



## Country Report Turkey

### Is parental involvement in the making of school laws and/or regulations a current topic?

Education is controlled and supervised by the state in Turkey, and the state is responsible for the provision of education. The right to education is written into the Constitution. The Ministry of Education ensures that the regulations are followed in the system of education.

The Ministry has also issued decrees on parental participation in school development for state and private schools. These contain guidelines for the establishment of school and parent-teacher associations, which are, in turn, associated to the Ministry. There are general conditions for the setting up and election of the associations, and also for the goals of these socio-cultural institutions. All parents can join in the work of the associations and elect their representatives. The law says that it is a requirement for parent-teacher associations to be established in all schools.

#### All parents can become involved

The ministerial decrees state that all parents have the opportunity to participate effectively and actively in school. The parent-teacher associations in particular have been given a significant and useful role in school development.

#### Measures to support individual pupils ie. migrants and ethnic minorities at school level

The Ministry regulations state that

- a) pupils should attend the school nearest their place of dwelling, at which the curriculum follows that of their 'home country'.
- b) these pupils ought to be able to profit from the same educational opportunities as their Turkish counterparts.

- c) measures should be taken to familiarize the children with the Turkish language.
- d) mother-tongue language courses are to be organised for them, depending on the institutional and educational facilities.
- e) Turkish language courses should also be offered to the (im)migrant workers in the framework of the non-formal (mass) education programme.

#### The basic structure of the Turkish school system

By law, the Turkish school system is divided into two streams – mainstream ('formal') education and mass ('non-formal') education.

##### Mainstream ('Formal') education

This includes pre-primary, primary, secondary and tertiary education.

##### *Pre-primary:*

Is voluntary and for children from 3 -6.

##### *Primary:*

Education for children from 6-14 years is compulsory and free at state schools. According to the official statistics for 2006-2007, approx. 96.4 % of this age group were reached.

##### *Secondary:*

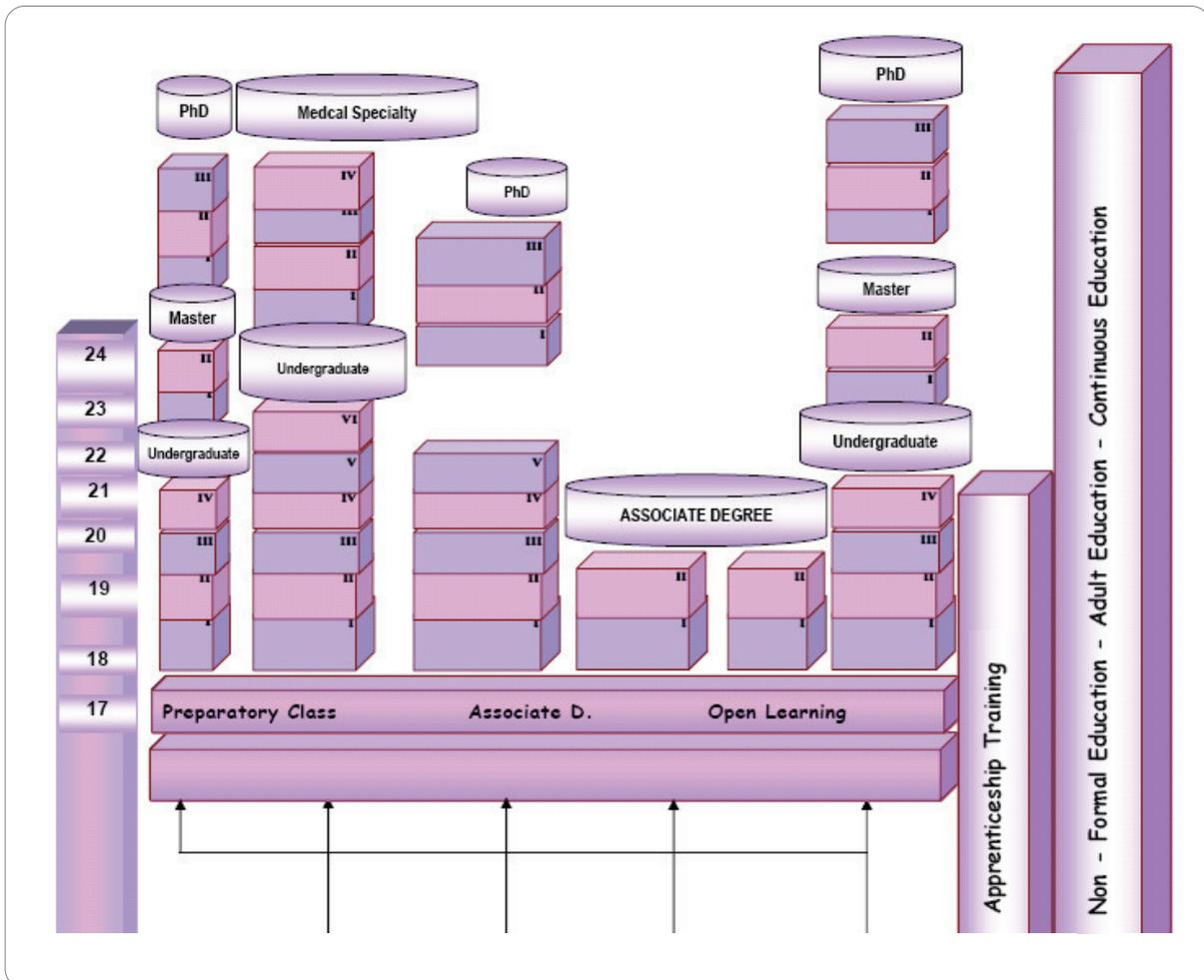
Includes general, vocational and technical institutions with a minimum of 4 years following primary. Grammar schools go from 14 to 17 years and have different school programmes. Every pupil successfully finishing primary school has the right to secondary education according to his/her interests and abilities. In 2006-2007, the intake was 86.64 % of the relevant pupil age-group (↪ [www.meb.gov.tr](http://www.meb.gov.tr)).

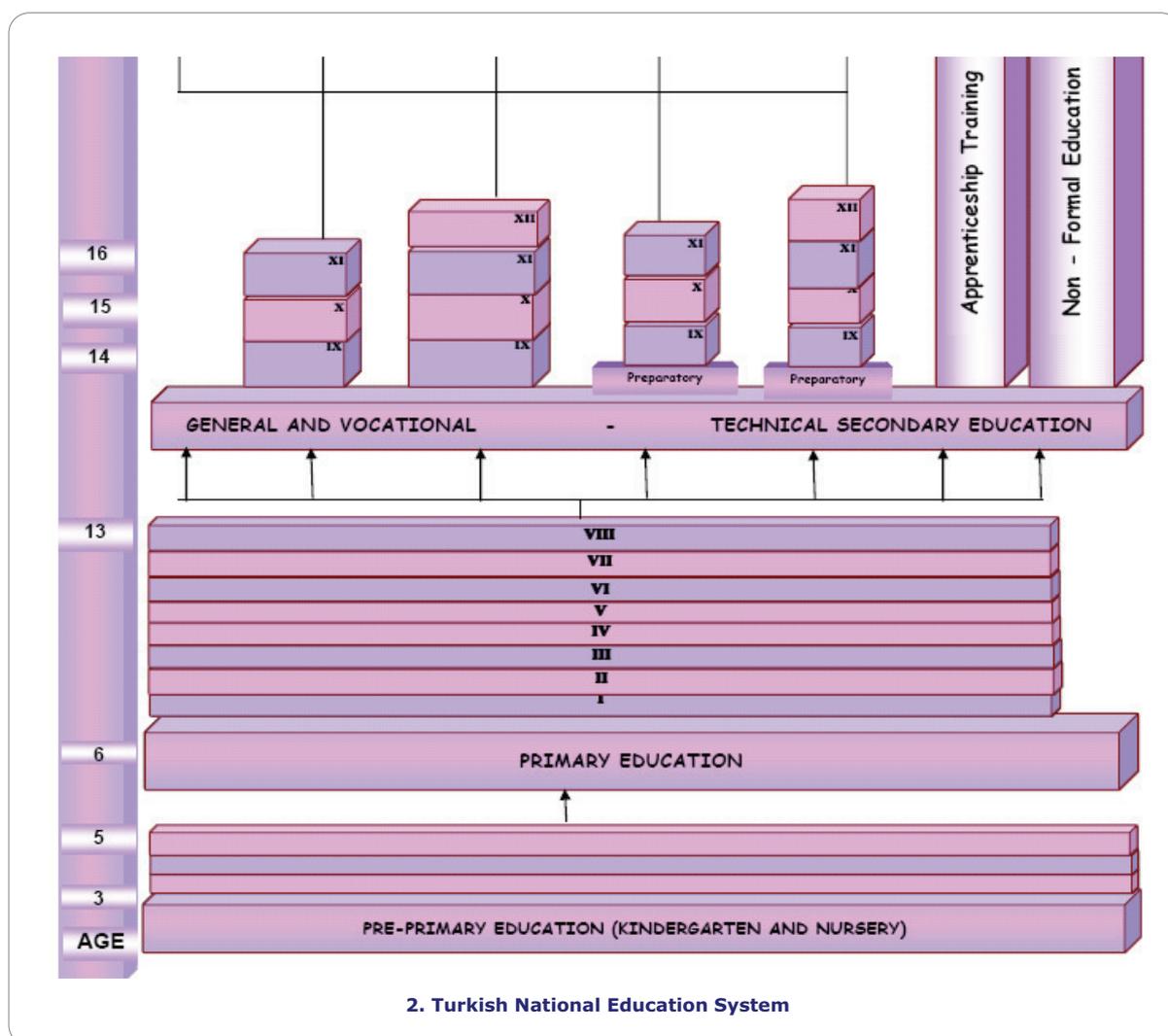
*Children with special needs:* Their education in these schools is intended to (re)integrate differently-challenged children into society and the world of work. This type of school works according to the law for private educational institutions.

*Higher education:* In Turkey, all institutions following grammar school and offering at least two

years of academic study are called university institutions.

In Turkey, there were 93 universities in the academic year 2006-07, of which 68 were state-supported and 25 private foundations. In the period 2004-2005, 38.6 % of the relevant student age-group attended university (☞ [www.yok.gov.tr](http://www.yok.gov.tr)).





### Mass education and adult education

Mass education is to cover all the educational gaps in the Turkish system and to offer those missed by the mainstream and who are willing to participate in receiving a minimum level of basic education. The Office for Apprenticeships and Mass Education in the Turkish Ministry of Education is the responsible body.

### The aims of mass education and adult education

- Learning to read and write for adults
- General knowledge
- Extension of the knowledge and skills previously learned in an apprenticeship
- Offering new opportunities to ensure the participant can earn a living

Mass education is valid for the fields of state education, adult education and distance learning. In addition, the vocational/technical grammar schools also offer certain vocational courses.

### Statistics on parental involvement and school successes

In Turkey, there are no reliable statistics to judge parental involvement in school. The ministerial guidelines provide for families taking part in the organization of parent associations.

Relating to parental involvement at TAKEV schools, we may say that the figure for meetings and discussions involving parents and teachers is high. Parental involvement does, however, distinctly decrease with the age of the pupils, because the pupils themselves become more active in school life, both individually and as a group.

### Projects to support parental involvement

There are many projects to support parental involvement. The Ministry has launched projects at the highest official level, and NGO's work somewhat further down the social scale. Projects like these have been taken up by the schools.

*At the national level:*

The "Kardelen (Galanthus) Project".

*At regional level:*

The "Family Project"

(☞ [www.aile.gov.tr/raporlar](http://www.aile.gov.tr/raporlar)).

*At school level:*

The "Kardeş Okul Project"

### Target groups

The above projects deal with parental involvement, the support of the children in the educational process and their consequent needs. The

ministry issued guidelines for the education of children with a background of (im)migration. There have been many "projects" all over the country on the process of integration and on the participation in mother-tongue education.

### Initiatives supporting the involvement of parents

Projects all over the country are supported and carried out by

- NGO's
- city authorities
- educational institutions
- schools and universities

### Parental involvement and intercultural learning as a topic in in-service education and further education

In the education system the family is considered from a sociological viewpoint by the teaching staff, while the child is seen pedagogically. In the actual education process the teaching staff is a witness to the development process and psychological dynamics of the child, but also sees the role of the family in the social structure and the necessity of its inclusion in school.

### Exemplary projects, measures or initiatives to support parental involvement

#### The "Kardelenler (Galanthus) project"

The project started on 28th June, 2000 with the help of the Ministry for Women and Families, the Association for the Support of a Lifestyle in Keeping with the Times and TURKCELL. The project aims at helping girls who are determined and enthusiastic to get an education. The project runs from the level of primary school to intermediate

exams at university. The aim is to give girls the opportunity to qualify for the job they would like to have. At the beginning, the number of girls participating was 5.000, in 2007 almost 20.000. Within the project 18,400 girls received a grant and 7,380 of those passed their school-leaving examination. 1,400 girls went on to university and 170 gained a university degree.

To support the girls and help them deal with their problems, a number of parents were involved in the leadership team of the project. Together with the authorities they carried out some studies on the project. (→ [www.kardelenler.TURKCELL.com](http://www.kardelenler.TURKCELL.com))

### **Haydi Kızlar Okula (It's your turn, girls!)**

An extensive study was carried out all over the country, dealing with the involvement of girls in their school. Analyses on the involvement in the educational process were done. Local town authorities, coordinators and advisers were evaluated and meetings arranged. Written records, brochures, accompanying books, and CD's were produced and distributed. To carry out the campaign, 365 persons were employed as leading advisers, including not only teachers, but also civil servants and volunteers. The campaign, entitled "Haydi Kızlar Okula", subsidized families in the name of "Reducing social risk" and was supported by the World Bank in what was a common project. To publicize the campaign, the book "Eğitim sızız olmaz" was published. Mayors, local authorities, school heads, parents and other persons participating used the book to support parental involvement.

The aim of this campaign was to send all school-age boys and girls to school in the year 2008.

### **Kardeş Okul (The Family Project)**

This project is based on the social solidarity of all schools under the aegis of the Ministry of Educa-

tion and which support parental involvement. Possibilities were organized to subsidize other schools in the parent-teacher association. One school might select another and support it for the period of a year. Any money or equipment acquired through charitable activities is transferred to the parent-teacher organization of the other school.

### **Parental involvement as a public theme**

In a project, which was carried out in 2002 by the central office of the Ministry for the Family and Social Affairs, the integration of (im)migrant families into the education system was researched.

The aim of the project was to raise the awareness of the citizens, to support participation in the educational process and to put forward ideas on how families can manage this.

### **Press cutting**



### **The "Kardelen" Project**

TURKCELL is supporting the "Kardelen" project to make a contribution to the raising of the level of general knowledge in Turkey.

The project started on 28th June, 2000 with the help of the Ministry for Women and Families, the Association for the Support of a Lifestyle in Kee-

ping with the Times and TURKCELL. The project aimed at enabling 5.000 girls, who were motivated and enthusiastic, to pursue their education with financial grants.

### **Aim**

The aim is to supply the finance for the girls to enjoy an education, to create some equality of opportunity, to give the girls the possibility of learning a trade and to educate them to be cosmopolitan.

### **The current status and development of the project**

At the beginning, the number of girls participating was 5.000, in 2007 almost 20.000. Within the project 18.400 girls received a grant and 7.380 of those passed their school-leaving examination. 1.400 girls went on to university and 170 gained a university degree.

From the school year 2002-2003 onwards the second stage of the project was put into force, giving grants to girls to study at University.

In the third stage, examinations were held in cooperation with TURKCELL and the Association for the Support of a Lifestyle in Keeping with the Times in the towns of Siirt, Şanlıurfa, Van, Batman and Bolu, and 26 girls were selected to receive a grant for the TED Istanbul College and they were able to carry on their education for the following years.

### **Advisory programme**

Since 2004 the advisory programme has been a part of "Kardelen", supporting students during their university course in all areas of their life.

Volunteers for this work were selected mainly from the management level of TURKCELL, from among journalists and authors. They were given long and thorough training before taking up their work.

This advisory programme was a first time for Turkey and was intended to maximize the opportunities offering themselves to the young people during and after their school time.

The project wants to keep alive the ambition and promise in the girls that they will be successful in their own right and for their families and make a positive contribution to their regions in all areas as active and responsible citizens.

### **The Kardelen book**

Since 2000 work has been in progress to show that the project "Kardelen" is not merely a TURKCELL project, but is recognized rather as a national Turkish project.

Thus, a book named after the project has been published by TURKCELL, containing the stories of successful young girls who received grants after 2000. The famous Turkish woman author Ayşe Kulin writes about the changes in the lives of the girls and about their hopes for the future. The book is illustrated with photos taken by the photographer Manuel Çitak. The book appeared in June 2004 and has since gone into 24 editions. The proceeds of the sales go towards the project "Kardelen".

### **Sezen Aksu supports the project "Kardelen"**

The famous singer Sezen Aksu has supported the project by bringing out a CD with the same-name title.

To celebrate the release of the CD and support the donation initiative, she gave 21 concerts in 2005 all over Turkey and called on over 75.000 people to support the education of girls.

### **The donations help to finance the education of 770 girls**

The project "Kardelen" is growing with the support of the general public. Using the proceeds from the book by Ayşe Kulin, from the CD by Sezen Aksu together with the donations, 770 girls are now able to attend secondary school for a period of four years.

TURKCELL doubled the amount of grants from 5.000 to 10.000 in the seventh year of the project, so that every year TURKCELL grants make it possible for 10.000 girls to go to school.

Everyone wishing to support the project can donate either by SMS or by payment into a bank.

### **Awards which the project "Kardelen" has won**

The project has won three international and twelve national awards donated by different institutions.

### **Useful links**

- ➔ [www.meb.gov.tr](http://www.meb.gov.tr) – secondary education
- ➔ [www.yok.gov.tr](http://www.yok.gov.tr) – upper secondary education
- ➔ [www.aile.gov.tr](http://www.aile.gov.tr) – projects to support parental involvement at regional level
- ➔ <http://kardelenler.TURKCELL.com> – projects to support parental involvement at national level

## Turkey



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