



COUNCIL OF HIGHER EDUCATION

HIGHER EDUCATION SYSTEM IN TÜRKİYE

2021
Ankara

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FOREWORD

The Turkish higher education system is a dynamic system that produces knowledge and equipment that goes beyond the zeitgeist on a region that has hosted many civilizations throughout history. In addition to that, 207 Turkish higher education institutions, over 8 million students, and over 180 thousand academic staff form parts of a structure that aims at continuous development as globally competitive and well-equipped actors.

Türkiye is the leading country in the European Higher Education Area in terms of the number of students. In addition to this quantitative superiority, CoHE continues to work on structural transformations focused on increasing the quality of education and training at a fast pace. One of the most important tools used to reach this goal is internationalization. The Council of Higher Education adopts internationalization as a strategic goal and carries out activities to encourage universities in this regard. Besides, the number of international students at Turkish universities has recently increased significantly and reached 240 thousand with students from 182 countries. With this number, Türkiye has become one of the top 10 countries that accept the most international students in the world.

Türkiye is among the major countries that make knowledge and knowledge production sustainable in terms of adapting to digital transformation with appropriate technological equipment by closely following the changes in higher education paradigms. Our higher education will continue to produce, compete and contribute to new policies and projects, both socially and globally.

This booklet was prepared to introduce our institution and the general aspects of higher education in our country to our stakeholders and interlocutors. It includes the statistical data, structure, and features of the higher education system in Türkiye.

Prof. Dr. Erol ÖZVAR
President of the Council of Higher Education

A BRIEF HISTORY OF HIGHER EDUCATION IN TÜRKİYE

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 Sult Mehmed the Conqueror in the 15th Century. The higher education institutions that can be associated with the concept of the university in the contemporary meaning commenced their studies in the eighteenth century. As it 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, Mühendishane-i Bahrî-i Hümâyûn (Imperial School of Naval Engineering) was the first higher education institution established in our country in 1776. This was followed by the opening of Mühendishane-i Berrî-i Hümâyûn (Imperial School of Engineering) which was opened in 1795. Today, this institution is considered as the predecessor of Istanbul Technical University (ITU). The 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. Just before the proclamation of the Tanzimat, the agenda of building a new and civilian bureaucracy also made higher education mandatory. Higher education had gained significance for the imperial administrators who wanted centralization and modernization.



İstanbul Darülfünunu (Now İstanbul University, Beyazıt Campus)



Library of Rare Works, İstanbul University

New schools such as Tıphâne-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-ı Şâhâne (Law School-1880) were established in the following years. The first civilian higher education institutions were also among these schools. These schools continued to maintain their existence by changing their names and locations.

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 to form the basis of universities. Thus, preparations for establishing the 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, similar to 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 Ulûm-i Âliye-i Diniye (Faculty of Religion), Ulûm-i Riyâziye (Faculty of Mathematics) and Ulûm-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 Osmanî in 1909.

After the declaration of the Second Constitutional Monarchy, higher education has become increasingly important. Education Minister 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 by saying that “*Education resemble Tûbâ Tree*”. 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 according to a regulation in 1912. The 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 Balkan Wars (1912-1913). During the First World War, 19 German professors and one Hungarian professor joined the Faculty of Darülfünun following a reform in 1915. Again, the courses and conferences began to be held for women in the conference room of Darülfünun during the war in 1914 and subsequently İnâs Darülfünunu was established for women. In 1919, “scientific autonomy” was granted to the university.

During the Republican Era, the authorities striving for the modernization of education gave the building of the 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 entity. In addition, Zonguldak Maden Mühendis Mekteb-i Ali (Zonguldak School of Mining Engineering) was opened in 1924 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 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 entity” by

University Law No. 4936 adopted on June 13, 1946. In 1946, there were three universities in Türkiye: 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 Türkiye 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 Türkiye 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 Türkiye, was established in 1984.

The number of state universities which was 53 in 2003 has reached 129 in 2021. There are also 78 non-profit foundation universities in Türkiye.

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. Students from different backgrounds entered the higher education system and the number of foundation universities has also increased. Today, the dynamics of the information society and economy dominate the universities in our country. Considering the facts of Türkiye, 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 CoHE is to improve the quality of education and develop social and economic relations through higher education.

HISTORY OF THE COUNCIL OF HIGHER EDUCATION

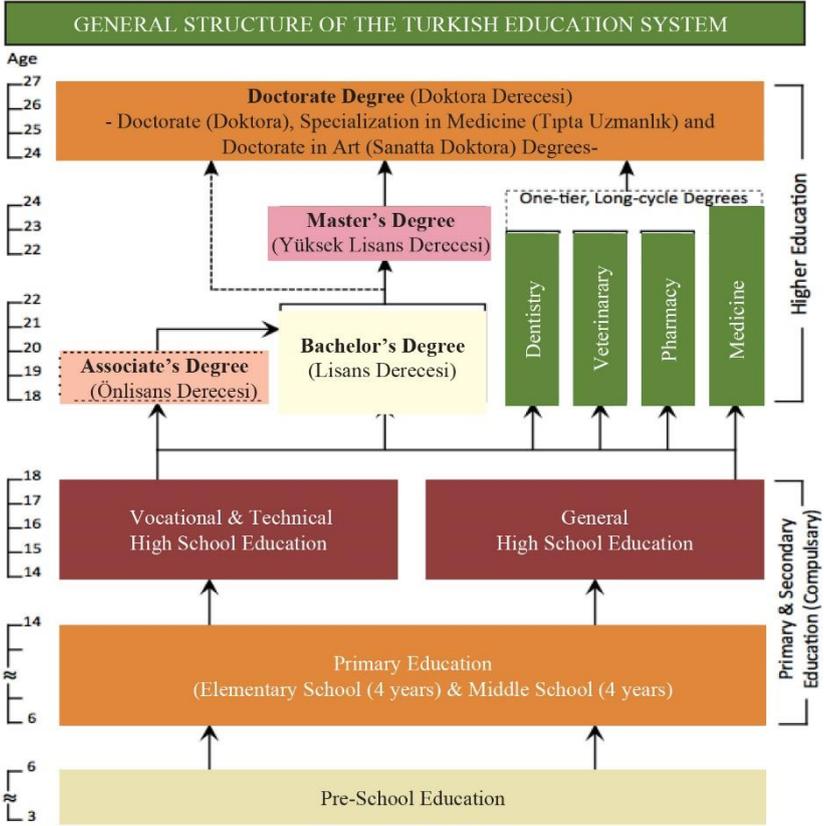
The Council of Higher Education (CoHE) was established by Law No. 2547 dated November 6, 1981. This law commenced the restructuring process of academic, institutional and administrative aspects in higher education.

The law allowed all higher education institutions in Türkiye 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 with 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 by Article 130 and 131 of the Constitution and the said provisions of the 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 Türkiye.



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.

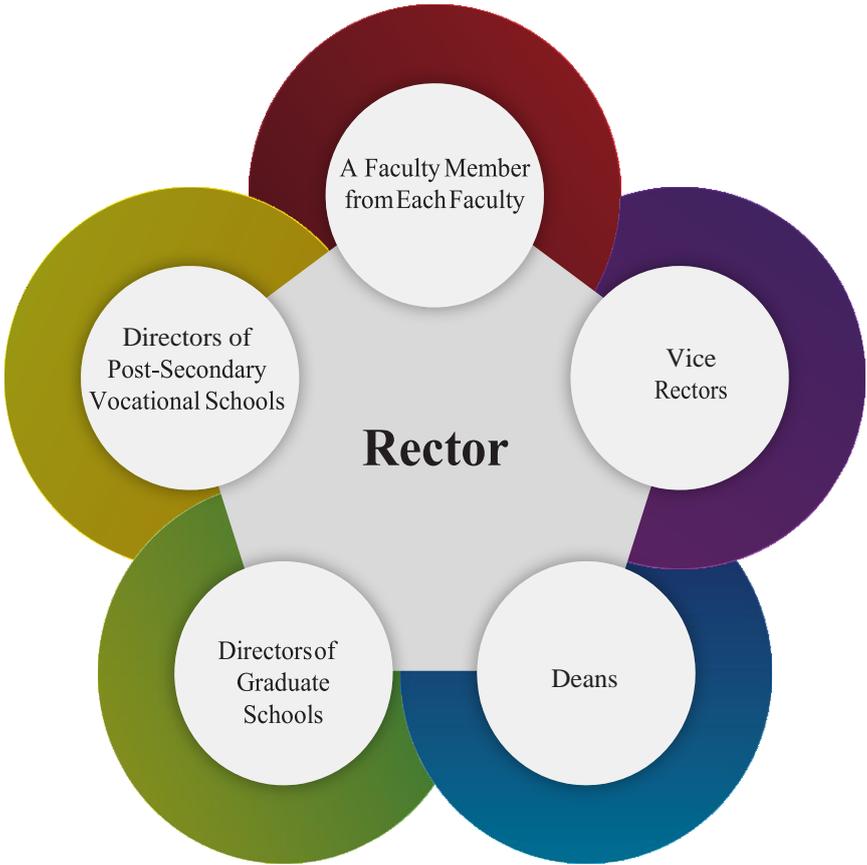
4-year School: An institution of higher education which is mainly concerned with providing instruction for a specific profession. It lasts for eight semesters.

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

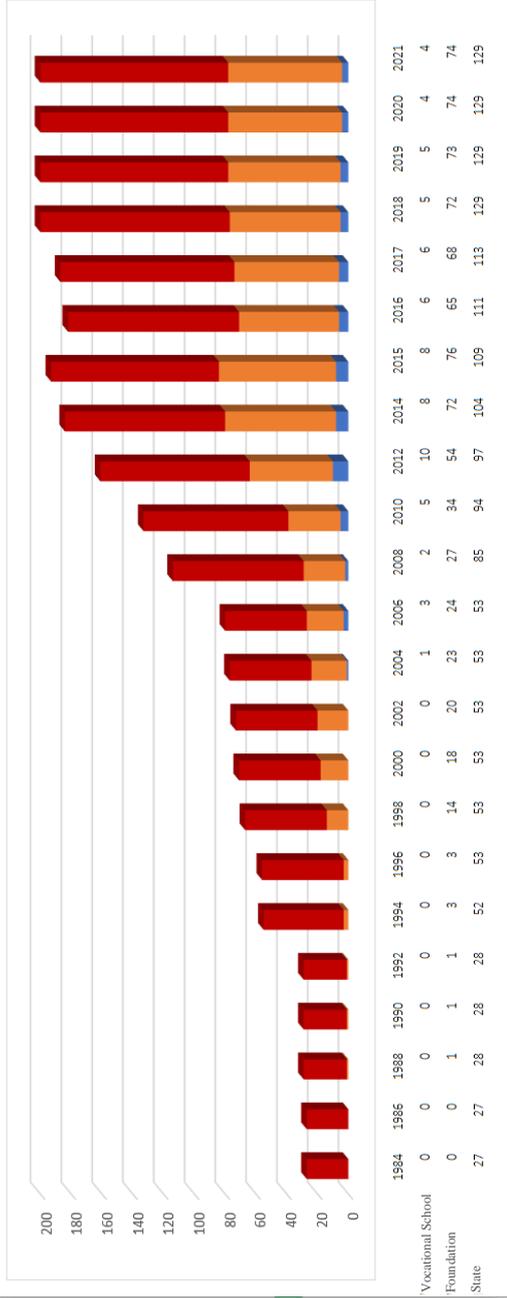
Post-Secondary Vocational School: An institution of higher education that is aimed at training human capacity in specific professions and provides instruction lasting four semesters.

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 to support education in institutions of higher education.

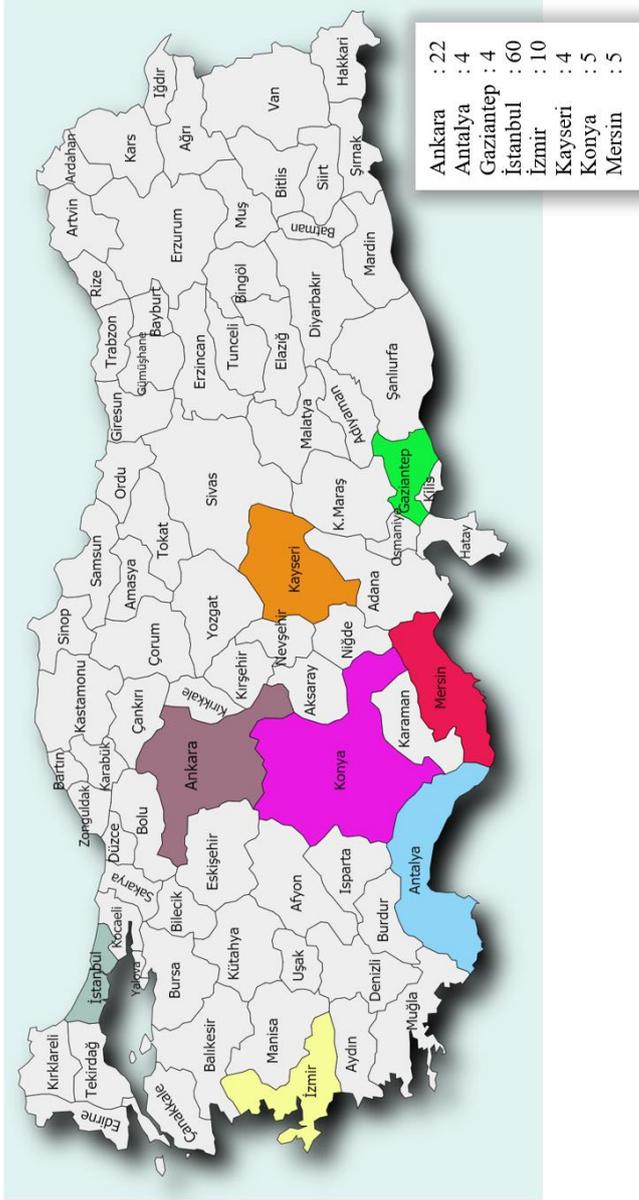
STRUCTURE OF A UNIVERSITY SENATE



NUMBER OF HIGHER EDUCATION INSTITUTIONS BY YEAR 2020-2021



PROVINCES WITH THE LARGEST NUMBER OF UNIVERSITIES (2021)



ACADEMIC STAFF IN UNIVERSITIES

Academic Staff: They are faculty members, lecturers and research assistants working in higher education institutions.

1. Faculty Members

Professor:

Professorship is the highest academic title among faculty members.

Associate professor:

Associate professor is a person who has the academic title of “associate professor” given by the Interuniversity Board.

Faculty Member PhD:

Faculty Member PhD is a person who has successfully completed his doctorate studies and has an academic title of specialization in medicine, dentistry, pharmacy and veterinary medicine or has gained proficiency in one of the certain branches of art determined by the Council of Higher Education upon the recommendation of the Interuniversity Board.

2. Lecturer:

A lecturer is responsible for giving, practicing or having the courses taught in higher education institutions.

3. Research Assistant

Research Assistant is an academic staff who assists in research, examination and experiments in higher education institutions and performs other related duties given by authorized bodies.

EUROPEAN HIGHER EDUCATION AREA (BOLOGNA PROCESS) AND QUALITY ASSURANCE IN HIGHER EDUCATION

Quality assurance in Turkish higher education was prioritized after the participation of Türkiye in the Bologna Process in 2001. Efforts and activities related to Bologna reforms gained momentum particularly after 2005. These actions included 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 Türkiye. 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 focused on internal and external areas and contributed to each project phase by doing research, 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 carried out a project called “Implementation and Sustainability of EHEA Reforms in Turkish Higher Education System” (TURQUAS) which was accepted by the European Commission under the Erasmus+ Programme between 2016 and 2019. 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. More information about the project can be found at <http://www.yok.gov.tr/web/turquas>.

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

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 was initiated in 2014, coordinated under VQA.

The quality assurance system in higher education institutions in

Türkiye 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 YÖDEK was established. It comprises ten members including nine representatives of the universities selected by the Turkish Interuniversity Board and one student representative appointed by the Turkish Student Council.

YÖDEK was repealed 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 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.

The main responsibilities of the Board are the 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.

Higher Education Quality Board develops and promotes the implementation of the National Quality Assurance System, which consists of the principles that higher education institutions will take as reference for internal quality assurance systems, quality indicators and related processes, to establish internal and external quality assurance mechanisms in the Turkish Higher Education System and to ensure that they are functioning effectively. In addition, it also ensures the assessment of the internal quality assurance systems of the institutions with the Internal Evaluation Reports (IER) prepared annually by higher education institutions. The other duty of the Higher Education Quality Board is to organize the training services on quality assurance needed by higher education institutions.

Under the “*Regulation on Higher Education Quality Assurance and Higher Education Quality Board*”, higher education institutions have to be inspected for an institutional external evaluation at least once every five years

by HEQC. Between 2016 and 2020, 173 higher education institutions (108 state universities, 60 foundation universities and five vocational schools of HEI) were evaluated in this scope. The institutional feedback reports that were prepared for each higher education institution as a result of this external evaluation were shared with all stakeholders and the public.

Higher Education Quality Board started the institutional accreditation programme in 2020. The decisions of full accreditation granted for five years, conditional accreditation granted for two years, and rejection of accreditation are made for higher education institutions evaluated under the institutional accreditation programme. Among the 10 higher education institutions evaluated under the programme in 2020, six of them received full accreditation and four of them received conditional accreditation. Institutional Accreditation Reports and Accreditation Decisions prepared for the evaluation of these higher education institutions were shared with all stakeholders and the public.

| Institutional Accreditation Decisions for 2020 | |
|---|------------------------------|
| Higher Education Institution | Type of Accreditation |
| AKDENİZ UNIVERSITY | Conditional Accreditation |
| ATATÜRK UNIVERSITY | Conditional Accreditation |
| EGE UNIVERSITY | Full Accreditation |
| ERCİYES UNIVERSITY | Full Accreditation |
| GAZİANTEP UNIVERSITY | Conditional Accreditation |
| İHSAN DOĞRAMACI BİLKENT UNIVERSITY | Full Accreditation |
| İSTANBUL TECHNICAL UNIVERSITY | Full Accreditation |
| KOÇ UNIVERSITY | Full Accreditation |
| ONDOKUZ MAYIS UNIVERSITY | Conditional Accreditation |
| TED UNIVERSITY | Full Accreditation |

As of 2020, there are 19 national accreditation agencies and nine recognized international accreditation agencies authorized by the Higher Education Quality Board that are entitled to carry out procedures related to programme accreditation.

Authorized National Accreditation Agencies

Association for Language Education, Evaluation and Accreditation (Dil Eğitimi Programları Değerlendirme ve Akreditasyon Derneği) (DEDAK)

Association for Accreditation of Dental Programmes (Diş Hekimliği Eğitimi Programları Akreditasyon Derneği) (DEPAD)

Association for Evaluation and Accreditation of Pharmacy Education Programs (Eczacılık Eğitimi Programlarını Değerlendirme ve Akreditasyon Derneği) (ECZAKDER)

Association for Evaluation and Accreditation of University Programs in Mathematical, Natural and Social Sciences (Fen, Edebiyat, Fen-Edebiyat, Dil ve Tarih-Coğrafya Fakülteleri Akreditasyon Derneği) (FEDEK)

Association for Evaluation and Accreditation of Teaching Programs (Öğretmenlik Eğitim Programları Değerlendirme ve Akreditasyon Derneği) (EPDAD)

Association for Evaluation and Accreditation of Nursing Education Programmes (Hemşirelik Eğitim Programları Değerlendirme ve Akreditasyon Derneği) (HEPDAK)

Islamic Sciences Accreditation Agency (İlahiyat Akreditasyon Ajansı) (İAA)

Communication Research Association (Association for Evaluation and Accreditation of Communication Programmes) İletişim Araştırmaları Derneği (İletişim Eğitimi Değerlendirme Akreditasyon Kurulu) (İLEDAK)

Association for Accreditation of Architectural Education (Mimarlık Eğitimi Akreditasyon Derneği) (MİAK)

Association for Evaluation and Accreditation of Engineering Programmes (Mühendislik Eğitim Programları Değerlendirme ve Akreditasyon Derneği) (MÜDEK)

Turkish Association for Landscape Architecture Education & Science (Peyzaj Mimarlığı Eğitim ve Bilim Derneği) (PEMDER)

Association for Evaluation and Accreditation of Health Sciences Programmes (Sağlık Bilimleri Eğitim Programları Değerlendirme ve Akreditasyon Derneği) (SABAK)

Social Sciences, Humanities and Liberal Arts Accreditation and Rating Association (Sosyal Beşeri ve Temel Bilimler Akreditasyon ve Rating Derneği) (STAR)

Sports Sciences Association (Association for Evaluation and Accreditation of Sports Sciences Programmes) (Spor Bilimleri Derneği - Spor Bilimleri Eğitim Programları Değerlendirme ve Akreditasyon Kurulu-) (SPORAK)

Association for Evaluation and Accreditation of Medical Education Programmes (Tıp Eğitimi Programlarını Değerlendirme ve Akreditasyon Derneği) (TEPDAD)

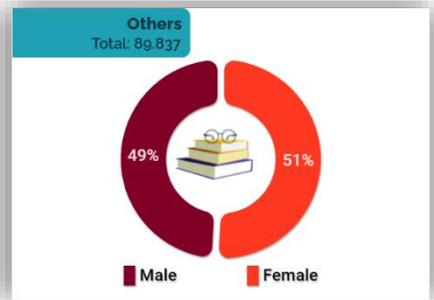
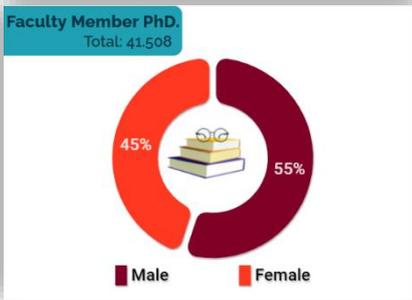
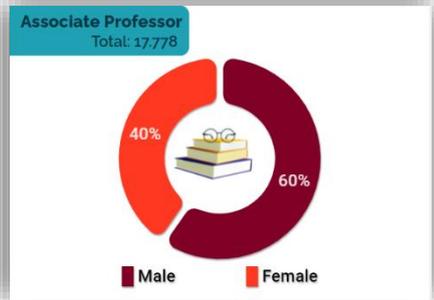
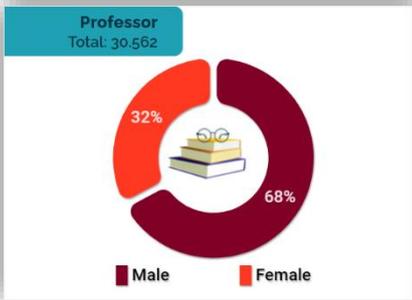
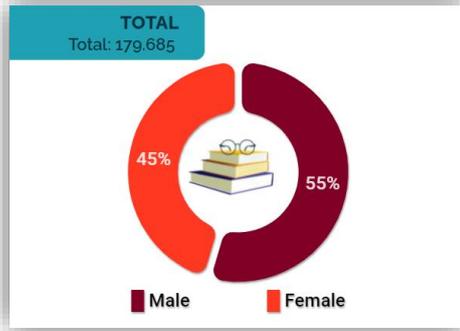
Association of Tourism Academics (Association for Evaluation and Accreditation of Tourism Education) (Turizm Akademisyenleri Derneği) (Turizm Eğitimi Değerlendirme ve Akreditasyon Kurulu) (TURAK)

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| Turkish Psychological Association (Türk Psikologlar Derneği) (TPD) |
| Association for Evaluation and Accreditation of Educational Institutions and Programmes of Veterinary Medicine (Veteriner Hekimliği Eğitim Kurumları ve Programları Değerlendirme ve Akreditasyon Derneği) (VEDEK) |
| Association for Evaluation and Accreditation of Agricultural Engineering Educational Programs (Ziraat Fakülteleri Eğitim Programları Değerlendirme ve Akreditasyon Derneği) (ZİDEK) |
| Recognized International Accreditation Agencies |
| Agency for Quality Assurance (AQAS) |
| Association to Advance Collegiate Schools of Business (AACSB) |
| Foundation for International Business Administration Accreditation (FIBAA) |
| International Accreditation Council for Business Education (IACBE) |
| The Accreditation Agency in Health and Social Sciences (AHPGS) |
| Accreditation Agency for Study Programs in Engineering, Informatics, Natural Sciences and Mathematics (ASIIN) |
| Accreditation Commission for Education in Nursing (ACEN) |
| Aviation Accreditation Board Int'l (AABI) |
| The European Association of Establishments for Veterinary Education (EAEVE) |

Since 2016, the remarks about the accredited undergraduate programmes in Turkish higher education institutions have been included in the YKS Higher Education Programmes and Quotas Guide (formerly known as ÖSYS Guide for Higher Education Programmes and Quotas). As of 2021, there are 944 accredited undergraduate programmes, including 758 undergraduate programmes accredited by national accreditation agencies and 186 undergraduate programmes accredited by international accreditation agencies. The number of accredited programmes, which was 433 in 2016, has reached 944 with an increase of 118%. While the number of higher education institutions with accredited programmes was 54 in 2016, it reached 99 with an increase of 83% in 2021.

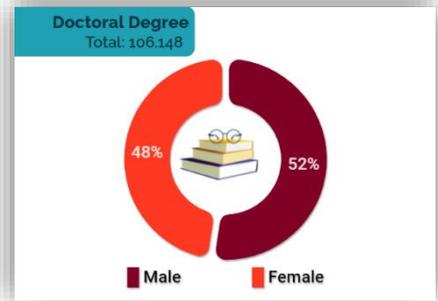
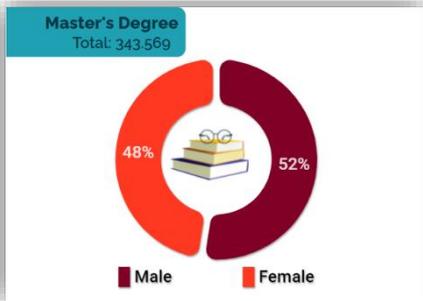
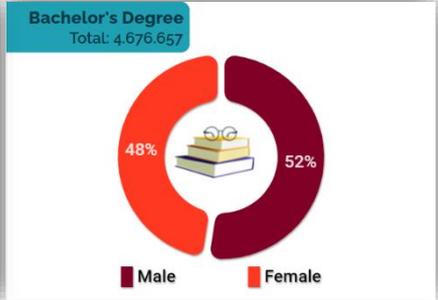
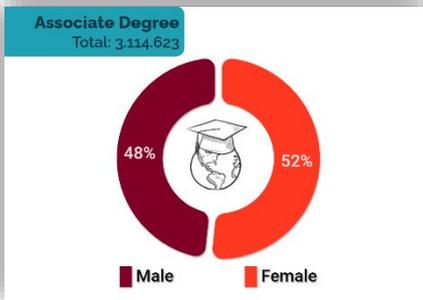
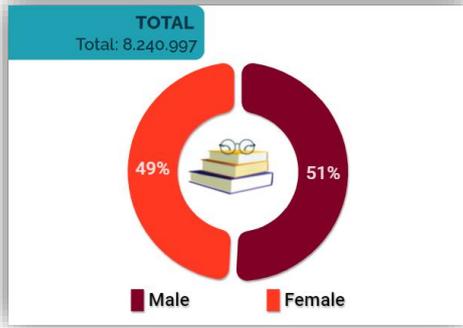
The application for full membership made by the Higher Education Quality Board to the European Association for Quality Assurance in Higher Education (ENQA), with the vision of being an effective and internationally recognized institution in the field of quality assurance in higher education, was accepted by the ENQA Board on April 28, 2020. The Higher Education Quality Board, which was evaluated by ENQA according to various criteria such as official status, policy, external evaluation activities, independence, resources and internal quality assurance system, was entitled to membership for 5 years. The Higher Education Quality Board is also a member of APQN, CHEA and INQAAHE.

TOTAL NUMBER OF ACADEMIC STAFF (2020-2021)



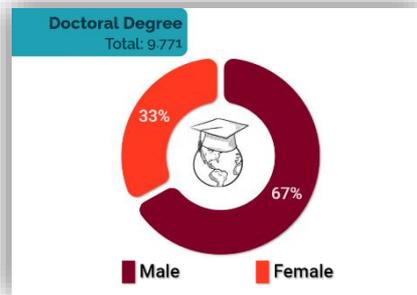
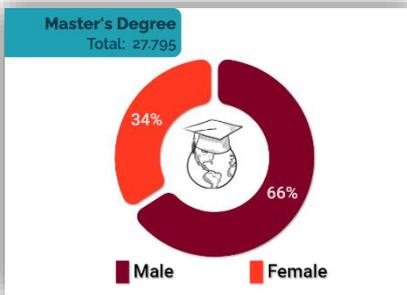
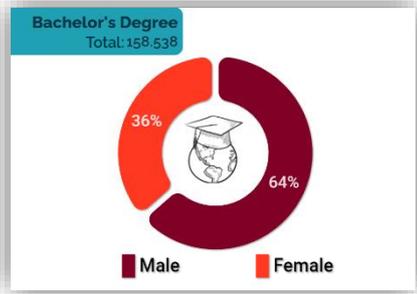
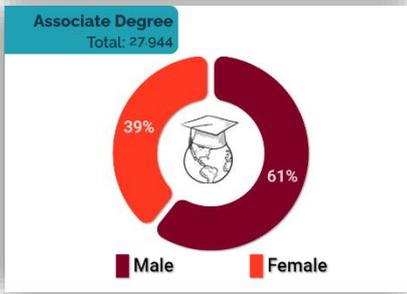
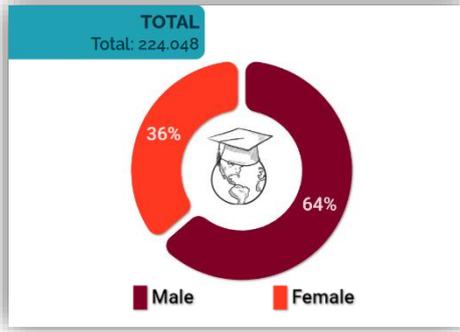
Source: <https://istatistik.yok.gov.tr/>

TOTAL NUMBER OF STUDENTS IN HIGHER EDUCATION (2020-2021)



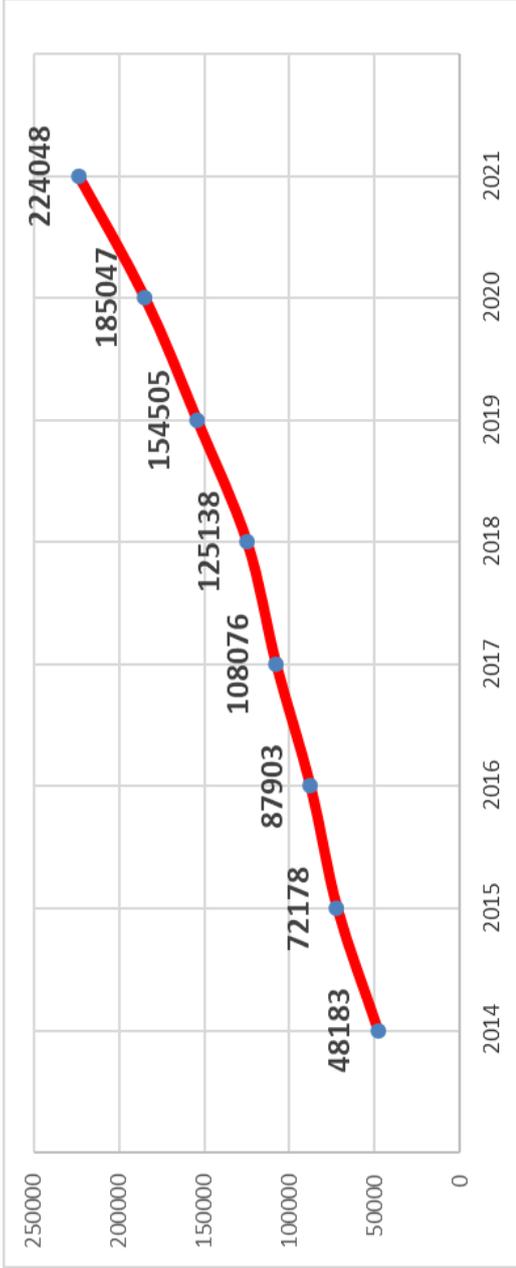
Source: <https://istatistik.yok.gov.tr/>

TOTAL NUMBER OF INTERNATIONAL STUDENTS (2020-2021)



Source: <https://istatistik.yok.gov.tr/>

NUMBER OF INTERNATIONAL STUDENTS IN TÜRKİYE BY YEAR (2014-2021)



NUMBER OF INTERNATIONAL STUDENTS BY COUNTRY (2020-2021)



Syria
47.482



Azerbaijan
23.770



Turkmenistan
19.384



Iraq
14.799



Iran
11.223



Afghanistan
8.428



Somali
8.141



Yemen
5.829



Egypt
5.821



Jordan
5.317

MOST POPULAR CITIES AMONG INTERNATIONAL STUDENTS (2020-2021)



STUDY IN TÜRKİYE

“Study in Türkiye” is a brand-new website developed by CoHE to inform international students about the higher education system in Türkiye. Students can use the search engine on the website (<http://www.studyinturkiye.gov.tr/>) 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 life. The website is currently available in Turkish, English, and Arabic.



ENROLLMENT OF INTERNATIONAL STUDENTS IN TURKISH UNIVERSITIES

- As of January 2023, the Turkish International Student Admission Exam (TR-YÖS), which will be held by the Assessment, Selection and Placement Center (ÖSYM) in Turkish, German, Arabic, French, English and Russian languages, will be implemented. The use of these exam results in the admission of international students will be recommended to higher education institutions by the Council of Higher Education.
- Universities determine their own admission criterias (national and international exams, secondary education degree, and grade point average).
- Minimum amounts of tuition fees of state universities are decided annually by the Presidential Decree.
- Universities determine their tuition fees for each faculty programme and graduate school.
- Tuition fees are determined by their authorized councils at foundation universities.

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 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;

| | | |
|--------------|----------------------------|-------------------------------------|
| Afghanistan | Iraq | Saudi Arabia |
| Albania | Iran | Serbia |
| Algeria | Japan | Sierra Leone |
| Azerbaijan | Kazakhstan | Somali |
| Bahrain | Kosovo | South Korea |
| Bangladesh | Kuwait | South Sudan |
| Belarus | Kyrgyzstan | Spain |
| Botsvana | Libya | Sudan |
| Brazil | Malaysia | Syria |
| Burkina Faso | Kelantan State of Malaysia | Taiwan |
| Burundi | Morocco | Tunisia |
| Chad | Niger | Turkish Republic of Northern Cyprus |
| Congo | North Macedonia | Turkmenistan |
| Costa Rica | Oman | Uganda |
| Djibouti | Pakistan | Ukraine |
| Ethiopia | Palestine | United Kingdom |
| France | Philippines | Uzbekistan |
| Gabon | Qatar | Yemen |
| Gambia | Romania | Zambia |
| Georgia | Rwanda | Venezuela |

RECOGNITION AND EQUIVALENCE PROCEDURES OF OVERSEAS QUALIFICATIONS

The higher education qualifications obtained from overseas universities can be used for academic studies or professional practices in the country provided that they have completed the recognition and equivalence procedures successfully.

Although international regulations in this field started to be implemented in the 1950s and Türkiye was among the parties to the agreements on recognition, it was only after the adoption of the Higher Education Law dated 1981 and numbered 2547 that the equivalence processes covering the associate degree, undergraduate degree and graduate degree were recognized as the responsibility of the Council of Higher Education and were included in the national legislation.

The recognition and equivalence procedures of qualifications (diplomas and degrees) received from higher education institutions abroad are under the responsibility of the Council of Higher Education in accordance with Article 7/p of the Higher Education Law No. 2547. The recognition and equivalence procedures, which are regulated by the regulations updated when needed, are carried out under the framework of the Regulation dated December 5, 2017, which was prepared by considering the “Recognition of Documents Regarding Higher Education at European Region” (2017), also known as the Lisbon Convention.

The services offered by the Department of Recognition and Equivalence Services include “recognition”, which indicates that an overseas higher education institution is accepted as being authorized to give academic degrees, and “equivalence”, which indicates that qualifications at Associate degree, Bachelor’s and Master’s degree level received from recognized overseas higher education institutions are confirmed to be equivalent to the qualifications in Türkiye.

The "Equivalence Certificate", which is a legally binding official document, was first prepared in 1983. Türkiye has come to the fore among many countries, in terms of the number of applications and the fact that the examination and evaluation procedures are carried out from an academic and professional perspective of the equivalence service, which was started after the establishment of the Council of Higher Education. The equivalence certificate is valuable for the applicant both academically and professionally in Türkiye.

The equivalence service, which has been carried out by the Council for nearly 40 years, was brought to the next level by considering the current developments and needs, and recognition and equivalence services have been offered online since 2018. Acceptance, evaluation and approval processes of applications are carried out in digital environment. The applicant can follow every step of the equivalence evaluation process via the e-Government Gateway. The number of applications for equivalence in 2020 was 6,837. Over 29 thousand HEI Recognition Letters were issued through the e-Government Gateway in 2020. Another service that provides great convenience to both equivalence certificate holders and the institutions and organizations requesting the relevant certificate is the “Inquiry and Verification System for Certificate of Equivalence” on the e-Government Gateway. This service allows the flow of information in a fast and reliable way without being obstructed by time and space.

The procedures related to diploma equivalence is shown in Appendix 1. Application procedures for equivalence 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 Turkish Interuniversity Board to get equivalence for these degrees (<http://www.uak.gov.tr/>).

JOINT DEGREE 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/dual degree 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.

Due to 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 on the Amendment to the Regulation on Joint Education and Training Programs Between Turkish Higher Education Institutions and Higher Education Institutions Abroad” was published in the Official Gazette dated April 16, 2021, and numbered 31456 and, an additional Article was added after Article 24 of the Regulation dated October 6, 2016. The new Regulation was amended by taking into consideration the opinions and proposals of Turkish universities 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. In line with this Regulation, 280 joint degree programmes were approved by the Council of Higher Education.

ERASMUS+ PROGRAMME



The Turkish Higher Education System, which is a part of the European Higher Education Area, is one of the most effective and active implementers of the Erasmus Exchange Program.

Within the scope of the Erasmus Exchange Program, in which student, teaching staff, internship and administrative personnel mobility is carried out, more than 65 thousand students have come to our country for education since 2004, and nearly 180 thousand of our students have gone to European Union member countries from our country and continued their education abroad for one or two semesters.

Data on student and staff mobility are given below.

| Academic Year | Outgoing Students | Outgoing Teaching Staff | Incoming Students | Incoming Teaching Staff |
|---------------|-------------------|-------------------------|-------------------|-------------------------|
| 2004 | 1.142 | 339 | 299 | 218 |
| 2005 | 2.852 | 581 | 828 | 440 |
| 2006 | 4.438 | 1.378 | 1.321 | 666 |
| 2007 | 7.119 | 1.904 | 1.982 | 931 |
| 2008 | 7.794 | 1.595 | 2.658 | 1.184 |
| 2009 | 8.758 | 1.740 | 3.336 | 1.321 |
| 2010 | 10.095 | 2.159 | 4.288 | 1.649 |
| 2011 | 11.826 | 2.639 | 5.651 | 1.949 |
| 2012 | 14.412 | 4.572 | 6.145 | 2.349 |
| 2013 | 15.084 | 5.851 | 7.403 | 2.890 |
| 2014 | 14.707 | 2.743 | 7.949 | 2.206 |
| 2015 | 16.215 | 2.762 | 7.479 | 1.523 |
| 2016 | 17.019 | 3.330 | 3.564 | 1.199 |
| 2017 | 17.972 | 3.228 | 3.523 | 1.959 |
| 2018 | 18.523 | 3.316 | 4.638 | 2.385 |
| 2019 | 15.818 | 1.342 | 4.660 | 1.180 |
| 2020 | 8.863 | 431 | 3.278 | 365 |
| TOTAL | 192.637 | 39.910 | 69.002 | 24.414 |

NEW INITIATIVES AND SUPPORT PROGRAMMES

A. International Support Programmes

1) Mevlâna Exchange Programme

Mevlana Exchange Programme presents an opportunity for both international and Turkish university students to study abroad. The aim of the programme is to enable the exchange of students and academic staff between Turkish higher education institutions and higher education institutions of 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. Approximately 3000 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.

Mevlana Exchange Programme Statistics (2013-2020)

| Year | Incoming Student | Outgoing Student | Incoming Academician | Outgoing Academician | Total |
|--------------------|------------------|------------------|----------------------|----------------------|--------------|
| 2013-2014 | 319 | 126 | 128 | 320 | 893 |
| 2014-2015 | 645 | 269 | 410 | 777 | 2.101 |
| 2015-2016 | 554 | 269 | 142 | - | 965 |
| 2016-2017 | 243 | 367 | 156 | - | 766 |
| 2017-2018 | 346 | 295 | 72 | - | 713 |
| 2018-2019 | 415 | 596 | 284 | - | 1.295 |
| 2019-2020 | 549 | 185 | 266 | - | 1.000 |
| Grand Total | 3.071 | 2.107 | 1.458 | 1.097 | 7.733 |

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.

3) YÖK Scholarship for International Students

Apart from the Türkiye Scholarships granted by the Turkish government to international students, CoHE has started a new scholarship programme since 2016. It was designed for the BA, MA 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 their proficiency in the Turkish language are offered language preparation for one year. The Council covers the monthly scholarships and accommodation fees of students in KYK Dormitories, General Health Insurance fees and tuition fees.

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

| | Country | Bachelor | Master | PhD | Total |
|----|------------------------|------------|-----------|-----------|------------|
| 1 | Albania | 15 | 1 | 1 | 17 |
| 2 | Bangladesh | | | 8 | 8 |
| 3 | Ethiopia | 18 | 6 | 7 | 31 |
| 4 | Gambia | 12 | | | 12 |
| 5 | Kosova | 44 | | | 44 |
| 6 | North Macedonia | 2 | | | 2 |
| 7 | Pakistan | 14 | | 17 | 31 |
| 8 | Palestine | 46 | | 14 | 60 |
| 9 | Philippines | 2 | 12 | 6 | 20 |
| 10 | Ruanda | 39 | 1 | | 40 |
| 11 | Sudan | | | 7 | 7 |
| 12 | Uganda | | 4 | 14 | 18 |
| 13 | Ukraine | | | 2 | 2 |
| | Grand Total | 192 | 24 | 76 | 292 |

4) YUDAB Programme:

The “Research Scholarship for Doctoral Studies Abroad for Research Assistants” (YUDAB) was first launched in 2018 to raise the quality bar in Turkish higher education by improving the quality of people with doctorate degrees in Türkiye.

In this context, academic staff, who are working as research assistants at state universities and writing their doctoral theses, can do research on their thesis subject at a prestigious university, which is ranked in higher positions in the world university or subject rankings carried out by the Times Higher Education, Academic Ranking of World Universities (Shanghai) and QS World Universities Rankings, for a minimum of six months and a maximum of one year.

5) YÖK Turkology Scholarship Programme:

YÖK Turkology Scholarship Programme is a scholarship programme that grants scholarships to undergraduate students of Turkish Language and Literature, Turkology and Turkish Language programmes at universities abroad which are 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 Awaits 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.

It is expected for the programme to strengthen Turkology programmes at universities abroad, draw attention to these programmes, revive some programmes that are at risk of closing down and make Türkiye more visible in the international arena.

6) Integration of Syrian Students into Turkish Higher Education System – International Cooperation

As CoHE, we have enabled the access of Syrian students to Turkish higher education system since 2011 through easing the transfer and equivalency procedures, special student status to those who don't have necessary documents and tuition fee waiver.

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. A 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 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 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 has carried out the placement of Syrian refugee students and Palestinian students in B.A. and Associate level programmes in Turkish universities.

B. Domestic Support Programmes

1) 100/2000 YÖK PhD Scholarship

“100/2000 YÖK PhD 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 "Science and Engineering", "Health Sciences", and "Social Sciences".

The project aims to create a competitive environment based on the fields of specialization at state universities, to produce knowledge in priority fields and to promote universities within the scope of the project. The first call for the 100/2000 YÖK PhD Scholarship was in the spring term of the 2016-2017 academic year and there have been ten calls since then.

100/2000 YÖK PhD Scholarship supports students for four years.

2) YÖK Support Scholarship

The Council of Higher Education offers scholarships to students in prioritized areas determined in the strategic plan of Türkiye’s socio-economic development and welfare. In this regard, students studying in Fundamental Sciences, Agriculture, Forestry, Fisheries, Mining, Earth Sciences, Philosophy and Veterinary Medicine have been receiving scholarships from CoHE. The programmes to be awarded scholarships are included in the YKS Guide of the relevant year each year.

3) Farabi Exchange Programme:

Farabi Exchange Programme is a student exchange programme between higher education institutions that offer programmes at associate, 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.

C. Mission Differentiation and Specialization

1) Specialization Programme Aimed at Regional Development

The Council of Higher Education initiated the "**Mission Differentiation and Specialization in Higher Education Aimed at Regional Development Programme**" for higher education institutions established especially after 2006 to increase the contribution of universities to the region they are located in and to encourage specialization in certain fields, in cooperation with the Strategy and Budget Office of the Presidency of the Republic of Türkiye (formerly Ministry of Development).

The first call was made in 2015, and there have been four calls as of 2021. The committee established within CoHE for the programme is closely monitoring the process by receiving feedback on the status of the projects periodically and by planning site visits to the relevant universities.

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
10. Siirt University: Agriculture and Animal Husbandry
11. Artvin Çoruh University: Medical and Aromatic Plants
12. Bartın University: Smart Logistics and Integrated Regional Practices
13. Hitit University: Machine and Manufacturing Technologies
14. Kırklareli University: Food
15. Yozgat Bozok University: Industrial Hemp
16. Giresun University: Hazelnut
17. Iğdır University: Agricultural Products with High Added Value
18. Munzur University: Strategic Raw Materials and Advanced Technology Practices
19. Nevşehir Hacı Bektaş Veli University: Natural and Cultural Heritage Tourism
20. Batman University: Energy
21. Karamanoğlu Mehmetbey University: Precision Agriculture Practices and Innovative Processing Technologies
22. Gümüşhane University: Mining

2) Research-Oriented Specialization Programme

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

23 Universities (20 State-3 Foundation) were selected as research universities.

The Research Universities in Alphabetical Order:

1. Ankara University
2. Atatürk University
3. Boğaziçi University
4. Bursa Uludağ University
5. Çukurova University
6. Dokuz Eylül University
7. Ege University
8. Erciyes University
9. Fırat University
10. Gazi University
11. Gebze Technical University
12. Hacettepe University
13. İhsan Doğramacı Bilkent University
14. İstanbul Technical University
15. İstanbul University
16. İstanbul University - Cerrahpaşa
17. İzmir Institute of Technology
18. Karadeniz Technical University
19. Koç University
20. Marmara University
21. Middle East Technical University
22. Sabancı University
23. Yıldız Technical University

Aims of the Research Universities;

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

DETERMINATION OF PILOT STATE UNIVERSITIES AND THEIR PROMOTION IN THE CONTEXT OF INTERNALISATION

A list consisting of 20 universities is created as it is believed that the promotion of Turkish universities that are the most suitable for the realization of internationalisation strategies in higher education in the short term will 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

EUROSTUDENT PROJECT

Eurostudent Project, which Türkiye has been involved in since its third round in 2007, is one of the most important projects carried out on a European scale. The main objective of the project is to collect reliable data with international comparability on the socio-economic background, living conditions and international temporary mobility of students in Europe through student surveys conducted at the national level, to analyze and compare this data, and to help relevant institutions in the participating countries determine their education policies and/or to help them improve their existing policies. The seventh round of the Project started in June 2018 and was completed in May 2021. Anadolu University carries out the project on behalf of CoHE.

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/>). It was launched in March 2016 for the benefit of students, who are transitioning to higher education, their parents, 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) launched an 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.

“<http://www.akademikmiras.org/>” / “<http://www.academicheritage.org/>” were created under the project. Short films featuring the stories of academics and students who continue their academic lives in Türkiye were prepared for the project. Panels were organized to raise international awareness.

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

STRATEGIC STAKEHOLDERS OF CoHE

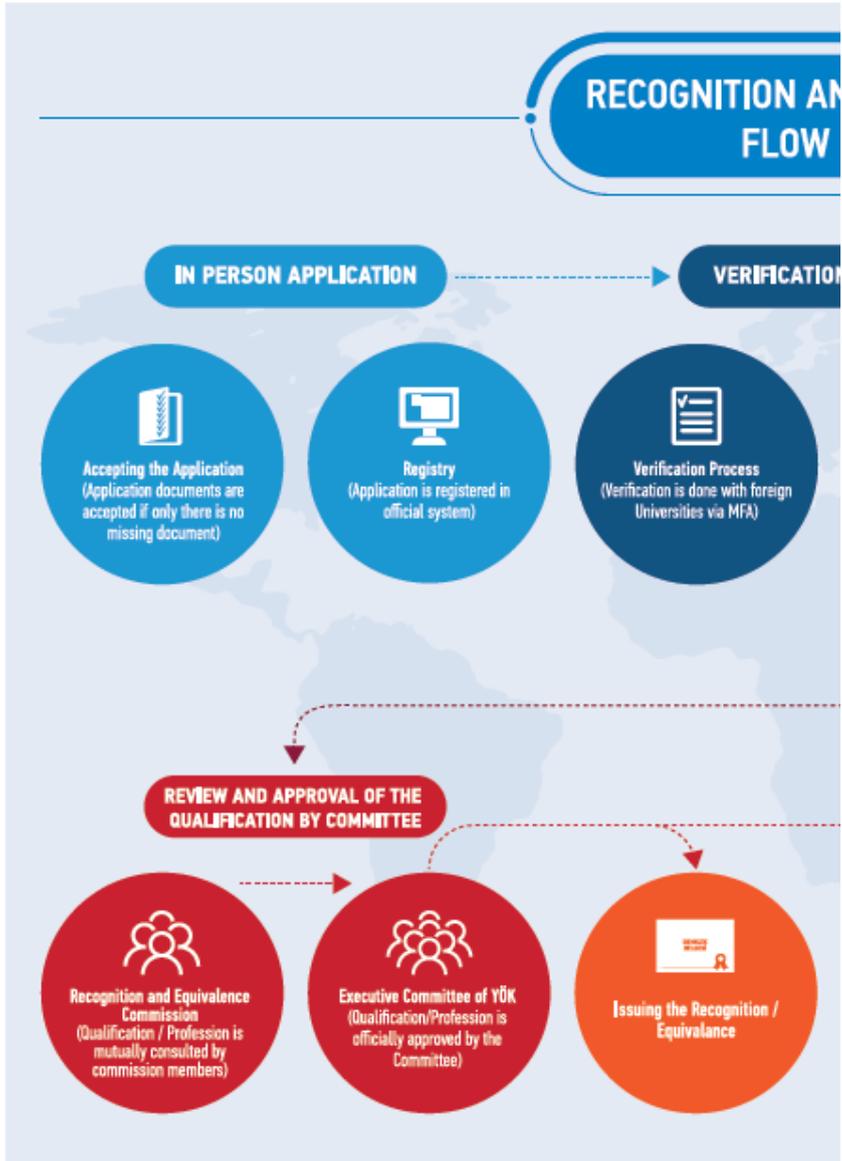


REPUBLIC OF TURKEY
MINISTRY OF FOREIGN AFFAIRS



TÜRKİYE BİLİMLER AKADEMİSİ





RECOGNITION AND EQUIVALENCE CHART

APPLICATION PROCESS

ASSESSMENT OF THE QUALIFICATION



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?

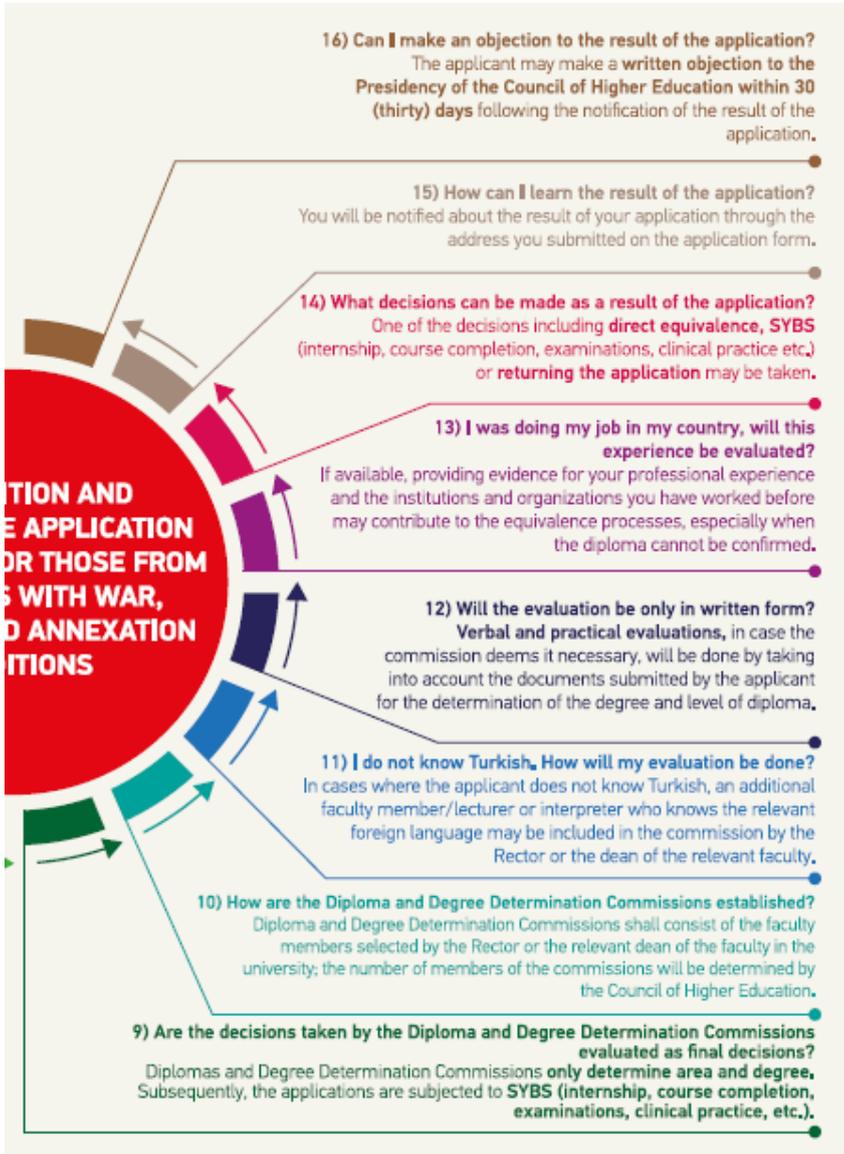
Examination of applications, especially when diplomas and transcripts are lacking, is carried out by the **Diploma and Degree Determination Committees** established in the relevant areas of graduation within the universities to be assigned by the Presidency of the Council of Higher Education.

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 AND EQUIVALENCE PROCESSES FOR COUNTRIES UNDER INVASION AND CONFLICT



Appendix 2 – Recognition and Equivalence Application Processes for Those from Countries where there is War, Invasion, or Annexation Conditions

