



Completed National Reports and National Strategies for the Social Dimension should be sent to the Bologna Secretariat by email (secr@bologna2009benelux.org) no later than

1 November 2008.

PART I

BOLOGNA PROCESS TEMPLATE FOR NATIONAL REPORTS: 2007-2009

Notes:

BFUG members are strongly encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template (shaded areas) and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

Details

Country	TURKEY
Date	November 1, 2008
BFUG member (one name only) Position	Assoc. Prof. Ömer DEMİR, Vice President of the Council of Higher Education (CoHE)
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Contributors to the report	The European Union and

1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

Since 2007, Turkey made significant progress and developed its implementations in each topics of the Bologna Process.

1. Regarding institutional structure, as of March 2006, there were totally 93 universities (68 state and 25 non-profit foundation) in Turkey. In 2007, this number has risen to 115 universities (85 state and 30 non-profit foundation). As of 2008, there are totally 130 universities (94 state and 36 non-profit foundation) in Turkish higher education (HE) system.

2. Regarding developments on Quality Assurance (QA), internal QA processes in Turkish HEIs are well in place, and starting from January 1, 2007 each university in Turkey is preparing their annual strategic plans according to the Law on Public Financial Management and Control-No. 5018.

As for external evaluation, some independent national quality agencies started to work on acquiring accredited status of external quality assurance agency. Association for Evaluation and Accreditation of Engineering Programmes (MÜDEK) was awarded the licence for external assessment of engineering programmes on 15 November 2007 and acquired an accredited status as an independent external QA agency.

3. Regarding main developments on National Qualifications Framework for HE, a Commission and a Working Group have been formed to carry out the work on establishment of NQF for HE and determined a clear timetable for each step to be taken. According to this timetable, the consultation process with different stakeholders will be completed by 12/2008, the pilot implementation is foreseen on 2010 and full implementation by 12/2012.

4. Lisbon Recognition Convention was signed on December 1, 2004 and this Convention has come into force on March 1, 2007. Related changes were made on

the Regulation of Foreign Higher Education Qualifications in line with the Lisbon Recognition Convention and its Supplementary Documents.

5. In 2007, Turkish ENIC/NARIC Centre, together with the French and Finnish ENIC/NARIC Centres, and the ENQA started a project on DS project, financed by the European Commission's Socrates Programme. The project is to be finalized at the end of the year 2008.

6. Flexible learning paths have been promoted via distance education programmes in various fields and in different HEIs.

7. A detailed National Strategy on Social Dimension is prepared and attached to this document. The outcomes of EUROSTUDENT survey, which Turkey participated in the third round, became a valuable source for the CoHE to plan new strategies in the area of social dimension. Moreover, a new data base to follow the academic, social and financial status of the students at HEIs, is under construction.

In order to get support for developing policy proposals for implementing the Bologna Process, and also to expand the diversity of representatives, it is planned by the CoHE to extend the Bologna Follow up Group at the beginning of the year 2009. Furthermore, by the end of the year 2008, "Bologna Coordination Commission (BEK)" will be established in all HEIs in Turkey.

2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

1. At country level, it is the responsibility of the upper bodies of higher education, Council of Higher Education (CoHE) and Inter-University Council (IUC), to oversee the implementation of the Bologna Process nationwide in Turkey. CoHE is an autonomous corporate public body responsible for planning, steering, governing and supervising higher education within the provisions set forth in the Constitution of the Turkish Republic and the Higher Education Law. Bologna Process has been the top priority on the agenda of the CoHE since Turkey's involvement in the process in the year of 2001 and since then the Council has continuously enacted several regulations and set up commissions/working groups to see to it that the implementation of the action lines set forth within the Bologna Process has been well in place. The Council is composed of 21 members who are all actively involved in progressing the work in the area in coordination with the BFUG Member, Assoc. Prof. Ömer DEMİR, who is also the Vice-President of CoHE.

Inter-University Council (IUC), an academic advisory and a decision-making body composed of rectors and one elected professor of each HEI also assists the implementation of Bologna Process by setting up follow-up procedures in the scope of the regulations enacted by the CoHE and making recommendations for further development and implementation of the Process.

2. In order to increase the coordination capacity and efficiency of the implementations in 2005 the CoHE has established a new permanent office (the European Union and International Relations Office-EUIRO) with experts primarily responsible for each main action lines of the Process and providing support to the CoHE, Commissions, Working Groups and HEIs in the work they conduct in relation to the Bologna Process. Currently, three subject experts on Bologna action lines (namely Recognition, Quality Assurance and Qualifications Framework) and a coordinator are working full time in this unit. Following issues are within the job description of this unit:

- Acting as the Liaison office responsible for:
 - relations between National Student Council (NSC) and ESIB;
 - relations of EUA with CoHE, Inter-University Council and universities;
 - the ENIC/NARIC networks;
 - relations of YÖDEK (Commission for Academic Assessment and Quality Improvement in Higher Education) with CoHE and universities;
 - relations of YYK (Commission for NQF for HE) and the Working Group with CoHE and universities;
 - relations of National Team of Bologna Promoters;

- the Turkish National Agency for EU education and youth programmes.

3. There are policy committees established within CoHE for action lines/group of action lines such as:

- YÖDEK (Commission for Academic Assessment and Quality Improvement in Higher Education)

- YYK (Commission for NQF for HE) and Working Group

4. At institutional level, all universities have units responsible for acting as a liaison with CoHE regarding the implementation of action lines:

- All universities are required to establish "Academic Assessment and Quality Improvement Board (ADEK)", which are responsible for internal and external quality procedures within their institutions.

- Most universities have International Relations Offices, which are responsible of student/academic staff mobility issues within Erasmus Programme and also ECTS/DS procedures.

- CoHE is currently working on a new draft regulation which foresees the establishment of "Bologna Coordination Commission (BEK)" in all universities. These new Commissions are intended to be an upper structure which will work on the realization, dissemination, monitoring and evaluation of Bologna reforms in higher education institutions in coordination with other structured units established within the context of Bologna Process of the same institution. The draft regulation will be finalized towards the end of November 2008.

5. National Team of Bologna Promoters with 15 members contributes to the implementation of the Bologna Process with dissemination of knowledge and good practices through conferences, seminars, site visits, etc.

a) Does your country have a national working group for Bologna follow-up ¹

Yes No

b) Does your national Bologna follow-up group include representatives of Ministry

Yes No

¹ A group that develops policy proposals for implementing the Bologna Process

Rectors' conference	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Academic staff	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Staff trade unions	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
National Quality Assurance Agency	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Employers	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Other (please specify) Members of the Council of Higher Education

c) Does your country have a Bologna promoters' group² Yes No

d) Does your national Bologna promoters' group include representatives of

Ministry	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Rectors' conference	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Academic staff	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Staff trade unions	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
National Quality Assurance Agency	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Employers	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Other (please specify) _____		

Please add any additional comments if necessary:

Members of the 2008-2009 National Team of Bologna Promoters include academic members selected by the CoHE from different universities taking into account the balance of gender, geographical distribution of universities, subject areas of professors and the balance between private and foundation universities. Additionally, one student representative who will be nominated by the National Student Council (NSC) upon the election of the 2008-2009 board of student representatives. This student will then be appointed by the CoHE.

It is planned by the CoHE to establish a new Bologna Follow up Group with wider participation at the beginning of the year 2009, which will involve more stakeholders in order to get support for developing policy proposals for implementing the Bologna Process and also to expand the diversity of representatives. The new stakeholders would include the members from previous national teams, staff trade unions and employers.

² A group that supports/advises HEIs on implementation of the Bologna Process

DEGREE SYSTEM

3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

The two-cycle degree structure had been fully implemented in Turkish higher education system before Bologna.

The structure of Turkish higher education degrees is a two-tier system as undergraduate and graduate level of study, except for Dentistry, Medicine and Veterinary Medicine programmes which have a one-tier system. The duration of Dentistry and Veterinary Medicine programmes is five years and that of Medicine programmes is six years. The qualifications in these three fields of study are equivalent to the Bachelor's plus Master's degree.

Undergraduate level of study consists of Associate's Degree and the Bachelor's Degree. Associate's Degree is awarded after the successful completion of the full-time two-year university. Bachelor's degree is awarded after the successful completion of four-year university study.

Graduate level of study consists of the Master's Degree and PhD's/Doctorate Degree. There are two types of Master's programmes: with and without a thesis.

b) Please give the percentage of the total number of all³ students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09 ⁴	% of all students enrolled in the two cycle degree system in 2008/09
1,720,031 (excluding students from vocational higher schools which are in the short cycle system)	1,676,312 (excluding students enrolled in Dentistry, Medicine and Veterinary Medicine programmes)	97 %

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

As is stated above, the two-cycle degree structure has been fully implemented in Turkish higher education system before Bologna. However, the most recent data available for the percentage of the total number of all students below doctoral level enrolled in two cycle system is given according to higher education statistics

³ "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*

⁴ If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

for the academic year 2007/2008 as 2008/2009 statistics will be available at the beginning of the next year.

As mentioned before, Dentistry, Medicine and Veterinary Medicine programmes have a one-tier system. The duration of Dentistry and Veterinary Medicine programmes is five years and that of Medicine programmes is six years. Those programmes are integrated programmes and the qualifications in these three fields of study are equivalent to the Bachelor's plus Master's degree. After the approval of the national qualifications framework at 03/2009, the degree structure of Turkish higher education will be more clear and transparent.

4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:

- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements⁵ apart from independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies
- information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

Third cycle studies are all structured (including both taught courses and independent research) in Turkey and offered by the graduate schools affiliated to the universities. The total number of doctoral candidates for the academic year 2007-2008, are 34879. The percentage of doctoral candidates to the total number of students for the academic year 2007-2008 is 1.8%. (excluding students from vocational higher schools, which are in the short cycle system)

⁵ E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

The period allotted for the completion of Doctorate Programmes is normally eight semesters (four years). However, while it is possible to graduate in a shorter time, it is also possible to have an extension which is subject to the approval of graduate school.

Regarding other elements apart from independent research, supervisory and assessment procedures, please see Item 8 of the Turkish Bologna Report 2005-2007.

Doctoral studies are included in the draft National Qualifications Framework of Turkey and linked to learning outcomes. This draft will be finalized at the end of 2008 after fully completing the consultation process with all stakeholders.

All graduate schools of universities in Turkey are free in programme and curricula designing thus, they can integrate in their studies both interdisciplinary training and the development of transferable skills.

The existing credit system used at the Doctoral programmes is based on theoretical or practical hours per week. The credits assigned per semester to a given course are equal to the weekly lecture hours plus one-half of the weekly laboratory or practicum hours. Higher education institutions may specify a minimum semester average or cumulative grade point average at the end of a particular semester as a precondition for continuing in the program enrolled in. Besides, ECTS credits are used within the context of Erasmus mobility programme in third cycle studies.

In Turkish higher education system, the status of the student does not change according to his/her cycle. Thus, third cycle students are named only as doctoral students.

5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

Most of the research work in Turkey is conducted in HEIs. Until now, two criteria have been used in general in evaluating higher education's research functions. First are the number of Doctoral students and post-doctoral researchers, the second are the numbers of articles published in journals covered by Science Citation Index (SCI), Social Science Citation Index (SSCI), and Arts and Humanities Citation Index (AHCI) of ISI.

According to 2007 statistics, Turkey is on the 19th row in world ranking according to publications in scientific journals. Furthermore, the number of scientific publications of Turkey has increased to 21273 in 2007, while it was 15347 in 2005. (Source: Thomson's ISI Web of Science)

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:

- percentage of GDP spent on research
 - from public funds
 - from private funds
- total annual national research expenditure (expressed in national currency)
 - from public funds
 - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

The statistics on the R&D activities for innovation are conducted by the Turkish Statistical Institute (TURKSTAT - www.tuik.gov.tr)

According to the recent data (2006), the percentage of GDP spent on research is 0,76%. 48.6% is from public funds and 46% is from private funds. The remaining 5,4 % is from other national funds plus foreign funds.

Total annual research expenditure for the year 2006 is 4,055,000,000 YTL. (approximately 2,027,000,000 Euro). 474,000,000 YTL (approximately 237,000,000 Euro) is from public funds, 1,501,000,000 YTL (approximately 750,000,000 Euro) is from private funds and 2,080,000,000 YTL (approximately 1,040,000,000 Euro) is from higher education funds.

Regarding funding mechanisms for doctoral students in Turkey, the main donor institutions in Turkey are Ministry of National Education (MoNE-www.meb.gov.tr), The Scientific and Technological Research Council of Turkey (TÜBİTAK-www.tubitak.gov.tr), The Turkish Academy of Sciences (TÜBA-<http://www.tuba.gov.tr>) and CoHE. All of these institutions provide both national and international scholarship programmes for PhD students. Additionally there are a number of other private foundations and NGOs available which support doctoral students both nationally and abroad.

- c) Is there any tracking system to follow the further career of doctoral graduates?
Yes No If Yes, please specify:

Nevertheless, some HEIs have their own tracking system to follow the further career of their doctoral graduates.

6. Access⁶ and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

6.1 Access and admission between the first and second cycles

Please indicate:

- a) the percentage of first cycle qualifications that give access to the second cycle

Each cycle gives access to the next/upper cycle on the condition that the applicant has some further qualifications. According to Article 2.a of the regulation on graduate education, students are admitted to master's programmes taking into account their undergraduate level of achievement. Regulations passed by the senate of each university stipulates: the manner in which scores on subject-specific entrance examinations and on the Graduate Education Entrance

⁶ Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

Examination (ALES) centrally administered by the Student Selection and Placement Centre (ÖSYM) as well as undergraduate grades are evaluated; whether a foreign language examination is required, and if so, the required level of foreign language proficiency. In the overall evaluation of candidates, scores on the Graduate Education Entrance Examination (ALES) are allotted a minimum weight of 20 %. (<http://www.yok.gov.tr/english/gradreg.html>)

b) any first cycle qualifications that do not give access to the second cycle (please specify)

All first cycle qualifications give access to second cycle qualifications, except for Dentistry, Medicine and Veterinary Medicine programmes, which have one-tier system. The qualifications in these three fields of study are equivalent to the Bachelor's plus Master's degree.

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must:*

sit entrance exam	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
complete additional courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
have work experience	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>

If the answer to the last point is yes, please specify what type of work experience is required:

d) any further special requirements for access to a second cycle programme in the same field of studies

The holders of first cycle degrees have right to apply for a second cycle programme. However, Turkish universities are free to decide whether to apply or not, any special requirements for access to a second cycle programme.

e) to which students the above special requirements apply (*please tick*):

all students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
holders of particular first cycle qualifications	Yes <input type="checkbox"/>	No <input type="checkbox"/>
students of the same field coming from other HEIs	Yes <input type="checkbox"/>	No <input type="checkbox"/>

f) which of the requirements apply to students coming from other fields of studies (*please tick*):

entrance exam	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
additional courses	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	In some cases <input type="checkbox"/>
work experience	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>

6.2 Access and admission between the second and third cycles

Please indicate:

- a) the percentage of second cycle qualifications that give access to the third cycle

According to Article 2.b of the regulation on graduate education, in order to apply for a doctorate programme, candidates must hold a master's degree, or be graduates of a faculty of Medicine, Dentistry, or Veterinary Science, after having completed a programme comprising a minimum of ten semesters, excluding preparatory classes or, in the case of graduates of Faculties of Pharmacy or Science, hold a master's degree or a certificate of specialization in a laboratory field issued in accordance with the regulations of the Ministry of Health. (<http://www.yok.gov.tr/english/gradreg.html>)

- b) any second cycle qualifications that do not give access to the third cycle (please specify)

All second cycle qualifications give access to the third cycle taking into account their achievement at the undergraduate and master's level. (<http://www.yok.gov.tr/english/gradreg.html>)

- c) any measures planned to remove obstacles between cycles

There is not any evident obstacle between cycles. Moreover, development of NQF currently in progress is considered to contribute to make the access between cycles more transparent and comprehensive.

7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

Employment status of graduates of all cycles is not currently available. However, according to the results of Household Labor Force Survey (TURKSTAT), the annual higher education employment rate (including all cycles) is 78.6% in 2007.

CoHE strongly believes that the establishment and implementation of a national higher education qualifications framework system is going to contribute to the employability of university graduates, as all stakeholders including representatives from business world and trade associations, are taking part in the consultation process.

Universities' career planning and development centres contribute significantly to the employment of graduates through such activities as sector introduction meetings, training programmes, career days and information seminars. In these career days, various companies are invited to universities. Company representatives provide students and graduates with information about their company, career opportunities and open positions. Both local and international companies use these centers to recruit graduates.

b) To what extent there is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience
Significant Some A little None
- accreditation/quality assurance
Significant Some A little None
- university governance
Significant Some A little None

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes No In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes No In some cases

If no, or in some cases only, please explain the current situation:

The establishment of NQF for HE has contributed to a more settled dialogue between the employers and the graduates.

Another development is the starting of dialogue between CoHE and Vocational Qualifications Authority (VQA) of Turkey. VQA is founded by law No: 5544 dated September 21, 2006. This authority is responsible for determining the principles of national qualifications in the vocational fields and executing activities related to monitoring, evaluation and certification. The cooperation between CoHE (is the only responsible body for academic qualifications) and VQA (responsible for professional qualifications) will contribute to a better understanding between employers and graduates both in the public and private sector.

8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared⁷?

Yes No

Comment

Currently in progress and will be finalised by the end of 03/2009 with the approval of CoHE.

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes No

Comment

c) Does it include ECTS credit ranges for the first and second cycle?

Yes No

Comment

d) Has the NQF been nationally discussed with all stakeholders?

Yes No

Comment

It is discussed partially with stakeholders, being only universities. According to the timetable prepared, consultations with all stakeholders (including representatives from teaching staff, national student union, alumni, business world -employers and employees-and trade associations) will be fully completed by 12/2008.

If the answer to d) is No, please answer question e):

e) has a timetable been agreed for consultations with all stakeholders?

Yes No

Comment

A timetable is agreed regarding each step of the implementation of NQF for HE. The template of this timetable is in accordance with the template Bologna Qualifications Framework Working Group had prepared.

If the answer to d) is Yes, please answer the following questions:

f) Are all formal arrangements/decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes No

⁷ A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

Comment

According to the timetable prepared, the approval of NQF will be completed by 03/2009 and the related administrative set up will be completed by 05/2009.

g) How far has the implementation of the national qualifications framework progressed (*please tick one*)

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework
- The work of describing all qualifications in terms of learning outcomes and competencies has been completed
- There is a timetable for implementation and the work has started
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed
- Work on implementing the framework has not yet started and there is no timetable for implementation

Comment

According to the timetable prepared, pilot implementation of NQF will start in 2010 and will be fully implemented by 12/2012 in all HEIs in Turkey (including the newly established universities).

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

Completed Started, but not yet completed Not yet started

Comment

According to the timetable prepared, self-certification of compatibility with the EHEA framework will be realized between 2010-2012 in all HEIs.

i) Has the self-certification report been published?

Yes No

Comment

According to the timetable prepared, self-certification report will be published right after the process being completed by 2012 in all HEIs.

Please add any additional comments if necessary:

Comment It is aimed to speed up the working process in order to reach the goals before the planned deadlines.

NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)⁸

9. Reviewing the QA system against the ESG⁹ and national support for implementation

a) Has your national QA system been reviewed against the ESG?

Yes No Not yet, but such a review is planned
(Please specify time) _____

b) If a review has been undertaken or is planned, please give further details of the review process.

The "Regulation on Academic Assessment and Quality Improvement at Higher Education Institutions" as of 20 September 2005 was prepared in accordance with the ESG as it embodies the key elements of the ESG. It determines the principles for evaluating and improving the quality of educational, instructional and research activities as well as administrative services at HEIs and it establishes the general principles and procedures for approving and recognizing the quality levels of the education, training and research activities at HEIs, evaluation of administrative services, development of an independent external evaluation process as well as defining the responsibilities of HEIs and the CoHE throughout the process.

The Regulation complies in principle with the European Standards and Guidelines for QA in terms of:

- Independence in terms of procedures and methods concerning quality evaluations from HEIs and the Government
- Internal Assessment
- External Assessment
- Publication of internal and external assessment report

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?

Yes No

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes No

If Yes, please give details of these incentives:

⁸ <http://www.bologna2009benelux.org/documents/Standards-and-Guidelines-for-QA.pdf>

⁹ ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

A Law on Public Financial Management and Control-No. 5018, which was enacted on December 24, 2003 regulates the structure and functioning of the public financial management including that of HEIs, in order to ensure accountability, transparency and the effective, economic and efficient utilization of public resources.

In order to present public services at the required level and quality, public administrations including HEIs shall base their budgets, programme and project-based resource allocations on their strategic plans, annual goals and objectives, and performance. And starting from January 1, 2007 as state funds are allocated on the basis of the performance-based budget system, HEIs are required to prepare annual strategic plans which include their strategic targets determined in accordance with their mission, vision and goals, their performances assessed in the light of predetermined indicators and the monitoring and evaluation of the overall process.

- Other measures

Yes No

If Yes, please outline these measures

The independent "Commission for Academic Assessment and Quality Improvement in Higher Education (YÖDEK) has reviewed the "Guide on Academic Assessment and Quality Improvement in HEIs" in the light of the stakeholders' views and opinions and published a more comprehensive version of the guide in 2007, which includes an expanded list of standards and performance indicators for the use of HEIs and QA Agencies in their internal and external quality assurance procedures.

As quality assurance has been one of the priority areas of the "National Team of Bologna Experts Project" 74 regional conferences, seminars and site visits have been held up until today in order to raise the awareness and level of information at HEIs. And these activities have proved to be a significant success according to the feedbacks received from the HEIs. Apart from the activities realized in the framework of the National Team of Bologna Experts Project, various seminars and conferences on quality assurance were held at national level to address the experiences and difficulties that the HEIs face.

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes No

If Yes, please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates

The internal QA is the heart of the overall QA system for higher education in Turkey having been in the process of development. It is believed that the incentives and measures briefly described above have brought about a tremendous consciousness in quality culture and change in the management of HEIs which recognises the importance of internal QA procedures in the services they provide. Clear outcomes of these are as such that all HEIs have their own publicly available five-year strategic plans published with clear measurable objectives and policies including the main issues outlined in the European Standards and Guidelines for QA in HE as well as the financial planning for resource allocation. It has also become a regular exercise that HEIs perform an annual self-assessment at beginning of each year with the results submitted to the CoHE, the Ministry of Finance, State Planning Organisation and open to the public.

Another evidence of impact of the extent of internal QA processes in HEIs is that 21 HEIs in Turkey were assessed by the Institutional Evaluation Programme (IEP) of the European University Association (EUA) with the intention to benefit the IEP which intends to support the participating institutions in the continuing development of their strategic management and internal quality culture.

9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

The internal QA system in Turkey is based on continuous and sustainable institutional improvements within institutional missions and autonomy of HEIs. Within the framework of the Regulation enacted in 2005, The Commission Academic Assessment and Quality Improvement in HE (YÖDEK) has issued standards and guidelines and defined the processes and indicators necessary for maintenance of the activities for academic assessment and quality improvement in HEIs.

These include the main processes of:

- Academic Assessment and Quality Improvement
- Strategic Planning
- Institutional Assessment (self-and environmental)
- Periodic Review and Improvement

The processes require all HEIs to perform an annual institutional assessment (including self and environmental assessments), define and/or review their measurable strategic objectives within the context of their missions and strategic plans published and periodically review and improve them with the follow up procedures.

Within the scope of the regulations set up, at national level; the Commission for Academic Assessment and Quality Improvements (YÖDEK) and at institutional level; Academic Assessment and Quality Improvement Boards (ADEKs) are responsible for organising, coordinating and conducting the processes.

The self-assessment model developed by YÖDEK and used by HEIs as a guide for self-assessment exercise within their institutions includes the following areas:

- Inputs (Resources and relations)
- Institutional Qualities and Characteristics
- Education-Training Processes
- Research and Development Processes
- Implementation and Service Processes
- Administrative and Support Processes
- Managerial Characteristics (Structural)
- Managerial Characteristics (Behavioural)
- Results (Outcomes)
- Higher Education Mission

Based on this model; HEIs are expected to prepare their self-assessment reports regularly in January and February and to submit their "Self-assessment reports" which include evaluation results and a set of performance indicators (the number

of which is 76) to YODEK in April. In accordance with these reports received from HEIs, YODEK prepares a report at national level and submits it to CoHE in May as an input to the national higher education policies and strategies to be developed or for the existing ones to be reviewed.

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs Most HEIs Some HEIs No HEIs

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs Most HEIs Some HEIs No HEIs

Please describe what kind of arrangements are in place

Within the scope of the Regulation and Guide on "Academic Assessment and Quality Improvement in HEIs", all HEIs are required to set up procedures to ensure the quality and continuous improvement of the standards of their programmes and awards. These include the internal approval, monitoring and periodic review of the programmes and awards.

Please see www.yodek.org.tr (in Turkish language)

c) How many HEIs have described their programmes in terms of learning outcomes?

All HEIs Most HEIs Some HEIs No HEIs

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs Most HEIs Some HEIs No HEIs

Please describe how the above is achieved.

With regard to the openness and transparency of the qualifications most of HEIs have their own criteria for student assessments for the programmes they offer and these are published on their websites. These have recently become more evident and available in the framework of ECTS/DS activities of the HEIs.

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs Most HEIs Some HEIs No HEIs

Additional information if necessary

10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

a) the stage of implementation of your external quality assurance system

It is the responsibility of Higher Education Council (CoHE) and Inter-University Council (IUC) to see to it that a national system of quality assurance with a structure and function comparable to its transnational counterparts is established and implemented. CoHE is the responsible body for initial accreditation of pre-bachelor, bachelor, master's and doctoral degree programmes offered by the HEIs are based on written and publicly available criteria (www.yok.gov.tr). Student allocations to pre-bachelor and bachelor degree programmes through a centralized student placement examination system (OSYS) and to master's and doctoral degree programmes through HEIs' own admissions requirements including some national criteria are also subject to approval of CoHE upon the demands by HEIs and the CoHE has the right to suspend his approval for the allocation of students to those programmes which fail to meet the preset criteria in time.

A new "Regulation on Academic Assessment and Quality Improvement at Higher Education Institutions", complying with the recommendations and criteria of the the European Standards and Guidelines for Quality Assurance in the EHEA was enacted on September 20, 2005. The Regulation determines the principles for evaluating and improving the quality of educational, instructional and research activities and administrative services at higher education institutions, as well as approval and recognition of their level of quality through an independent external assessment. It ensures the internal assessment of academic activities and administrative services of higher education institutions, which is carried out periodically every year, starting from the beginning of 2006, and a cyclical external assessment every five years. The results of both internal and external assessments are open to the public. External assessment is recommended but not compulsory yet.

Following the adoption of the regulation, the independent "Commission for Academic Assessment and Quality Improvement in Higher Education (YODEK)" with 9 members elected by the Inter-university Council – IUC (composed of the rectors and the university representatives elected by the senates of the universities) and one student member appointed by the national student union was formed. The commission is responsible for maintaining and organizing the activities related to academic assessment and quality improvements at higher education institutions within the provisions set forth by the regulation.

The quality assurance system partially established in Turkey is based on institutional evaluation, which includes annual internal assessments and post-assessment studies (review their improvement through periodical monitoring and improvement process for continuous improvement) carried out by universities and external evaluation carried out every 5 years under normal conditions. The

system has also been designed to involve accreditation and evaluation elements in order to guarantee the quality assurance of learning outcomes determined on major/programme basis in the scope of NQF.

The related regulation aims to establish independent national external QA agencies. The independent body YODEK responsible for implementing the regulation is also the authority to grant license to national external QA agencies. A higher education institution undergoing external assessment may obtain a "Quality Certificate" indicating its level of quality and the level of quality improvements achieved in that institution. The period of validity of the certificate is five years. The Quality Certificate may be obtained by a higher education institution at institutional level as well as at the levels of academic unit(s) or programme(s) in these units.

Recently, some independent national quality agencies started to work on acquiring accredited status of external quality assurance agency. Association for Evaluation and Accreditation of Engineering Programmes (MUDEK) was awarded the license for external assessment of engineering programmes on 15 November 2007 and acquired an accredited status as an independent external quality assurance agency. So far MUDEK has accredited 57 engineering programs in 10 different universities. Furthermore, there are two more sectoral agencies (for health and architecture programmes) which applied to YODEK to become independent national accreditation agencies.

Agencies like MUDEK are to be founded for other disciplines of studies to perform external assessments on programme/subject level with particular interest in and emphasis on the outcomes and quality of qualifications within the framework of NQF. Some Veterinary and Architecture Faculties had also gone through external assessment process by different agencies.

In accordance with the regulation and the "Guide on Academic Assessment and Quality Improvement in HEIs" prepared by YODEK in line with the Standards and Guidelines for QA in EHEA, starting from this year, universities are required to conduct annual self assessment studies and prepare their own strategic plans based on the conclusions drawn from their self assessment. Majority of HEIs out have already completed their self assessment reports. It is planned that the process will be completed and the first internal assessment of all universities as well as the external assessment of some will be completed and published before 2010.

At present, the Turkish quality assurance system is open to evaluation from abroad – a practice widely used by many universities. As of today, 42 engineering programmes of the four Turkish universities have been evaluated by the "Accreditation Board for Engineering and Technology-USA (ABET)" at different times and received "substantial equivalence" from ABET.

Among other international quality assessments exercised by the higher education institutions in Turkey is the review by EUA. So far, 21 Turkish universities have

been successfully evaluated by EUA through its “Institutional Evaluation Programme” and some more universities are currently at the stage of submitting their applications for participation in this programme in order to gain an increased strategic capacity and internal quality culture.

In addition, the Turkish Society for Quality (KALDER) conducts the institutional evaluation system based on EFQM Excellence Model that has common features and significant similarities with the YODEK model.

The quality assurance system recently established in Turkey foresees the cooperation and participation of foreign experts and agencies in every stage of external assessment. Foreign experts and/or international cooperation are to take place in the decision-making and evaluation processes of both YODEK and accreditation agencies registered by YODEK.

b) does your external quality assurance system operate at a national level;

Yes No

If **No**, please specify:

c) does your external quality assurance system cover all higher education¹⁰

Yes No

If **No**, please specify which types of institutions or programmes are not covered by your external quality assurance system:

d) which of the following elements are included in your external quality assurance system:

- | | | |
|--------------------------|---|-----------------------------|
| - self-assessment report | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - external review | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - publication of results | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - follow-up procedures | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes No

If **No** is there a date set for the review? Yes (please specify date _____) No

¹⁰ Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

- a) in governance of national agencies for QA. Yes No In some cases
- b) as full members in external review teams Yes No In some cases
- c) as observers in external review teams Yes No In some cases
- d) as part of the decision making process for external reviews Yes No In some cases
- e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students) Yes No In some cases
- f) in internal quality assurance (e.g. periodic review of programmes) Yes No In some cases
- g) in preparation of self-assessment reports. Yes No In some cases
- h) in follow-up procedures: Yes No In some cases

*Please add any additional comments, especially if students are **not** involved in any of the aspects:*

As regards the level of student participation at institutional level; in accordance with Article 8 of the Regulation on Academic Assessment at Quality Improvement at Turkish HEIs, all HEIs are required to include a student representative appointed by the Student Council of the relevant HEI within their `Academic Assessment and Quality Improvement Board (ADEK). At national level, one student member appointed by the National Student Council represents the students in the `Commission for Academic Assessment and Quality Improvement in Higher Education (YODEK)' according to the Amendment to the Regulation on Academic Assessment at Quality Improvement at Turkish HEIs published on December 28, 2006. Students shall also participate as full members in external review teams.

12. Level of international participation

In which of the following is there international participation in quality assurance

- a) the governance of national agencies for quality assurance Yes No In some cases
- b) the external evaluation of national quality assurance agencies Yes No In some cases
- c) teams for external review of institutions or programmes, either as members or observers Yes No In some cases
- d) membership of ENQA Yes No In some cases

e) membership of any other international network

Yes

No

If Yes, please specify:

YODEK was granted an associate status in ENQA at the Board Meeting in 15 June 2007. Also it is one of the priorities of YODEK to apply for EQAR (European Quality Assurance Register for Higher Education) membership when the next deadline for applications start in the beginning of 2009.

Agencies are to be founded for disciplines of studies to perform external assessments on programme/subject level with particular interest in and emphasis on the outcomes and quality of qualifications within the framework of NQF are encouraged to participate in international networks and associations.

MUDEK was accepted as a member to the European Network for Accreditation of Engineering Education (ENAE) on November 17, 2006.

Please add any additional comments, especially if there is no international involvement in any of the aspects:

--

RECOGNITION OF DEGREES AND STUDY PERIODS

13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

According to the decision adopted by the CoHE on March 11, 2005, Diploma Supplement has been mandatory at all the universities since the end of 2005-2006 academic year. Starting with that time, all universities issue the DS in one of the three main languages of EU, English or German or French, to all graduates at first, second and short cycle levels, and first copy being free of charge.

At 13 universities awarded DS Label by European Commission (2 universities in 2005 and 11 universities in 2006), DS is given automatically, in an official European Language (English or German or French) and free of charge to every students upon successfully completion of their studies in all first cycle, second cycle, and one-tier degree programs. At the rest of the HEIs, due to the large number of graduates every year, DS is given upon request of the student, not automatically (approximately 420.000 graduates in each year).

Additionally, the Turkish ENIC/NARIC Centre, together with the French and Finnish ENIC/NARIC Centres and the European Association for Quality Assurance in Higher Education (ENQA) is carrying out a diploma supplement project, financed by the European Commission's Socrates Programme. In the framework of this project, one of the DS site visit was held at Hacettepe University, a state-founded university on October 7, 2008, in Turkey. The meeting was attended by the participants of each project partner - ENIC/NARIC Centres, ENQA, ESU, EUA and Business Europe- and the representatives from Hacettepe University - ECTS/DS Coordinator Team, Registrar's Office and the Student representative. The discussions during the site visit helped great deal in terms of figuring our purpose in the project framework, which is not to evaluate or rank DS Samples, but to compare good practices and collect good examples.

Besides the activities carried out under the supervision of the CoHE, the National Agency and National Team of Bologna Promoters are also spending great effort in promoting the awareness of DS among students, universities and employers, and better understanding of the DS usage, aiming to achieve transparency and recognition of qualifications, thus facilitating mobility. National information conferences, regional meetings are organized by National Team of Bologna Promoters within the context of "implementation of Bologna Process in Turkey".

a) Is the Diploma Supplement issued to students graduating from:

- | | | | |
|-------------------------------------|---|--|--|
| • 1st cycle programmes | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | |
| • 2nd cycle programmes | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | |
| • 3rd cycle programmes | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | |
| • remaining "old type" programmes | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Not applicable <input checked="" type="checkbox"/> |
| • short higher education programmes | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | Not applicable <input type="checkbox"/> |

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language Yes No
 - *please specify the language* English or French or German
- issued free of charge for a fee
- issued automatically on request
- corresponds to the EU/CoE/UNESCO Diploma Supplement format
- a national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes No

Comment

In Turkey, the CoHE is the central authority for the recognition of foreign qualifications, therefore the application for the recognition of foreign diplomas is submitted to the "Equivalency Unit" structured under the CoHE. The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles only if the procedure being executed by "the Equivalency Unit" for the recognition of diploma awarded abroad is concluded with acceptance. After a nationally recognized document that states the equivalency of foreign qualification in Turkish higher education system is issued to those who would like to apply to second or third cycles, the Diploma Supplement is used by universities to help them assess the qualifications of the applicant. For further details concerning the regulation, please see <http://www.yok.gov.tr/english/regula/recognition.htm>

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes No

Comment

When the application for the recognition of diploma issued by the foreign higher education institution is submitted to the "Equivalency Unit", it shall contain all required documents such as the original or certified copy of the previous diploma, the original diploma or certificate of graduation presented for the determination of equivalency, a complete transcript indicating courses taken, grades received and credits hours certified by a university, together with their notarized Turkish

translation. The applicants, therefore, must provide the translation of their qualifications into Turkish language. Even if Diploma Supplements are mostly written in English in many countries, taking into consideration to which extent English is used, for the determination of diploma equivalency, all documents to be submitted must be in Turkish and DS itself, with its verified translation, is considered as a tool to facilitate the recognition of diplomas awarded abroad.

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes No

Comment

As is stated above, the DS is not a document that guarantees a recognition of diplomas issued by the foreign higher education institutions, but that facilitates the "equivalency process" executed by the "Equivalency Unit". Holders of foreign qualifications must prove through other documents the validity of the qualification in the awarding country for further studies. On the other hand, DS can be considered as a tool to give some ideas on the qualification of the applicant to the employers with other documents.

Despite the fact that the diploma is awarded by a university which is internationally recognized or within the framework of bilateral agreements, if there is any doubt about the type, the quality and the level of the educational programme, the applicant is required to document the dates of his/her stay in the country where he/she received education with the formal catalogue of the university and additional documents as well as his/her passport and other relevant documents. In case of necessity, the CoHE will examine these documents and state its opinion.

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes No

Comment

By the national information conferences and regional meetings carried out by the coordination of the CoHE and the National Agency within the context of "Implementation of Bologna Process in Turkey", the National Team of Bologna Promoters have spent a lot of effort in promoting the awareness of Europass and Europass documents, one of them is DS, among students, universities and employers, and better understanding of the DS usage, aiming to achieve transparency and recognition of qualifications, thus facilitating employability.

14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents¹¹ of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes No

If Yes, please demonstrate how it is achieved:

As mentioned in the Bologna Process National Report 2005-2007, "Lisbon Recognition Convention" was signed on December 1, 2004 and this Convention came into force on March 1, 2007. It is important to state here that since the provision set forth in the Article IV.8 is legally inapplicable, Turkey reserves the right not to apply the Article IV.8 of the Convention with the said instrument registered at the Secretariat General on 15 February 2007 "The Government of Republic of Turkey does not bound itself with the article IV.8 of the Convention on the Recognition of Qualifications Concerning Higher Educations in the European Region, in accordance with the Article XI.7 of the Convention".

In line with the Lisbon Convention, the Regulation on Recognition of Foreign Higher Education Qualification was reviewed by the integration of the five basic principles related to the assessment of the qualifications of the Lisbon Recognition Convention, adopted by the Decision of CoHE on April 13, 2006 and came into force on May 11, 2007 upon its publication in the Official Gazette No. 26519. Since then, the new regulation with relevant changes has been applied in the procedure of recognition and the assessments of foreign higher education diplomas in Turkey.

b) Does appropriate legislation comply with the later Supplementary Documents:

i) Recommendation on the Criteria and Procedures for Recognition

Yes No

If Yes, please demonstrate how it is achieved:

Related changes were made on the Regulation of Foreign Higher Education Qualifications in line with "Recommendation on the Criteria and Procedures for Recognition".

¹¹ Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

ii) Recommendation on the Recognition of Joint Degrees

Yes No

If Yes, please demonstrate how it is achieved:

Related changes were made on the Regulation on Recognition of Foreign Higher Education Qualifications in line with Recommendation on the Recognition of Joint Degrees"

iii) Code of Good Practice in the Provision of Transnational Education

Yes No

If Yes, please demonstrate how it is achieved:

Related changes were made on the the Regulation on Recognition of Foreign Higher Education Qualifications in line with "Code of Good Practice in the Provision of Transnational Education".

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes No

If Yes, please describe how it is ensured at national and institutional level
Although this principle is not stated in the regulation, the Equivalency Unit, responsible for determination of diploma equivalency, attaches great importance to the principal of fairness concerning the assessment of qualification. If the equivalency procedure is concluded with rejection, the applicant has right to write a petition to the CoHE for the re-examination of his/her documents. In case of a second rejection, the applicant reserves his/her right to sue.

ii) recognition if no substantial differences can be proven

Yes No

If Yes, please describe how it is ensured at national and institutional level

After the examination of all documents that the applicant must provide for determination of diploma equivalency by the Equivalency Unit, except the substantial differences' cases, a certificate of equivalency is issued to the applicant.

lii) demonstration of substantial differences, where recognition is not granted

Yes No

If Yes, please describe how it is ensured at national and institutional level

When equivalency procedure is concluded with rejection in case of substantial differences, the certificate of equivalency is not issued to the applicant and he/she is informed on the reasons of being rejected with an official letter written by the "Equivalency Commission". Moreover, according to the Article 7 of the Regulation on Recognition of Foreign Higher Education Qualifications, "If there is

any doubt about the level and content of the applicant's undergraduate education, the student may be given a proficiency examination the rules and the principles of which are determined by the CoHE. This is not a class-passing or course-passing examination. It aims at determining the content of the courses taken by the student and the levels of knowledge he/she is expected to have attained."

iv) provision of information about your country's HE programmes and institutions

Yes No

If Yes, please describe how it is done in practice

One of the main source that provides information on the Turkish HEIs and the degree programmes is annual publications prepared by the "Student Selection and Placement Centre" (ÖSYM). In these publications, it is also possible to reach higher education statistics related to the higher education system in Turkey that are updated every year. Additionally, it is important to note here that the official web site of the CoHE (www.yok.gov.tr) is also a valuable source that gives access to information on Turkish higher education institutions and the programmes updated regularly.

v) do you have a fully operational ENIC

Yes No

If Yes, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally

Please see the last paragraph of item 17 of the Turkish National Bologna Report 2005-2007.

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

Please see Q14 to see the details on the implementation of the Lisbon Convention and the later Supplementary Documents.

15. Stage of implementation of ECTS¹²

Describe the implementation of ECTS in your country.

¹² Please refer to definitions in the ECTS User's guide, http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html

- a) Please include the percentage of the total number of higher education programmes¹³ in which all programme components are linked with ECTS credits
- 100% 75-99% 50-75% <50%

Besides the Diploma Supplement, ECTS activities have been one of the main working areas of Bologna Process implementations in Turkey. Particularly, within the last two years, Turkish universities have focused on the way how to adapt their credit and grade systems to the ECTS principles, on the basis of student workload, taking into account the learning outcomes, skills and competences that define the qualification. Therefore, in many universities, the teams of ECTS/DS Coordinators have been formed to carry out the ECTS/DS activities at departmental, faculty and university levels to reflect the student workload, learning outcomes, competences and skills in ECTS.

Additionally, in the framework of the Bologna project, the CoHE together with the National Team of Bologna Promoters have organized many regional and nationwide conferences, meetings to inform higher education staff from different universities, especially the academic staff of new universities on the calculation of student workload in ECTS.

Moreover, the special focus is put on the necessity of student's involvement in drafting ECTS activities in order to calculate them more at outcome based, not at input based. At this point, in some universities, HE staff responsible for ECTS studies have started to review curriculum and establish quality development mechanisms to ensure more student-centered approach.

According to the timetable of 2008-2009 Bologna Project, one day workshop is intended to relaunch the ECTS/DS Label, aiming to raise the awareness of the importance of correct implementation of ECTS/DS and encourage HEIs to apply for the label. A specific workshop is planned to discuss ECTS Credits and learning outcomes in third cycle. Lastly, site visits to 10 HEIs are to be held in order to share their experiences in ECTS/DS activities.

- b) Are ECTS credits linked with learning outcomes¹⁴ in your country? Please tick one:

No In some programmes In the majority of programmes
In all programmes

- c) If you use credit system other than ECTS, please give details of your national credit system:

All HEIs in Turkey use the independent national credit system based on theoretical or practical hours per week. Accordingly, credits assigned per semester to a given course are equal to the weekly lecture hours plus half of the weekly laboratory or practical hours.

¹³ Except doctoral studies

¹⁴ Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

i) is it compatible with ECTS?

Yes

No

ii) what is the ratio between national and ECTS credits?

First cycle programmes in Turkey require an accumulation of 240 ECTS credits (4 years), while 120 ECTS credits for the second cycle-with-thesis and 60-90 ECTS credits for the second cycle-without-thesis are required. The total national credits required for graduation from first cycle programmes change between 130-170 national credits.

The second cycle programmes with a thesis consist of a minimum of seven courses, one seminar course, and thesis, with a minimum of 21 credits. The seminar course and thesis are non-credit and graded on a pass/fail basis. The duration of these programmes is two years. Non-thesis second cycle programmes consist of a minimum of 10 courses and a non-credit semester project, with a minimum of 30 credits. The semester project is graded on a pass/fail basis. Duration of the non-thesis second cycle programmes is one year or one and a half year. (These one year programmes consist of duration of 10 or 11 months, with a total 75 ECTS Credits and most being executive type programmes)

The third cycle programmes consist of a minimum of seven courses, with a minimum of 21 national credits, a qualifying examination, a dissertation proposal, and a dissertation, which is followed by a supervisory committee in a presentation per semester. The period allotted for the completion of the third cycle programmes is normally eight semesters (four years).

d) Are you taking any action to improve understanding of learning outcomes?

Yes

No

If Yes, please explain:

In Turkey the quality assurance system based on institutional evaluation, which includes annual internal assessments and post-assessment studies (review their improvement through periodical monitoring and improvement process for continuous development) carried out by universities and external evaluation carried out every 5 years under normal conditions. The system has been designed to involve accreditation and evaluation elements in order to guarantee the quality assurance of learning outcomes determined on major/programme basis in the scope of NQF.

Within the last two years, a specific session and/or a workshop on the theme of Learning Outcomes have been put on the programmes of national information conferences and regional meetings carried out under the supervision of the

CoHE, the National Agency and National Team of Bologna Promoters within the context of "Implementation of Bologna Process in Turkey" and the National Team of Bologna Experts have tried to promote and encourage the representatives and the academic staff of HEIs to redesign the curricula based on learning outcomes.

e) Are you taking any actions to improve measurement and checking of student workload?

Yes No

If Yes, please explain:

The calculation of the student workload in ECTS is another important topic for academic staff responsible for redesigning of curricula. As also mentioned in Item "a" above, the creation of ECTS/DS teams in each department/faculty and ECTS Coordinator teams in university-levels serve to central coordination and synchronization of ECTS/DS activities at the universities. They play crucial role in measuring student workload, considering the learning outcomes, skills, competences that students obtain during the studies in each Bologna level. It also promotes the awareness of ECTS activities among students. Additionally, within the context of "Implementation of Bologna Process in Turkey Project", Turkish National Team of Bologna Promoters have been organizing conferences and workshops for academic staff, students and external stakeholders, giving guidance and advices on how to calculate the ECTS credits, in responding also to students' expectations in measuring student workload.

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS.

Yes No

If Yes, please explain:

The Project called "Implementation of Bologna Process in Turkey" aims to implement Bologna reforms to the stakeholders and it has been supervised by the CoHE. National Team of Bologna Promoters have assisted academics, students and external stakeholders in applying ECTS.

LIFELONG LEARNING

16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes No

If Yes, please specify:

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes No

If Yes, please specify:

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes No

If Yes, please specify:

d) To what extent are any such procedures applied in practice?

Comprehensively Some A little None

Please describe the current situation:

The validation of non-formal and informal competences is currently not applicable in Turkey for access to first cycle degrees due to the lack of a favourable legal framework.

17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

There are three main measures taken by Turkey to create opportunities for flexible learning paths in higher education.

First one is the Open Education System of Anadolu University. It is located in Eskisehir and has been providing higher education opportunities through distance education since 1982 (with the establishment of Distance Education System), as the national provider of distance education (which is called open education). Programs offered via distance education include seven programmes of 4-year bachelor's degrees and eighteen 2-year associate degrees in a variety of fields. Anadolu University, in collaboration with other institutions, also offers master and vocational education programmes via distance education. Today, approximately

35% of the students, who attend their education in Turkey is the students of Open Education Faculty of Anadolu University.

For further information, please see the following website;

http://www.anadolu.edu.tr/en/aos/aos_tanitim/aos.aspx

There are four different applications within this Institution:

1. Within Lifelong Learning perspective, "Second University" project which has been carried out since 2001. The project enables the Associate's and Bachelor's degree holders and also the undergraduate students to be admitted to the distance learning programmes of Anadolu University without taking the university entrance examination. The Bachelor's degree holders can apply to both 2 or 4 year distance learning programmes, while the Associate degree holders can be admitted to only 2 year distance learning programme. Within the context of the project, current number of enrollment in various distance learning programmes of the university is over 40,000.

2. Vocational education programmes offer Associate degrees to public officers from different institutions (i.e Ministry of Justice or police headquarters) by special programmes.

3. Similar programmes are offered with special arrangements to persons with disabilities and prisoners.

4. Course materials for open education are available to public online as Open Educational Resources (OER).

Second measure taken by Turkey to create opportunities for flexible learning paths in higher education is evening education programme offered by most of the universities in Turkey. In these programmes courses are held on evenings thus,

making it available for students who have different occupations and work full-time during the day. According to the statistics of the academic year 2007-2008, there are currently 357,000 students enrolled in the evening courses.

Third measure is the distance education programmes offered by other universities. At undergraduate level, currently 14 universities offer 32 different programmes awarding short cycle degrees. At graduate level, 16 universities offer 40 different programmes awarding second cycle degrees. Additionally, in the following academic year, 3 distance education programmes awarding first cycle degree will be offered in one of the state universities (Sakarya University) for the first time.

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes No

Please add appropriate comments to describe the current situation
National Qualifications Framework Commission and the Working Group are currently working on establishing the framework.

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes No

Please add appropriate comments to describe the current situation
HE staff is encouraged to take part in flexible learning programmes by providing them extra income per hour/course.

c) Is there flexibility in entry requirements aimed at widening participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles
Admission to higher education is centralized and based on a nation-wide examination administered by the Student Selection and Placement Centre (OSYM) every year. Placement of the candidate is based upon the composite score calculated by taking into account the score of the entrance examination as well as the high school grade point average. The students therefore have to pass this nation-wide entrance examination to enter in either full time study programmes or distance learning study programmes. But the score that students need to attend full time study programmes at universities is higher than those to study via distance education. The students who attend distance learning study

programmes do not have to be physically “on site”, so it provides some facilities to those who could not otherwise continue their education.

Furthermore, there are no differences between distance education programmes and three Bologna cycles in terms of degrees offered.

d) Are there any flexible delivery methods to meet the needs of diverse groups of learners

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

As mentioned before, online course materials and technology based teaching methods can be counted as flexible delivery methods available to meet the needs of diverse groups of learners.

e) Are there modular structures of programmes to facilitate greater participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups,

Information and definition on "under-represented groups" in Turkey are explained in Part II of this report. Within the context of this definition, there are no statistics available.

JOINT DEGREES

18. Establishment and recognition of joint degrees¹⁵

a) Describe the legislative position on joint degrees in your country.

Are joint degrees specifically mentioned in legislation?

Yes No

Does the legislation fully allow:

i) establishing joint programmes?

Yes No

If No please explain what are the obstacles

ii) awarding joint degrees?

Yes No

¹⁵ A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

If No please explain what are the obstacles

b) Please give an estimate of the percentage of institutions in your country which are involved in

i) joint degrees

75-100% 50-75% 25-50% 1-25% 0%

ii) joint programmes

75-100% 50-75% 25-50% 1-25% 0%

c) What is the level of joint degree/ programme cooperation in your country

In the first cycle? None Little Widespread

In the second cycle? None Little Widespread

In the third cycle? None Little Widespread

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

Engineering (Civil, Agricultural, Industrial, Electronic, Enviromental, Computer, Mining, Software) Social and Administrative Sciences, Applied Sciences, European Studies, Law.

e) Estimate the number of joint programmes in your country

Currently, 38 joint degrees and 10 joint programmes are carried out in all HE institutions in Turkey. The number of joint degrees are increasing each year.

f) Describe any actions being taken to encourage or allow joint programmes.

The regulation on international joint/dual degree programmes in higher education has been adopted by the CoHE and came into force following its publishment in the Official Gazette No. 26390 of December 28, 2006.

This regulation settles that "HEIs in Turkey cooperate with the HEIs and other institutions abroad and open international joint education and training programmes in associate's, bachelor's and graduate degrees".

The existing regulation on international joint/dual degree programmes of the CoHE encourages the establishment and provision of international joint degree programmes in Turkey in two ways: (1) providing extra income for faculty staff in those programmes and (2) attracting students to the first cycle joint/dual degree programmes as these are listed in the official guide of the Student Selection and Examination (ÖSS).

g) Are there any specific support systems for students to encourage joint degree cooperation?

According to the regulation on international joint/dual degree programmes;

1. Students who take place in joint Associate's and Bachelor's programmes are given non-reimbursable scholarship based on their success in their Student Selection Examination (ÖSS).
2. Students can be given a leave of one semester or one academic year upon the mutual agreement of both parties. This period is not counted within the maximum education period.
3. Students need to have sufficient knowledge of either English, German or French to start their education in the joint programme. Students who do not have the necessary foreign language skills can take intense language courses.

MOBILITY

19. Removing obstacles to student and staff mobility

a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

Since cost of living in Turkey is relatively lower than many Western European countries, Turkey has decided to grant one of the highest Erasmus grants to her students so that students from lower economic background can also participate in the programme. Extra funds were made available for the disabled students and academic staff as well. The institutions are encouraged to ask their students and staff to participate in mobility who has physical disabilities.

A number of Turkish universities are providing extra funds to their students and academic staff in order to attract them to participate in mobility.

In order to attract incoming students and teachers, many institutions are also providing free meals or accommodations as well.

However, the most obvious obstacle is the visa issue, which Turkish National Agency (NA) has been tackling with it for quite some time.

Moreover, grants available is not enough to support all students and staff mobility, the demand is three times higher than the total grant available.

b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

The most serious obstacle for Turkish students to participate in Erasmus mobility is the visa issue. Turkish NA has written several reports to the Commission, many communications being made with various Embassies and Consulates in Turkey. Significant progress has been achieved with certain countries, however, the problem remains the same with a number of countries. New forms of obstacles with a number of countries are witnessed as well.

For the incoming students, Turkish NA has communicated with the Ministry of Foreign Affairs in Ankara to ask all Turkish Embassies and Consulates in LLP countries to make simple and easy visa procedures for the incoming Erasmus students. Turkish NA has also communicated with the Ministry of Interior Affairs to issue unconditional residence permit as long as the students prove that they are Erasmus incoming students.

Staff working at the HEIs, especially in non-profit foundation HEIs have difficulty in obtaining visas to go to certain countries, since they do not hold Special Passport which does not require the holder to obtain visas.

c) Is there financial support for national and foreign mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation:

During the academic year 2007/08, approximately 20 % of the grants given to the students came from national complementary funds. However, the contribution for the following years were relatively in a smaller scale. In addition, a number of universities are providing additional grants to their students and academic staff to encourage mobility.

d) Are study periods taken abroad recognised?

Yes No

Please add appropriate comments to describe the current situation:

Although there is no serious problem of recognition nationwide, however, in a few cases, Turkish NA reported to receive some non-compliance in terms of recognition. However, Turkish NA and the HEIs have solved those problems through a good communication.

e) Is there accommodation for mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation:

There are state dormitories almost in all provinces throughout Turkey. In addition, many universities are offering their guest houses (which are more comfortable than state dormitories) to their incoming students and teaching staff to attract more to come. The price for these dormitories are relatively cheaper than many European countries.

f) Have any measures been taken to increase outward student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

Turkish NA has been encouraging Turkish HEIs to send more students and teaching staff abroad under Erasmus programme, however, the grants available under Erasmus is just enough to provide grants for 1/3 of the total demand. Hence, although the publication and encouragement continues, the grant available is still disappointing.

With Turkey's full participation, Turkish NA organized regularly bilateral or multilateral contact seminars with various countries and these seminars made great implications on mobility increase both for incoming and outgoing students and/or staff.

20. Portability of loans and grants

a) Are portable grants available in your country?

Yes No

If No, describe any measures being taken to increase the portability of grants.
The portability of grants depends on the resource.

b) Are portable loans available in your country?

Yes No

If No, describe any measures being taken to increase the portability of loans.

THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy
"European Higher Education in a Global Setting"

The impact of globalization has diversified and increased the expectations of universities. Internationalization of higher education has become central goal for Turkish higher education system. Thus, "European Higher Education in a Global Setting" strategy is implemented in two levels; both nationally and internationally. In order to position the strategy in a global context, Higher Education Strategy of Turkey, which was prepared and published on 2006, has emphasized the significance of the creation of EHEA.

b) What has your country done to:

i) improve information on the EHEA outside Europe?

Turkey is a partner country of "Euro-Mediterranean University (EMUNI)", whose aim is to pave the way towards a more effective cooperation among higher education and research institutions in 12 Euro-Mediterranean countries.

CoHE shares its experiences on Bologna Process with some delegations coming from different countries outside Europe such as the USA, Central Asia, Caucasus, Middle East.

Moreover, as a result of Turkey's membership of Black Sea Economic Cooperation, experience sharing also takes place with the region's countries.

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

There are many different applications in which European higher education is promoted in Turkey. To name a few;

1. Some European based scholarship programmes such as Jean Monnet and Chevening Programmes.
2. Cultural Conventions signed by the CoHE with different European countries to enhance cooperation in the area of higher education.
3. Turkey fully participates Erasmus-Mundus External Cooperation Programme.
4. "European Master Programme in Conference Interpreting" has been initiated by one state and one foundation university, jointly with the European Commission.

iii) strengthen cooperation based on partnership in higher education?

1. The number of joint/dual degree programmes have increased.
2. There is an existing cooperation of Turkish-French University in Turkey based on protocols (Galatasaray University). The CoHE coordinates to establish a Turkish-German and Turkish-Italian University in Turkey according to the memorandum of understanding between the governments of Turkey and Germany.
3. From 2007 onwards, bilateral agreements for partnership in different fields have been signed with 52 different countries on 265 programmes.
4. Research partnerships are established between higher education institutions abroad as a part of 7th Framework Programme.

iv) intensify policy dialogue with partners from other world regions?

In addition to the above mentioned cooperation areas, there are scholarship programmes for research on different subjects available for Australia and Canada.

v) improve recognition of qualifications with other world regions?

In order to recognize a qualifications from other world regions:

Turkish ENIC/NARIC Office contacts the awarding HEI of the country in question to be informed on the programme and the qualification of the applicant. It is also possible that Turkish Ministry of Foreign Affairs get in contact with both the HEI in question and the Ministry of National Education of the same country.

Additionally, in case of uncertainty on the recognition of a qualification, UK NARIC Office has been chosen as a consultative unit before finalizing the relevant case.

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe.

OECD/UNESCO Guidelines for Quality Provision in Cross-border HE was announced to all Turkish universities by the CoHE, and universities were encouraged for implementing the guidelines.

d) Are the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education applied to

i) cross-border provision of your education programmes?

Yes No

If Yes please explain in what ways the guidelines are applied

ii) incoming higher education provision?

Yes No

If Yes please explain in what ways the guidelines are applied

FUTURE CHALLENGES

22. Main challenges for higher education

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

Main challenges ahead for HE and the Bologna Process in Turkey can be listed as follows;

1. Turkey's demand for higher education is much higher than the supply of the system. Both internal and external dynamics have caused the increase in capacity of supply of higher education to be one of the most important strategic problems;
2. Another important issue is the improvement of the quality of education and full implementation of a national quality assurance system internationally accepted;
3. The financing model has to be re-designed to ensure the diversity of resources and equal opportunities in the public and increase the efficiency of use of the resources provided;
4. The improvement of the quality of vocational higher schools is also one of the most important issue that CoHE has to focus on. The qualifications of graduates from these schools should be improved in order to meet expectations of labour market needs.

PART II

TEMPLATE for NATIONAL STRATEGIES on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS

Practical instruction

The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: secur@bologna2009benelux.org) by November 1, 2008. **Please do not exceed the length of 10 pages for the national strategy on social dimension.**

The questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting of the information on the national strategy.

I. Definition of the Social Dimension in the London Communiqué

“We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.”

II. AS IS SITUATION (Current state of affairs)

1. Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

Admission to HE is centralized and based on a nation-wide single stage examination administered by the Student Selection and Placement Centre (ÖSYM) every year. The centre was established in 1974 and affiliated with CoHE in 1981. Entrance conditions and process of higher education programmes are centrally determined by CoHE. For admission to all undergraduate programmes in Turkey, students must hold a secondary school diploma, and have sufficient score from the Student Selection Examination (ÖSS). Thus, as all the HE students are evaluated on merit-based by this centralized structure, there is no specific underrepresented group.

However, it is possible to note here that there are 2 main obstacles preventing some to access HE:

- Turkey's demand for higher education is much higher than the supply of the system due to large numbers of students graduating from high schools (general and vocational) every year.

- According to the law, the graduates of vocational high schools are, if they choose to do so, placed to the 2 year HE programmes which are related to their high school majors without any examination. However, those who seek access to both 4 and 2 year programmes unrelated to their vocational school majors must

take the central university examination (ÖSS) with the general secondary education graduates. The latter creates a kind of disadvantage as they need higher score compared to other graduates from general high schools depending on the programme they wish to attend.

2. Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

The CoHE has taken the following measures regarding the obstacles mentioned above:

- As of March 1, 2006, there were totally 93 universities (68 state and 25 non-profit foundation universities) As of 2008, there are totally 130 universities (94 state and 36 non-profit foundation). Currently CoHE is working on strengthening the institutional and infrastructural capacity of these universities.

- CoHE has also increased student quota approximately 25% in all universities in the 2008-2009 academic year.

- Furthermore, distance learning study programmes are being developed in some universities to allow wider participation in higher education.

- Another tool to give chance to students who are working elsewhere is the evening programmes at HEIs. The students, who select the evening programmes attend their courses in the evenings, and thus routes to access to HE is aimed to be widened. These programmes are strongly promoted by increasing the student quota by the CoHE. Therefore, more places are reserved for students who wish to attend these programmes.

- A commission has been established under the supervision of CoHE which works on vocational higher schools. Its aim is to enhance the quality assurance and qualifications of these schools. Another priority of this Commission is to facilitate and provide equity regarding access conditions of vocational high school graduates to undergraduate study programmes.

3. Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document). Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

Regarding financial conditions, each student has to pay tuition fees every year to the HEI, he/she is enrolled. The fees are fixed and announced by CoHE, taking into consideration the character and duration of the period of study in different disciplines, and also the nature of the individual higher education institutions. The portion of these fees to be paid to the State is determined by the Council of

Ministers, and allocated to the budget of the institution concerned on a per-student basis. The remaining portion of the fees (% 50) is paid by the student.

However, to support both undergraduate and graduate students from middle or low income groups financially there is a centralized state grant and loans system. According to the Law No. 5102, the Higher Education Credit and Dormitory Authority (YURTKUR) is the responsible body for the administration of the state grant and loans and rooming in higher education. YURTKUR offers need and merit based study grants, study loans and tuition fee loans. All applying students are given the state loan for tuition fees. Loans are paid directly to the HEIs on behalf of the students. It is reimbursed and covers 80 % of the total amount of tuition fees. According to 2008 YURTKUR statistics, 228 dormitories are offered to 208.869 students. As for credits, totally 1.217.351 YTL tuition fee and study loans were assigned to 185.422 students.

Additionally, in the framework of the project carried out in cooperation with the Ministry of National Education, the CoHE provides scholarships for students who wish to continue their post-graduate studies abroad. According to the recent statistics, for the 2007-2008 academic year, approximately 950 students are provided with such scholarships.

4. Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q 1) ? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

It is on the strategic agenda of CoHE to create a student database which will cover all students at all levels in the higher education system. It is planned to be activated starting from the beginning of 2009-2010 academic year and it will be possible to organize regular student surveys through this database.

Turkey has participated in the third round of the EUROSTUDENT project, (http://www.eurostudent.eu/abt2/ab21/Eurostudent/index_html) in accordance with the Decision of CoHE dated February 2, 2006. A commission was set up for coordinating the related work.

In Turkey above-mentioned commission continued its work on the survey between December 2006 and March 2007. All data, comments and the introductory texts were submitted to the Eurostudent project coordinators on December 19, 2007. The commission completed the template of questionnaires. 65.000 questionnaires were distributed and 16.000 returns were achieved which is a statistically significant number to evaluate and draw conclusion. (<http://www.eurostudent.metu.edu.tr/>). The deadline for full publication of Long Synopsis (all countries, all indicators, all topics), technical report, handbook etc was June 2008. The project was finalized, and on 26th September 2008 the final report has been released. The data collected from 16.000 undergraduate students is a valuable source for CoHE to plan new strategies in terms of social dimension. After the evaluations have been finished, the related committee is going to prepare a draft agenda to overcome the obstacles defined in the Eurostudent Report.

III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)

5. How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

(a) Which concrete goals do you want to achieve?

According to the challenges mentioned in Q1, the CoHE has taken the measures stated in Q2. :

- Establishment of new universities and strengthening the institutional capacity of all universities in Turkey in order to enhance their quality of education. It is also on the agenda of CoHE for the upcoming years that many research assistants from different universities will be given the opportunity to study abroad for one year.

- Increase of the student quota in each university. The numbers of the students to be placed at each university centrally after the Student Selection and Placement Examination (OSS) made by OSYM, are designed by CoHE each year. The student quota for each university has been extended to allow more students to receive HE.

- Promotion of distance learning study programmes and evening programmes. New programmes on certain HEIs for distant learning have been opened, and also the capacity of evening programmes in terms of the numbers of students and programmes have been increased.

- Creating equal opportunities for vocational high school graduates in access to HE.

In addition to these, it is worth noting here that there is a new project carried out by the CoHE named "National Mobility Project". In the framework of this project, it is planned to provide exchange of students and HE staff nationally, in order to enhance the cooperation between different HEIs located in different regions, and to create new communication tools between them. The implementation of this project will start in the 2009-2010 academic year.

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the

2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

As Turkey has a unitary higher education system in which students are entering universities by taking a central examination, each student has equal chance however they are evaluated on merit basis. That is why there is no specific underrepresented group in terms of access, participation and completion of studies. Please see Part II "As is situation (Current state of affairs)" for further information.

(c) is there a specific budget for these measures for underrepresented groups ? If yes, please provide details

Not applicable.

d) is there a timeline for action? If yes, please provide details.

Not applicable.

6. What arrangements are planned for monitoring progress towards more equitable access, participation and success?

Not applicable.

IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a) contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s).

Council of Higher Education (CoHE) is the authority responsible for the preparation, implementation and evaluation of the national strategy. Different stakeholders such as related ministries, NGOs, universities, students and academic staff are also involved in the process.

The contact point for the national strategy is Assoc. Prof. Ömer DEMİR, who is both the BFUG representative for Turkey and head of the Strategic Development Commission of the CoHE.

ANNEX A

Actions mentioned by the Bologna countries in the 2007 national reports

Financial

- scholarships - means tested
- scholarships - merit based
- research grants
- grants for studying abroad
- grants or loans for (nearly) every student
- unspecified social support system
- free education (at least 1st cycle)
- reimbursement of tuition fees for certain groups
- financial assistance for certain groups/areas
- improved funding systems

Structural

- new /expanded routes of access
- broader teaching or learning strategies
- information and preparation at secondary schools
- increase student places
- indirect aid schemes (tax relief, family allowance)
- subsidised residences/meals/transport/books
- provision of student welfare services (health care, day care centres)
- counselling/guidance services

Certain groups

- measures for ethnic minorities (not financial)
- measures for disabled (not financial)
- measures for disadvantaged groups (not financial)
- allocation of study places to certain groups
- promote access from all national areas

Policy and practice

- explicit widening access policy (devoted funds/units/laws)
- carry out surveys (study & work, disabled students,...)
- evaluations/research of policies and practices
- monitoring access (and retention) by students

ANNEX B

Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility

Measures to promote equal opportunities for access, participation and completion

- Anti-discrimination legislation covering higher education
- Admission rules that are simple, fair and transparent

Measures to widen access to and participation in higher education

- Outreach programs for underrepresented groups as defined nationally
- Flexible delivery of higher education
- Flexible learning paths into and within higher education
- Transparency of qualifications and recognition of prior learning
- Incentives for higher education institutions to take action to widen access and participation

Study environment that enhances the quality of the student experience

A, Provision of academic services

- Guidance (academic and careers) and tutoring
- Retention measures (modification of curricula, flexibility of delivery, tracking academic success etc.)
- Working tools and environment (well functioning libraries, lecture halls and seminar rooms, internet access, access to scientific data bases etc.)

B, Provision of social services

- Counselling
- Targeted support for students with special needs and students with children
- Appropriate housing conditions for all students
- Provision of healthcare
- Provision of transportation, student canteens etc.

Student participation in the governance and organisation of higher education

- Legislation or other measures to ensure student participation in higher education governance
- Provisions for the existence of and exercise of influence by student organisations
- Student evaluations of courses, programmes and institutions, including action plans and follow-up of actions taken

Finances in order to start and complete studies

- Financial and legal advice for students
- Appropriate and coordinated national financial support systems that are transparent
- Targeted support for disadvantaged groups as defined nationally
- Support measures for students with children

ANNEX C

Suggested approach of the work on national strategies on the social dimension

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

- Measures to promote equal opportunities

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

- Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

- Study environment that enhances the quality of the student experience

A, Provision of academic services

B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

- Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that

can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- Finances in order to start and complete studies

What kind of information and guidance is provided for students regarding financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not able to finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

- Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

- Stakeholder involvement

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?