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Emphatic and Supportive Teachers Key to Quality and Efficiency in Education

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EARLY SCHOOL LEAVING

COUNTRY REPORT TURKEY

**R&D Unit
Provincial Directorate of
National Education / MUĞLA /
TURKEY**

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INTRODUCTORY PART

Reducing dropout and increasing completion rates in education is one of the key strategies for achieving the goals mentioned in Europe 2020 strategy document, which is also the basic aim of the EMPAQT Project. Related to this challenge, this report addresses on a study on the situation in Turkey; as

- An Overview on the Current Educational System in Turkey
- Definition of ESL according to the national documents
- Statistics of the ESL level in the country, province and district
- Identified reasons (problems) causing the ESL
- Available national policies/strategies
- Measures implemented to prevent ESL
- Institutions (Stakeholders) responsible for monitoring / dealing with ESL

A) An Overview on the Current Educational System in Turkey

Education in Turkey is governed by a national system. Since 2012, twelve years of education is compulsory for boys and girls, which can be divided into 4+4+4 years of schooling. The Ministry of National Education (MEB) runs educational administration of the country and is responsible for drawing up the curricula, coordinating the work of official, private and voluntary organizations, designing and building schools, policy making, teacher training programs ...etc. In the provinces, educational affairs are managed by the Directorates of National Education appointed by the Minister, but working under the direction of the provincial governor.

Primary and secondary education is financed by the state and free of charge in public schools, between the ages of 5,5 and 18.

Educational Stages in the new system

FORMAL EDUCATION

Pre-primary Education

An optional education for children between 3-5 years of age who are under the age of compulsory primary education.

Primary Education

Primary Education 1st Stage – Elementary School (4 years)

Primary Education 2nd Stage – Lower Secondary School (4 years)

Secondary Education

Secondary education is compulsory for four years and covers general, vocational and technical high schools that provide four years of education.

General high schools prepare students for higher learning institutions. While vocational and technical high schools provide specialized instruction with the aim of training qualified personnel.

NON-FORMAL EDUCATION

Non-formal education is one of the two components of the national education system. This component is for those who never received any formal education, those with certain skill and ability levels who are currently enrolled in a formal education program, and those who left the formal education program without receiving a degree.

Non-formal education has two components: general and vocational technical non-formal education programs. Institutes providing non-formal education include the practical arts schools for girls, advanced technical schools for girls, industrial practical arts schools, technical education centers for adults, public education centers, and apprenticeship training centers. The programs may be classified as public education, apprenticeship training, and distance education.

Most of the public education programs and activities take place in formal education centers. Any individual, regardless of age or educational background, can enroll in literacy courses, vocational courses, and social and cultural courses that are offered in many of the formal education buildings.

Apprenticeship training is available to fourteen to nineteen year olds who have not received formal education, to those who completed the eight-year compulsory program but were not eligible to continue their formal education, and to those who never completed the required formal education program. Individuals between the ages of fourteen and nineteen who have completed the primary education program may enter a three to four year apprenticeship training program.

Every Turkish citizen may participate in distance education courses. Beginning in 1997 when the compulsory primary education program was extended from five to eight years, open primary education school programs became available for those who, under the previous national education program, had completed the required five-year program but not continued for the optional three-year middle school program. This **open primary education** program allows individuals to complete the compulsory eight-year primary program.

Now with the new educational system, the **open education high school** program is available to three groups of students: those who are unable to continue their formal education, those who are too old to continue in the formal education program, and those who are currently enrolled in a formal education program who prefer to complete their formal education via distance learning.

B) Definition of ESL according the national documents

Early school leaving is one of the key problems of education in most countries. Identification of the reasons, process and results is the biggest step for the solution to this

problem. Making an analysis on this educational matter needs at first step the realistic definition of it since the definitions change from country to country.

As for the national definition of ESL in Turkey; ESL is the process of leaving school of a student because of various reasons without getting a diploma or a certificate proving that he/she has managed to graduate.

In order for a student to be regarded as a school leaver in Turkey, he/she should

- have been enrolled at school before,
- be less than 19 years old,
- be constantly absent from classes,
- not be going to another school,
- not register a school in the second educational term,
- not have a health status report from a hospital,
- not have gone abroad

C) Statistics of the ESL level in the country, province and district

E-OKUL “Electronic School Information Technologies” is an internet based tool put into action by The Ministry of National Education in 2007. It helps educators and educational managers and decision/policy-makers to follow the academic life of a student from the 1st grade to graduation from a high school.

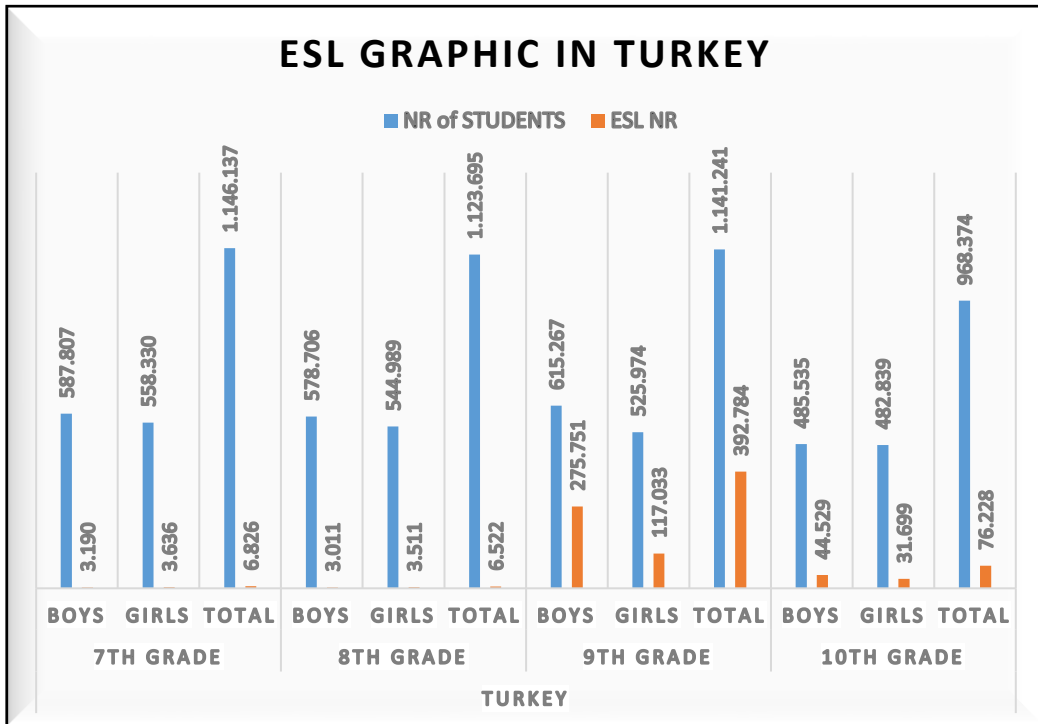
Another Internet based tool is called MEIS “Statistics of National Education” which is a tool developed by the Strategy Development Head Office of the Ministry of National Education in order to collect statistics electronically from the district and provincial directorates all over the country. Some of the statistics in the MEIS Module are collected by using the E-Okul database.

Statistics presented in this study have been collected by using the MEIS Module. These statistics are presented and diagrammed in three categories regarding the aims and objectives and planned in-service teacher training events of EMPAQT project. As the target group is between the ages of 13 – 17, only the 7th, 8th, 9th and 10th grade statistics are taken into account.

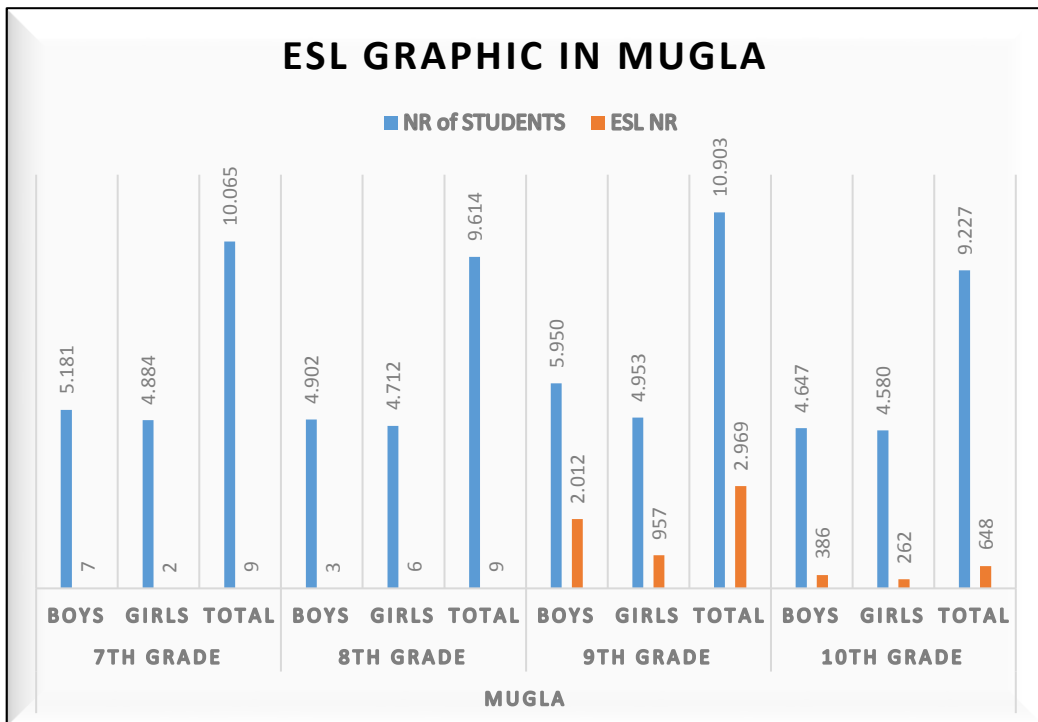
- ESL in Turkey
- ESL in Muğla
- ESL in Mentese

The statistics charts will draw a general picture the whole country; in the province; and in the district called Mentese as the targeted teachers work at schools in this district.

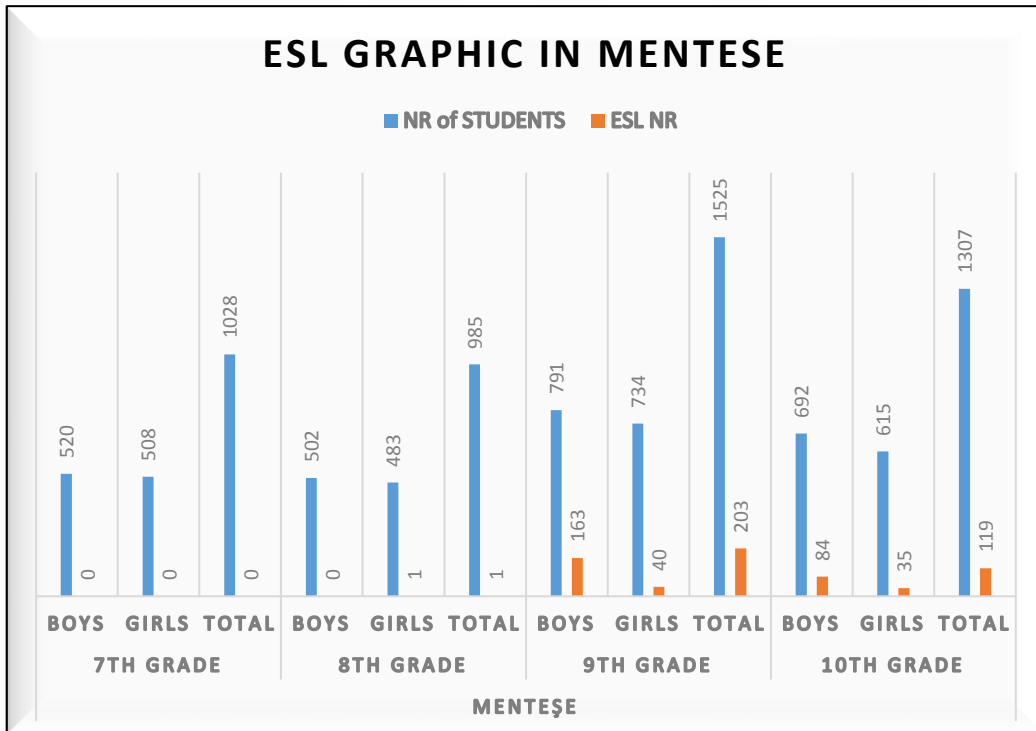
**Graphics in Accordance with the Statistics in MEIS Module
2015-2016 Academic Year in TURKEY**



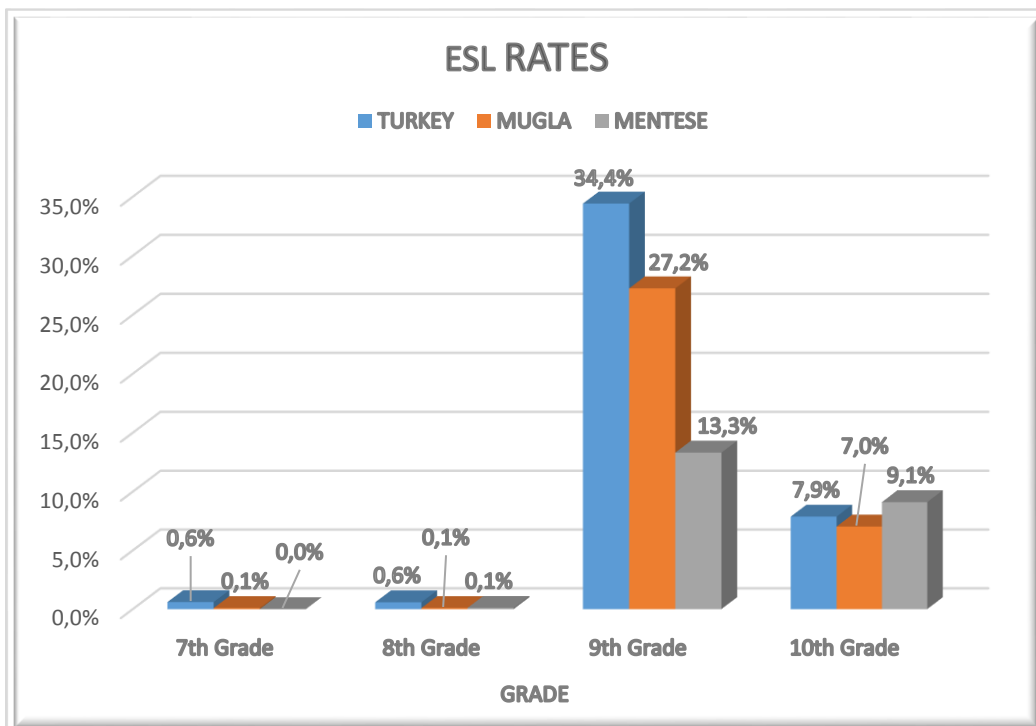
**Graphics in Accordance with the Statistics in MEIS Module
2015-2016 Academic Year in MUGLA**



**Graphics in Accordance with the Statistics in MEIS Module
2015-2016 Academic Year in MENTESE**



In these graphics the number of students registered at schools and the number of ESL students at the 7th, 8th, 9th and 10th grades are presented. When the rate of ESL is taken into account in accordance with these graphics, it gives us the following chart.



D) Identified reasons (problems) causing the ESL

It is nearly impossible to make research on each individual about ESL but research studies tell us general ideas to be accepted as reasons of ESL. These reasons can be categorized as;

1. Economic Reasons
 - a) Children work for Money in order to support the family budget.
 - b) Families are not able to meet the educational expenses of their children.
 - c) Low Socio-Economic Level of Families

2. Education System and School Conditions
 - a) Crowded classroom atmosphere
 - b) Inadequate Number of Teachers
 - c) Teachers not being well-equipped with enough knowledge about struggling with ESL
 - d) Security Problems in / out of schools
 - e) Heavy curricula
 - f) School Conditions not being attractive to students and families
 - g) Difficulties of Mobile Education
 - h) Difficulties of staying at boarding schools

3. Social, Cultural and Family Reasons
 - a) Negative Effects of Migration
 - b) Separated / divorced / broken family members
 - c) Low Awareness of Family Members about Education
 - d) Low Expectations of the Families and the Children
 - e) Traditional Family Structure (beliefs, prejudices and superstitions about sending Girls to Schools)
 - f) Crowded Family Atmosphere

4. Reasons Directly Related to Students
 - a) Negative Effects of the Environment
 - b) Academic Failure
 - c) Repetition of the Grade
 - d) Tendency for absenteeism
 - e) Low Self-trust and Self-respect
 - f) Not being attracted enough by the classroom atmosphere

E) Available national policies/strategies

There are two main laws and three regulations that build and design the legal framework

- National Education Law Nr.1739
- Primary Education Law Nr.222
- National Education Ministry - Primary Education Organizations Regulation Nr.2552
- National Education Ministry - Secondary Education Organizations Regulation Nr.2828758

- National Education Ministry - Provincial Directorate of National Education Regulation Nr.282424

These legal documents determine the methods and sanction tools to be followed during enrollment, matriculation, compulsory education ages, transfer to another school, control of attendance to classes, permissions, graduation, ex-matriculation ...etc.

F) Measures implemented to prevent ESL

Measures are taken by the stakeholders of educational institutions through tasks clearly identified by laws and regulations. Some important measures are explained below in items;

- a) Each parent is obliged to send his/her child to school and to give information to the school administration at most in three days when the child is not able to attend classes because of an excuse.
- b) The reasons of school dropout are analyzed and solutions are produced by school administrators, educational counsellors, and headman of the avenue, related staff working at educational directorates, district governorship and province governorship.
- c) Students get a permission of maximum 15 days per year by the school administration because of the excuses such as a death event in the family, wedding, joining the army, illnesses, agricultural work, weather conditions, natural disasters ...etc.

Except from these excuses any parent who;

- do not send his/her child to school,
- exceeds the maximum permitted time
- is late to do the transfer work of the student
- obliterate his/ her trace
- do not give information to the school administration about the absence of the student

is immediately reported to the administrative chief man (governors, headmen of the avenue ...etc.) by the school administration.

The administrative chief man has to ensure to contact with the parents with an official document (notification paper), which explains what the parent should do and what will happen if the parent continue not sending the student to school.

- d) Parents who do not obey the rules are punished with 15 TL fine per day for absence from school. Persistence in the same treatment will cost the parent 500 TL. Parents are notified that they will be put in prison in the case of the same attitudes.

Apart from these legal measures, the Ministry is implementing some plans, programs, campaigns and projects to tackle with ESL in the country level.

Conditional Cash Transfer Program : A program implemented through a protocol signed by the Ministry of National Education and the Ministry of Health.

- Children between 0-6 are provided with a monetary assistance for health,
- the ones between 6-17 are provided with a monetary assistance for education
- pregnant women are provided with a monetary assistance during the pregnancy

Mums and Girls – Together to School Project

Come on Girls to School Project

Increasing the Level of School Attendance of Girls Project

Increasing Attendance to Primary Schools Project

G) Institutions responsible for monitoring / dealing with ESL

Stakeholders who are responsible for monitoring and dealing with ESL can be listed as

- Teachers
- School Administrators
- Education Inspectors
- District Directorate of National Education
- District Governorship
- Provincial Directorate of National Education
- Provincial Directorate of Family and Social Policies
- Provincial Governorship
- Head Directorate of Primary Education Institutions (working under MEB)
- Head Directorate of Secondary Education Institutions (working under MEB)

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