'foundations' can run private higher education institutions without making a profit. Public fund can be provided for private higher education institutions within some limits upon meeting certain criteria determined by regulation. Although private higher education institutions are substantially autonomous in terms of their administration and management, they are subject to the same regulations regarding educational standards with public institutions.

Administrative legislation and supervision related to formal and non-formal education (except for higher education) is performed by Ministry of National Education – MoNE and it is responsible for preparing curriculum, maintaining coordination between educational institutions, construction of school buildings etc. Educational activities in the provinces are organized by the Provincial Directorates of Education appointed by the Minister. Supervision of educational institutions is carried out at both central and regional (local or provincial) level. The supervision of primary education institutions is performed at provincial level by primary education inspectors, while inspectors delegated by the MoNE supervise secondary education institutions. Higher education institutions are autonomous for purposes of education and research. However, they have to submit annual reports to Higher Education Council (YÖK) which is responsible for the planning and coordination of higher education. Institutions are monitored at least once a year by Higher Education Supervisory Board acting on behalf of the YÖK.

Compulsory Education

According to the recent Primary Education and Education Law, no 6287 dated March 3, 2012, compulsory Education is incresased to 12 years instead of former 8 years. With the new law compulsory education encloses 4 years primary school, 4 years secondary school and 4 years of high school education. First four years (1, 2, 3, 4. classes) are called primary school, the second 4 years (5, 6, 7, 8. classes) secondary school and the third 4-year (grades 9, 10, 11,12) as the high school. No diplomas will be granted during primary and secondary education; at the end of the 12-year compulsory education secondary education diploma will be offered.

Formal Education

Formal education is the regular education conducted within a school for individuals in a certain age group and at the same level, under programs developed in accordance with the purpose. Formal education includes pre-primary, primary, secondary and higher education institutions. Formal education is compulsory for all children at primary, lower secondary and upper secondary level between ages of 66 months -18 years old.

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• ***Preschool Education***

Preschool education; involves the education of children in the age group of 37-66 months who have not reached the age of compulsory primary education, on an optional basis. Preschool education institutions may be established as independent kindergartens or, where considered necessary, as nursery classes within a primary education school or as practice classes affiliated to other related educational institutions. The objective of pre-primary education is to ensure that children develop physically, mentally and emotionally and acquire good habits that they are prepared for primary education, that a common environment of upbringing is provided for children who come from a disadvantaged background and that they speak Turkish

properly and correctly.

• ***Primary Education***

Primary education involves the education and training of children in the age group of 66 months to 9 years and it lasts 4 years. Primary education is compulsory for all children and is given at no cost at State schools. The objective of primary education is to ensure that every Turkish child acquires the necessary knowledge, skills, behavior and habits to become a good citizen and is raised in accordance with the concept of national morals and that he/she is prepared for life and for the next level of education in accordance with his/her interests, talents and capabilities. In the last educational semester of primary education, necessary studies are carried out by guidance services in order to inform students on which schools and programs in lower secondary education pave the way to which professions and the living standards these professions shall provide to them.

• ***Lower Secondary Education***

By 2012-2013 academic year, after the first level primary school, the second level secondary school has entered the system. The students who has completed the 4 year primary school, without being subject to any entrance examination, can register for the secondary school(5th class) through the e-school system. The ones who complete secondary school(8th class) can

register to the schools which accept students with an entrance school can take the placement test or can register directly to high school over the system. After 4 years of primary education, students can choose either 4 years of lower secondary schools or Imam-Hatip lower secondary schools.

• ***Upper Secondary (General & Vocational) Education***

Upper Secondary education includes all education institutions of a general or vocational and technical character with dduration of at least four years following lower secondary education. The objectives of upper secondary education are to give students a common minimum overall knowledge, to familiarize them with problems of the individual and society and to seek solutions, to ensure that they gain the awareness that shall contribute to the socio-economic and cultural development of the country and to prepare them for both higher education and a profession or for life and employment, in line with their interests and aptitudes.

The secondary education is handled in two categories as general secondary education and vocational–technical secondary education. Secondary education schools last minimum 4-year including 9th- and 12th grades and cover 14-17 ages. Some institutions have 5–year duration, including foreign language preparation grade (For instance, Social Sciences High School). Some institutions in secondary education and private secondary education institutions employ foreign language preparation classes in compliance with the objectives of curriculum and the courses of natural sciences group and mathematics can be taught in foreign language. The secondary education institutions are in the scope of post-compulsory education. Both general education and vocational–technical education have institutions with predominant foreign language education named as Anatolian High Schools, Anatolian Vocational High Schools etc. The basic difference of these institutions from others is the increased number of foreign language courses and instruction of some courses in natural sciences in foreign language. Otherwise, these institutions are completely identical with other institutions.

There are two types of secondary education institutions implementing curriculums preparatory for either higher education only or for both professional life and higher education. General and vocational–technical secondary education has abundant institution diversity. There are more than 30 types of institutions. This diversity takes root from the above mentioned Anatolian High School practice and establishment of institutions according to the vocational branches. For example, curriculums related to commerce and tourism

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is enclosed in separate institution type while industrial curriculums are enclosed in another type of institution. Notwithstanding the diversity of institutions, the 9th grades of entire secondary education institutions employ same (common) general education courses.

• ***Higher Education***

Higher education comprises of the education institutions at every stage based on secondary education with duration of at least two years. The purpose of higher education is to raise the students in line with their interests, capabilities and skills according to the human force necessity of the society at higher level and various stages and science policy of the country, to conduct research in scientific areas, to make publications illustrating the research and investigation results and promoting science and technology, to provide opinion on researches and investigations requested by the Government, to disclose the scientific data that shall raise the general level of Turkish society and enlighten the public opinion and to provide non-formal education services.

Post-secondary VET schools implement 2 years programmes, the graduates are led to be technicians at level 5 and they may proceed with their further higher education.

Turkish higher education system consists of 'universities' and 'higher technology institutes' (ISCED 5A-B, 6). All higher education institutions are affiliated to universities/higher technology institutes. Only exception of this is some vocational higher schools run by foundations (ISCED 5B). Presently, there are eight vocational higher schools of this type. Universities/higher technology institutes consist of vocational schools which provide two year-education leading to associate degree, faculties (science and literature, engineering, etc.) and vocationally oriented higher schools with four year-duration leading to bachelor's degree, faculties (medicine and dentistry) with five-six year-duration leading to master's degree, the institutes (graduate schools) awarding master's/doctorate degree. Universities/higher technology institutes may be divided into two groups in administration and financing: public and private (foundation) universities. The students of foundation higher education institutions constitute only 8,3 percent of all higher education students. The share of graduate students (master and doctorate) of foundation higher institutions is 5,7 %.

Non-Formal Education

Non-formal education is delivered through short courses, public training, apprenticeship training and distance learning in public and private schools which operate under the coordination of Ministry of National Education. In accordance with the general objectives and basic principles of national education, non-formal education covers citizens who have never entered the formal education system or are at any level of it or have left at that level, and which may accompany formal education or be independent of it.

The main objectives of non-formal education are:

• To teach citizens to read and write and to provide them with the possibility of continuous education so that they may complete their deficient education,

• To provide them with the opportunity of education that shall help them in adjusting to scientific, technological, social and cultural developments,

• To provide an education that serves to protect, develop, promote and assimilate the values of our national culture

• To ensure that an understanding and habits for living together, solidarity, mutual assistance, working together and getting organized are acquired and assimilated,

• To provide opportunities for citizens in non-formal education to gain a profession in accordance with the employment policies and in line with the development of the economy,

• To promote a healthy way of life and healthy nutritional habits,

• To establish the habit of spending and using spare time productively.

• To provide people engaged in various professions with the necessary information and skills for further development.

Non-formal education is organized as a complementary with formal education institutions and using of the institutions facilities in order to enable the participants to acquire the same qualities as a student in formal

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education. Non-formal education is realized through public education, vocational education and distant education.

Administration of Education

Ministerial Tasks and Governance

Ministry of National Education has been restructured by the decree law no. 652, dd.14 September 2011.

According to the Statutory Decree of 14.09.2011 MoNE's Tasks:

• To develop, implement and update the education and training programs which equip preschool, primary and secondary school students for the future by providing the development of them in terms of physical, mental, moral, spiritual, social and cultural characteristics, by equipping them with knowledge and skills required for a social structure based on human rights and for a globally competitive economic system; and to conduct and to monitor the education and training services of teachers and students within this framework.

• To determine and implement the national policies and strategies for all levels in education and training, to observe and monitor their implementation and to improve them by updating according to new service models.

• To design and improve the education system in a innovative, dynamic way, in compliance with the economic and social developments, and in the light of current techniques and models.

• To develop and implement policies and strategies which facilitate the access to education and which guarantee that each citizen benefit equally from the educational opportunities, to observe and coordinate their implementation.

• To develop and implement policies and strategies to extend the participation of girls, disabled and other citizens in society needing special attention to education, and to coordinate the implementation of them.

• To develop and implement special education and training programs for the ones with special talents in order to protect and improve their talents, and to coordinate the implementation of these programs.

• Establish and monitor education and training institutions other than higher education institutions, and issue permission for establishing.

• Studies due to all needs and problems of Education and training for those Turkish citizens who live and work abroad, to be carried out in cooperation with relevant institutions and foundations (organizations).

• Determine the equivalence degree and prepare the programs and regulations for formal and non-formal education institutions that have been established by the institutions and foundations other than higher education.

• Cooperation on determining the programs and equivalence degree and preparation of regulations for secondary education institutions linked to Turkish Armed Forces.

• In order to carry out higher education in concordance with the national education policy; tasks and responsibilities given to the Ministry in accordance with law number 2547 Higher Education dated 4/11/1981

• Deliver other tasks and duties given to the Ministry through the legislation.

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Vocational Education and Training

Brief description regarding the national VET system, focused on Youths.
Some aspects to take into account:
- Modalities / Grade Levels / EQF Levels / Duration / Ages;
- Legal organizations.

Vocational Education and Training in Turkey

The vocational and technical education system in Turkey includes two main dimensions: theoretical (school training) and practical (in-company training / practical training in schools). Vocational training policies and activities are mostly carried out by the MoNE within the framework of Law No. 3308, which came into force in 1986 and Law No. 4702 of 2001, which brought about changes to the system, establishing new and strong links of co-operation with industry and commerce. The vocational education system includes:

- Vocational and technical high schools providing training in more than 228 occupations and giving access or leading to the qualification of specialized worker and technician;
- Apprenticeship training, which is a combination of mainly practical training provided in enterprises and theoretical training provided in vocational education centers;
- Non-formal education is provided primarily through vocational education centres. Non-formal education provides educational services in line with the general aims and basic principles of national education to citizens who have never entered or who are at a certain level of the formal education system or who have left formal education.

Upper Secondary Education

Upper secondary education includes all education institutions of a general or vocational and technical character with duration of at least four years following lower secondary education. The objectives of upper secondary education are to give students a common minimum overall knowledge, to familiarise them with problems of the individual and society and to seek solutions, to ensure that they gain the awareness that shall contribute to the socio-economic and cultural development of the country and to prepare them for both higher education and a profession or for life and employment, in line with their interests and aptitudes.

There are two types of upper secondary education: general and vocational–technical Secondary education schools last a minimum of 4 years including 9th- and 12th grades and cover the age range from 14 to 17. Some institutions have a 5–year duration, including a foreign language preparation grade.

Upper Secondary Vocational Education

Vocational and technical education institutions educate students for business and professional branches in line with the objectives of general secondary education and prepare them for higher education. The secondary education institutions offering vocational and technical training include compulsory courses in the 9th grade.. The pupils are allocated to job families in the 10th grade and occupational branch in the 11th grade and attend to these branches in the 12th grade and graduate.

Program Types

The branch courses in secondary education institutions offering vocational and technical education consist of courses developing competencies towards various professions. Furthermore, each branch consists of various sub-branches. The present branches in vocational and technical education institutions can be categorised as follows:

1. Industrial and technical branches: Apparel, textile technologies, olive technology, and computer aided industrial modelling, decorative arts, automotive technologies, furniture and decoration, metal technology, machine technology, information technologies, apparel machinery maintenance and repair, electric technologies, electronic technologies, industrial casting, nourishment technology, construction technology, plastic arts and design, plastics technology, etc.
2. Branches related to trade and tourism: office management and secretary, accounting and finance, insurance trade and risk management, computers, marketing, catering services, accommodation services, travel agency, travel, recreational services, tourism, journalism, public relations and promotion, radio, cinema and television, etc.

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3. Branches related to social services: Skin care and hairdressing, child development and education, organisation services, etc.

There were 228 occupational branches in vocational and technical education institutions at the end of 2012.

Development of competency based and modular VET curricula

Ministery of National Education has been developing modular VET curricula since the year 1993. In particular, through EU funded SVET projects, competency based modular VET curricula development studies have been intensified since 2002. In this context the programmes of grades 9-10-11-12 in 17 job families and 64 branches have been developed within the context of the Project and approved by the Board of Education. First they were implemented in the 105 pilot schools of the SVET Project. Later, thanks to the further development works, total of 42 job familes and 192 branches which are in line with the educational fields mentioned in ISCED'97 and according to the results of sector survey, have been accepted by 2006 and have been implemented in Vocational and Technical Schools and Institutions throughout Turkey within the 2006-2007 education and training period.

At the moment, based on the feedback and changing needs of the labour market, approximately 7000 module booklets covering 61 job families and 228 branches representing all sectors in Turkey are being utilised for VET teaching.

Europaen Qualification Framework (EQF) which consists of 8 reference levels has been adopted by the Turkish Ministry of National Education and competency based modular VET curricula have been developed in accordance with the 8 reference levels of the EQF. First 4 reference levels (1, 2, 3 and 4. levels) of the EQF have been handled by the MoNE and the rest (5, 6, 7 and 8. levels) were under the responsibility of Council of Higher Education (CoHE).

Fields of Training

1 Accounting and Finance

2 Agricultural Technology

3 Aircraft Maintenance

4 Anaesthesiology and Reanimation

5 Animal Health Care

6 Art and Design

7 Beauty and Hair Care Sevices

8 Biomedical Devices

9 Cartography-Land Surveying

10 Ceramics and Glass Technology

11 Chemical Technology

12 Child Development and Training

13 Clothing Production Technology

14 Computer and Information Technology

15 Construction Technology

16 Dental Prosthetics

17 Electrical- Electronic Technology

18 Emergency Paramedical Services

19 Environmental Health

20 Family and Consumer Services

21 Fire Fighting and Fire Protection

22 Food and Beverage Services

23 Food Technology

24 Footwear and Leather Technology

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25 Graphics and Fotography
26 Handicrafts
27 Horticulture
28 Hospitality Travel Services
29 Industrial Automation Technology
30 Installation and Air Conditioning
31 Indsutrial Design
32 Jewellery
33 Journalism
34 Justice
35 Laboratory Services
36 Leisure Services
37 Maritime Engineering
38 Marketing and Retail
39 Mechanical Technology
40 Medical Laboratory
41 Medical Secretarial Services
42 Metal Technology
43 Metallurgical Technology
44 Meteorology
45 Motor Vehicles Technology
46 Musical Instrument Making
47 Office and Secretarial Work
48 Orthopaedic Prosthetics and Orthetics
49 Patient and Gerontological Services
50 Plastic Technology
51 Printing
52 Public Relations and Organization Services
53 Radio and Television
54 Radiology
55 Rail Systems Technology
56 Shipbuilding (Marine Vessels)
57 Textile Technology
58 Transportation Services
59 Wood Technology
60 Animal Husbandry
61 Renewable Energy Technologies
62 Design Technology

Higher Education

The Turkish higher education system consists of 'universities' and 'higher technology institutes' (ISCED 5A-B, 6). All higher education institutions are affiliated to universities/higher technology institutes. The only exception to this are some vocational higher schools run by foundations (ISCED 5B). Presently, there are eight vocational higher schools of this type. Universities/higher technology institutes consist of vocational schools which provide two year-education leading to an associate degree, faculties (science and literature, engineering, etc.) and vocationally oriented higher schools with four year-duration leading to bachelor's

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degree, faculties (medicine and dentistry) with five-six year-duration leading to master's degree, the institutes (graduate schools) awarding master's/doctorate degree. Universities/higher technology institutes may be divided into two groups in administration and financing: public and private (foundation) universities. The students of foundation higher education institutions constitute only 8.3 per cent of all higher education students. The share of graduate students (master and doctorate) of foundation higher institutions is 5.7 %.

Non-formal and informal TVET systems

Non-formal educational services are provided by the Directorate General for Lifelong Learning through the following institutions;

Public Education Centres (Total number : 980)

Vocational Education Centres (Total number: 334)

Tourism Education Centres (Total number : 9)

Maturation Institutes (15)

Open Lower Secondary School, Open Upper Secondary School, Open Vocational and Technical School

Non-formal education is delivered through short courses, public training, apprenticeship training and distance learning in public and private schools which operate under the coordination of the Ministry of National Education. In accordance with the general objectives and basic principles of national education, non-formal education covers citizens who have never entered the formal education system or are at any level of it or have left at that level, and it may accompany formal education or be independent of it.

Apprenticeship training

As the duration of compulsory education was prolonged to 12 years, the structure of the apprenticeship training has also changed. Apprenticeship training is a dual training system in which theoretical training is given in vocational training centres and practical training is in the workplace. Students must be lower secondary level graduates and enrolment to Open Vocational High School is compulsory. While they continue their upper secondary education in Open Vocational High School; they may attend the apprenticeship programmes in Vocational Education Centres (VECs). Apprenticeship training is provided for those who have not been able to continue their education after formal lower secondary education or who have been left out of formal education for various reasons.

Quality Assurance

MoNE is the body responsible for legal, policy and programme definition aspects of TVET in Turkey. It is responsible for approving the educational institutions that are to provide any of the types of TVET as mentioned above, excluding Higher Education Vocational Schools.

The institution in charge of quality assurance in TVET at national level is the Ministry, or more concretely, the General Directorate for Technical and Vocational Education (DG for TVET) and the Presidency of Guidance and Supervision of the Ministry.

In Turkey there are no legal acts discussing quality assurance as such. There are legal acts discussing Total Quality Management (TQM). Namely, there exist:

- Directive for Implementation of TQM, Communiques Journal no. 2506 from November 1999) of the Ministry.
- Directive for Awarding on Implementation of TQM of the Ministry, Communiques Journal no. 2568 January 2005.
- Amendment Directive for Awarding on Implementation of TQM of the Ministry, Communiques Journal no. 2590 November 2006.
- Amendment Directive for Awarding on Implementation of TQM of the Ministry, Communiques Journal no. 2619 April 2009

At primary and secondary levels, quality assurance is the responsibility of the Ministry. MoNE runs a two-level quality assurance system where evaluation and supervision is conducted at the central level by Presidency of Guidance and Supervision and at local level by Provincial Presidency of Educational Supervisors.

Provincial Presidency of Educational Supervisors carries out guidance, evaluation, supervision, research, investigation, analysis and on-job training services for all grades and types of formal and non-formal education institutions in the province besides the provincial and sub-provincial directorates of national

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education.

Presidency of Guidance and Supervision carries out similar services for the central ministerial staff including their administrative, financial and legal operations with an educational and counselling approach.

At tertiary level, monitoring of higher education institutions is carried out by the Higher Education Supervision Board. The Board is part of the Higher Education Council and is in charge of external evaluation of universities, affiliated units, academic staff and their activities. In 2005, the Regulation for Academic Assessment and Quality Improvement in Higher Education Institutions was adopted. It outlines requirements for academic and research evaluation, as well as of monitoring of administrative services at higher education institutions.

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