



COUNCIL OF HIGHER EDUCATION

# HIGHER EDUCATION SYSTEM IN TURKEY

January 2019

Ankara



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## INTRODUCTION

The Higher Education System constitutes an important part of the Turkish education system with more than seven million students and higher education institutions spreading across the country. This magnitude which we have is the most important guarantee for the future of our country.

Turkey is ranked first among the countries of the European Higher Education Area in terms of both the number of students in higher education and the increase in the number of students over the years. Taking into account the last four years, the number of international students, which was 48 thousand, has exceeded 140 thousand as of December 2018 as a result of the target-oriented internationalization policy.

The number of students and researchers coming to our country and going abroad has also shown a significant increase in recent years with various exchange programmes, scholarships and other opportunities. This development is an important step towards the internationalization of our higher education system.

A high success rate has been achieved in quantitative terms with regards to both access to higher education and enrollment rates. Now, the most crucial topic on our agenda is to have science gain depth in our lives by achieving growth in terms of quality to accompany our numerical growth.

This booklet has been prepared in order to introduce our institution, the Council of Higher Education (CoHE), and the general aspects of higher education in our country to our stakeholders and interlocutors. This booklet includes the statistical data, structure, and features of the higher education system in Turkey.

We hope that this booklet will provide you with a general overview regarding the higher education system of Turkey and our institution.

Prof. Dr. M. A. Yekta SARAÇ  
President of the Council of Higher Education

## A BRIEF HISTORY OF HIGHER EDUCATION IN TURKEY

The historical roots of our country's higher education date back to the establishment of the most significant educational institutions of the period called "Sahn-ı Seman" founded by Mehmed the Conqueror. The higher education institutions that can be associated with the concept of university in the contemporary meaning commenced their studies in the eighteenth century. As it is well known, universities have assumed important functions such as meeting the education, research and human resource requirements of states in the last two centuries.

In this context, Mühendishâne-İ Bahri-i Hümâyûn (Imperial School of Military Engineering), the first higher education institution, was established in 1795. Today, this institution is considered as the predecessor of İstanbul Technical University (ITU). Higher education institutions opened until the Tanzimat were arranged to generate the skills needed mostly for military in a way that reflects the nature of the early period of Ottoman modernization.



İstanbul Darülfünunu (Now İstanbul University, Beyazıt Campus)



**Library of Rare Works, İstanbul University**

Prior to the proclamation of the Tanzimat, the agenda of building a new and civilian bureaucracy also made higher education mandatory. Higher education has gained significance for the imperial administrators who wanted centralization and modernization.

New schools were established in the following years such as Tıphane-i Âmire (Imperial Medical School-1827), Mekteb-i Tıbbiye-i Şâhâne (Imperial Medical School-1839), Mekteb-i Mülkiye (Civil Service School-1859), Mekteb-i Tıbbiye-i Mülkiye (Civil Medical School-1867), and Mekteb-i Hukuk-u Şâhâne (Law School-1880). The first civilian higher education institutions were also among these schools. These schools continued to maintain their existence by changing names and places.

Apart from the above-mentioned educational institutions, the idea of establishing a university (Darülfünun) had come into question since the second half of the nineteenth century. Ali Pasha, Fuad Pasha and Cevdet Pasha established a science academy called “Ercümen-i Daniş” in 1851 in order to form the basis of the universities. Thus, preparations for darülfünun began. The name “Darülfünun” was first mentioned in the 1869 statute on General Education (Maarif Nizamnamesi) during the period Saffet Pasha was the Minister of Education. Darülfünun-ı Osmani, which was established in 1870, was not long-lasting due to the conventions of the time, and was closed in 1871. In 1874, Darülfünun-ı Sultani was opened with the attempts of Saffet Pasha. This school consisted of five departments which were Theology, Medicine, Roads and Bridges (Turuk and Maabir), Law and Literature, as their counterparts in Europe. During the period of Abdul Hamid II, four-year schools and vocational schools continued to be opened according to the needs

of the period. These schools started to spread to other parts of the Empire in the 1890s. Meanwhile, works towards the establishment of “darülfünun” continued through various stages until the 1890s.



Faculty of Languages, History and Geography, Ankara University

“Darülfünun-i Şâhâne” permanently began education only after the suggestions of Grand Vizier Sait Pasha in 1900. Three branches including Ulum-i Ali-i Diniye (Faculty of Religion), Ulum-i Riyaziye (Faculty of Mathematics) and Ulum-i Tabiiye (Faculty of Physical Sciences) were established. As law and medical schools were opened before, they were not included in Darülfünun. The institution which began education in the building of Mekteb-i Mülkiye in Cağaloğlu took the name Darülfünun-ı Osmani in 1909.

After the declaration of the Second Constitutional Monarchy, the issue of higher education has become increasingly important. Maarif Nazırı (Minister of Education) Emrullah Efendi argued that the reforms and regulations in education should begin in the level of higher education, not in the level of primary education. The overall situation in the Constitutional Era also affected higher education. In 1909, Mühendis Mekteb-i Âlîsi (Engineering School) became a part of Hendese-i Mülkiye Nafia Nezareti. The education programme of Darülfünun was renewed and history, literature and philosophy courses were



added to the curriculum. Emrullah Efendi reorganized Darülfünun with a regulation in 1912. Schools of Medicine and Law in the provinces also became affiliated with Darülfünun, while the university was divided into five branches. However, the institution had its best years during the period of the Balkan Wars (1912-1913). During the First World War, 19 German professors and one Hungarian professor were included in Darülfünun with a reform in 1915. Again, the courses and conferences began to held for women in the conference room of Darülfünun during the war in 1914 and subsequently İnas Darülfünunu was established for women. In 1919, “scientific autonomy” was granted to the university.

During the Republican Period, the authorities striving for the modernization of education gave the building of Ministry of War, one of the most important public buildings in İstanbul, to Darülfünun in 1924. In the same year, they separated the budget of Darülfünun from the budget of the Maarif Vekaleti (Ministry of Education) with the Law No. 493. Thus, the university had its own budget and legal personality. In addition, in 1924, Zonguldak Maden Mühendis Mekteb-i Ali (Zonguldak School of Mining Engineering) was opened as the first higher education institution after the proclamation of the Republic. In 1927, the Council of Ministers decided to abolish the regulation allowing the enrollment of students without high school degrees in higher education institutions in order to improve the quality of education.



**Zeynep Hanım Mansion, İstanbul** (In 1909, the mansion was assigned to Darülfünun-ı Osmaniye, which was the first European style higher education institution in the Ottoman Empire)

The School of Law, which was established in Ankara in 1925, was extremely important in terms of the modernization of the legal system as well as in terms

of higher education. Then, the Higher Institute of Agriculture (1933), Faculty of Language, History and Geography (1935), and Political Science (Mülkiye-1936) were established in Ankara. The debates on the reform of Darülfünun came to the forefront in İstanbul during this period. Professor Albert Malche, who was invited from Switzerland, prepared a report containing the actions to be taken about the issue. As a result of the study, Darülfünun was closed by Law No. 2252 dated May 31, 1933, and the Ministry of Education was entrusted with the duty of forming İstanbul University in İstanbul on August 1, 1933.

During the Second World War, there was a higher education system consisting of scattered faculties attached to the Ministry of Education in Ankara and the faculties gathered under the roof of a university in İstanbul. After the war, the university acquired “autonomy and legal personality” by University Law No. 4936 adopted in June 13, 1946. In 1946, there were three universities in Turkey: İstanbul University (1933), İstanbul Technical University (1944), and Ankara University (1946).

As a result of the developments in the education system and social demands, four new universities were established in different regions of Turkey between 1955 and 1957. Ege University (İzmir) and Karadeniz Technical University (Trabzon) were opened in 1955 and Atatürk University (Erzurum) was opened in 1957. The establishment of Middle East Technical University (METU-Ankara) in 1956 was enacted by Law No. 7334. Other universities were also established in the following years;

1967- Hacettepe University (Ankara)

1971- Boğaziçi University (İstanbul)

1973- Dicle University (Diyarbakır)

1975- İnönü University (Malatya)

1982- Anadolu University (Eskişehir), Akdeniz University (Antalya), Dokuz Eylül University (İzmir), Trakya University (Edirne), Yüzüncü Yıl University (Van), Gazi University (Ankara) and Marmara University (İstanbul).

In the 1970s, as the social demands brought up the opening of new universities in Anatolia, the number of universities in Turkey rose to 18.

A new period began with the establishment of the Council of Higher Education on November 6, 1981. As it has become easier to access higher education, the number of institutions has also increased rapidly. With the legislative changes carried out during this period, Bilkent University, the first foundation university in Turkey, was established in 1984.

The number of state universities which was 53 in 2003 has reached 129 in

2018. There are also 72 non-profit foundation universities and 5 vocational schools in Turkey.

Along with the rest of the world, the transformation in the Turkish higher education system began in the 2000s and the higher education area has expanded consistently. The number of students from different socio-economic backgrounds has increased along with the number of foundation universities. Today, the dynamics of the information society and economy dominate the universities in our country. Taking into consideration the facts of Turkey, we strive to educate the work force with universal quality standards and requirements. We are also working intensively to increase quality and quality assurance standards.

The main focus of the CoHE is to improve the quality of education and develop social and economic relations through higher education.

## EDUCATION

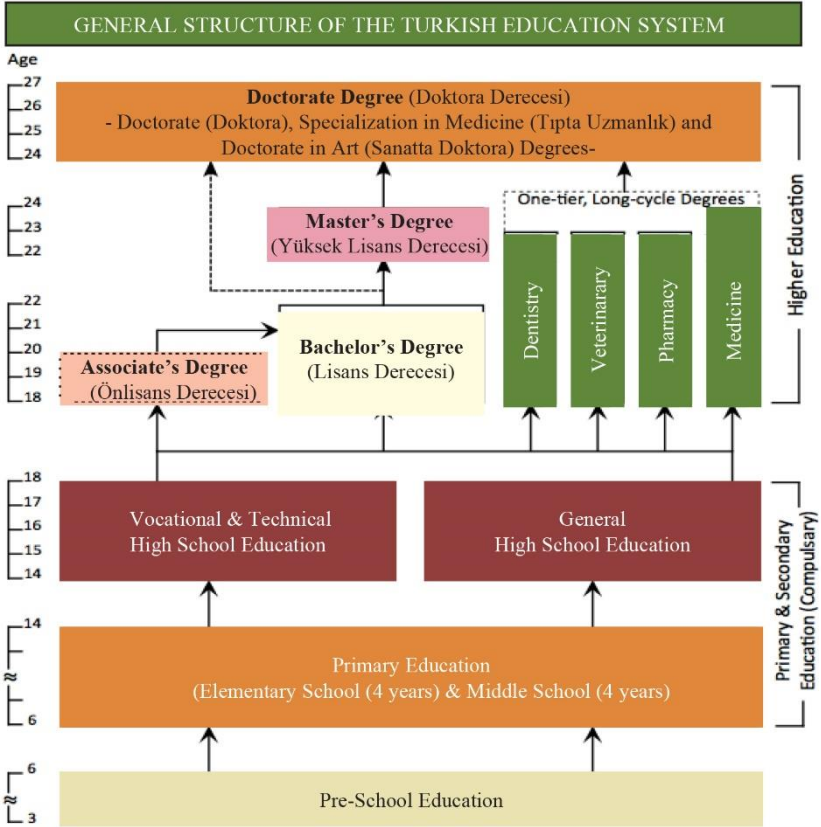
The Council of Higher Education (CoHE) was established by Law No. 2547 dated November 6, 1981. This law commenced the restructuring process of academic, institutional and administrative aspects in higher education.

It allowed all higher education institutions in Turkey to be gathered under the roof of CoHE. Academies and educational institutions were transformed into universities and educational faculties, respectively, and conservatories and vocational schools were affiliated to universities.

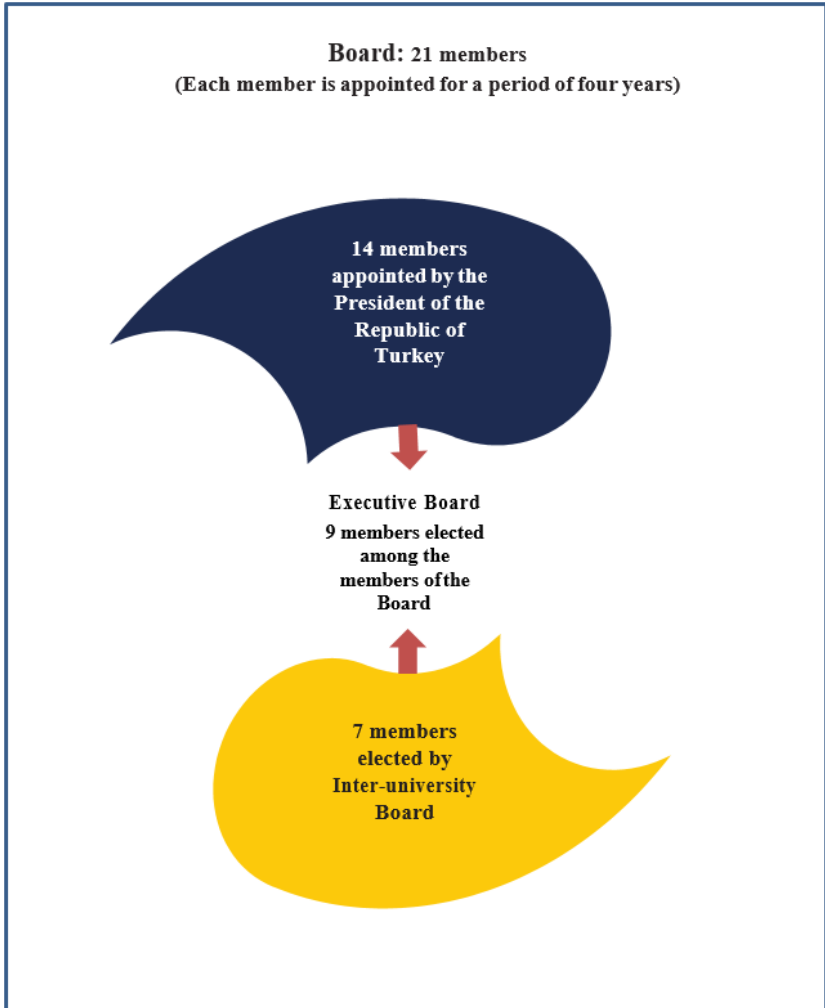
CoHE became responsible for all higher education institutions as an institution that has autonomy and public identity within the framework of powers and duties given to it with the Article 130 and 131 in Constitution and the said provisions of Law. CoHE is responsible for the strategic planning, coordination, supervision and monitoring of higher education as well as establishing and maintaining quality assurance mechanisms in Turkey.



# THE GENERAL STRUCTURE OF THE TURKISH EDUCATION SYSTEM



## STRUCTURE OF THE COUNCIL OF HIGHER EDUCATION



## TYPES OF HIGHER EDUCATION INSTITUTIONS

## AND ACADEMIC UNITS

**Faculty (College):** A division conducting higher education, scholarly research and publication. Various departments and programmes may be connected to it. Students earn a Bachelor's degree at the end of an educational programme that lasts for at least four years.

**Graduate School:** An institution in universities concerned with graduate education, scholarly research and applications. Graduate schools award MA, MSc or PhD degrees.

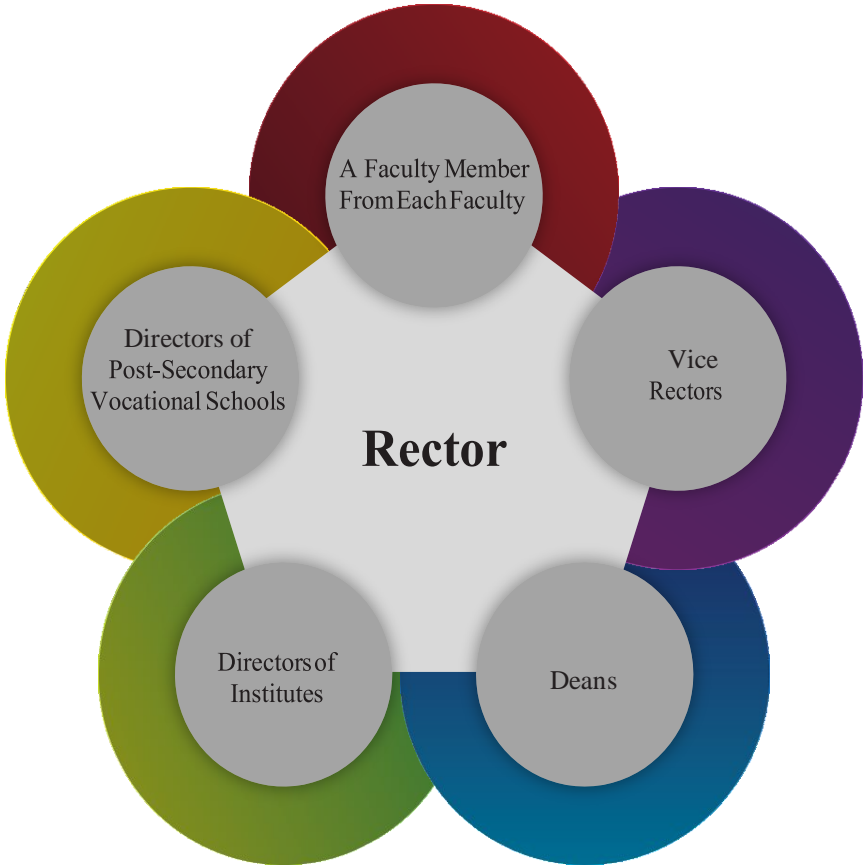
**4-year School:** An institution of higher education which is mainly concerned with providing instruction for a specific profession. It lasts for eight semesters.

**Conservatory:** An institution of higher education in which artists are trained for music and the performing arts. It lasts for eight semesters.

**Post-Secondary Vocational School:** An institution of higher education that is aimed at training human capacity in specific professions and provides instruction lasting four semesters.

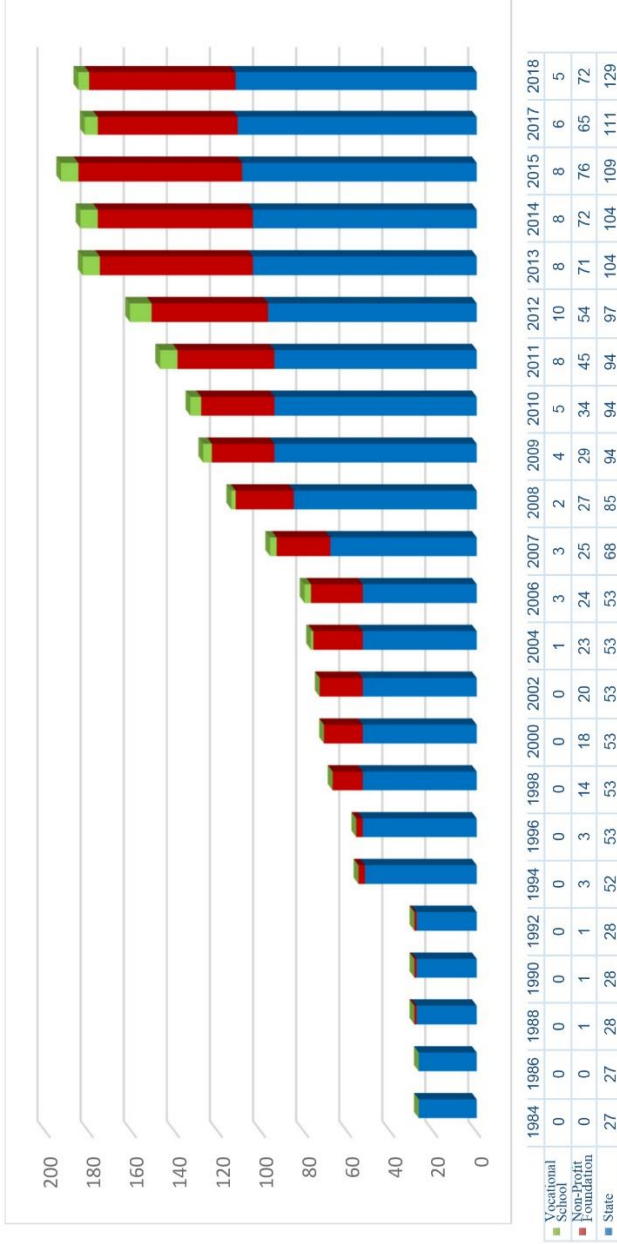
**Research and Application Center:** An institution of higher education carrying out research and applied studies to meet the applied study needs of various areas and to provide preparatory and support activities for various professional areas, with the aim of supporting education in institutions of higher education.

## THE STRUCTURE OF A UNIVERSITY SENATE

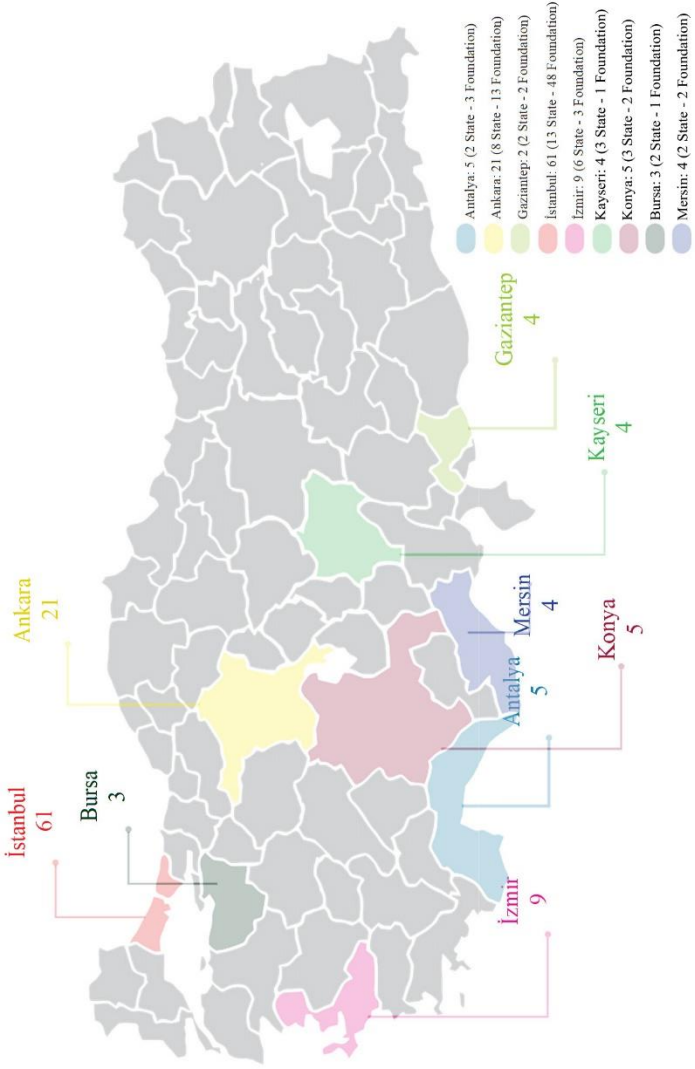




## NUMBERS OF HIGHER EDUCATION INSTITUTIONS BY YEARS



## PROVINCES WITH THE MOST UNIVERSITIES (2018)



## ACADEMIC STAFF IN UNIVERSITIES

**1. Faculty Members with PhD:** Teaches courses and supervises students in both undergraduate and graduate programmes.

Professor: The highest academic title.

Associate Professor: Has successfully fulfilled the requirements of the Inter-university Council.

Faculty Member PhD. : Has successfully completed doctoral studies.

### 2. Teaching Staff:

Teaches various courses and supervises students in undergraduate programmes.

**3. Research Assistants:** Research assistants are supporters of principal researchers that assist with conducting research projects in any field by performing various duties related to a study.

## QUALITY ASSURANCE IN HIGHER EDUCATION

In Turkey, quality assurance in higher education was focused mainly after the participation of Turkey in Bologna Process in 2001. However, efforts and activities related to Bologna reforms gained momentum particularly after 2005. Amongst these were the reform activities to set up a national system of QA, with a structure and function comparable to its transnational counterparts. The National Bologna Experts Team, first set up in 2004, had a very important role regarding the proliferation and implementation of the process in Turkey. Six project phases have been finalised so far in coordination with the Council of Higher Education (CoHE) and the Turkish National Agency (NA). The Bologna team contributed to each project phase by researches, seminars/workshops/conferences/site-visits to introduce workload-based credit system (ECTS) together with courses and programme learning outcomes (LOs), to create awareness on QA procedures with particular focus on internal QA, and to determine higher education qualifications (TQF-HE).

CoHE has conducting a project which was accepted by the European Commission under Erasmus+ Programme between 2016 and 2018 called “Implementation and Sustainability of EHEA Reforms in Turkish Higher Education System” and it is abbreviated as “TURQUAS”. The main target groups of the project are HEIs (faculty members, students and administrative personnel), employers, related departments of CoHE, and accreditation agencies. Other potential beneficiaries are the Ministry of National Education, Vocational Qualifications Authority (VQA) and Turkish National Agency. The detailed information about the project can be found on the following website: <http://www.yok.gov.tr/web/turquas>.

On the other hand, since 2009, the number of Turkish universities having received the European Credit Transfer System Label (ECTS Label) is 31 which is the highest within EHEA countries, while that of the ones, having received the Diploma Supplement Label (DS Label) is 73.

In Turkey, Turkish Qualifications Framework in Higher Education (TQF-HE) was founded with the decision of CoHE in 2006. It was organized and conducted at the national level by a Commission and Working Groups under the coordination of CoHE. Inclusion of the higher education qualifications in TQF-HE through appropriate quality assurance procedures were initiated in 2014, coordinated under VQA and still in progress.

The quality assurance system in higher education institutions in Turkey was first based on the “*Regulation on Academic Evaluation and Quality Improvement in Higher Education Institutions*” in 2005. Within the responsibilities set forth by the regulations, an independent Commission for Academic Assessment and Quality Improvement in Higher Education called

YODEK was established. It comprises of ten members including nine representatives of the universities selected by the Inter-university Council and one student representative appointed by the Turkish Student Council.

By a new regulation which was named “The Regulation of Quality Assurance in Higher Education” and published on the Official Gazette dated 23/07/2015, YODEK was repealed and the Higher Education Quality Board (HEQB) was established within the CoHE. The aim of the regulation is to enact the essentials related to the authorization processes of internal-external quality assurance, accreditation processes and independent external evaluation institutions for education-training and research activities as well as administrative services of higher education institutions, and the duties, authority and responsibilities defined within this context. The Higher Education Quality Board established under the “Regulation on Higher Education Quality Assurance” has been rearranged according to the provisions added to the Law on Higher Education. With the legislation implemented in July 2017, the Higher Education Quality Board became a public institution with administrative and financial autonomy, and was renamed as Higher Education Quality Council (HEQC).

The main responsibilities of the Board are external evaluation of higher education institutions, assessment of applications of quality assurance agencies for registering and proposing the assessment results to CoHE General Assembly, and dissemination of quality assurance culture in the Turkish higher education system.

Within the scope of the “Regulation on Higher Education Quality Assurance”, each higher education institution has to be inspected by HEQC for an institutional external evaluation at least once in every five years by HEQC. In 2016, 20 higher education institutions (13 state universities, 6 foundation universities and one vocational school of HEI) were evaluated in this scope. 50 higher education institutions were evaluated in 2017.

In recent years, ten institutions have received registration certificates for quality evaluation by the decision of HEQC. These institutions are as follows: MÜDEK (Mühendislik Eğitim Programları Değerlendirme ve Akreditasyon Derneği - Association for Evaluation and Accreditation of Engineering Programmes), FEDEK (Fen, Edebiyat, Fen-Edebiyat, Dil ve Tarih Coğrafya Fakülteleri Akreditasyon Derneği - Science, Literature, Faculty of Science and Letters, Faculty of Languages, History and Geography Curriculum Programmes Assessment and Accreditation Association), VEDEK (Veteriner Hekimliği Eğitim Kurumları ve Programları Değerlendirme ve Akreditasyon Derneği - Association for Evaluation and Accreditation of Educational Institutions and Programmes of Veterinary Medicine), TEPDAD (Tıp Eğitimi Programlarını Değerlendirme ve Akreditasyon Derneği - Association for Evaluation and Accreditation of Medical Education Programmes), MİAK

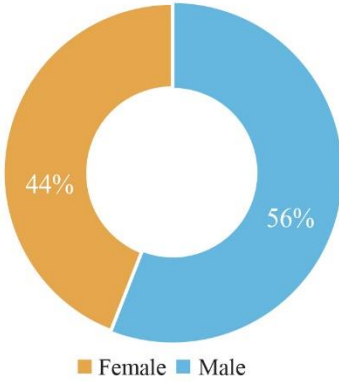
(Mimarlık Akreditasyon Kurulu - Architectural Accrediting Board), HEPDAK (Hemşirelik Eğitim Programları ve Akreditasyon Derneği - Association for Evaluation and Accreditation of Nursing Education Programmes, İLEDAK (İletişim Eğitimi Değerlendirme Akreditasyon Kurulu - Association for Evaluation and Accreditation of Communication Programmes) , SABAK (Sağlık Bilimleri Eğitim Programları Değerlendirme ve Akreditasyon Derneği - Association for Evaluation and Accreditation of Health Sciences Programmes) , TURAK (Turizm Eğitimi Değerlendirme ve Akreditasyon Kurulu - Association for Evaluation and Accreditation of Tourism Education), EPDAD (Eğitim Fakülteleri Eğitim Programlarını Değerlendirme ve Akreditasyon Derneği - Association for Evaluation and Accreditation of Education Faculty).

The HEQB handles seminars, workshops, and meetings with stakeholders and releases publications about external evaluation and self-evaluation of higher education institutions to disseminate quality assurance culture. The meetings with the quality assurance representatives of higher education institutions, the meetings with the heads of accreditation agencies and the workshops for the training of institutional external evaluators are some of activities carried out by the HEQB.

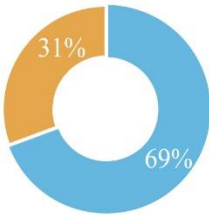
In 2016, the HEQC presented the remarks about the accredited undergraduate programmes in Turkish higher education institutions to be included in ÖSYS Guide for Higher Education Programmes and Quotas. In ÖSYS Guide for Higher Education Programmes and Quotas 2018, the number of undergraduate programmes accredited by national accreditation agencies in the ÖSYS Guide was 421; while the number of programmes accredited by international accreditation agencies was 108.

## TOTAL NUMBER OF ACADEMIC STAFF

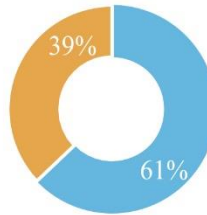
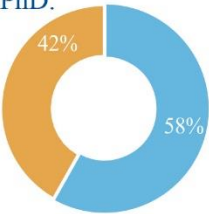
(2017-2018)

**In Total****158.098****Male****87.863****Female****70.235**

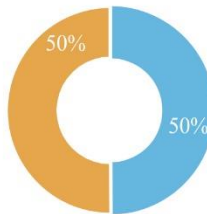
Professor

**In Total****24.640****Male****16.944****Female****7.696**

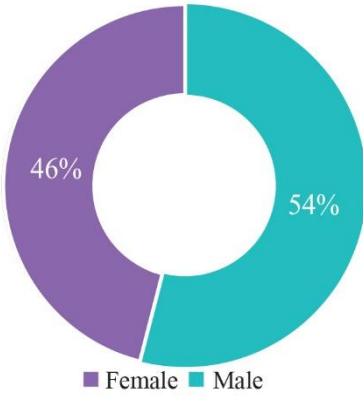
Associate Professor

**In Total****14.456****Male****8.845****Female****5.611**Faculty Member,  
PhD.**In Total****37.520****Male****21.588****Female****15.932**

Others

**In Total****81.482****Male****40.486****Female****40.996****TOTAL NUMBER OF STUDENTS IN HIGHER**

## EDUCATION (2017-2018)



### **In Total**

7.560.371

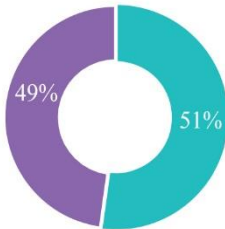
### **Male**

4.047.302

### **Female**

3.513.069

### Associate's Degree



### **In Total**

2.768.757

### **Male**

1.424.366

### **Female**

1.344.391

### Bachelor's Degree



### **In Total**

4.241.841

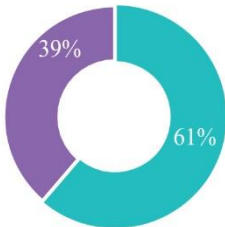
### **Male**

2.292.542

### **Female**

1.949.299

### Master's Degree



### **In Total**

454.673

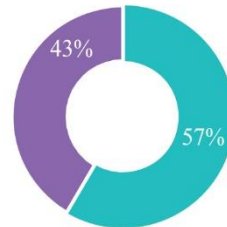
### **Male**

275.781

### **Female**

178.892

### Doctoral Degree



### **In Total**

95.100

### **Male**

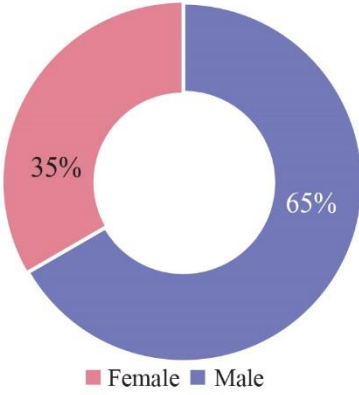
54.613

### **Female**

40.487

## TOTAL NUMBER OF INTERNATIONAL STUDENTS (2017-2018)





**In Total**

125.138

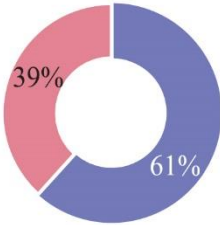
**Male**

81.783

**Female**

43.355

**Associate's Degree**



**In Total**

8.600

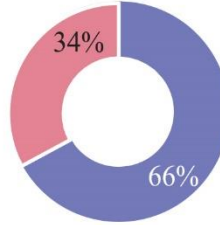
**Male**

5.212

**Female**

3.388

**Bachelor's Degree**



**In Total**

89.381

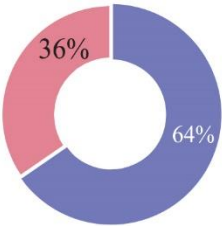
**Male**

58.753

**Female**

30.628

**Master's Degree**



**In Total**

19.127

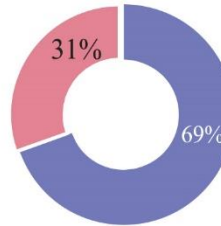
**Male**

12.307

**Female**

6.820

**Doctoral Degree**



**In Total**

8.030

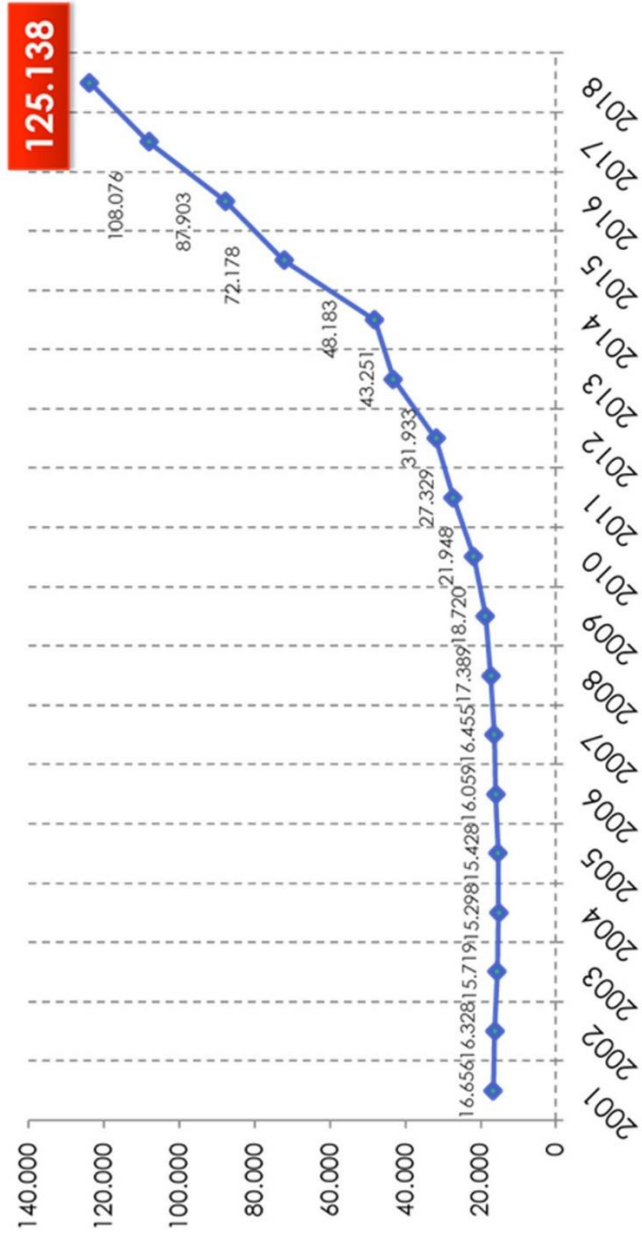
**Male**

5.511

**Female**

2.519

## TOTAL NUMBER OF INTERNATIONAL STUDENTS STUDYING IN TURKEY (2001-2018)



## NUMBER OF INTERNATIONAL STUDENTS BY COUNTRY (2017/2018)



**Syria**  
**20.701**



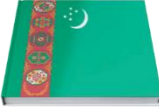
**Iraq**  
**5.187**



**Azerbaijan**  
**17.088**



**Germany**  
**4.012**



**Turkmenistan**  
**12.247**



**Greece**  
**2.546**



**Iran**  
**6.418**



**Bulgaria**  
**2.510**



**Afghanistan**  
**5.826**



**Somali**  
**2.310**

## MOST POPULAR CITIES AMONG INTERNATIONAL STUDENTS (2017/2018)



## STUDY IN TURKEY

“Study in Turkey” is a brand website developed by the CoHE to inform international students about the higher education system in Turkey. On this website (<http://www.studyinturkey.gov.tr/>) students can use the search engine to find the most suitable universities for them by choosing the language, type, city and area of study. It not only includes general information on the Turkish education system, but also scholarships, experiences of international students, living conditions, culture and the like. The website is currently available in Turkish, English and Arabic.



## ENROLLMENT OF INTERNATIONAL STUDENTS IN TURKISH UNIVERSITIES

- Universities determine their own criteria.
- National and international exams, secondary education degree, grade point average and the exams prepared by the universities.
- Minimum and maximum amounts of tuition fees of state universities are decided by the Council of Ministers annually.
- Then, universities determine their tuition fees for each faculty, programme and institute.
- In foundation universities, tuition fees are determined by their authorized councils.

## MEMORANDUM OF UNDERSTANDING (MoU) SIGNED COUNTRIES

Owing to the fact that education is a crucial tool for building a global community, cooperation among countries can help foster integration, share knowledge and best practices and also solve problems. In order to achieve our internationalisation strategy, we do not only focus on improving current relations with our partners but also establish a bond with new players.

These MoU protocols aim to establish the institutional framework for Parties to organize academic and scientific exchanges between the higher education institutions of both countries by conducting various areas of cooperation. Right after the protocols are ratified, CoHE and its counterparts set up a joint monitoring procedure to assure a sustainable and persistent partnership.

The list of the countries CoHE has signed protocols are as follows (in alphabetical order, from 11.11.2014);

Albania	Kosovo
Azerbaijan	Macedonia
Bahrain	Malaysia
Bangladesh	Niger
Belarus	Uzbekistan
Algeria	Pakistan
Djibouti	Rwanda
Chad	Somali
Morocco	Sudan
Gambia	Taiwan
South Sudan	Tunisia
Iraq	Uganda
Iran	Ukraine
Qatar	Zambia
Korea	

## RECOGNITION AND EQUIVALENCE

On the basis of Article 7 of the Higher Education Law dated 4/11/1981 and numbered 2547 and in line with the Lisbon Convention, the Regulations for Recognition and Equivalence of Foreign Higher Education Diplomas was reviewed and the new version of the Regulation came into force on December 05, 2017. Since then, the new regulation with relevant changes has been applied in the procedure of recognition and equivalence assessments of foreign higher education diplomas in Turkey. Those who are issued associate (short cycle), bachelor (first cycle) and master's degrees (second cycle) diplomas by the higher education institutions abroad must apply to the CoHE/ENIC-NARIC Office which is under the Department of Recognition and Equivalence Services (DRES) if they wish to get equivalence certificates (<http://www.yok.gov.tr/web/tanima-ve-denklik>). The recognition and equivalence process is shown in Appendix 1.

Foreign nationals who will apply for a master's degree or Ph.D. degree do not need to apply for equivalence except for the fields of health care. Those concerned can apply for a postgraduate programme by obtaining the HEI Recognition Letter from the CoHE.

Recognition and equivalence application processes for those from countries where there is war, invasion or annexation are shown in Appendix 2.

Those who have received the degree of professorship, associate professorship and doctorate have to apply to the Inter-university Council to get equivalence for these degrees (<http://www.uak.gov.tr/>).

## JOINT EDUCATION AND TRAINING PROGRAMMES

As the Council of Higher Education, internationalisation is one the core features of our strategic plan. We believe that internationalisation in higher education is an investment for the future and requires a sustainable commitment to the students, academic staff and institutional partners. Therefore, our purpose is to develop and enhance joint education and training programmes between higher education institutions from all over the world. Joint education and training programmes can be established in all levels (associate, undergraduate and graduate) by signing a protocol between the Parties. As CoHE, we highly encourage our universities to embrace and learn from cultural diversity and embed cross-institutional internationalisation.

The first initiative taken by CoHE was the “Regulation on Joint Education and Training Programmes between Turkish and International Higher Education Institutions” dated December 28, 2006. Depending on this Regulation, 226 joint education and training programmes have been approved by the Executive Board of CoHE.

Regarding the increasing number of new universities and current circumstances, a new approach for joint programmes was needed. Therefore, a new “Regulation on Joint Education and Training Programmes Between Higher Education Institutions and International Higher Education Institutions” was enacted on October 6, 2016. The Regulation was amended in consultation with our universities where they expressed their opinions and suggestions in both written and oral form. Now, a faster and practical procedure is offered for universities to receive their approved protocols from CoHE. Transfer between current programmes, multiple instruction languages and various diploma samples are the leading improvements carried out with this Regulation.



## ERASMUS+ PROGRAMME



Erasmus Students Mobility  
Incoming and Outgoing Students

2004 2017

Incoming  
1,142

Outgoing  
299

Outgoing  
17,902

Incoming  
2,785

Academic Year	Outgoing Students	Incoming Students	Total
2004	1,142	299	1,441
2005	2,852	828	3,680
2006	4,438	1,321	5,759
2007	7,119	1,982	9,101
2008	7,794	2,658	10,452
2009	8,758	3,336	12,094
2010	10,095	4,288	14,383
2011	11,826	5,651	17,477
2012	14,412	6,145	20,557
2013	15,084	7,403	22,487
2014	14,710	7,948	22,658
2015	16,215	7,438	23,653
2016	15,827	3,379	19,206
2017	17,902	2,785	20,687
<b>Grand Total</b>	<b>149,223</b>	<b>55,667</b>	<b>204,890</b>

## NEW INITIATIVES AND SUPPORT PROGRAMMES

## **A. International Support Programmes**

### **1) Mevlana Exchange Programme**

Mevlana Exchange Programme presents an opportunity both for international and Turkish university students to study abroad. The aim of the programme is to enable the exchange of students and academic staff between the Turkish higher education institutions and higher education institutions of the other countries. Without making any geographical discrimination, the Programme is open to all higher education institutions around the world.

The Programme is carried out in accordance with the Mevlana Exchange Programme Protocol signed between Turkish and international higher education institutions. 2000 protocols have been signed since 2013.

Students may study abroad for one (minimum) or two (maximum) semesters and the academic staff may give lectures abroad from two weeks up to three months.

### **2) Project-Based International Exchange Programme**

“Project-Based International Exchange Programme” is another powerful step CoHE has taken towards the internationalisation of higher education. Higher education institutions develop mutual projects on the fields approved by the Executive Board of CoHE. Selected projects are carried out through the exchange of students/academic staff.

This Programme will support and promote cooperation between higher education institutions. There have been 66 ongoing projects between 36 Turkish state universities and 28 international higher education institutions since 2016.

### **3) Pak-Türk Grant Programme for Researcher Mobility**

Pak-Turk Grant Programme for Researcher Mobility 2017 is a Turkish and Pakistani cooperation initiative that contributes to the internationalization of higher education. The objective of the programme is to develop new scientific and technological cooperation between the Turkish and Pakistani higher education institutions by supporting the mobility of graduate students and academic staff. In this respect, the Council of Higher Education has approved 11 projects from nine Turkish state universities for financial support for mobility.

### ***Who Can Benefit the Exchange Programme?***

Associate Degree, B.A, M.A and PhD level students in Turkish higher education institutions (on the condition that the higher education institution has a bilateral Mevlana Exchange Protocol) may benefit from the Mevlana Exchange Programme.

Academic staff working in Turkish or international higher education institutions, with bilateral Mevlana Exchange Protocol, may benefit from Mevlana Exchange Programme.

### **Frequently Asked Questions on the Exchange Programmes**

*Do students have to pay any tuition fees when they participate in the Exchange Programmes?*

Students do not pay any tuition fees to the host institutions during the programme, but they continue to pay the obligatory tuition fees to their home institutions. They do not pay any extra fees to the host institutions within the scope of the exchange programme.

*Do the students participating in the programme repeat the courses/semesters taken at the host institution?*

As the course(s) to be taken in the host institution are officially agreed to be counted in advance in line with the Learning Protocol, the students do not repeat any courses/semesters when they return.

*What would be the status of the existing scholarships during the Exchange Programmes?*

Exchange Programme students continue to take their existing scholarships and grants in their home countries and they have to complete their registration in their home institutions. They pay tuition fees to their home institution if they are obliged to and they do not need to pay any other tuition fee to the host institution.

The scholarship amount for the incoming and outgoing exchange students and academic staff may differ according to the life standards of the country of the host institution.

#### **4) CoHE Scholarship for International Students**

The scholarship programme has been designed for the B.A., M.A. and PhD. level international students from the countries that have signed a protocol and/or Memorandum of Understanding with the Council of Higher Education. The international students, who were placed in Turkish programmes and who could not certify the proficiency in the Turkish language are offered language preparation for one year. The monthly stipend is 800 TL for undergraduates and 1.400 TL for postgraduates<sup>1</sup>. Since 2016, 132 students from seven different countries have been receiving YÖK Scholarship.

Currently, CoHE has been working on new partnership opportunities with other countries to add more international students to the programme.

### **5) Integration of Syrian Students into Turkish Higher Education System – International Cooperation**

In March 2017, CoHE organized an international conference with the participation of key actors of Syrian response plan, high level officials as well as university rectors and Syrian students at Mustafa Kemal University, Hatay. The participants discussed the challenges and opportunities and came up with some resolutions for the future of Syrians in higher education. An MoU between CoHE and Dutch NGO SPARK was signed at the same conference. In accordance with the MoU, CoHE collaborated with SPARK for the selection and placement of 249 B.A. level Syrian scholarship students in Turkish universities for the 2017-2018 academic year. In another agreement with the Qatar-based NGO Al-Fakhoora and SPARK, CoHE selected 104 eligible Syrian TVET students for the scholarship for the same academic year.

In line with the partnership agreement with SPARK and Education Above All/AI – Fakhoora signed on November 15, 2017, CoHE will carry out the placement of 3,070 Syrian refugee students and Palestinian students in B.A. and Associate level programmes in Turkish universities until May 2021.

## **Statistics**

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<sup>1</sup> As of January 2018

### Mevlana Exchange Programme

Term	Incoming Students	Outgoing Students	Incoming Academic Staff	Outgoing Academic Staff
2013-2014	319	126	128	320
2014-2015	645	269	410	777
2015-2016	554	269	142	-
2016-2017	243	367	156	-
2017-2018*	588	759	154	-

### Project-Based International Exchange Programme

Term	Incoming Students	Outgoing Students	Incoming Academic Staff	Outgoing Academic Staff
2016-2017*	30	42	49	55
2017-2018*	42	68	65	95

### Pak-Türk Grant for Researcher Mobility Programme

Term	Incoming Students	Outgoing Students	Incoming Academic Staff	Outgoing Academic Staff
2017-2018*	16	10	15	22

\* Numbers are not definite yet.

The Programme costs of both incoming and outgoing scholars are covered by the Council of Higher Education. More information on Mevlana Exchange Programme is available at <https://www.yok.gov.tr/web/mevlana>.

Top 10 Countries Participating in the Exchange Programme: USA, South Korea, Malaysia, Bosnia and Herzegovina, Russia, Jordan, Pakistan, Kyrgyzstan, Azerbaijan, Kazakhstan.

## B. Domestic Support Programmes

## 1) 100/2000 CoHE Doctoral Scholarship

"100/2000 CoHE Doctoral Scholarship Project" was designed as a long term project with a participatory approach to increase the number of PhD-level human resource in the prioritized fields. In this respect, CoHE announced a call for application to universities, offering scholarships to students in 100 thematic fields in the areas of "Fundamental Sciences and Engineering", "Health", "Social Sciences" and "Architecture and Design".

The aim of the project is to create a competitive environment based on the fields of specialization in state universities, to produce knowledge in priority fields and to promote universities within the scope of this project.

The first call for 100/2000 CoHE Doctoral Scholarship was in the spring term of the 2016-2017 academic year and there has been two calls since then. A total number of 1,250 students have received the scholarship so far and the programme increasingly attracts more students and universities. The third call for the scholarship began on the 8th of December 2017 for the 2017-2018 spring term and the number of applications has almost doubled the first call.

Who can apply?

- Turkish citizens
- Graduate students
- PhD. Students in Pre-dissertation phase.

Full time working students (excluding the public service officers and academic staff) will be able to apply for the third call of the scholarship programme.

100/2000 CoHE Doctoral Scholarship supports students for four years. Starting from March 2018, the monthly stipend will be 2,000TL for the scholarship holders<sup>2</sup>.

## 2) CoHE Support Scholarship

The Council of Higher Education offers scholarships to students in prioritized areas determined in the strategic plan of Turkey's socio-economic development and welfare. In this regard, students studying in Fundamental Sciences, Agriculture, Forestry, Fisheries, Mining and Earth Sciences have been receiving financial support from CoHE. Since 2016, there has been 1,039 CoHE Support Scholarship holders from 84 different state higher education institutions receiving 700 TL on a monthly basis<sup>3</sup>.

## 3) CoHE TEBIP Scholarship

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<sup>2</sup> As of January 2018

<sup>3</sup> As of January 2018

CoHE Fundamental Sciences Programme (YOK-TEBIP) is a unique initiative both in Turkey and around the world aiming to establish a distinguished class of students at İstanbul University. The students have been selected from the state universities according to their success in ranking (top three in the order of placement) in the placement for each fundamental sciences programme (Physics, Biology, Chemistry and Mathematics). The aim of CoHE TEBIP Scholarship programme is to train successful students as prospective scientists for the future of Turkey.

The language of instruction will be in Turkish. However, starting from the first semester, students will also be supported with foreign language courses offered by international and Turkish lecturers. Around 1/3 of the lecturers will be selected from the faculty members of various higher education institutions.

Accommodation in state dormitory and the monthly stipend of 950 TL are provided for the students in the programme. For the 2017 academic year, total number of 86 students (28 in Physics, 12 in Biology, 22 in Chemistry and 24 in Mathematics) were selected as eligible to register for the programme.

#### **4) CoHE Türkology Scholarship Programme:**

CoHE Turkology Scholarship Programme is a scholarship programme that grants scholarship to undergraduate students of Turkish Language and Literature, Turkology and Turkish Language programmes at universities abroad. It will be determined by the Council of Higher Education, with priority for the other countries the Council of Higher Education is in collaboration with and/or signed a memorandum of understanding.

CoHE launched the programme with the slogan "Turkology Wants You" addressing to young people wishing to study at universities in countries where Turkology programmes are available. The programme aims to strengthen Turkology programmes in universities abroad and attract successful young people to these programmes. CoHE has initiated all these scholarship programmes as field-based programmes, targeting only successful students.

CoHE also aims the graduates of this department to do their doctoral studies in Turkey and become instructors in the Turkology departments of the universities they graduate from.

YOK Turkology Scholarship Programme is being carried out in coordination with the Embassies of the Republic of Turkey and will be extended in the upcoming period. It is expected for the program to strengthen Turkology programs at universities abroad, draw attention to these programmes, revive some programmes that are at risk of closing down and make Turkey more visible in the international arena.

#### **5) Farabi Exchange Programme:**

Farabi Exchange Programme is a student exchange programme between higher education institutions that offer programmes at associate's, bachelor's, master's and doctorate levels within universities and institutes of higher technology.

Farabi Exchange Programme aims to enable students to continue their education and training activities in another higher education institution for one or two semesters.

Students who participate in Farabi Exchange Programme receive non-refundable scholarships.

### **6) CoHE-YUDAB Programme:**

The Council of Higher Education launched the "Research Scholarship for Doctoral Studies Abroad for Research Assistants" (YOK-YUDAB) in order to promote academic staff, who are working as research assistants at state universities and writing their doctoral theses in priority fields determined by CoHE, to do research abroad for a minimum of six months and a maximum of one year by the approval of the "Principles and Procedures Regarding the Promotion of Research Assistants Conducting Doctoral Studies in Priority Fields When Sent Abroad" at the Executive Board Meeting dated 14.02.2018.

## **C. Mission Differentiation and Specialization**

### **1) Mission Differentiation and Specialization on the Basis of Regional Development**

In June 2015, CoHE started out a new project, as part of reformative action plan in the Turkish Higher Education system, titled "Mission Differentiation and Specialization on the Basis of Regional Development" in partnership with the Ministry of Development. The project is dedicated to the young state universities established after 2006 and it aims to promote the universities' contribution to their region as well as to encourage specialization in certain fields.

In line with the project, CoHE held information meetings in Bingöl and Ordu with the participation of the respective rectors during June and August 2015. Immediately after the information exchange process, the parties started out further preparations and arrangements for the project.

As a first step, CoHE took the initiative to form a body of experts in order to closely monitor the process and to ensure the systematic and sustainable working environment with all the parties. The committee consists of the representatives from Ministry of Treasury and Finance, Ministry of Industry and Technology, and field-expert academics along with CoHE.



24 out of 40 universities established after 2006 applied for the project and were evaluated under three categories (Current Status of the Region; Potentials of the University; Region-University Relationship) along with other parameters and regional normalization works carried out by the committee. 15 candidate universities were announced as a consequence of the evaluation process.

In the next step, 15 universities were requested to submit their regional development oriented self-evaluation reports by the 19th of September 2016. 12 universities submitted their reports to the committee. After a detailed study on the reports, the committee invited these twelve universities for an interview at CoHE on the 10th of October 2016.

In the final phase, five out of twelve were selected as “pilot universities” for the project. The pilot universities have been working on projects that will contribute to the socio-economic development of their regions. They have submitted an action plan together with budgetary scheme. The committee periodically receives feedback on the status of the projects, plans field trips to the respective universities and closely monitors the process.

Pilot universities and their areas of specialization:

1. Bingöl University: Agriculture and Basin-Oriented Development,
2. Burdur Mehmet Akif Ersoy University: Animal Husbandry,
3. Düzce University: Health and Environment Technologies,
4. Kırşehir Ahi Evran University: Agriculture and Geothermal Energy,
5. Uşak University: Textile, Leather and Ceramics,
6. Aksaray University: Sports and Health,
7. Kastamonu University: Forestry and Nature Tourism,
8. Muş Alparslan University: Animal Husbandry,
9. Rize Recep Tayyip Erdoğan University: Tea Cultivation,
10. Siirt University: Agriculture and Animal Husbandry

## **2) Further Initiatives on Mission Differentiation and Specialization: Research-Based Universities**

As a further step towards the reforms on the Turkish higher education system, “Mission Differentiation and Specialization on the Basis of Research” was launched in January 2017. While “Mission Differentiation and Specialisation on the Basis of Regional Development” aims regional socio-economic development led by the universities, Research University Project aims research-oriented specialization of the universities in certain areas prioritized by the needs and aims of Turkey.

In early January 2017, CoHE received applications from more than 50 universities for the project. The evaluation process consisted of three steps. In the first step, applications were evaluated through objective indicators and the number of the universities reduced to 25. In the second step, the universities

were requested to prepare a self-evaluation report and set certain performance indicators for the future. In the next phase, their reports were evaluated by the commission consisted of the representatives from the Ministry of Science, Industry and Technology, Ministry of Development, TÜBİTAK, Quality Board as well as the representatives from state and foundation universities leaving 19 universities for the final step, these universities were invited for interview at CoHE.

Finally, 15 universities (11 research universities + 5 candidate research universities) were selected as research universities. If one of the principal research university falls behind its determined performance, it will be replaced by the candidate research university).

The Research Universities in Alphabetical Order:

1. Ankara University
2. Boğaziçi University
3. Erciyes University
4. Gazi University
5. Gebze Technical University
6. Hacettepe University
7. İstanbul University
8. İstanbul Technical University
9. İzmir Institute of Technology
10. Middle East Technical University
11. İstanbul University - Cerrahpaşa  
and
12. Çukurova University
13. Ege University
14. Selçuk University
15. Uludağ University
16. Yıldız Technical University

Aims of the Research University;

- Encouraging high quality knowledge generation process in line with Turkey's aims and areas of priority.
- Increasing the number of individuals with PhD degree and high level of research competencies.
- Strengthening interdisciplinary and institutional cooperation and collaboration.
- Strengthening international cooperation.
- Increasing the visibility and recognition of Turkish universities in international ranking systems.

## THE DETERMINATION OF PILOT STATE UNIVERSITIES AND

## THEIR PROMOTION IN THE CONTEXT OF INTERNALISATION

A list consisting of 20 universities is created as promotion of Turkish universities that are most suitable for the realization of internationalisation strategies in the field of higher education in the short term is believed to be a consistent strategy for the internalisation of Turkish higher education.

Pilot Universities in Alphabetical Order:

1. Anadolu University
2. Ankara University
3. Atatürk University
4. Boğaziçi University
5. Çukurova University
6. Dokuz Eylül University
7. Ege University
8. Erciyes University
9. Gazi University
10. Gebze Teknik University
11. Hacettepe University
12. İstanbul Technical University
13. İstanbul University
14. İzmir Institute of Technology
15. Karadeniz Technical University
16. Marmara University
17. Middle East Technical University
18. Selçuk University
19. Uludağ University
20. Yıldız Technical University

## TURQUAS PROJECT

TURkish QQuality ASSurance Project is the first Erasmus+ project of CoHE aiming to promote, facilitate and internalize the implementation of the European Higher Education Area (EHEA) reforms.

The Implementation and Sustainability of EHEA Reforms in Turkish Higher Education System Project (TURQUAS), which is perceived as an important motivation tool used to fulfil the requirements of the "Regulation on Quality Assurance in Higher Education" and the "Regulation on the Procedures and Principles Regarding the Implementation of the "National Qualifications Framework For Higher Education in Turkey", is anticipated to be completed in two and a half years.

Raising awareness for the quality assurance in Turkish higher education institutions, generalizing and internalizing quality culture, and generalizing the institutional external evaluation process in higher education institutions are the main goals of the project

### **WEB-BASED TOOL FOR THE ACADEMIC PROGRAMMES IN TURKISH HIGHER EDUCATION SYSTEM: YÖK ATLAS**

YÖK Atlas, consisting of input, process and output indicators of higher education, is a significant source of data and information (<https://yokatlas.yok.gov.tr/>) was launched in March 2016 in order to provide benefit for the students and their parents, who are on the point of passing to higher education, educators and administrators in secondary education, academics, researchers and senior managers in higher education, and all public institutions developing policy and strategy, primarily the Ministry of National Education.

## **PRESERVATION OF THE ACADEMIC HERITAGE**

## IN THE MIDDLE EAST



### PRESERVATION OF THE ACADEMIC HERITAGE IN THE MIDDLE EAST

In addition to increasing its efforts every day to reveal the important elements of the history of science and the science centers that were destroyed due to ongoing wars in the Middle East, and preserving and sustaining the interrupted academic life, the Council of Higher Education (CoHE) has also launched a new initiative called “**Preservation of the Academic Heritage in the Middle East**” by gathering all the steps, decisions and politics related to the initiative under one roof.

The website “<http://www.akademikmiras.org/>” / “<http://www.academicheritage.org/>” was created within the scope of the project. In addition, short films featuring the stories of academics and students who continue their academic lives in Turkey were prepared. Panels are organized to raise international awareness.

**Preservation of the Academic Heritage in the Middle East** is carried out by the Council of Higher Education, under the auspices of the Presidency of the Republic of Turkey and with the support of Turkish Radio and Television Corporation (TRT), Turkish Airlines (THY) and Anadolu Agency (AA).



## ND EQUIVALENCE CHART

### IN PROCESS

### ASSESESMENT OF THE QUALIFICATION



- Qualifications are evaluated based on the purpose (academic / professional) of recognition application, Level, workload, quality, profile and learning outcomes of the qualification are taken into account.
- Additional supporting document can be claimed by DRES (Department of Recognition and Equivalence Service).



Appendix 1 – Recognition and Equivalence Flow Chart

1) Which countries?

Syria, Iraq, Libya, Yemen, Palestine, Somalia, Southern Sudan, Crimea.

2) All my documents are completed. What should I do for the equivalence of my diploma?

You are required to apply with the obligatory documents for application in accordance with the Regulations on Recognition and Equivalence of Foreign Diplomas.

3) How and where should I do my application?

Your application must be made **personally or by your notary approved representative** to the Department of Recognition and Equivalence Services.

4) Do I need to submit any other documents in addition to my application documents?

- Temporary Protection Identity Document,
- Declaration Form including Educational Information.

5) It is stated that there is no confirmation process for refugee applications!

A confirmation letter is being submitted for all equivalence applications. However, if the answer for the confirmation is **not received** within the period to be determined by the Council of Higher Education, Recognition and Equivalence Committee, the relevant applications are evaluated by the Scientific Advisory Commissions.

6) The obligatory documents for my application are not yet completed. May I still apply for the equivalence of my diploma?

You can apply with your current documents. However, the evaluation process is extended as an additional process is required for applications with missing documents. You will also need to sign a declaration form stating that you do not have the necessary application documents and that you cannot obtain these documents quickly. In case of a false declaration, your equivalence process will be canceled.

7) How does the equivalence process proceed when applying with missing documents?

Examination of applications, especially when diplomas and transcripts are lacking, is carried out by the **Diploma and Degree Determination Committees** established in the relevant areas of graduation within the universities to be assigned by the Presidency of the Council of Higher Education.

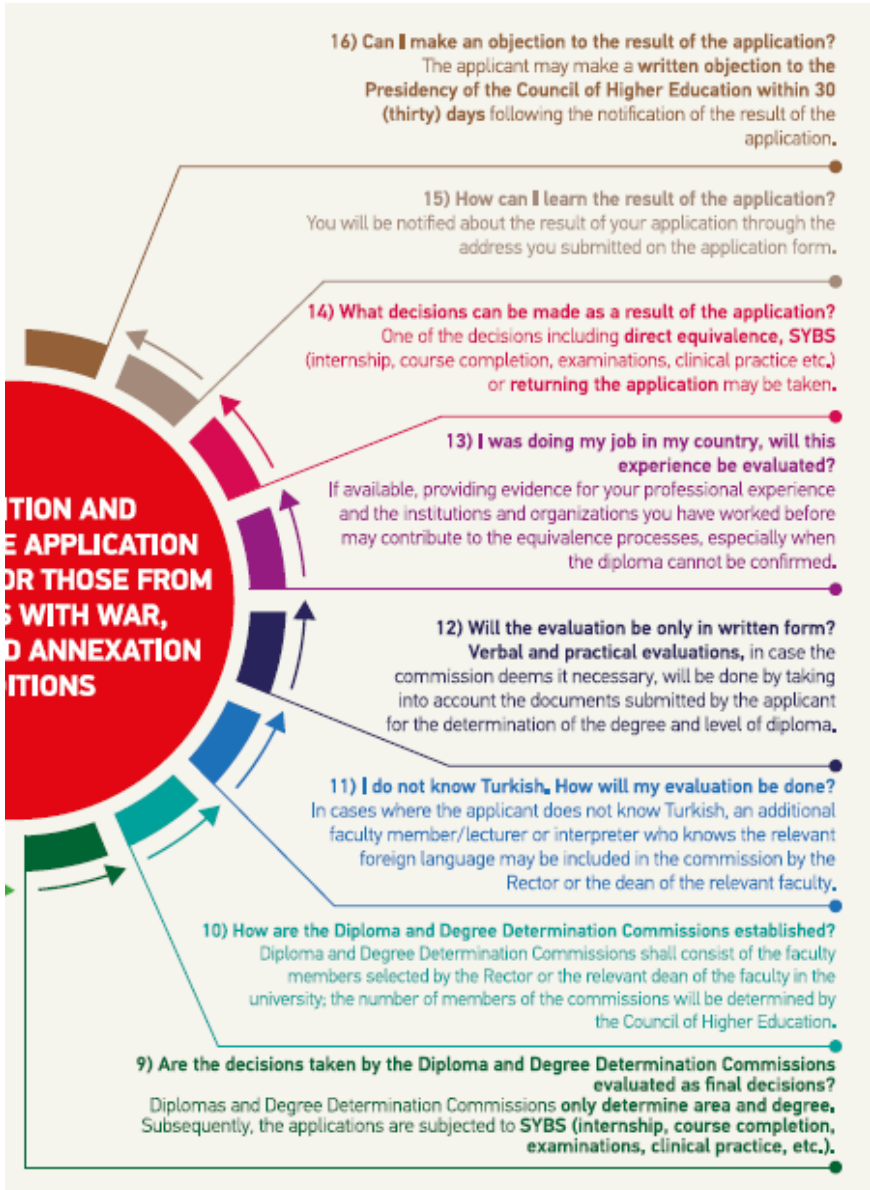
8) In which universities are the Diploma and Degree Determination Committees established?

Diploma and Degree Determination Committees are established in Medicine - Health and other areas within the Universities assigned by the Department of Recognition and Equivalence Services.



RECOGNITION  
EQUIVALENCE  
PROCESSES FOR  
COUNTRIES  
INVASION AND  
COND





## Appendix 2 – Recognition and Equivalence Application Processes for Those From Countries where their is War, Invasion, or Annexation Conditions

## STRATEGIC STAKEHOLDERS OF CoHE



Türkiye Cumhuriyeti  
Sanayi ve Teknoloji  
Bakanlığı



PRIME MINISTRY OF REPUBLIC OF TURKEY  
PRESIDENCY FOR TURKS ABROAD  
AND RELATED COMMUNITIES











