I.1.1. If the Convention has not been ratified yet Does your country plan to ratify this instrument? (Yes)	
I.1.1. If the Convention has not been ratified yet Does your country plan to ratify this instrument? (No)	No
I.1.1. If the Convention has not been ratified yet Does your country plan to ratify this instrument? (Already ratified)	
Please indicate the stage of ratification process reached by your country	
Please briefly explain which are the obstacles or difficulties encountered in completing the ratification process and the means of overcoming them	
I.1.2. If the 1962 Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education is not ratified yet: Does your country plan to ratify this instrument? (Yes)	
I.1.2. If the 1962 Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education is not ratified yet: Does your country plan to ratify this instrument? (No)	
I.1.2. If the 1962 Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education is not ratified yet: Does your country plan to ratify this instrument? (Already ratified)	
Please indicate the stage of ratification process reached by your country	
Please explain which are the obstacles or difficulties encountered in completing the	

ratification process and the means of overcoming them	
I.2.1 In case your country is a State Party to the Convention Is the Convention directly applicable in your country's domestic law following its ratification?	No answer []
Has it been incorporated into the national Constitution or domestic law so as to be directly applicable?	
Please indicate whether the provisions of the Convention can be invoked before and given effect to by courts, tribunals and administrative authorities	
File 1 - (Title)	
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File count	File count []
I. 2. 2 In case your country is not a State Party to the Convention Have legislative measures been taken pursuant to the Recommendation?	Yes, Republic of Turkey takes necessary legislative measures to prevent and eliminate discrimination in education.
Please explain briefly the ways in which public policies and programmes correspond to its provisions.	"The United Nations and Council of Europe Charters, to which Turkey is a party, assures the right to education. The whole of these Charters forbid the discrimination against right to education besides other rights being regulated by them. With regard to the national legislation, discrimination is forbidden in various laws and regulations including the Constitution. This issue is handled primarily in 10th and 42nd articles of the Constitution, Civil Servants Law, Turkish Penal Code, and Fundamental Law of National Education. The principle of non-discrimination is regulated in the 10th Article of the Constitution under the title of "Equality before the law". As per this article, all governmental bodies and authorities must act in accordance with the principle of equality. This article sets forth the liability of equal treatment in relations between the state and the individuals. 42nd Article of the Constitution regulates the right to education and it states that no one can be deprived of this

right. Thus, while identifying a right, this article also sets forth a non-discrimination principle in stating, “no one can be deprived of this right”. The provision in 125(D)(ı) of the Civil Servants Act prohibits the public servants from discrimination with regard to language, race, gender, political opinion, belief, religion and sect while they are performing their duties and states that the acts targeting for the benefit or loss of people in such behaviour shall result in a disciplinary punishment of stopping the promotion in rank for 1 – 3 years. Similarly, as per Article 9 of the “Regulation on the Principles of Ethical Behaviour of the Public Officials and Application Procedures and Essentials”, in all their actions and transactions public officials should act in accordance with the principles of lawfulness, justice, equity and integrity, they cannot discriminate with reasons such as language, religion, philosophical belief, political belief, race, sex etc. while performing their duty or providing services. They cannot act in a human rights violating or restricting way and cannot behave in a way obstructing the equal opportunity. Discrimination has become a crime in law for the first time with Article 122 of Turkish Penal Code entering into force in 2005. As per this article, discrimination between individuals because of their racial, lingual, religious, sexual, political, philosophical belief or opinion, or for being supporters of different sects is forbidden and this includes not only governmental authorities but also natural and legal entities. It also explicitly prohibits refusing to deliver nutriments or to render a public service, and preventing a person to perform an ordinary economic activity. Education is among these services. As per the 4th article of Fundamental Law of National Education regarding the educational services and principles, educational institutions are open to everyone without any discrimination against language, race, gender or religion. No privilege can be granted to any one, any family, or any group. Ministry of National Education Regulation for Secondary

Schools prohibits discrimination against students. 164(2)(c) article of the Regulation regulates any discriminative, humiliating or condemning action against individuals or groups regarding their languages, race, religions or genders as an act requiring short-term suspension from school. As per Article 164(4)(c), any act of organizing, participating or being included in the actions purposing discrimination, humiliation or condemning people or groups for their languages, races, genders, political opinions, and beliefs and religions is defined as an act requiring the punishment of being expelled from formal training.

File 1 - (Title)

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I. 2.3 For either the provisions of the Convention or the Recommendation, please list the principal national laws and regulations adopted in order to implement them.

"The United Nations and Council of Europe Charters, to which Turkey is a party, assures the right to education. The whole of these Charters forbid the discrimination against right to education besides other rights being regulated by them. With regard to the national legislation, discrimination is forbidden in various laws and regulations including the Constitution. This issue is handled primarily in 10th and 42nd articles of the Constitution, Civil Servants Law, Turkish Penal Code, and Fundamental Law of National Education. The principle of non-discrimination is regulated in the 10th Article of the Constitution under the title of "Equality before the law". As per this article, all governmental bodies and authorities must act in accordance with the principle of equality. This article sets forth the liability of equal treatment in relations between the state and the individuals. 42nd Article of the Constitution regulates the right to education and it states that no one can be deprived of this right. Thus, while identifying a right, this article also sets forth a non-discrimination principle in stating, "no one can be deprived of

this right". The provision in 125(D)(ı) of the Civil Servants Act prohibits the public servants from discrimination with regard to language, race, gender, political opinion, belief, religion and sect while they are performing their duties and states that the acts targeting for the benefit or loss of people in such behaviour shall result in a disciplinary punishment of stopping the promotion in rank for 1 – 3 years. Similarly, as per Article 9 of the "Regulation on the Principles of Ethical Behaviour of the Public Officials and Application Procedures and Essentials", in all their actions and transactions public officials should act in accordance with the principles of lawfulness, justice, equity and integrity, they cannot discriminate with reasons such as language, religion, philosophical belief, political belief, race, sex etc. while performing their duty or providing services. They cannot act in a human rights violating or restricting way and cannot behave in a way obstructing the equal opportunity. Discrimination has become a crime in law for the first time with Article 122 of Turkish Penal Code entering into force in 2005. As per this article, discrimination between individuals because of their racial, lingual, religious, sexual, political, philosophical belief or opinion, or for being supporters of different sects is forbidden and this includes not only governmental authorities but also natural and legal entities. It also explicitly prohibits refusing to deliver nutriments or to render a public service, and preventing a person to perform an ordinary economic activity. Education is among these services. As per the 4th article of Fundamental Law of National Education regarding the educational services and principles, educational institutions are open to everyone without any discrimination against language, race, gender or religion. No privilege can be granted to any one, any family, or any group. Ministry of National Education Regulation for Secondary Schools prohibits discrimination against students. 164(2)(c) article of the Regulation regulates any discriminative, humiliating or

	condemning action against individuals or groups regarding their languages, race, religions or genders as an act requiring short-term suspension from school. As per Article 164(4)(c), any act of organizing, participating or being included in the actions purposing discrimination, humiliation or condemning people or groups for their languages, races, genders, political opinions, and beliefs and religions is defined as an act requiring the punishment of being expelled from formal training.
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II. 1.1 Is discrimination in education based notably on grounds specified in the Convention/Recommendation fully outlawed in your country?	Yes [Y]
II. 1.2. Please explain which measures are adopted to: Eliminate discrimination within the meaning of the Convention/Recommendation? Prevent discrimination within the meaning of the Convention/Recommendation?	Both the Constitution and Fundamental Law of National Education numbered 1739 protect the equal rights to education for every person. As per Article 10 of the Constitution of the Republic of Turkey, titled " Equality before the law", "Everyone is equal before the law without distinction as to language, race, color, sex, political opinion, philosophical belief, religion and sect, or any such grounds. (Paragraph added on May 7, 2004; Act No. 5170/Article 1) Men and women have equal rights. The State has the obligation to ensure that this equality exists in practice. (Sentence added on September 12, 2010; Act No. 5982/Article 1) Measures taken for this purpose shall not be interpreted as contrary to the principle of equality. (Paragraph added on September 12, 2010; Act No. 5982/Article 1) Measures to be taken for children, the elderly, disabled people, widows and orphans of martyrs as well as for the invalid and veterans shall not be considered as violation of the principle of equality. No privilege shall be granted to any individual, family, group or

class. State organs and administrative authorities are obliged to act in compliance with the principle of equality before the law in all their proceedings. As per Article 42 of the Constitution of the Republic of Turkey, titled "Right and duty of education", "No one shall be deprived of the right of education [...] Primary education is compulsory for all citizens of both sexes and is free of charge in state schools [...] The State shall provide scholarships and other means of assistance to enable students of merit lacking financial means to continue their education. The State shall take necessary measures to rehabilitate those in need of special education so as to render such people useful to society." As per the Fundamental Law of National Education numbered 1739, "educational institutions are open to all regardless of race, sex, or religion and no privilege shall be granted to any person, family, group or class in education." The prevention of discrimination in education is stated with the first 4 articles of the Primary Education and Training Law numbered 222; Article 1–Primary education is the basic schooling that serves all Turks of both sexes and their physical, mental and moral development in accordance with national aims. Article 2–Primary education is given in primary education institutions; it is compulsory for children of both sexes of school age and free of charge in state schools. Article 3–(Amendment: 30/3/2012 - 6287/1 art.) Primary education is compulsory for children aged between 6-13. This starts in the September of the year when the child finishes age 5 and ends at the end of the school year when he/she finishes 13 and enters 14 age. Article 4–Children of both sexes, citizens of Turkey, are obliged to have their primary education at state or private schools. To eliminate discrimination; •Summer schools and mobile pre-schools are on-going implementations towards children with disadvantages. •The projects are continuing to repair the idle buildings and build classrooms, pre-school classes and pre-schools.

•The children with disadvantages were made to continue their education with fund transfers. Measures against discrimination: In the 11th article of Regulation for Pre-School and Primary School Institutions, it is expressed that the registrations are automatically done according to national address system and all students are registered without discrimination. Moreover; •To the Regulation for Pre-School and Primary School Institutions, it was added that “Pre-school education is free of charge in state pre-school institutions”. •Conditional Educational Supports were provided to the children between 48-66 months who continue pre-school education institutions. •To all children at school age out of obligatory education scope (including official, private pre-school institutions, and day care center under Ministry of Family and Social Policies) “Pamuk Şekerim Etkinlik Kitabı” [My Cotton Candy Activity Book] were distributed. •Half-day education was brought into effect to make all children benefit from this education service. •It was provided that the children being trained in institutions not under MoNE were also registered to a single database. Thus, more children can be reached for their updated information. According to Article 5/e of the Law No. 2547 on Higher Education, titled "Basic Principles", "Measures are to be taken to secure equality of opportunity in higher education". According to Article 7/i of the Law No. 2547 on Higher Education, titled "The Functions of the Council of Higher Education", one of the functions of the Council of Higher Education is “to take measures to realize equality of opportunity and possibility in the institutions of higher education and during admission.”

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II.2.1 Please explain what are the concrete actions taken by your Government to guarantee equal access to all level of education in your country?

•Free boarding education and scholarships are provided to successful students deprive of financial opportunities to provide them being trained till the highest levels of education. To increase access to education, paid boarding service is provided to the children of the families in good shape while free boarding service is provided to the children of the families with limited financial opportunities. •There are measures against gender discrimination in education. With this regard, there are projects implemented to increase the rates for NUTS 2 area including East and Southeast provinces, where the rate of girls going school is lower. With the sources from IPA funds, the Directorate General for Vocational and Technical Training under Ministry of National Education has provided almost 3500 girls continue their training with the project of "Increasing Schooling Rate especially of Girls at School Age" between 2011 and 2013. For 2015–2017 periods, the project of "Increasing the Continuity to School especially for Girls at School age" has been commenced. With this project, it is aimed not only to increase the awareness of the families and society for the importance of education, but also to provide the school children, registered but not continuing the school, to continue their education. •In the 1st paragraph of 67th article of Regulation on Pre-School and Primary School Institutions by Ministry of National Education, it is stated that "pre-school education is free of charge in public pre-schools". The following projects are conducted by MoNE to provide all children, primarily disadvantageous ones, benefit from pre-school education services: •Summer schools and mobile pre-schools are on-going implementations towards children with disadvantages. •The projects are continuing to repair the idle buildings and build classrooms, pre-school classes and pre-schools. •The children with disadvantages were made to continue their education with fund transfers. •Conditional Educational Supports were

provided to the children between 48-66 months who continue pre-school education institutions. •To all children at school age out of obligatory education scope (including official, private pre-school institutions, and day care centers under Ministry of Family and Social Policies) "Pamuk Şekerim Etkinlik Kitabı" [My Cotton Candy Activity Book] were distributed. •Half-day education was brought into effect to make all children benefit from this education service. •It was provided that the children being trained in institutions not under MoNE were also registered to a single database. Thus, more children can be reached for their updated information. •The text books prepared to serve for our students considers the equality principle in the Constitution and Fundamental Law of National Education, and in a manner supporting basic human rights and freedoms and refusing any type of discrimination. Social equality principle is taken into consideration while presenting the people and events in the examples and due diligence is given to avoid any content or image breaching human rights and freedoms and any expression of discrimination and against human rights. •The works are carried on to define policies to increase the participation of children to education, who could not benefit from education services satisfactorily.

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II. 2.2 Please indicate how strategies and programmes are being implemented with a view to ensuring, in your country, equality of educational opportunities (in terms of access, participation and completion).

There are measures against gender discrimination in education. At this point, there are projects implemented to increase the rates for NUTS 2 area including East and Southeast provinces of Turkey, where the rate of girls going school is lower. With the sources from IPA funds, the Directorate of Vocational and Technical Training under Ministry of National Education has provided almost 3500 girls continue their training with the project of

“Increasing Schooling Rate especially of Girls at School age” between 2011 and 2013. For 2015 – 2017 period, the project of “Increasing the Continuity to School especially for Girls at School age” has been commenced. With this project, it is aimed not only to increase the awareness of the families and society for the importance of education, but also to provide the school children, registered but not continuing the school, to continue their education. •Upon examination of statistics of our country for 2015-2016, it is seen that schooling rate has been increasing in recent years. Gross schooling rate in secondary school level reached 109.85%, and schooling rate became 79.79%. with regard to gender equality, there is a difference in favour of females for the first time in this year of 0,88%. Since various measures are necessary in addition to increasing schooling rate to provide gender equality in education, MoNE conducts the Project of Development of Social Gender Equality in Education. •“Project of Development of Social Gender Equality in Education” has been prepared by MoNE towards 2010 program of 1st Component of IPA. The implementation period of the project contracted on 19/09/2014 has started on 11/12/2014. Project’s; General objective: To contribute to increasing gender equality in the society. Target: Providing gender equality in schools for students and to increase the sensitive approach towards equality and social genders in all education industry. Target groups: Students, parents, teachers and all personnel in education services at pre-school, primary and secondary school levels. Time: 24 months. Source: When the project applied in Erzurum, Batman, Samsun, İzmir, Malatya, Mardin, Şanlıurfa, Karaman, Trabzon and Sivas provinces is completed, it shall constitute an example both for candidate and for member states in terms of social gender equality. Project components: 1. To develop a tool, as a guidance and evaluation instrument for schools, educational personnel and administrational

personnel at schools to provide gender equality and to develop the capacity of use of this tool, 2. To develop a tool, as a guidance and evaluation instrument for schools, educational personnel and administrational personnel at schools to provide gender equality and to develop the capacity of use of this tool, 3. To increase awareness of students, parents, educational personnel and administrational personnel for gender equality in education, via central and local campaigns. In the higher education, studies are going on for ensuring gender equality. A workshop titled “A University Sensitive to Gender Equality” was held by the Council of Higher Education (YOK) on May 7th, 2015. During the workshop, the participants including female faculty members from different universities across Turkey and female representatives from non-governmental organizations worked on four main themes throughout a day. The themes introduced in the workshop were as follows: integration of “Gender Equality" in the curriculum as a compulsory course; raising awareness of gender equality among the academic and administrative staff of the universities; ensuring that the principle of gender equality is generally accepted in universities; the issues of violence, sexual harassment, abuse and mobbing in the academic environment. A report around these four themes was prepared. Following the workshop, the “Women’s Studies Department” was established within the Council of Higher Education by the decision of the General Assembly on May 28th, 2015. Among the aims and purposes of the department are to provide more women with the opportunity to study at universities, to increase women’s participation in both academic and administrative decision making mechanisms and to prepare a “Position Document” to be submitted to all universities and take actions for necessary measures with regard to the issues such as equality of opportunity, prevention of sexual harassment, prevention of discrimination, integration of

courses that will raise awareness, security of university campuses etc. Following the submission of the abovementioned “Position Document” by the President of the Council of Higher Education (YOK) to all universities on November 9th, 2015, many seminars and conferences were held in 14 universities throughout a year. A total of 87 “Centers for Women’s Studies” were established in 68 state universities (out of 109) and 19 foundation universities (out of 87). YOK promotes the establishment of further centers. The importance of these centers is conveyed especially to the new universities across Turkey and the established ones in the East Anatolia and Center Anatolia regions. YOK is still working on providing online trainings to solve the trainer shortage problem of the universities. The universities with Centers for Women's Studies were asked to submit regular reports about their activities to the Council of Higher Education. The reports prepared by the universities are reviewed by the relevant department and a communication network is created. All Turkish universities are asked to fulfill the following responsibilities within the framework of the “Position Document” submitted by YOK on November 9th, 2015: -To state in the policy documents, strategic plans or the principles of the university that they adopt a zero tolerance policy toward sexual harassment and sexual assault, -To include issues related to sexual harassment and sexual assault in the books and courses prepared with regard to gender equality, -To organize meetings especially for preparatory and first grade students to raise awareness of sexual harassment and sexual assault, -To set up emergency hotlines, -To ensure that dormitories for female students are within or closed to the campus, -To provide trainings to the security staff and shuttle bus drivers to raise awareness of sexual harassment and sexual assault.

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II. 2.3 Please describe the actions planned and taken in your country to ensure inclusion of all learners in learning process.	Women, youth, people with disabilities, long-term unemployed people, convicts, former sentenced persons, people immigrated for security reasons, children of wanderer families are the groups having more trouble while finding job, thus, these groups need protection and support with special policies. For the groups requiring special policies in scope of social inclusion, Ministry of Education conducts the Project of Developing Vocational Skills included in 2011-2013 investment program. The objective of the project is to provide occupation to young unemployed people without occupation, to groups requiring special policies and people who would like to change their occupation, by considering their interests and skills, and to increase the quality standards of the administrators and teachers at vocational schools. Preparing all citizens, primarily women and girls, to economic and social life, providing them education environments to obtain occupation, and making them have their own voices in economy and administration of country are the main purposes. In this scope, “Increasing Schooling Rate especially of Girls at School age 1” (KEP 1) and “Increasing School-Continuity Rate especially of Girls at School age 2” (KEP 2) are being conducted. The institutions such as The Ministry of Justice, Ministry of Family and Social Sciences, Ministry of Youth and Sport and Turkish Employment Agency (İŞKUR) are also organizing vocational courses for groups requiring special policy. Individuals with special needs can continue their education at every type and level,not only with their peers by mainstreaming but also in special schools/institutions. At 2015-2016 school year, at preschool level 1399, at primary school level 81.380, at middle school level 92.032 and at high school level 27.730 and totally 202.541 of students had education within the scope of mainstreaming. Besides, students with special

needs can continue their education at special education classes that are opened in schools which their peers have their education. At 2015-2016 school term, at primary school level 17.840, at middle school level 18.893 students with special needs had their education at these special education classes. At 2015-2016 school year in 1.434 special schools/institutions that are servicing visually, orthopedically, mentally and hearing impaired individuals, educational services are provided for 67.990 students. Educational services are provided at home or hospital for individuals with special needs which are at the age of compulsory education but cannot continue to formal education due to their health issues. Beside the educational services provided at special education field, a "Special Education and Practices" lesson has been added to all educational operations' education programs to increase information and awareness for educating individuals with special needs, to support these individuals' access for education, to provide a self-assessment opportunity to all education institutions and in terms of strengthening human substructure. In this scope 270 instructors has been educated country wide. With this study, it was aimed to raise awareness for special education of teachers from other disciplines, families and administrators. The "Regulation on Consultation and Coordination in Higher Education Institutions for Persons with Disabilities" prepared by YOK in order to take necessary measures and make necessary arrangements to facilitate the educational lives of higher education students with disabilities as per the Law No. 5378 on Persons with Disabilities was published in the Official Gazette No. 27672, dated 14/08/2010. This regulation paved the way for the establishment of "Offices of Disability Services" in many universities. As per the Regulation, the Committee on Students with Disabilities was also established by the Council of Higher Education. According to the decision taken at

the YOK Executive Board meeting of February 23, 1990 and reiterated on July 21, 2016, if a course is not accessible to a student with a disability, he/she may choose another one, provided that the course is elective, or shall be exempt from that course if it is compulsory. In order to allow for full acquisition of the professional competencies provided by the higher education institutions, the decision was declared void by the decision taken at the Executive Board meeting of October 8, 2009, as per the provision of the Law No. 5378, reading "The right of education of the disabled people cannot be prevented by any reason. The disabled children, youngsters and adults are provided with equal education with the non-disabled people and in inclusive environments by taking the special conditions and differences into consideration." As of October 8, 2009, it was decided that, in cases where students with disabilities have applied for a course which is not accessible to them, they shall be provided with an equal course, and if it is not possible to do so, the course syllabus shall be adapted to such students by using the programs and techniques developed for this purpose. The relevant decision was announced to all Turkish universities on October 22nd, 2009. The "Inclusive Universities Meeting" was organized by the "Committee on Students with Disabilities" on November 13rd, 2009. During the meeting held with the participation of representatives from the Prime Ministry Administration on Disabled People, Ministry of National Education, General Directorate of Higher Education Credit and Hostels Institution and the Student Selection and Placement Centre together with the Vice Presidents of all universities responsible for the Offices of Disability Services, the committee members made presentations and exchanged information about the current legislation on students with disabilities, people with special needs and the structure and functioning of the Offices of Disability Services that need to be established in the Higher Education Institutions. Among

the issues of focus were the establishment of Offices of Disability Services in all universities within the shortest time possible; paying due attention to effective implementation of these offices and the importance of Distance Education and e-campus applications for an Barrier-free University. In line with the purposes of the EU harmonization and Bologna Process, all participants of the meeting agreed on ensuring more effective cooperation between relevant institutions and universities and following related developments by means of periodic meetings. ♣The presentations were about the following issues: -Legal Basis for Inclusive Universities -Offices of Disability Services -People with special needs -Distance Education for Inclusive Universities The meeting on the "Establishment and Functioning of Offices of Disability Services" were organized by the "Committee on Students with Disabilities" of the Higher Education Council at Gazi University on May 17th, 2010. The presentations made in the meeting were about the following issues: -Expectations and requests of the University Students with Disabilities -The Regulation on Consultation and Coordination in Higher Education Institutions for Persons with Disabilities - Functioning of Disability Services Offices - Technology–Aided Education for People with Disabilities -The Project for People with Impaired Hearing The following decisions were made at the YOK General Assembly Meeting held on August 25, 2011, with regard to the midterm and final exams administered in higher education institutions: -It shall be taken into account while assigning invigilators whether there are students with disabilities among the students taking an exam, -The exams shall be administered in places fully accessible to the students with disabilities, -For the students with disabilities (students with visual impairments), exams shall be administered in a separate room by a research assistant chosen from the relevant department who has a command of the concept and

terminology of the course, -The lecturer of the course or any other faculty member from the department shall be assigned to conduct the exam, in cases where there is no research assistant available, -The place of exam chosen for the students with disabilities shall be close to the actual exam place in order to allow the students to be informed of the changes in the exam and ask questions, if necessary, -Upon request of the students with disabilities (visually impaired), the exam papers shall be supplied in Braille or in large print. Cooperation shall be sought with the Office of Disability Services regarding such issues. -In cases where a student has a disability proven by a medical certificate, the exam shall be administered in a separate room upon request, and the arrangements shall be made in cooperation with the university's office of disability services. -The most accessible exam format shall be chosen for the students with disabilities (especially for the hearing impaired students) in line with the needs of the student, -In cases where a student has a disability proven by a medical certificate, the university shall cooperate with the office of disability services to grant an extension of time. The decisions given above were announced to all Turkish universities on September 9th, 2011. In the meeting held on July 24, 2013, the YOK Executive Board adopted the proposal made in the meeting of July 15, 2013 by the YOK Committee on Students with Disabilities to integrate Sign Language course into the curricula of all higher education programs, together with the proposal to add the same course in the curriculum of the Education of the Hearing Impaired Program first as an elective course, and then as a compulsory course as of the 2014-2015 academic year. In the meeting of December 19, 2013, the YOK General Assembly decided that students with disabilities (physical disability, visually impaired, hearing impaired, autism) who have achieved a YGS score of at least 100 in the relevant year shall be admitted to take the

special talent exam for the programs admitting students with a special talent exam, in the event that they provided a medical certificate as a proof of their disability. It was also decided that the students who have not been admitted to such programs due to their failure to achieve 140 points in the YGS exam despite being successful in the special talent exam in the 2013-2014 academic year shall be registered regardless of the quote of the program. In the meeting of September 25, 2014, the YOK General Assembly decided that students with disabilities (physical disability, visually impaired, hearing impaired, autism) shall be admitted to the programs requiring a special talent exam only based on the score they have achieved in the special talent exam without considering their YGS scores (without using the formula specified in the Student Selection and Placement Exam-OSYS Guide). Among such students, those achieving success in the special talent exam shall be registered to the relevant program one time only, regardless of the quote of the program, since the assessment and registration period was over for the 2014-2015 academic year. In the meeting of December 25, 2014, the YOK General Assembly, having regard to the opinion of the Committee on Students with Disabilities delivered in the meeting of December 16, 2014, decided that students with hearing impairments who are exempt from the foreign language course in elementary and secondary school shall take another course of equal credit to be decided by the relevant committees of the universities, if they request so. YOK provided assistance by assigning faculty members to take part in the "Turkish Sign Language Science and Certification Council" in the preparation of the "Turkish Sign Language Grammar Book" published by the Ministry of Family and Social Policies in 2015. All universities are responsible to submit a report to YOK about their activities for ensuring access to education for students with disabilities every six months. YOK is about to develop a new project to

ensure a faster flow of information. Within the scope of the project, the universities will provide the requested information through the "Higher Education Information System (YOKSIS)". An environment will be developed for both the students with disabilities and the members of the disability services offices to submit their assessments individually.

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II.3.1 Universal primary education Please provide information on the progress made with respect to ensuring universal access to primary education

•In the 2nd article of 222 numbered Primary Education and Training Law, it has been stated that primary education is compulsory and free for girls and boys at primary education age. •In the school year of 2015-2016, in the primary school education level enrolment rate was 94,87% in total; 94,54% and 95,22% for boys and girls, respectively. In age group of 6-9 (born in 2006-2007-2008-2009) net schooling ratio by educational year and age group in total is 98,81. In lower secondary school, the net enrolment rate was 94,39% in total; 94,36% for boys and 94,43% for girls. The gender rate in primary education has risen by around 9% in the last decade and reached up to 100,57% and 101,10% in the elementary and secondary school levels respectively. At age 10-13 (born in 2002-2003-2004-2005) net schooling ratio by educational year and age group in total is 99,05. Number of student per teacher is 18 at in Primary Schools and 15 at Lower Secondary School (The number of students is taken from 2015-2016 National Education Statistics book of Ministry of Education). •Programs of instruction of courses included into weekly course schedules implemented in primary education institutions are prepared to offer services to all students and are implemented across the country. On the other hand, an opportunity is given for the implementation of elective courses included in secondary schools in direction with the own interests and

	ambitions of all students by considering principle of equal opportunity in education. •In addition, textbooks are prepared in the way not including issues against Constitution and laws and scientific errors with an approach refusing all kinds of discrimination by supporting basic human rights and freedoms. •Acquirements in education and instruction programs and materials implemented in pre-school and primary education institutions are intended to correct negative behaviors by providing positive behaviors to our students. Moreover acquirements and explanations for subjects as love, respect, tolerance, resolution of disputes in peaceful manner etc. are included into our instruction programs and it is aimed to create necessary awareness in order to prevent negative behaviors.
Please provide details on the availability of compulsory and free of charge primary education in your country: Is primary education available free of charge to all?	Yes [Y]
please list the laws and policies that ensure this universal free availability of primary education.	1) As per the 42nd article of the Constitution, “primary education is compulsory for all citizens of both sexes and is free of charge in state schools. 2)In the 2nd article of 222 numbered Primary Education and Training Law, it has been stated that primary education is compulsory and free for girls and boys at primary education age.
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does your government intend to ensure free primary education?	No answer []
how?	
Is primary education compulsory in your country?	Yes [Y]
please provide details on its implementation and indicate the current period of compulsory education	

Indicate whether your country has adopted and reviewed legislation so that minimum ages for the end of compulsory education, for marriage and for entry into employment are coherent and aligned.	
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II.3.2 Secondary education Please provide information on the general availability and accessibility to all of secondary education, including technical and vocational secondary education and training in your country.	In Turkey, secondary education takes place within the scope of 12 year compulsory education and is free. Examining 2015-2016 statistics of Ministry of National Education, Turkey continues the growth trend shown in recent years in terms of schooling rates. Gross schooling rate reached to 109.85% and net schooling rate reached to 79.79% at secondary education level. Addressing in terms of gender equality, a difference at 0.88% in favor of women has occurred this year for the first time.
Is it available free of charge? (Yes)	Yes [Y]
Is it available free of charge? (Comment)	
Is it available free of charge? (No)	
Is it available free of charge? (Comment)	
please describe the extent to which it is free of charge	In Turkey, primary and secondary education is provided free to all students in public schools. In addition to this, educational assistance in certain level is made for students studying in private schools as a result of conducted evaluations. In regions, where population is law and scattered, housing opportunities are provided to students and in schools, where mobile teaching is performed, lunch and transportation opportunities are provided for students. In all primary and secondary schools, textbooks are distributed to students by Ministry of Education without charge.
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II.3.3 Higher education Please explain to what extent access to higher education, based upon individual capacity, including technical and vocational education and training, is realized in your country.

Admission to Turkish universities is carried out through a central exam administered by the Student Selection and Placement Centre (OSYM). As per Article 45 of the Law No. 2547 on Higher Education, students must attend both steps of a two-step exam (YGS+LYS), or only the YGS exam depending on the conditions, conducted by OSYM in order to be admitted to a higher education program. Based on the score they achieved, they list their preferences in an electronic system and are centrally placed in a totally objective manner. Since intervention is out of question in the admission of students to higher education institutions, there is no place for favoritism.

Please describe the efforts made by your Government to ensure that there is no discrimination on the ground prohibited by the Convention to enter and complete higher education.

As per Article 2(1) of the Decision of the Council of Ministers No. 2012/3584 published in the Official Gazette No. 28396, dated 29/08/2012, "the students studying in or newly registered to a daytime or open education program in the 2012-2013 academic year shall be exempt from paying tuition fees, without prejudice to the provisions of Article 4 and 11 hereof. The tuition fees supposed to be levied on such students shall be borne by the state." About the Syrians,for the 2013-2014 Academic Year, The Council of Higher Education made the following decisions regarding the admission of Syrians who have taken shelter in Turkey due to the ongoing crisis in Syria to the Turkish universities: The following provisions were added to Supplementary Article 2 of the Regulation on the Principles of Transfers between Associate and Bachelor's Degree Programs, Double Major, and Double Minor at Higher Education Institutions, and Credit Transfers Between Higher Education Institutions published in the Official Gazette No. 28772, dated September 1, 2013: "Students studying in countries deemed by the Council of Higher Education to be incompetent to provide education due to the reasons of the violence and humanitarian crisis may apply for transferring to Turkish higher education institutions. The rules and regulations on the

subject shall be set by the Council of Higher Education." With regard to the Rules and Regulations to be set forth as per Supplementary Article 2 of the abovementioned regulation, following decisions were made in the Higher Education Executive Council Meeting held on October 9, 2013: In the process of the transfer of Turkish citizens, Syrian students or other international students, who started studying in an associate's degree, undergraduate or graduate program (excluding Specialty in Medicine and Specialty in Dentistry) in Syria before the 2013-2014 academic year, to the higher education institutions in Turkey, the following provisions shall apply: 1.Students of all grades shall be allowed to transfer, provided that they have all the documents required for the transfer process, 2.Higher education institutions shall accept applications for transfer, provided that the number of transfers does not exceed 10% of the quota of the related department set by the Student Selection and Placement System (ÖSYS) for the relevant year. 3.Students who do not have the necessary documents for transfer shall be able to take courses in the Gaziantep, Kilis 7 Aralık, Harran (Sanlıurfa), Mustafa Kemal (Hatay), Osmaniye Korkut Ata, Çukurova and Mersin Universities as a special student. Those having the necessary documents shall be eligible for transfer. In the meeting of November 6, 2013, the YOK Executive Council decided that the following provision shall be added as Article 4 to the decision made by the YOK Executive Council on October 9, 2013: "Graduate students (excluding Specialty in Medicine and Specialty in Dentistry) shall apply to the relevant higher education institutions in accordance with the Regulation on Graduate Education". For the 2014-2015 academic year: In accordance with the decisions made in the YOK Executive Council Meeting of June 18 and July 9, 2014: In the process of the transfer of Turkish citizens, Syrian students or other international students, who started studying in an associate's degree,

undergraduate or graduate program (including the preparatory class, but excluding Specialty in Medicine and Specialty in Dentistry) in Syria before the 2013-2014 academic year, to the higher education institutions in Turkey, the following provisions shall apply as of the 2014-2015 academic year: 1.Students of all grades shall be allowed to transfer, provided that they have all the documents required for the transfer process, 2.Higher education institutions shall accept applications for transfer, provided that the number of transfers does not exceed 10% of the quota of the related department set by the Student Selection and Placement System (ÖSYS) for the relevant year. 3.Students who do not have the necessary documents for transfer shall be able to take courses as a special student in the higher education institutions. Those having the necessary documents shall be eligible for transfer. 4.Graduate students (excluding Specialty in Medicine and Specialty in Dentistry) shall apply to the relevant higher education institutions in accordance with the Regulation on Graduate Education. As per the decision made in the YOK Executive Council Meeting of September 25, 2014: In the letter from the Prime Ministry Presidency for Turks Abroad and Related Communities, it was stated that it would not be possible to bring back the original diplomas of the Syrian students before the 2014-2015 academic year due to the ongoing internal conflicts in Syria and the Syrian students registered with a certificate of equivalence for a period of 1 year shall be kept registered, on condition that they have provided their original high school diplomas or a certificate of completion granted for successful completion of a baccalaureate exam conducted by the Ministry of Education of the Syrian National Council or the Ministry of Education of the National Transitional Council of Libya before they have graduated from the program. This letter was reviewed and the following decisions were made: The Syrian students eligible to enroll in a higher education

institution in Turkey shall registered with the certificate of equivalence of their high school diplomas, within the scope of the Türkiye Scholarships and within the limits of international student quotas for the 2014-2015 academic year. A workshop was held by the Coordinating Committee on Special Students at the Council of Higher Education in January 2015 to address the problems and solutions about the issue and the following decisions were made taking account of the issues given below under the title “problems and solutions”: In the meeting of January 8, 2015, the YOK Executive Council reviewed the issue of providing the Syrian students who are not able to sustain their education due to the violence and crisis in their home country the opportunity to receive education at the Çukurova, Gaziantep, Kahramanmaraş Sütçü İmam, Kilis 7 Aralık, Harran, Mersin, Mustafa Kemal and Osmaniye Korkut Ata Universities, as per the Supplementary Article 2 of the Regulation on the Principles of Transfers between Associate and Bachelor’s Degree Programs, Double Major, and Double Minor at Higher Education Institutions, and Credit Transfers Between Higher Education Institutions. At the end of the meeting, following decisions were made: 1.These universities shall offer programs with Turkish and/or any other foreign language as a medium of instruction for the students from such countries upon the approval of the Council of Higher Education within the scope of the international student admission criteria. These programs shall not be included in the OSYS system. 2.These universities shall be able to administer a special talent exam for second or third grade students from such countries who have applied for transfer, but not submitted the necessary documents, and shall admit these students based on their scores, 3.For those failing to present a proof of secondary school graduation, the certificate of competency granted for successful completion of the high school graduation exam administered by the Ministry of National

Education shall be valid, 4.The secretariat of the Coordination Committee on Special Students shall be held by Gaziantep University. Meetings shall be held every two months and the overall assessment shall be reported to the Higher Education Council, 5.A recommendation shall be to the Ministry of National Education for making necessary arrangements in the Decision of the Council of Ministers regarding the tuition fees of the programs considered to be offered. As required by the abovementioned decision, a letter was submitted to the Ministry of National Education on January 13, 2015, to request a Decision of Council of Ministers that would apply specifically to the programs offered for Syrian students.

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II.3.4 Adult education and lifelong learning What efforts has your Government made to establish a system of continuing education on the basis of individual capacity?

In the 1st article of 2841 numbered law about "making people who are beyond primary education age, literate or giving education for them at primary education level" published in 18/06/1983 dated 18081 numbered Official Gazette, the purpose of the law is mentioned as: "to provide learning how to read and write under the supervision and control of the state or to provide education opportunity at primary school levels in accordance with targets and principles of Turkish national education to illiterate or semi-literate citizens beyond compulsory primary education age ". Roles of public and organizations have been explained as follows in the 5th article of 2841 numbered Law: "Public institutions and organizations are obliged to provide the education of illiterate staff in accordance with the following principles. These institutions and organizations: a)make appropriate and necessary staffs, tools, equipment and technical aids on the subjects included into the scope of this law by making coordination and cooperation with Ministry of

Education. b)take measures providing the learning how to read and write for staffs working within their structures and offices." Roles of private institutions and organizations have been explained in details as follows in the 6th article of the same Law: "Employers are obliged to provide the education of illiterate staffs within the following principles. a)Participation of illiterate staffs working in business to literacy courses conducted by Ministry of Education is provided by employers. In case, number of illiterate staff is 25 and above, literacy course can be conducted at workplace. In this case, teacher in sufficient quantities are provided by Ministry of Education. b)Attendance to these courses is compulsory. Person, who fail to attend the course without a justifiable reason, is deemed as absentee. c)Employers must notify national education directorates about the business and residence addresses of illiterate staffs working in their businesses within three months since the relevant Law enter into force." In the 4th subparagraph of 33rd article of Non Formal Education Institutions Regulation, it is said "In courses organized within the scope of 3/7/2005 dated and 5402 numbered Law on Probation and Assistance Centers and Protection Boards to individuals requiring literacy and special education, individuals under protection, children living or working at streets, people at rehabilitation centers and hospitals, prisoners and sentenced individuals and courses to be organized under circulating capital enterprise for keeping traditional handicrafts sunk into oblivion; number of participants is not taken into account. " According to this Article, Adult Literacy Course is opened for even an individual applied to Public Education Center Directorates. Weekly schedule of this course is planned by the teacher and participant. 5th paragraph of 33rd Article of the said regulation is as "In courses, education can be individualized taking into consideration the feature of course, request of the participant, existing facilities and similar matters."

Accordingly, individualized educational implementation, which is deemed appropriate by Counseling and Research Center, can be applied for people chronic illness of whom are reported by medical report. By organizing 1st and 2nd Stage Placement Test, if they apply; opportunity to get Literacy Certificate or 2nd Stage Achievement Certificate equivalent to primary school education is provided to people who have learnt to read and write with their own means even if one person. Education and distributed materials are completely free for citizens who continue to Adult Literacy Courses. Citizens, who get 2nd Stage Achievement Certificate, are deemed as they completed their primary school and gain right to register Distance Secondary School.

What are the concrete measures implemented to ensure equitable access to continuing education?

Adult literacy education is educational activity which continues since Alphabet Reform to today. Measures taken regarding financial assistances has been explained in the 8th Article of 2841 numbered Law as follows: "In order to courage citizens to learn reading and writing or have education at primary school level; following opportunities and facilities are provided to people, who continue literacy course or courses at primary school level, among illiteral citizens. a)During course, student id card is given to citizens participating to courses mentioned in Law in order to make them benefit from the opportunities afforded to students in compulsory primary education age. b) Priority is given on crediting to children of indigent citizens who attend and show success in courses mentioned in this Law. c)Priority is given to the children of mothers who continue literacy courses or courses at primary school level on the subject taking them to nursery or kindergartens of institutions and organizations they work. d) Priority is given to literate person rather than illiterate person during employment. e) Priority for once only is given to person, who is successful in literacy course, for cooperative or bank loans and seed and fertilization collection. f) Among people working in public institutions and

organizations, private institutions and organizations and all kinds of workplaces, paid vacation for 60 hours is given to person continuing literacy courses and paid vacation for 100 hours is given to person continuing to courses at primary school level for once only. Vacations are organized in the way not disrupting the works of business. g) By local governments or local municipalities, appropriate encouraging measures appreciated by themselves in the extent of their opportunities are taken for person attending literacy courses. Equal Access to Appropriate Learning and Life Skills "Adult Literacy and Basic Education Program" prepared for use in adult literacy activities and content and images taken part in educational materials prepared in accordance with the program don't include any discrimination (gender, religion, race, age, and disability status), violence and intolerance. Education and test facilities are provided for participants according to their disabilities subjected to medical report. In case of failure at the end of course or exam, course/test can be repeated. Principle of equality has been taken into consideration during the preparation of program and educational materials. In addition, if they request, person above age of 14 is taken to literacy course even if one person. Moreover, citizens, who attended to adult literacy course and got certificate, can register for all courses opened by Adult Education Center.

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II.3.5 Quality education Please provide information on the measures taken by your country to ensure equivalence in all educational institutions in : the standards of education in the conditions relating to the quality of the education provided (e.g. infrastructure, teacher/learner ratios,

•Pre-school and Primary Education Institutions Standards is a system which makes reporting works that will give direction to policies of National Education with views of different stakeholders by presenting the current situations at institutions under Directorate General for Basic Education. Thanks to this

teaching and learning materials) the provisions to ensure that children learn in a safe environment free from violence or harassment, including school-related gender-based violence (at, around, and on the way to school).	system, minimum standards required to take part in institutions under Directorate General for Basic Education are determined and works are carried out to increase the quality of these institutions in terms of educational environment and learning processes. Within the scope of this, physical safety situation of the school and its around is questioned within the sub-standard of Pre-school and Primary Education Institutions Standards as "A safe and appropriate physical environment is provided in school". •The quality works carried out in vocational and technical education are built on 9 standards. These standards defining management, education and learning quality in vocational and technical education consist of quality management, human resources management, learning and teaching, assessment and evaluation for certification, management of students, plants and equipment, information management, health and safety, equal opportunities. Studies are being implemented to raise awareness on matters like disability, social gender, violence in family, gender injustice, within the context of Guidance Activities implemented in schools. Within the frame of Prevention of Violence in Educational Environments and Mitigation Strategy and Action Plan, various activities are carried out for prevention of violence against women and children for students, teachers and parents. Ministry of Education (MoNE) put into practice the “Preventation of Violence Against Children Project” which was funded by European Union and carried out in coordination with Directorate General for Special Education and Guidance Services. The general aim of the Project is to contribute to the protection of children against all forms of violence such as physical, emotional, verbal and psychological, for their wellbeing, welfare and social cohesion. The specific purposes of the Project are: •Developing policies for taking legal measures to prevent and follow up violence against children •Developing a Model School consisting of "Students with Self Confidence

and Developed Life Skills" which is free from physical, emotional, verbal and psychological violence •Increasing the awareness of parents, NGO members, non-teaching staff, teaching staff and students. There are three compenents of the Project. Component 1: Capacity building for prevention and follow up of violence against children. This component focusses on the improvement of the institutional capacity of MoNE and all structures involved in fight against violence in education. It ensures policy recommendations, facilitation of a nationwide survey about perception of violence and recommendations for taking cooperative measures between relevant bodies. The component also ensures the promotion of counselling. Component 2: Developing a Model School consisting of "Students with Self Confidence and Developed Life Skills" which is free from physical, verbal and psychological violence. This component focusses on reducing violence towards children at schools by developing a model school “Life Skills for Students with Self Confidence” which is free from physical, verbal and psychological violence and piloting the model in selected pilot schools. Component 3: Preventing domestic and all other forms of violence towards children outside the schools This component focusses on increasing the awareness of parents, NGO members, non-teaching staff, teaching staff and students through organising seminars, training and conferences on preventing and reducing violence towards children. •19th Article of Ministry of Education Textbook and Educational Materials Regulation regulates the issues that need to be taken into consideration in examination and evaluation of textbooks. According to this Article, four criteria are taken into consideration in examination and evaluation of Draft textbooks as: a. Compliance of content with the Constitution and Law b. Scientific adequacy of the content c. Adequacy of the content to realize the acquisition of education and training ç. Visual design and

content design at quality supporting learning and compliance of them to development properties of students. Draft textbook is prepared taking into consideration general objectives of Turkish National Education stated in the 2nd Article of Fundamental Law of National Education numbered 1739 and Basic Principles of Turkish National Education. In draft textbooks, there won't be contradiction against Constitution, laws and other relevant legislation. Draft textbooks are prepared with an approach supporting fundamental human rights and freedoms and refusing all kinds of discrimination by considering principle of equality resolved clearly in Constitution and Fundamental Law of National Education. During processing the subjects or presenting human and events in examples, principle of social equity is taken into consideration. Elements, that will violate the rights and freedoms of individuals, are not used in content and visual images. Statements against human rights, having discrimination and prejudice qualifications are not used. Names of individuals used in draft textbooks are selected from the names used in society in a balanced manner as a matter of equality and universality principle and are not used in the way representing a specific part of the society. A reasonable balance is taken into consideration in terms of gender in examples given and characters used. Value judgments, clothing and lifestyle of the society are reflected correctly in lectures, visual elements and drawings. Expressions disparaging certain part of a society, political view or way of thinking or expressions that are able to create prejudice are not permitted. Draft textbook is prepared with an approach supporting social peace and justice in society, human rights and environment awareness." In trainings given to panelists examining and evaluating draft textbooks, how to implement each criteria is explained details and gender equality, social equality and justice, including social gender equality, all kinds of discrimination are addressed and sensitivity on

these issues are highlighted. In above-mentioned criteria and its expressions, it is clear that principle of equality including gender equality is highlighted and all kinds of discrimination are refused.It is thought that inequalities taking part in textbooks and situations involving discrimination in the past are negotiated including gender equality and/or social gender equality in evaluations and approved textbooks after 12/09/2012 dated Textbook and Educational Material Regulation.

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II.3.6 Teaching profession Please describe the conditions of teaching staff at all levels in your country.

Within the body of Council of Higher Education, "Teacher Training Commission" has been established with academicians determined by unit chiefs of MoNE and Council of Higher Education. This commission has meetings from time to time, evaluates general views and suggestions from MoNE and universities about subjects of teacher training and forwards decisions of suggestion to Board of Council of Higher Education. Secondary school students are placed to higher education institutions, which train teacher, in accordance with their own preferences and points they got as a result of a central exam carried out by Assessment Selection and Placement Center. Therefore, there isn't any discrimination in the placement of secondary school students to higher education institutions for training teachers. With the aim of directing students graduated from secondary school to higher education institutions training teacher, higher education scholarship is given to students who rank among the top five and enter to the placement separated for the field they won by MoNE. Students graduated from higher education institutions training teacher are obliged to take a Public Personnel Selection Examination in order to be a teacher. a) Students graduated from the identified fields each year (17 fields in

	2016) participate to Teaching Field Information Test and their assignments are carried out according to their provincial preferences and points calculated from the result of both two exams. b) Students graduated from the fields out of identified ones are assigned according to their provincial preferences with their points they got in Public Personnel Selection Examination. So, at the entrance of teaching profession, any discrimination cannot be made. For the salaries of the teachers, it is stated in OECD Education at a Glance Country Note(2014)that teachers in Turkey earn low salaries by international standards but are relatively well paid within Turkey. After 15 years of experience, primary school teachers earn USD 26 678 on average in Turkey, compared with the OECD average of USD 39 024. However, the salary of a primary school teacher with 15 years of experience and minimum training is 9% more than the average annual earnings oaf tertiary educated full-time, full-year worker aged 25-64; secondary teachers earn 13% more than their tertiary-educated peers.
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Please explain briefly the measures your country takes to improve the living and teaching conditions of teaching staff.	
Please explain briefly the measures your country takes regarding the training for the teaching profession.	School based professional development model has been prepared by MoNE in order to ensure general and private field competencies of teaching profession for increasing knowledge, skills, attitudes and values of teachers with continuing professional development of teachers in direction with these competencies. In Turkey, training of teachers is important. Within this scope, each year, local or central in service trainings are organized for the teachers from various branches. Number of teachers participated to local and central in service

	courses and seminars in 2015 is as follows: •40.165 participants to 291 Central Activities, •447.946 participants to 16.619 Local Activities, •Totally, 488.111 participants to 16.910 activities. •In service trainings are periodically developed each year centrally and locally. •Teachers participate several trainings in national and international projects. •They also have opportunity to improve themselves through projects conducted with universities and non-governmental organizations.
Have there been instances of discrimination as regards the training for the teaching profession in your country?	No [N]
please detail the response your Government gave to this situation.	
II.3.7 Respect for human rights and fundamental freedoms Please briefly report on national efforts made for directing education to: the full development of the human personality the strengthening of respect for human rights and fundamental freedoms.	In "Turkey's 2023 Vision Education and Human Resources Strategy Document", "national education system" is defined as "liberal, egalitarian learning and human-oriented education system which has power to innovation with flexibility of change, created its own unique self-learning technology, is free from time and place restrictions, develops creativity and imagination of the individual, in which each individuals can improve themselves at the highest level in direction with their characteristics by considering and evaluating individual differences in the 100th year of our Republic". Studies on national education system are made by taking views and suggestions of social stakeholders with Constitution, laws related to education, development plans, government programs, strategic plans, council decisions, national and international educational standards, scientific developments in the field of education, monitoring and evaluation reports as reference, in study needs, expectations and features of individual and society are taken into consideration with the requirements of age and nature of subject fields. By 12 years compulsory education, it is aimed to develop 21st century skills that may ensure competitiveness in the international area especially in literacy, math and science, to

establish a teaching structure that may provide students to explore and improve their interests and talents, to load an average education level, to cultivate individuals having characteristics defined in the information age and culture age foresight. By training programs in practice, it is aimed to add students basic values as responsibility, participation, respect, sensitivity, excellence, honesty with basic competencies as written and oral communication, innovation, analytical thinking, decision making, benefiting from new technologies, self-confidence and cooperation, to educate individuals who have developed thinking, perception and problem solving skills, absorb democratic values and national culture, have strong art and aesthetic emotions, high self-confidence and sense of responsibility, characteristics of entrepreneurship and innovation, are inclined to use and production of science and technology, have features defined in information age and culture age foresight, are equipped with basic information, values and skills required by our age, are productive and happy. Studies to develop and update education programs are continued in accordance with first paragraph(a) of 2nd Article of 652 numbered Executive Order about Organization and Functions of Ministry of National Education as “To design, implement and update educational programs preparing children to future by fitting pre-school, primary and secondary school students with knowledge and skills developing children in terms of physical, intellectual, moral, spiritual, social and cultural characteristics, required by the economic system having competitiveness in the global level and society structure which is based on human rights; to conduct and control education and training services of teachers and students in this scope”. "Citizenship and Democracy Education", which was given as compulsory and free course for 1 hour at 8th class in secondary schools, course has been removed and began to be given for two hours per week since 2015-2016 Academic Years as

a compulsory and self-contained course at 4th class in primary schools under the name of "Human Rights, Citizenship and Democracy." Schedule of the said course aims to add basic values related to human rights, citizenship and democracy besides teaching conceptual information to students. Another goal of the course is to ensure that students make this information and values as their lifestyle and culture. Thus, students will learn and demand their rights and are able to make ethical evaluation related to them. In the content of human rights, citizenship and democracy course, subjects as "anthropocentrism", "active citizenship", "peace", "reconciliation", "pluralism", "cohabitation", "diversity" and "rule of law" considering universal values are at the forefront. Course Curriculum of Human Rights, Citizenship and Democracy aims to educate individuals 1. adopting human values, 2. exploring privileges of being child in terms of right, freedom and responsibility, 3. assuming responsibility for the use of rights and responsibilities, 4.behaving equally and fairly to people in order to develop human rights and democracy, 5. taking decisions democratic and based on cooperation, 6. seeking consensus for the solution of problems about common life, 7. supporting the protection and development of rights and freedoms by complying with the rules, 8. assuming responsibility for the improvement and development of cohabitation conditions. Basic approach of the program is that human becomes human with its values. Human is an asset attributing value, generating value and seeing value. Values give life to human. Values are decisions and preferences in other words. Fairness in preferences and decisions provides being virtuous. People, as a social being, gives decisions about himself, others and whole society from time to time. Other name of the community is "us". Therefore, it is obliged to behave fair in decisions by taking into consideration "us". Establishment of justice can only be provided by delivering right to the

owner of right. Justice is behaving in accordance with the rights and law. Therefore, people should think together himself, others and society. "Human Rights, Citizenship and Democracy Corse Curriculum" has been developed in a structure which provides students to protect and not harm themselves, to protect and not harm others, to protect and not harm ones belonging us. Taking people to the center for structuring units and acquisitions, concepts as "intangibleness of life and skin", or "right to live and physical integrity" in other words, "right", "freedom", "responsibility", "justice", "equality", "peace", "reconciliation", "active citizenship", "cohabitation", respect for diversity", "rule of law" formed the general framework. Structure of the curriculum consists of six units as (1) Human Being, (2) Right, Freedom and Responsibility, (3) Justice and Equality, (4) Reconciliation, (5) Rules and (6) Cohabitation. First unit, which begins with the qualifications of human being and relation of these qualifications with rights, emphasizes children rights from the point of differences between adults and children. It gives chance to students to question themselves and their interaction with others. Three concepts as right, freedom and responsibility, which arise from human being and related with each other, create the second unit. In this unit, after determining relation between right, freedom and responsibility, it continues with acquisitions by students for internalizing them as a value; cases in which rights, freedoms and responsibilities are use, restricted and violated and effect of these to life culture are evaluated. In societies, where justice and freedoms are able to be used, justice and equality can be established. Third unit emphasizes on justice and equality by discussing results emerging in cases when rights, freedoms and responsibilities are used appropriately or not used. In cases, where rights, freedoms and equality cannot be established in an effective manner, conflict arises. In this sense; fourth unit is related for seeking reconciliation in the resolution of

disputes arising in cases where a balance between right, freedom and responsibility cannot be established in an healthy manner. In this unit, reasons and results of the disputes are addressed, it is questioned whether all conflicts require reconciliation or not, and ways of reconciliation are discussed. Certain criteria are required both for equality and justice and reconciliation. Fifth unit emphasizes on contribution to these rules, criteria which will make contribution to cohabitation culture. In this unit, where relations between rules and rights, freedoms and responsibilities are demonstrated, contributions of rules on social harmony are emphasized. Cohabitation as last unit of the program emphasizes citizenship, common ownership and sharing, relation between state as a regulatory institution and citizen with reference to cohabited space.

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II.3.8 Private education and religious and moral education Please provide brief information on the regulatory framework relating to the establishment or maintenance of private educational institutions

According to the Law numbered 5580 on Private Education Institutions, all real and legal entities apply to Ministry of National Eduation (MoNE) to start a new private education institution. Without getting licence from Ministry, the institution cannot register any students. After providing the necessities and standards defined by the Law, an institutions can get a licence. All educational activities are under the inspection of the Ministry. International private education institutions except from higher education institutions may be set up by foreign real or legal persons upon authorization of the Council of Ministers under the provision of the Law of Private Education Institutions that numbered 5580. Only foreign students can attend these international private education institutions. Minority schools which are opened and operated under the provision of the Law numbered 5580 on Private Education Institutions, are guaranteed by the Treaty of

	Lausanne, are minority pre-school, primary and secondary schools that minority students (Turkish Citizens) can attend to their religious community's schools.
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Please briefly describe the education policy framework for minimum educational standards as regards the rights of the parents/legal guardian for providing religious and moral education for their children.	In the 4th paragraph of 24th Article of 1982 Constitution: there is a statement as " Religious and moral education and instruction shall be conducted under state supervision and control. Instruction in religious culture and morals shall be one of the compulsory lessons in the curriculum of primary and secondary schools. Other religious education and instruction shall be subject to the individual's own desire, and in the case of minors, to the request of their legal representatives". Within the scope of this Article, religious instruction for 2 hours in 4th classes and secondary schools is compulsory (except minority schools). This course doesn't aim to have the upper hand on any religion within the scope of supra-denomination and religious program; even these courses are given within objective criteria for all religions and beliefs. With the implementation of 4+4+4 system by Ministry of National Education, students and parents who wish can get basic religious information, life of Hz. Muhammad and Quran.
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II.3.9 Rights of national minorities What are the rights given to national minorities to carry out their own educational activities protected?	International private education institutions except from higher education institutions may be set up by foreign real or legal persons upon authorization of the Council of Ministers under the provision of the Law of Private Education Institutions that numbered 5580. Only foreign students can attend these international private

	education institutions. According to the Law on Private Education Institutions numbered 5580, foreign students can attend to the private schools unless to not exceed thirty percent of the number of Turkish students attending that school. Article 4 of the 1739 Basic Law of National Education says that “Educational institutions are open to everyone regardless, language, race, gender, religion of disability with any discrimination. No people in education, family, group or class are given concessions”. According to the Law, no specific school can be opened in the scope of above mentioned provisions; but considering the provisions of the Lausanne Treaty with the arrangements made with the legislation, this privilege has been given to only those minority schools. With a general official letter, dated 28.06.2015, the Ministry of National Education has made a facilitation on enrollment to the minority schools. The students can be enrolled to the minority schools with a declaration of their parents and also the approval of school administration. Exemption from Transition Exam to Secondary Education (TEOG) was provided for the minority students with reciprocity principle on their demands.
As regards the educational standards in educational institutions run by minorities, please describe the legal and policy framework existing in your country.	Within the scope of raising compulsory education to 12 years including secondary school, weekly curriculum of primary and secondary education have been reorganized. "Living Languages and Dialects" course has been included in selective "Language and Lecture" course group of primary education weekly curriculum implemented gradually in 2012-2013 Academic Year. In this context, education programs directed to Kurdish, Adyghean-Abkhazian, Georgian and Laz languages and dialects have been put into practice.
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III. 1.1. The difficulties and obstacles encountered in the process of implementing the key provisions of the Convention/Recommendation	
III. 1.2 The main issues that need to be addressed for promoting further the implementation of equality of educational opportunities in your country	
III.1.3 Brief assessment of the effectiveness of the methods introduced to remove obstacles encountered	
III.2. 1 Briefly describe activities carried out to: draw the attention of the various authorities of the country to the Convention/Recommendation raise public awareness of the principles of non-discrimination and equality of educational opportunities enshrined in the Convention and the Recommendation, and their national or local dissemination, in particular to non-governmental organizations.	
File 1 - (Title)	
File 1 - (Comment)	
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III.2. 2 Please specify activities undertaken or supported by the National Commission with a view of promoting the Convention/Recommendation fostering debate on critical issues, in relation to the rights enshrined in the instruments	The work of the Turkish National Commission for UNESCO includes, inter alia, fostering close liaison between state agencies and services, professional and other associations, universities and other centres of research and education. Pertaining to the article of the Recommendation; “III. Member States should … (e) Give foreign nationals resident within their territory the same access to education as that given to their own nationals.”, Education Committee, Gender Equality Committee and MOST and Intercultural Dialogue Committee of the National Commission visited the Protection Centers in which Syrian Refugees are welcomed in Gaziantep, Turkey to observe the educational and cultural activities and prepared a detailed report. This report has been

shared with the relevant authorities, inter alia, with those in charge of the implementation of Recommendation. In addition, Education for All Goals, including “the education of the most vulnerable and disadvantaged children” is among the topics on the agenda of the National Commission. In this regard, “Workshop on Education for All Global Education Monitoring Reports” was held by the Turkish National Commission for UNESCO in order to inform the relevant authorities; including Ministries, state agencies and services, professional and other associations, universities. The sector experts for the National Commission translated overviews and the chapters related to Turkey in GMRs. These translated texts were shared on the website of the Turkish National Commission for UNESCO.