



Republic of Turkey
Ministry of National Education



TURKISH EDUCATIONAL SYSTEM

FORMAL EDUCATION

NON-FORMAL EDUCATION

PRIORITIES AND RECENT DEVELOPMENTS IN EDUCATION

DEVELOPMENTS WITHIN THE CONTEXT OF PROJECTS

*Education and
training are tools
which enable us to
read and
understand the
mysteries of the
universe.*

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Minister of National Education



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Turkey in Brief

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Turkey is located where the three continents making up the old world, Asia, Africa and Europe are closest to each other and straddle the point where Europe and Asia meet.

Because of its geographical location, the mainland, Anatolia, has witnessed the mass migration of diverse peoples shaping the course of history. The

home to countless civilisations, Anatolia has developed a unique synthesis of cultures, each with its own distinct identity, yet each linked to its predecessors through insoluble treads. As an ancient land and modern nation; Turkey today is both the inheritor and conservator of the common heritage of humanity and a cradle of civilizations.

Location

Turkey straddles the borders of Europe and Asia with the majority of the country in Southwest Asia. It has a surface area of 814,578 square kilometers. The country is bordered at the east by Georgia, Armenia and Iran with Iraq, Syria and the Mediterranean Sea on the south. The Aegean Sea, Greece and Bulgaria are to the west, and the Black Sea forms the northern border.

Language

The official language in Turkey is Turkish. The Turkish spoken in Turkey represents that of the Turkish language group coming from the southwest branch of the Uralic-Altaic language family. Turkish is the 7th most prevalently spoken language among almost 4000 languages spoken in the world today, and is spoken by over 200 million people. Latin alphabet with Turkish phonetics was adopted in 1928.

Population

The population is about 73 million. Turkey is a country with a young population. 28% of the

population is between the 0-14 age group, 65.95% between the 15-64 age group and 5.96% belongs to the 65+ age group.

Political Structure

Turkey is a parliamentary democracy with a single chamber, The Grand National Assembly which has a single chamber comprised of 550 members elected directly for a five-year term. The Members of the Assembly elect the President of the Republic for a seven-year term. The executive power is vested in the Council of Ministers headed by the Prime Minister.

Flora and Fauna

In Turkey the climate and topography vary greatly and so does the flora and fauna. There are 9,000 kinds of flora, 3,000 of which only grow in Turkey. Turkey has the same diversity regarded with the animal species. She is the habitat of the same animals that can be found in the European countries, plus many from Asia and Africa. Turkey has 80,000 animal species compared to 60,000 species in the whole continent of Europe.



Structure of the Education System

The Turkish National Education system consists of two main parts:

- formal education
- non-formal education

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

Number of Schools, Students and Teachers by Education Levels (2006–2007)

Level of Education	School/ Institution	Number of Students			Number of Teachers
		Total	Boys	Girls	
PRE-SCHOOL EDUCATION	⁽¹⁾ 3.222	640.849	334.252	306.597	10.016
Pre-school Education (Public)	1.267	580.336	302.224	278.112	⁽²⁾ 4.580
Pre-school Education (Private)	1.955	60.513	32.028	28.485	5.436
PRIMARY EDUCATION	34.656	10.846.930	5.684.609	5.162.321	402.829
Primary Education (Public)	33.898	10.346.509	5.408.525	4.937.984	381.354
Primary Education (Private)	757	213.071	116.099	96.972	21.475
Open Primary School	1	287.350	159.985	127.365	-
SECONDARY EDUCATION	7.934	3.386.717	1.917.189	1.469.528	187.665
Secondary Education (Public)	7.216	2.946.363	1.663.955	1.282.408	174.748
Secondary Education (Private)	717	86.458	47.180	39.278	12.917
Open High School	1	353.896	206.054	147.842	-
General Secondary Education	3.690	2.142.218	1.156.418	985.800	103.389
General Secondary Education (Public)	2.993	1.775.244	942.561	832.683	90.716
General Secondary Education (Private)	696	85.547	46.509	39.038	12.673
Open High School	1	281.427	167.348	114.079	-
Vocational and Technical Secondary Education	4.244	1.244.499	760.771	483.728	84.276
Vocational and Technical Secondary Education (Public)	4.223	1.171.119	721.394	449.725	84.032
Vocational and Technical Secondary Education (Private)	21	911	671	240	244
Open High School	-	72.469	38.706	33.763	-
NON-FORMAL EDUCATION ⁽³⁾	10.576	4.508.564	2.545.004	1.963.560	79.370
Public	1.833	2.141.389	1.043.308	1.098.081	10.190
Private	8.743	2.367.175	1.501.696	865.479	69.180
HIGHER EDUCATION ⁽⁴⁾	93	2.155.170	1.231.445	923.725	82.250
TOTAL	56.481	21.538.230	11.712.499	9.825.731	762.130

(1) Pre-school classes within public (16 792) and private (661) primary schools are not included.

(2) 14 759 pre-school teachers who are permanent staff of other schools have not been included in pre-school education but in their schools.

(3) The figures of non-formal education students belong to the 2005/06 academic year.

(4) The figures of higher education belong to the 2005/06 academic year. Students of open higher education are included.

Pre-School Education

Pre-school education covers children between the ages of 36-72 months. Institutions can be established as independent kindergartens or as application classrooms affiliated to girls' vocational high schools for the purposes of practical training for students, and within other educational institutions.

Major aims of pre-school education are:

- to ensure the physical, mental and emotional development of children, and the acquisition of good habits,
- to prepare children for primary education,
- to create a common atmosphere for the development of those living in difficult conditions,
- to support linguistic development in the Turkish language.

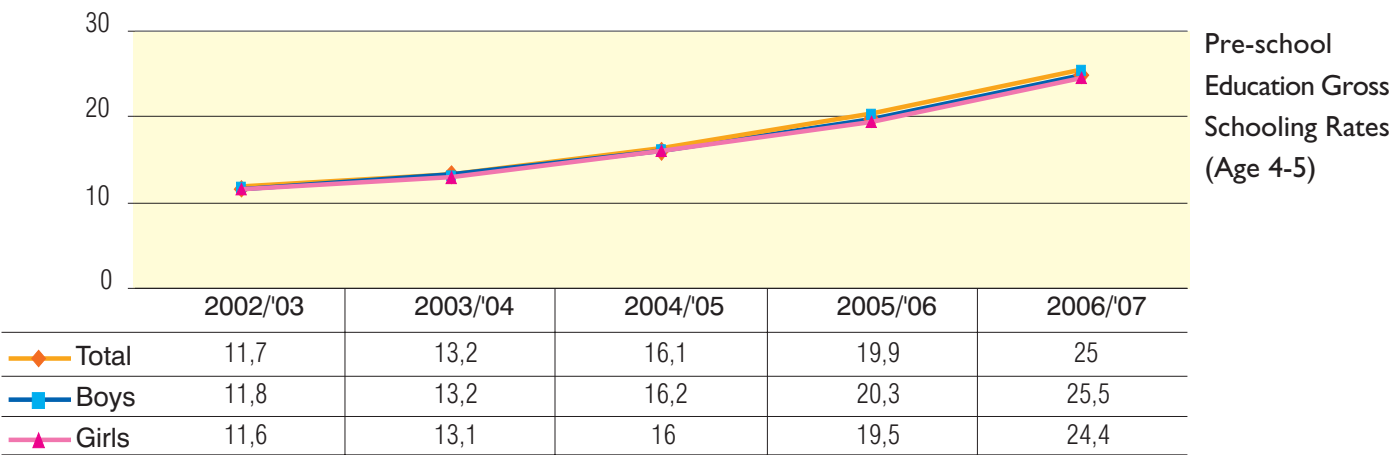
As pre-school education is voluntary, participation rate at this level of education is rather low. Considering the positive effects of pre-school education on future educational achievement of children, measures are taken in order to increase

the participation rates in institutional education on one hand, and on the other hand efforts have been made in order to expand pre-school education through alternative models such as parent training programmes, mobile kindergartens and summer schools.

As a result of these efforts schooling rate at pre-school education reached 25 % in the academic year 2006-2007 with a significant increase of 113 % within last four years. And in 2007, it is expected to reach 25 %. Short-, medium-, and long-term strategies have been developed to expand pre-school education, and to increase the quality of educational programmes.

Primary Education

Primary education covers children in the 6-14 age group. Eight-year primary education is compulsory for all citizens regardless of gender, and is provided free of charge in State schools. Graduates receive a primary education diploma. At this level the schooling rate is 96.4 % for the academic year 2006-2007.



8 Secondary Education

Secondary education follows primary education and covers general, vocational and technical high schools providing at least 4 years of education for the 14-17 age group.

All students completing primary education have the right to attend any type of secondary education in line with their interests, talents and capabilities. At this level the gross schooling rate was 86.64 % for the academic year 2006-2007.

General High Schools

Types of High schools are:

- General High Schools,
- Anatolian High Schools,
- Science High Schools,
- Anatolian Teacher Training High Schools,
- Anatolian Fine Arts High Schools,
- Social Sciences High School,
- Sport High Schools.

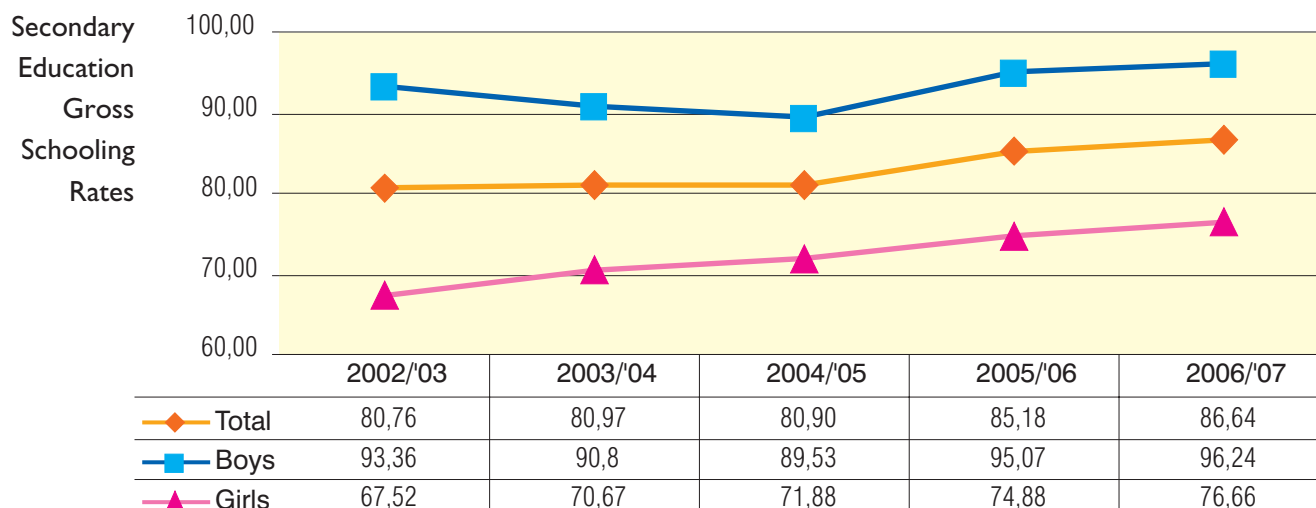
Except for general high schools, general secondary education institutions accept students through a central, objective and very competitive examination, and fine art and sport high schools through an aptitude test.

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 service sector, and prepare students for higher education.

Vocational and technical secondary education institutions are:

- Technical High Schools for Boys,
- Technical High Schools for Girls,
- Commerce and Tourism High Schools,
- Imam and Preachers' High Schools,
- Special Education Schools,
- Health High Schools,
- Agriculture High Schools,



- Justice Vocational High Schools,
- Land Registry and Cadastral Vocational High Schools,
- Anatolian Meteorology Vocational High Schools.

In the beginning, 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 programs are applied.

Multi-program high schools have been established in settlements where the population is low and dispersed:

- to ensure the effective use of resources,
- to make maximum use of the school buildings, teachers, administrators and other staff,
- to allow students who have completed primary education to benefit from secondary education according to their interests, desires and talents.

Special Education

The aim is to provide the best educational opportunities for individuals with special needs, 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 disabilities,
- hearing disabilities,
- orthopaedic disabilities,
- mental disabilities,

- linguistic and speaking difficulties,
- adaptation problems,
- long-term illnesses,
- the gifted.

Special education schools have been designed in accordance with the levels of the Turkish National Education system. However, unlike other schools, there is a preparatory class prior to primary education. Disabled students who are capable of attending primary education skip the preparatory class.

Private Education

Private education institutions are the institutions expenses of which are covered by natural or legal persons. They are subject to supervision and inspection of Ministry of National Education (MoNE). These institutions are opened and operated in accordance with the Law on Private Education Institutions.

Private education covers:

- private schools of all types and levels,
- private courses,
- private vocational and technical courses,
- private driver training courses,
- private free-time centres for students.

Formal private education institutions can be grouped as:

- private Turkish schools,
- private foreign schools,
- private minority schools,
- private international schools
- special education schools.

Guidance and Psychological Counseling Services

Guidance and psychological counseling services aim to support the personal, social and career development of students. Besides carrying out activities and projects at national level to improve the guiding and counseling services, MoNE has participated in the relevant work conducted within the European Union, OECD and World Bank, particularly on career guidance policies and implementations in the scope of life long learning and counseling in recent years.

These services are carried out by guidance and research centres at provinces and sub provincial districts and by guidance and psychological counselling offices at educational institutions.

Guidance and research centres (RAM) provide coordination and support necessary for the efficient and effective implementation of the guidance and counselling services. In addition, they carry out the activities for the diagnosis of children in need of special education, determination of the educational

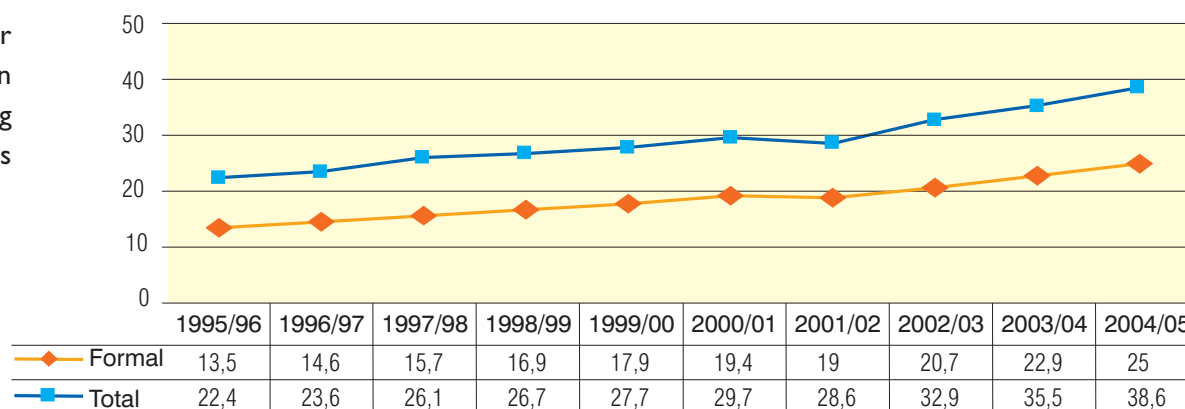
institution where they will be placed, and provision of necessary guidance for these children and their parents.

Guidance and psychological counselling services are provided through systematic structured programmes addressing academic, vocational, personal and social aspects adjusted according to the type and features of the educational institutions at specific hours within weekly timetables. School psychological counselors and guidance teachers collaborate with other school staff in the implementation of these services.

Higher Education

Higher education covers all post-secondary programmes with duration of at least two years. Total number of universities is 93 including the 16 new universities opened in 2006. The percentage of female teaching staff at these universities is 39.7 % and the percentage of male teaching staff is 60.3 %. In the academic year 2004-2005, the schooling rate in higher education was 38.6 % (25 % in formal education and 13.6 % in distance education).

Higher
Education
Schooling
Rates



Universities are established upon the advice of the Council of Higher Education to the Ministry of National Education, approval of the Cabinet and the Law issued by the National Assembly.

The most important Supreme Council in the governance of higher education is “the Council of Higher Education (YÖK)” (see website: www.yok.gov.tr). The Council of Higher Education is a constitutionally autonomous body without any political affiliation, which operates under the provisions of the Law on Higher Education. YÖK consists of 21 members each seven of whom are nominated by the Interuniversity Council, by the Government and by the President. All of them are appointed by the President for a four-year period. The term of office of the members can be renewed. The President of the Council and one of the Vice Presidents of the Council are appointed by the President of the Republic of Turkey among the Council members and the other Vice President is elected by the Council members.

For the appointment of rectors, six candidates are elected by the assembly of faculty members. From

among these six, the Council of Higher Education elects three nominees and submits them to the President of the Republic of Turkey, and the President appoints one of these three nominees as the Rector. The Rector’s term of office is four years and can be renewed for two terms at the most.

Higher education is represented by the Minister of National Education at the Turkish Grand National Assembly. The Minister can also chair YÖK meetings without voting rights. YÖK or university decisions are not subject to the Minister’s approval. The main duty of MoNE related with higher education is to ensure that higher education is carried out in accordance with national education policies.

Admission to higher education is realized through a centralized, countrywide examination conducted by the Student Selection and Placement Center (ÖSYM) every year. Along with students at the last grade of high school, students who were not successful previous years and university students who would like to change their programmes and/or universities can take the University Entrance Exam.



Non-formal Education



Non-formal education covers those who are currently at a particular stage of their education, who have left their education at any stage, or who have never had the chance to attend school.

Non-formal education activities are offered out-of-school in order to:

- teach adults how to read and write,
- provide basic knowledge,

- develop knowledge and skills already acquired,
- create new opportunities for improving individuals' standard of living.

Non-formal education is carried out through public education, apprenticeship training and distance education. Similar education services are also offered through vocational courses opened at vocational and technical high schools.

General, vocational and technical non-formal education institutions are:

- public education centres,
- vocational training centres,
- practical craft schools for girls,
- further training institutes,
- industrial practical craft schools,
- technical training centres for adults,
- hotel and tourism education centres for adults,
- tourism education centres,
- distance (open) education institutions,
- private courses,
- special education and application schools,
- special education vocational schools,
- special education vocational training centres,
- special education science and art centres.

Public Education

Educational activities carried out outside of formal education institutions take place mainly in public education centres throughout the country. These centres offer:

- literacy courses
- vocational courses
- socio-cultural courses
- socio-cultural practices

Apprenticeship Training

Apprenticeship Training is a dual training system whereby theoretical training is given in vocational training centres, and practical training is given in workplaces.

Apprenticeship training covers young people at the age of secondary education who have not been able to continue their education after primary school 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. Theoretical education within apprenticeship programs 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 provided by the enterprises for one day a week, whereas practical training takes place at workplaces in real production environments for five days a week.

Those who have completed the apprenticeship training can take the journeymanship examination directly, and those who have not attended the training can take the journeymanship examination on condition that they 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. Those who have not completed the training can take the mastership examinations on condition that they 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 master's certificate foreseen for this competency level. Only those who have a mastership certificate have the right to open their own workplaces.

14 **Distance (Open) Education**

Distance education is provided to ensure equal opportunities for all Turkish citizens; to support the primary, secondary and higher education system and to render **lifelong learning** opportunities.

In Turkey, distance education system was initiated in 1974. At primary and secondary education levels distance education is provided through:

- Open Primary School
- Open High School
- Open Vocational and Technical High School.

In addition, vocational certificate programmes are offered for all on condition that they are at least primary school graduates through Open Vocational and Technical School.

The Open Primary School, which was initiated in 1998-1999 after the implementation of eight-year compulsory primary education, provides opportunities for those who hold five-year primary education diplomas to complete their eight-year primary education.

In the academic year 1982-1983, the Open Education Faculty was established under Anadolu University to offer associate degrees, bachelor degrees and complementary programmes for associate and bachelor degrees.

The Open Education System provides education for Turkish citizens living in the Turkish Republic of Northern Cyprus and six Western European countries through its 34 programmes outside of the national borders.

As a result of the developments in information and communication technologies within the last ten years, the *Regulation on Inter Universities Distance Higher Education based on Information and Communication Technologies* was prepared in 1999. Within the context of this Regulation, universities offer various courses, including associate and bachelor degree programmes through distance education by cooperating with universities both in Turkey and abroad.

Priorities and Recent Developments in Education

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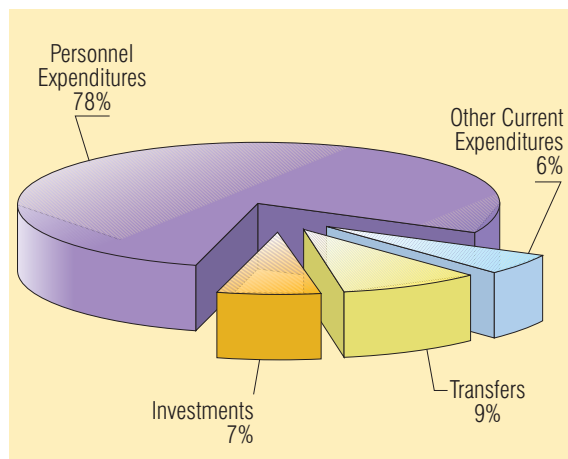


Turkey has a younger population in contrast to Europe. The percentage of the 0-14 age group in the total population is 28 %. (The European Union average is 15,7 %) In addition to this figure, 20 % of population is within the context of formal education.

In the 1997-1998 academic year, the duration of compulsory education was extended from five years to eight years and in the 2005-2006 academic

year, the duration of secondary education was increased to four years, so there has been an important rise in education expenses especially in public expenses in order to meet the emerging needs. Therefore, within the context of a strategy adopted by the current Government the share of MoNE's budget in consolidated budget has been increased to 10.40 % in 2007, which was 6.91 in 2003. In the same period the share of the MoNE's budget in gross national product went up from 2,85 % to 3,4 %.

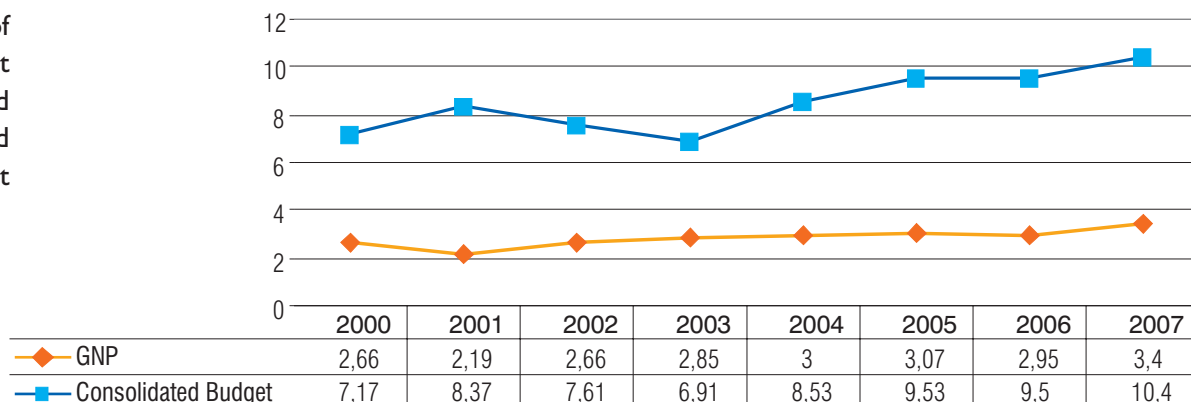
16 Distribution of the MoNE's Budget 2007



MoNE's activities in recent years can be examined under 6 main titles:

- Developing primary and secondary education programmes,
- Improving physical capacity and quality,
- Reaching European Union standards in schooling rates,
- Strengthening technological infrastructure and using information and communication technologies in education
- Developing teacher career system and competencies,
- Improving student's counselling and vocational guidance system.

The Share of MoNE's Budget in GNP and Consolidated Budget



Developments within the Context of Projects

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In order to reach these goals, some projects have been put into practice (see website: <http://projeler.meb.gov.tr>). Besides national projects and campaigns, MoNE has been implementing 3 projects in education with the financial contribution of the European Union:

- Support to the Basic Education Project
- Project on Strengthening Vocational Education and Training
- Vocational and Technical Education Modernization Project

The total amount of these 3 projects is 177.190.000 Euros. The European Union contribution is 165.500.000 Euros and our government's contribution is 11.690.000 Euros.

Quality of Education

Primary Education

Primary education curricula (1-8 classes) were redesigned in line with a cognitive and constructivist approach and education materials were developed accordingly. Some international comparisons for all levels of education and vocational - technical education were taken into account through the redesigning process.

New curricula for grades 1-5 were put into practice in all primary schools in the academic year 2005-2006. In the same academic year new curricula for grade 6 was implemented in pilot schools and has been put into implementation at grade 6 of all primary schools in the academic year 2006-2007. The new curricula for grades 7 and 8 will be implemented gradually in the following academic years 2007-2008 and 2008-2009 after pilot implementations.

The curricula are based on approaches such as:

- learning to learn
- active learning
- student centred learning
- lifelong learning
- information society
- democratic culture
- economic sensitivity

Moreover, they have a holistic mode in educational goals at levels and types of education i.e. pre-primary, primary, general and vocational education.

General and Vocational Secondary Education

Secondary education schools have been reconstructed based on standards adopted by the European Union in order to facilitate diploma equivalency in high schools. The duration of general high schools and vocational and technical high schools was extended from three to four years as of the 2005-2006 academic year. Preparatory class (grade 9) which was spared for intensive teaching of foreign language at Anatolian type high schools was eliminated.

Within the framework of vocational guidance activities, all general secondary education schools except for those admitting students through central examination and aptitude test have been included under the scope of the Project on Strengthening the Vocational Education and Training System. Common programs are implemented at grade 9 of all general and vocational and technical high schools within this context; and introduction and orientation courses have been included in the curriculum.

This system offers students the opportunity of horizontal transfers among school types at the end of grade 9 and among fields of study and branches at the end of grade 10 of general and vocational technical high schools in order to eliminate the problems students experience during transitions from basic education to secondary education. The system also provides students with more chances to choose with the help of introduction and orientation courses.

Furthermore, following initiatives have been launched:

- Vocational education standards have been developed in cooperation with Turkish Employment Agency, relevant sector representatives and other social partners in order to meet the needs of labour market and establish a new vocational education infrastructure with modular programmes.
- Modular programmes that are based on competencies in 250 vocational standards have been developed in order to re-structure secondary education according to ISCED-97. These programmes have been implemented in 145 pilot institutions in preparation for the countrywide implementation in the academic year 2006-2007.
- The teacher training system for vocational education fields has been harmonized with the developments in the European Union by improving the quality of teacher training system in this field.

Higher Education

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In 2001, Turkey entered the Bologna process and took necessary measures to carry out its own action line.

Activities on the application of new arrangements for quality evaluation in universities still continue. 29 out of 93 universities have a department of European Studies. Furthermore, in Turkey there are 14 universities whose instruction languages are English and French. Diploma Supplement and European Credits Transfer System (ECTS) are compulsory for all universities. A new regulation has been put into force to ensure better student participation in management and better national representation of student councils.

Since 2004, Turkey has been provided with full participation in education and youth programmes of the European Union. Within the Erasmus programme, one of the programmes that attract attention nationwide, 79 higher education institutions acquired Erasmus University Certification. By the end of 2006, almost 4100 university students and



20 1000 university personnel have benefited from mobility activities in higher education within this program.

In the last two years, allocations of resources for research and development have been increased 20 times compared to the past allocations. Within the context of Sixth Framework Programme, as of the end of 2006, 459 projects were accepted out of 2982 projects.

Teachers

All teachers receive education at the tertiary education level. The law issued in 2004 provides basis for a promotion system for teachers that:

- underlines competition,
- encourages teachers to refresh their knowledge in their fields,
- raises the status of the teaching profession.

Within this arrangement, teachers can acquire titles as expert teachers or head teachers according to their length of service, educational background, activities performed, and official records, on condition that they succeed on a central examination designed for the purpose. Teachers holding master and PhD degrees can become expert teachers and head teachers respectively without taking the exam if they meet the requirements regarding the length of service and official records.

On the other hand, "General Teaching Profession Competencies" consisting of 6 main competencies and 31 sub-competencies based on the former ones and 233 performance indicators were defined in order to be used to:

- determine teacher training policies,
- organize pre-service and in-service training,
- evaluate teacher performances,

- help self assessment and the development of teachers.

Integration of Information and Communication Technologies (ICT) into Education

In order to ensure the expansion and use of new technologies at all grades of education beginning with the primary education, measures have been taken to:

- Apply computer based education,
- Provide internet access for all schools,
- Produce software in accordance with the curricula,
- Ensure that teachers and students gain computer literacy skills through various projects,
- Establish "Educational Portal" in order to ensure that stakeholders in education can access information without any limitations of time and place.

The number of ICT classes at schools has been increased to use ICT at schools efficiently. To meet the need for computers in ICT classes, 200.000 computers have been provided through the "Support Campaign Computer Assisted Education" with the voluntary contributions of individuals and companies, and the remaining 206.000 computers have been purchased by the Ministry of National Education by December 2006. Moreover, provision of 148.400 computers has been planned.

As of the beginning of 2006-2007 academic year, it has been ensured that 86 percent of primary education students and 95 percent of secondary education students have access to internet, and work for the construction of infrastructure still continues regarding the rural areas lacking necessary infrastructure.

Access to Education

Pre-school Education

The age group of 60-72 months is given priority within the expansion of schooling at this level. In the academic year 2005-2006 the schooling rate of 60-72 month children is 34.4 %.

In order to ensure at least one-year schooling for this age group, as of the academic year 2005-2006 double shift education have been launched at pre-school classes within primary schools and also at kindergartens double shift education have been carried out along with whole day education. Besides this, space for pre-school classes has been provided within all types of existing educational institutions. Recently, it became compulsory for the new school buildings to have one or two pre-school classes according to the size of the school.

Schooling of Girls

A schooling campaign for girls was initiated with the slogan “come on girls to school” in cooperation with UNICEF for those who were out of schooling for several reasons in 10 provinces including the provinces in Eastern and South Eastern Anatolia

in 2003. It was expanded to 33 provinces in 2004, to 53 provinces in 2005 and to all provinces in 2006. With this campaign, the schooling of 222.800 girls was ensured.

Special Education

Recently, early diagnosis and schooling rates have been increased through the allocation of more financial resources for the education of children in need of special education. By ensuring the participation of families and social partners in the process effectively, significant developments have been achieved in this field.

As a part of intensive efforts in this field, within the last three years (2003-2006) following institutions have been established:

- 13 Science and Arts Centres,
- 7 Primary Schools and Work Schools for Educable Mentally Retarded Children,
- 19 Training and Application Schools and Work Training Centres for Trainable Mentally Retarded Children,
- 1 Independent Work Training Centre,
- 1 Primary School for the Visually Impaired,
- 5 Primary Schools in Hospitals,

Figures of Development in Special Education

Years	Number of Schools / Increase Rates %	Number of Students			Total Number of Students/ Increase Rates %	Number of Teachers/ Increase Rates %
		Number of Students in Special Education Schools/ Increase Rates %	Number of Students in Special Education Classes/ Increase Rates %	Number of Students in Inclusive Education/ Increase Rates %		
2002-2003	440	17.988	6.912	31.708	56.608	3.385
2003-2004	468 9,41	19.892 9,05	7.405 9,33	35.625 8,89	62.922 8,9	3.481 0,97
2004-2005	494 9,48	22.082 9,01	8.130 9,1	42.225 8,43	72.437 8,7	4.506 77,2
2005-2006	517 9,56	25.238 9,11	8.921 9,11	45.532 9,27	79.691 9,08	4.680 9,6

- 1 Primary School for the Hearing Impaired,
- 5 Training Centres for the Autistic Children
- 37 Guidance and Research Centres

Furthermore, free transportation to school has been provided for children in need of special education since the academic year 2004-2005. And, opportunities of education at home are provided for the students who are unable to attend school due to their disabilities.

Measures for Rural Areas

Bussed education and boarding schools have been provided for primary school age children to offer them better opportunities of quality education.

Bussed Education

The aim is to provide better opportunities of quality education for children of primary school age living in less populated and sparsely settled areas where multi-grade classes exist. These students are bussed daily to primary schools in central areas having better conditions free of charge including free school lunch.

In the academic year 2006-2007, 694.329 students were bussed in 81 provinces.

Regional Boarding Primary Schools and Boarding Primary Schools

In less populated and sparsely settled areas, the Ministry has constructed boarding primary schools with central locations to serve the surrounding settlements. In the academic year 2006-2007, 282.132 students were accommodated in 603 Regional Boarding Primary Schools.

Social Inclusion

One of the strands of the Support to Basic Education Programme is capacity-building and reform in the area of non-formal education and thus providing better educational opportunities for children, youth and adults (especially women) dropped out education system in 5 disadvantaged urban and suburban areas, including the areas of immigration. Within this context, the achievements are as follows:

- Increase in the institutional capacity of the Public Education Centers.
- Increase of participation in the literacy courses.
- Inclusion of the children under risk (children living and working on the streets) in the education system.
- Strengthened participation in formal and non-formal education by conducting awareness campaigns.
- Procurement of equipment for the Public Education Centers.
- Increases and improvements of the physical capacity of Public Education Centers.

Free Textbooks

Free textbooks have been provided for all primary education students since the academic year 2003-2004. For secondary education students, free textbook application has been started in 2006-2007 academic year 411.282.131 textbooks have been distributed to primary and secondary education students.

Conditional Cash Transfers

Although primary education is compulsory in Turkey, the rate of schooling is low compared to European countries. In spite of legal sanctions for parents who deprive their children from schooling, the desired rate of schooling has not been reached for various reasons. In order to encourage schooling of children, a certain amount is paid monthly to their mothers on condition that they send their children to pre-school (4-5 age) and primary school.

Within the context of the project throughout Turkey 870.000 households, which means a total of 1.527.716 students, have been assisted financially.

Education Buildings

Getting started with the idea that qualitative and quantitative problems of the education system can be solved together with the government, private sector and NGO's, the Ministry put the project on "100 % Support For Education" into implementation. With the amendment of the relevant law in April 2003, 5% tax deduction was increased to %100 so as to encourage organizations and the public to invest in education.

Physical infrastructure obtained within the project (by March 2007)

Total Number of Buildings	1.673
Total Number of Classrooms	23.191
Number of auxiliary buildings other than classrooms	176
Number of Vocational and Technical Centres	35
Land donated (meter square)	654.684,57 m ²

Turkish Educational System

