(AGENDA -OVERVIEW OF THE DAY)

1. <u>COOPERATION IN THE FIELD OF POLICIES</u>

2. <u>COMMUNITY PROGRAMMES</u>

3. <u>OTHER COMMUNITY INSTRUMENTS</u>

4. <u>OTHER OBLIGATIONS RELATED TO THE ACQUIS</u>

COOPERATION IN THE FIELD OF POLICIES

1. EDUCATION AND TRAINING
2. YOUTH
3. CULTURE

EDUCATION AND TRAINING-

1. **Organization of the education and vocational training systems**

2. **Strategies, policies, objectives**

3. **Basic benchmarks and achievements towards Lisbon**

4. **Bologna**

Organization of the education and vocational training systems

LEGAL FRAMEWORK AND ACTORS OF EDUCATION

Purpose of Turkish Education System:

- ✓ **To increase the welfare and happiness**
- ✓ **To support and facilitate economic, social and cultural development**
- ✓ **To make the Turkish nation a constructive, creative and distinguished partner in modern civilization.**

The Constitution guarantees:

"No one shall be deprived of the right of education and training"

Organization of the education and vocational training systems

LEGAL FRAMEWORK AND ACTORS OF EDUCATION

The principles mentioned in the law are in line with the common
educational objectives of the EU.

✓ Educational institutions are open to all,
regardless of race, sex, or religion.

✓ Everybody is entitled to basic education.

✓ Equal opportunities shall be provided for everybody.

✓ General and vocational education for a lifetime.

✓ Education and training in everywhere.

Organization of the education and vocational training systems

Legal Framework:

- ✓ **Basic Law on national education (other than higher education)**
  - ➢ **Law No.1739**
    - ➢ formal & non-formal education
    - ➢ very much in line with common educational objectives of EU
  - ➢ **Law No. 3308**
    - ➢ vocational training
- ✓ **Basic Law on higher education,**
  - ➢ **Turkish Constitution (Article 130 and 131)**
  - ➢ **Law No.2547**

Organization of the education and vocational training systems

1. <u>**Formal Education**</u>

   - ✓ **Pre-School**
   - ✓ **Primary**
   - ✓ **Secondary**
   - ✓ **Higher Education**

2. **Non-Formal Education**

Organization of the education and vocational training systems

Actors of Education in Turkey:

- ✓ **Turkish Grand National Assembly**

- ✓ **The Council of Ministers**

- ✓ **The State Planning Organization (SPO)**

- ✓ **The Ministry of National Education (MoNE)**

- ✓ **The Council of Higher Education (CoHE)**

- ✓ **Other related public agencies**

Organization of the education and vocational training systems

Responsibilities of Actors:

✓ **Turkish Grand National Assembly**

  ➢ **determination of general legal framework**

✓ **The Council of Ministers**

  ➢ **adoption of general policy**

Organization of the education and vocational training systems

Responsibilities of Actors:

✓ **The State Planning Organization**

  ➢ **responsible for advising to the Government in :**
    ➢ **determining policies and objectives of the country**
      ➢ **long-term development plans**
      ➢ **annual programs**
    ➢ **resource allocation for economic and social sectors**

Organization of the education and vocational training systems

Responsibilities of Actors:
Ministry of National Education

➢ policy making within the framework of legislation and documents related

➢ opening up formal & non-formal education institutions and planning, programming, conducting, monitoring and controlling educational activities except for higher education

➢ Performing vocational training activities(Law No:3308)

Organization of the education and vocational training systems

Responsibilities of Actors:

✓ **The Council of Higher Education (CoHE)**

➢ **constitutionally autonomous body without any political or governmental affiliation**

➢ **Orientation of the activities of the institutions of higher education within the context of Law**

➢ **Interuniversity Council (IUC)**
  ➢ **academic advisory and a decision-making body in some matters**

➢ **Turkish University Rectors' Committee (TURC)**
  ➢ **ad-hoc committee**

Organization of the education and vocational training systems

Responsibilities of Actors:

✓ **Composition of CoHE and election procedures**

➤ **21 members**

➤ **President of council**

➤ **Rectors**

Organization of the education and vocational training systems

Responsibilities of Actors:

✓ **Role of MoNE and other institutions related to Higher Education**

  ➢ **MoNE**

  ➢ **Yurt-Kur**

  ➢ **ÖSYM**

Organization of the education and vocational training systems

Responsibilities of Actors:

✓ **Other related agencies in education and training system**
   MoLSS (ISKUR)
     strength the link between the vocational training and employment

✓ **private sector and NGOs**

✓ **a role in raising awareness and providing inputs to education policy**

<u>Organization of the education and vocational training systems</u>

STATE OF PLAY

Turkey with a relatively younger population compared to European countries

  ➤ The share of 0-14 age group in total population:
  ➤ 28.4 % in Turkey
  ➤ 15.7 % EU average

Organization of the education and vocational training systems

Main Achievements:

✓ **Duration of compulsory primary schooling**
  ➢ **from 5 to 8 years**

✓ **Increase in educational spending**
  ➢ **The share of total MoNE and CoHE budget in total consolidated budget**
    ➢ **9.8 % in 1996**
    ➢ **13 % in 2005**

✓ **Significant increase in enrollment ratios**
  ➢ **100 % Support Campaign for Education**
  ➢ **Girls! Let's Go To School**

Organization of the education and vocational training systems

Main Achievements:

✓ **Harmonization of Vocational and Technical Education System with the priorities of EU**
  ➢ **Project on Strengthening Vocational Education and Training System (SVET)**
  ➢ **Project on Modernization of Vocational and Technical Education (MVET)**
  ➢ **Cooperation with CEDEFOP-ETF**

✓ **Quality of secondary vocational education**
  ➢ **Emphasis on dual education**
  ➢ **Greater link between education and employment**
  ➢ **Studies on National Vocational Qualification Systems**

Organization of the education and vocational training systems

Main Achievements:

- ✓ **Active participation in the Community Education and Youth Programmes**

- ✓ **Active involvement in Bologna Process**

- ✓ **Focus on IT classes, efficient use of ICT technologies in education**

- ✓ **Introduction of new primary education curricula**

- ✓ **Side-effects in the reduction of school leaving**
    - ➢ **Design of secondary education based on ISCED-97**
    - ➢ **Free of charge course books**

Organization of the education and vocational training systems

Main Achievements:

- ✓ **Extension of the duration of secondary education from 3 to 4 years**
  - ➢ **Vertical and horizontal transitions**

- ✓ **European references for foreign language teaching**

- ✓ **More financial support to the education of children with special needs**

- ✓ **Increase in the enrollment rate of girls**

- ✓ **Planning to provide all schools internet access in 2006.**

Organization of the education and vocational training systems

Main Achievements:

✓ **Completion of Draft on General Competencies of Teaching Profession**

  ➢ **A new career system for teaching profession**

✓ **Vocational education standards based on job requirements**

✓ **MVET Project**

Organization of the education and vocational training systems

Main Achievements:

✓ **Increase in enrollment ratios in higher education**

✓ **Significant increase in the number of scientific papers covered by Science Citation Index**
  ➢ **Ranking 37th in 1993, 22nd in 2003**

✓ **Improvement in Student representation in higher education**

✓ **Establishment of a strategic development committee in CoHE**

<u>Organization of the education and vocational training systems</u>

<u>Areas to be improved:</u>

- ✓ **linkage between the vocational training and the labour market.**
- ✓ **education quality**
- ✓ **spatial and gender differences in terms of enrolment rates.**
- ✓ **high degree of centralized structure of higher education system, administrative and financial autonomy and accountability in higher education.**

STRATEGIES AND POLICIES

✓ **Alignment with EU**

- ▪ **Lisbon Goals**
- ▪ **Bologna Process**
- ▪ **Community Programmes**

✓ **Education is a priority reform area**

STRATEGIES AND POLICIES

Long Term Strategies:

✓ **Transformation into an information society**

✓ **Raising quality of life of the society**

STRATEGIES AND POLICIES

Policies

✓ **developing an up to date curricula,**

✓ **improving teacher training and quality of teachers, and**

✓ **building information and communication technology infra-structure.**

✓ **improving physical capacity and facilities and access to education,**

STRATEGIES AND POLICIES

Objectives:

✓ **Widespread Pre-school education**

✓ **Strengthening the link between education and labour market**

✓ **Vocational proficiency system on professional standards**

✓ **Diversification in terms of programmes in secondary education**

✓ **Extensive use of ICT**

✓ **Competitive Higher education system through specilization, autonomy and academic freedom**

STRATEGIES AND POLICIES

Other enabling factors for education reform:

✓ **EU Accession process**
  ➢ **Strategic goals laid down by Lisbon European Council**
  ➢ **EU Legislation (acquis) in education**
  ➢ **EU Education and Youth Community Programmes**
  ➢ **EU Funded Education and Training Projects**
      i) Support to Basic Education Project
      ii) Project on Strengthening Vocational Education and Training System
      iii) Project on Modernization of Vocational and Technical Education
      iv) Educational Framework Project

  ➢ **Development of an Employment Strategy in line with Lisbon**

STRATEGIES AND POLICIES

<u>Other enabling factors for education and training reform:</u>

    ➤   **Strategy for the development of Human Resources**
    ➤   **Active Labour Market Programmes Project**
    ➤   **Works for a more competitive higher education system focusing on the Bologna Process**

✓ **Knowledge Economy Strategy (social transformation)**

✓ **Close cooperation with the World Bank
and other international organizations**

BASIC BENCHMARKS AND ACHIEVEMENTS TOWARDS LISBON

✓ **Lisbon Agenda envisaging to make Europe the most competitive Knowledge based economy**

✓ **Ambitious set of goals which Turkey shares fully.**

✓ **In the process of accession, Turkey is envisaging to converge to the Lisbon goals and objectives with a strong emphasis on the linkage between development and system of education and training.**

BASIC BENCHMARKS AND ACHIEVEMENTS TOWARDS LISBON

a. **Investment in Education and Training**

b. **Early School Leavers**

c. **Graduates in Mathematics, Science and Technology**

d. **Population having completed Upper Secondary Education**

e. **Key Competencies**

f. **Lifelong Learning**

g. **Information and Communication Technologies**

BASIC BENCHMARKS AND ACHIEVEMENTS TOWARDS LISBON

a. **<u>Investment in Education and Training</u>**

✓ **increase in public and household resources in education with the extension of duration of compulsory education**

✓ **Starting from 2004, MoNE has the highest share in the budget.**

✓ **Proportion of total education budget to GDP, 4.18% in 2005.**

BASIC BENCHMARKS AND ACHIEVEMENTS TOWARDS LISBON

a. Investment in Education and Training

✓ **National Education Expenditure Survey, 2002**
  ➢ **Public expenditure, 4.76% of GNP**
  ➢ **Private expenditure, 2.5% of GNP**
    ➢ **Remarkable finance of education by households**
  ➢ **Total expenditure on education comprising 7.26 % of GNP**

BASIC BENCHMARKS AND ACHIEVEMENTS TOWARDS LISBON

a. **Investment in Education and Training**

✓ **MoNE has initiated the 100 % Support Campaign for Education,**

- **Cooperation among the government, private sector and NGOs.**

- **To encourage investment in education, the percentage of tax deduction increased from 5 % to 100 %**

BASIC BENCHMARKS AND ACHIEVEMENTS TOWARDS LISBON

a. **Investment in Education and Training**

   With 100 % Support Campaign for Education in two years:

      ✓ **13197 classrooms**

      ✓ **Educational equipment and materials specifically for ICT class**

BASIC BENCHMARKS AND ACHIEVEMENTS TOWARDS LISBON

b. Early School Leavers

✓ **Currently not a crucial problem area**

  ➢ **Relatively low level of school enrollment particularly for girls.**

✓ **Designing programme based on secondary education will have positive effects**

✓ **Free of charge textbooks will also have positive effects**

✓ **Comparatively high graduation performance in higher education.**

BASIC BENCHMARKS AND ACHIEVEMENTS TOWARDS LISBON

c. **Graduates in Mathematics, Science and Technology**

✓ **Education of women is a priority**

✓ **The graduates in the fields of mathematics, science and technology, 22.5% of the total graduates**

✓ **Highly similar to the OECD average, 23,9%.**

BASIC BENCHMARKS AND ACHIEVEMENTS TOWARDS LISBON

c. Graduates in Mathematics, Science and Technology

Implications on employment as well

- ✓ approximately 40 % of academicians,
- ✓ 60 % of health sector,
- ✓ 35 % of education sector,
- ✓ 20 % of production sector,
- ✓ 50 % of justice sector and
- ✓ 40 % of public sector consist of well educated women.

BASIC BENCHMARKS AND ACHIEVEMENTS TOWARDS LISBON

d. Population having completed at least Upper Secondary Education

✓ **The share of 25-64 age group in Turkey with at least upper secondary education is 26% whereas EU average is 65.7%**

✓ **The share of 25-34 age group is 33%.**

✓ **By 2010, increase in the population with at least upper secondary education through the extension of compulsory education to 8 years, and increase in transition to secondary education**

✓ **Average years of schooling is closed to OECD mean. (TR=9.6 , OECD=11.8)**

BASIC BENCHMARKS AND ACHIEVEMENTS TOWARDS LISBON

e. Key Competencies

✓ **Key competencies in the curriculum reform of primary and secondary education, in addition to basic skills of literacy and mathematics:**
  ➢ **skills and values that form a basis for employment**
  ➢ **social inclusion**
  ➢ **lifelong learning and personal fullfilment and development**

BASIC BENCHMARKS AND ACHIEVEMENTS TOWARDS LISBON

e. Key Competencies

8 key competencies defined in new curriculum:
- ➢ critical thinking
- ➢ creativity
- ➢ communication
- ➢ research
- ➢ reasoning
- ➢ problem solving
- ➢ information and communication technology skills
- ➢ entrepreneurship and communication

BASIC BENCHMARKS AND ACHIEVEMENTS TOWARDS LISBON

f. Lifelong Learning

✓ **Lifelong Learning considered as a priority for the last two decades**

✓ **Diverse studies ➔ unified life long strategies.**

✓ **Around 3,5 million people (about 10% of adult population) attending education centres in formal or non-formal institutions in 2004**

BASIC BENCHMARKS AND ACHIEVEMENTS TOWARDS LISBON

f. Lifelong Learning

✓ **NGOs are active in fund raising for lifelong learning**

✓ **Almost all the universities have continuous education centres**

✓ **"Second University Project" at Anadolu University aims at enabling students to study in another field and improve their qualifications.**

BASIC BENCHMARKS AND ACHIEVEMENTS TOWARDS LISBON

g. Information and Communication Technologies

Widespread and efficient use of ICT, key factor and priority for information society

✓ ICT hardware and software provided in each school.

✓ Fast internet connection provided to all schools,

✓ ICT accessible by all students, teachers, directors, parents,

✓ In-service training for teachers

BOLOGNA PROCESS

1. **Easily readable and comparable degrees & Three-cycle system**
2. **Establishing a system of credits**
3. **Mobility**
4. **European Cooperation in quality assurance**
5. **European dimension in higher education**
6. **Lifelong learning**
7. **Students' and HEIs' participation in BP**
8. **Attractiveness of EHEA**
9. **Synergy between EHEA-ERA**

1.6 BOLOGNA PROCESS

✓ **Turkey joined the Bologna Process in 2001 and actively involved in the process to meet the requirements set forth by its action lines.**

✓ **Turkey affirms its commitment to the general principles of the Bologna Process.**

1.6 BOLOGNA PROCESS

1. <u>Easily readible and comparable degrees and three-cycle system</u>

✓ **already meeting these three cycles.**

➢ **undergraduate and graduate (Masters and PhD)**

✓ **Recognition of degrees and periods of study**

➢ **Turkish ENIC (1998) and Turkish NARIC (2003) Offices**

✓ **Mutual recognition of professional qualifications**

BOLOGNA PROCESS

2. Establishment of a system of credits

✓ **Credit system already in use**

✓ **European Credit Transfer System (ECTS)**

BOLOGNA PROCESS

2. Establishment of a system of credits

✓ **Diploma Supplement (DS)**

    ➢ **ECTS and DS compulsory implementation by CoHE as of 2005-2006**

✓ **Free of charge**

✓ **in one of the three main languages of the EU**

BOLOGNA PROCESS

3. <u>Promotion of mobility</u>

✓ **Acceleration with ERASMUS programme**

Some Obstacles

- ➤ **Difficulties in getting visa**
- ➤ **Lack of up-to date course information**
- ➤ **Residence permit**
- ➤ **Lack of knowledge among European Students.**

BOLOGNA PROCESS

4. Promotion of European cooperation in quality assurance

✓ **Top priority in the agenda of CoHE before the 2007 ministerial meeting**

➢ **A new set of regulations**
➢ **enacted on September 20,2005**
➢ **in line with Berlin Communique and ENQA**
➢ **Evaluating and improving the quality of educational, instructional and research activities**
➢ **Recognition of independent external assessment**

BOLOGNA PROCESS

4. Promotion of European cooperation in quality assurance

✓ **Already international quality assessment exercises**

✓ **Seven universities evaluated by EUA**

✓ **42 engineering programmes of 4 universities by ABET**

BOLOGNA PROCESS

5. Promotion of European dimension in higher education

✓ **No legal obstacle for establishment and recognition of joint degrees or study programmes**

✓ **Currently limited number of joint degree programmes**

✓ **European studies in the form of different programmes/certificates/research centres in 29 universities out of 77**

BOLOGNA PROCESS

6. Lifelong learning

✓ **See *Lisbon part***

BOLOGNA PROCESS

7. Student councils and involvement in higher education institutions

✓ **Since 2001, student councils have been active without the right of voting**

✓ **New regulation on September 20, 2005**

➤ **Providing more involvement and legal basis**

➤ **Complete bottom-up organisational power**

➤ **2005-2006, first year of implementation**

BOLOGNA PROCESS

8. Attractiveness of EHEA

✓ **Instruction in English, French and German in one fifth of the universities**

✓ **Law no. 2922, scholarships available for the European and third country nationals**

> ➤ **through bilateral cooperation protocols**
> ➤ **through cultural agreements and exchange programmes**

✓ **State funding available also for Turkish citizens to study abroad**

BOLOGNA PROCESS

9. Synergy between EHEA-ERA

✓ **Strategic objectives and priorities of Turkey in the field of research by the Supreme Council of Science and Technology (SCST)**

✓ **S&T Policy of Turkey based on the establishment of a national innovation system**

➢ **Increase in the R&D expenditures, with the initiation of Turkish Research Area Programme in 2005**

BOLOGNA PROCESS

9. Synergy between EHEA-ERA

✓ **About 70 % of the research work in universities**

✓ **Moving from 37th in 1993 to 22nd place in 2003 among world states ranked with respect to the number of publications in journals covered by SCI, SSCI and AHCI of ISI**

✓ **18 technology development zones in university campuses**