

SUPERVISION OF EDUCATION AS A QUALITY ASSURANCE TOOL IN TURKEY: MINISTRY OF NATIONAL EDUCATION AND COUNCIL OF HIGHER EDUCATION

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Abstract. *In this review, I aim to reveal the practices of supervision tools maintained within the Ministry of National Education (MoNE) and the Council of Higher Education (CoHE) and to discuss how each tries to provide quality education. First of all, I presented an overview of the National Education System. Then I provided an overview of higher education. I introduced the supervision services carried out in both structures and the bodies responsible for them. As a result, I revealed that MoNE supervises public and private educational institutions before higher education level with two bodies: the Board of Inspectors and the Internal Audit Unit. Supervisors in Turkey play a critical role in monitoring the implementation of the curriculum, supporting teachers, assessing teacher performance, ensuring compliance with regulations and policies, and identifying areas for improvement. Another result obtained from this study is that supervision studies in the Council of Higher Education (CoHE) are carried out by three bodies: the Higher Education Supervisory Board, the Internal Audit Unit, and the Turkish Higher Education Quality Council (THEQC). While the Higher Education Supervisory Board is an authoritative organization, its mandate does not include assessing the quality of individual courses or departments. The internal audit unit assesses if CoHE's resources are being used economically, efficiently, and effectively to meet its aims. As a result of THEQC's quality activities, universities set mission & vision; strategic plans; quality assurance policy, job descriptions, workflow charts, and alumni tracking systems. Quality assurance efforts enabled universities to start accreditation studies; and entered the internal and external evaluation processes. It should be noted that the separation of universities into research universities or the Regional Development-Oriented Mission Differentiation and Specialization Program in Turkey is also a result of quality assurance studies.*

Key words: *supervision of education, Ministry of National Education (MoNE), Council of Higher Education (CoHE)*

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1. INTRODUCTION

Schools will remain operational so long as society continues to value the education they provide. Efficiently using already available resources, maintaining high-performance levels among organization members, and carrying out the entirety of the process in accordance with the plan are all necessary for the functional survival of educational institutions. Because of this, it is necessary to regularly monitor and assess how much they realize expected functions. In this context, supervision refers to the practice of monitoring the actions of an organization within the framework of particular principles in accordance with established objectives and providing the required direction and support to attain those objectives (Yüner, 2022). What is meant by the word "educational supervision" is the process of monitoring, assessing, and lending support to the efforts that are being made by teachers and educational programs. It is a procedure that is intended to guarantee that education is of high quality, that it caters to the requirements of students, and that it is carried out methodically and consistently across time. It should not be a surprise that a significant amount of learning and teaching depends on monitoring (Newton & Napper, 2007). There are several pieces of research on the topic of supervision. In order to address the growing complexity of academic life, Cornforth and Claiborne (2008) examined the idea of supervision in both an educational and therapeutic environment. According to Caras and Sandu (2014), supervision is necessary for both the growth of professionals and the provision of high-quality services. On the other side, Glanz, Shulman, and Sullivan (2007) established a connection between supervision and the level of academic accomplishment attained by students. Because Zohriah, Fauzi, and Pandini (2022) found a connection between the principal's academic supervision and improvements in teacher performance, we can say that supervision is effective not only for students but also for teachers. This is due to the fact that supervision improves both student and teacher performance. As can be seen, supervision requires the rigorous monitoring and evaluation of educational activities to guarantee their efficiency over a wide range of educational stages and levels. The term "supervision of education" refers to a collection of tasks that may involve analyzing the degree to which the educational system is succeeding in meeting its objectives, as well as locating and fixing issues that have been spotted within the educational system.

On the other hand, there is an ongoing discussion about the quality of education. An education that is considered to be of high quality is not only efficient but also current and open to all students. Learners are equipped with the knowledge, skills, and competencies necessary for success in their personal as well as professional life through the preparation provided by education. Education is considered to be of high quality if the various needs and experiences of the learners are taken into account and the objectives are achieved. Grisay and Mahlck (1991) state that the overarching idea of educational quality can be broken down into three distinct yet interconnected components. The first of these concerns relates to the level of both human and material resources that are made available for instruction (inputs). The second factor is the standard of the instructional procedures (the process), and the third factor is the evaluation of the student's performance (outputs and outcomes). Moreover, the quality of education consists of the following (UNICEF, 2000):

- learners who are physically fit, emotionally stable, and mentally prepared to participate in and benefit from educational opportunities, as well as learners whose families and communities encourage and facilitate their educational pursuits;
- environments that are hygienic, secure, protective, and sensitive to gender issues, as well as ones that offer sufficient resources and amenities;

- the content that is expressed in applicable curricula and resources for the acquisition of fundamental skills, in particular in the areas of literacy, numeracy, and skills for life, as well as knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention, and peace;
- learning can be made easier and inequalities in educational attainment can be narrowed by putting into practice procedures that enable qualified educators to employ child-centered teaching strategies in organized classrooms and schools and to conduct the skillful assessment;
- outcomes that are linked to national goals for education and positive engagement in society, and that include both knowledge and skills as well as attitudes.

As can be seen, the quality of education is a complicated topic that calls for an approach that is both comprehensive and complex to understand and improve it. There is a range of social, economic, cultural, and political elements that can all have an impact on the quality of an individual's education. This makes the quality of education topic a complicated issue.

Studies on quality and supervision in education are generally handled separately and focus on accreditation (Doğan, 1999; Kavak, 1999; Süngü & Bayrakçı, 2010; Özen, 2022; Hatipoğlu, 2022); quality (Abide & Gelişli, 2020; Özdemir, 2002; Sözmen, 2004); purpose and importance of supervision (Gökçe, 1994; Gündüz, 2012; Altınok, et al., 2020); use of various educational supervision models (Memduhoğlu & Mevsim, 2012; Aksu, et al., 2015); or school/lesson supervision according to the opinions of teachers and school principals (Ağaoğlu & Selim, 2020; Yeşil & Kış, 2015; Ergen & Eşiyok, 2017; Altunay, 2020). Unlike these studies, the present study is concentrated on institutions. The main difference of this review from other studies is that it provides a comprehensive overview of the supervision practices and bodies responsible for maintaining quality education in both the Ministry of National Education (MoNE) and the Council of Higher Education (CoHE) in Turkey. It specifically highlights the critical role of supervisors in monitoring curriculum implementation, supporting teachers, assessing teacher performance, ensuring compliance with regulations and policies, and identifying areas for improvement. Additionally, the study outlines the distinct responsibilities of the Higher Education Supervisory Board, the Internal Audit Unit, and the Turkish Higher Education Quality Council (THEQC) in CoHE's supervision practices, as well as how quality assurance efforts have led to universities' accreditation studies and mission differentiation and specialization programs. Within the scope of this review, I chose to concentrate on supervision as a quality assurance tool within the Turkish National Education system. My goal was to provide an overview of supervision as a quality assurance tool and discuss it in relation to the Ministry of National Education (MoNE) and the Council of Higher Education (CoHE).

2. OVERVIEW OF THE TURKISH EDUCATION SYSTEM

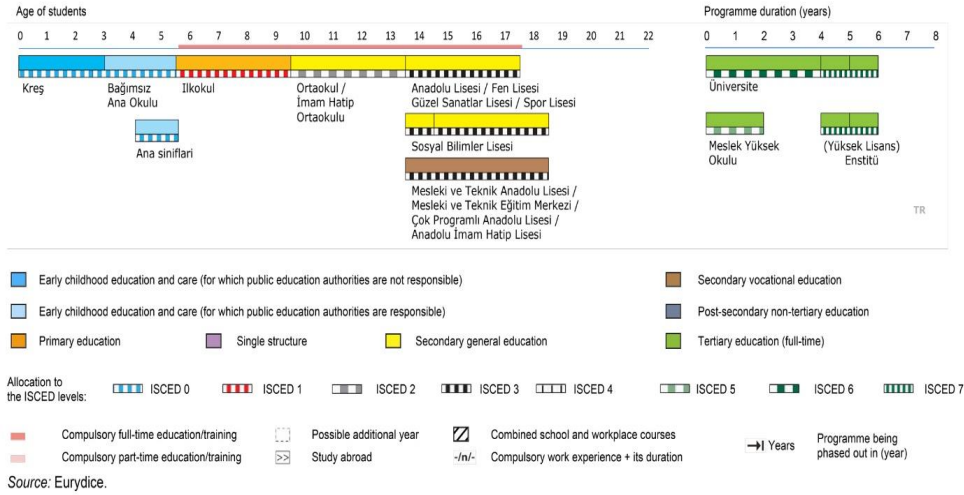
In the Republic of Turkey, the Ministry of National Education (MoNE), which is comprised of central, provincial, and overseas organizations, is in charge of overseeing and coordinating all educational efforts at the national level. Formal education and non-formal education are the two components that makeup Turkey's National Education System. Early Childhood, Primary and Lower Secondary, Upper Secondary, and Higher Education are the many stages of education that make up formal education. On the other side, non-formal education is the education that is provided to those who have never

participated in the formal education system, who are now participating at any level of this system, or who have previously participated in one of these levels. Starting with the 2012-2013 school year, the compulsory schooling age in Turkey increased to 12 years and is now broken up into three stages. The first level is a primary school that lasts for four years (1st, 2nd, 3rd, and 4th grade), the second level is a lower secondary school that lasts for four years (5th, 6th, 7th, and 8th grade), and the third level is an upper secondary school that lasts for four years (9th, 10th, 11th and 12th grade). In addition to elementary and secondary school, early childhood education is also required for people who require special education because it is considered to be a vital foundation for later learning (Aytaç, 2020; EC, 2023; Erdem, 2021; Çikrikçi, Suna, & Günal, 2020). As of the 2021-2022 academic year, the number of students receiving formal education at MoNE is over 19 million and the number of students receiving non-formal education is over 6 million (MoNE, 2022).

3. OVERVIEW OF THE TURKISH HIGHER EDUCATION SYSTEM

Similar to the central structure of the Ministry of National Education in Turkey, universities are also affiliated with CoHE in Ankara. The Council on Higher Education (CoHE) is the highest decision-making body on higher education. Through Law No. 2547, which was enacted on November 6, 1981, the CoHE came into existence. The implementation of this law marked the beginning of the process of reorganizing academic, institutional, and administrative facets of higher education. It made it possible for all of Turkey's institutions of higher education to come together under the leadership of the CoHE. Conservatories and vocational schools were connected to universities, while academies and educational institutions were reorganized into educational faculties and universities, respectively. Within the context of the authorities and responsibilities delegated to it by Articles 130 and 131 of the Constitution and the aforementioned provisions of the Law, the CoHE assumed responsibility for all institutions of higher education as an institution that possesses both independence and public identity. The CoHE is in charge of Turkey's strategic planning, coordination, supervision, and monitoring of higher education, in addition to the establishment and maintenance of quality assurance procedures. CoHE consists of 21 members, 14 of which are appointed by the President, and each member is appointed for 4 years (CoHE, 2019). As of the 2021-2022 Academic Year, there are over 8 million university students and over 180 thousand faculty members in 207 universities in Turkey (CoHE, 2023a). Figure 1 below shows the General Structure of the Turkish Education System including MoNE and CoHE.

It would be helpful to provide the legal background of supervision studies in both contexts after a general overview of education in Turkey is presented in the contexts of MoNE and CoHE. The supervision processes in Turkey can be seen as a reflection of the country's centralized educational structure. In this regard, supervision at the Ministry of National Education (MoNE) is carried out in two units. The first one is the Board of Inspectors and the second one is the Internal Audit Unit. The Board of Inspectors coordinates the activities of those responsible for supervision within the context of MoNE. In addition, the Internal Audit Unit at MoNE conducts internal audits for all kinds of activities and transactions in central, provincial, and overseas organizations. These internal audits are generally on the compliance of works and processes with the legislation and are carried out according to public internal audit standards. On the other

Türkiye - 2022/2023**Fig. 1** General Structure of the Turkish National Education System (EC, 2023)

side, supervision activities carried out within CoHE show also differences. There is a Higher Education Supervisory Board, and an Internal Audit Unit within CoHE and all universities. Moreover, there is an independent council called the Turkish Higher Education Quality Council (THEQC). This council coordinates activities on the quality of higher education. Although THEQC's activities are not seen as supervision in the full sense, including stages such as planning, implementation, monitoring, and taking precautions. Therefore, it can be argued that THEQC's activities have a supervision function.

4. SUPERVISION AT THE MINISTRY OF NATIONAL EDUCATION (MoNE)

Like in many OECD nations, MoNE supervises all quality-related processes in public and private educational institutions in Turkey. To ensure that the quality of education is being maintained at all levels before higher education, MoNE is in charge of both internal and external assessment methods (Çıkrıkçı, Suna, & Günel, 2020). Two bodies are carrying out supervision practices: the board of inspectors and the internal audit unit.

4.1. The Board of Inspectors

The duties of the board of inspectors are to guide the ministry staff, ministry schools and institutions, and private education institutions; to make plans and programs to help public institutions and organizations and to guide them; to control and supervise services provided by MoNE; to provide guidance, on-the-job training, inspection, evaluation, examination, research, and investigation; to make sure that the work of education inspectors and guidance and supervision services are done lawfully, (Official Gazette, 2018). The duties and authorities of the inspectors and assistant inspectors working under the Board of Inspectors coordination are to complete the reports as a result of

supervision, guidance, examination, and investigation; to contribute to the professional development of the assistant inspectors (Official Gazette, 2017).

To fulfill the above-mentioned duties, the Presidency of Education Inspectors is formed in the provincial national education directorates. Education Inspectors act under several principles of guidance and supervision. Accordingly, it is ensured that guidance and supervision activities are carried out together in institutions. Guidance and supervision activities should be of a quality that will maximize the level of attainment of the achievements in the curriculum; take into account individual and institutional differences and environmental factors; be based on correction, improvement, development, and institutional development by emphasizing guiding and preventive guidance; include examples of good practice; ensure that the risk areas of the system are identified and eliminated; prevent irregularities and corruption; be open, transparent, equal, democratic, holistic, reliable, and impartial; should include cooperation and participation; highlight, encourage and reward success; be based on scientific and objective principles and finally, be effective, economical, and efficient (Official Gazette, 2022a). The Board of Inspectors has prepared "Supervision Guides" for schools of all levels and types in Turkey. These guides, available on the website, contain general principles, objectives, and steps. Different kinds of guidance activities are carried out by MoNE. The types of guidance maintained by education inspectors include preventive guidance, corrective and remedial guidance, and developing guidance (Official Gazette, 2022a). Similarly, audit activities carried out within MoNE also differ. The types of audit services maintained by education inspectors include process audit, conclusion audit, performance audit, system audit, financial audit, compliance audit, thematic audit, personnel audit, appropriateness audit, and course audit (Official Gazette, 2022a). In conclusion, the Turkish Board of Inspectors oversees, guides, and assesses educational institutions and services. Inspectors and assistant inspectors work collaboratively to ensure the legality and maximize curriculum achievement. Correction, improvement, development, and institutional development underpin guiding and supervision. To sustain education quality in Turkey, MoNE provides various counseling and inspection operations. The Turkish Board of Inspectors' Supervision Guides for schools of all levels and types are available online and include broad principles, objectives, and processes for guidance activities.

4.2. The Internal Audit Unit

This unit takes a risk-focused approach. The internal audit aims to plan and execute ministry activities through objectives and policies, development plans, programs, strategic plans, performance programs, and legislation. It aims to ensure effective, economic, and efficient use of resources, reliability, integrity, and timely availability of information. In addition, as a result of the internal audit activity, suggestions are made to the management on securing the ministry's assets, the effectiveness of the internal control system and the identification of risks, taking necessary precautions, constantly reviewing them, and digitizing them if possible. At the same time, in addition to providing objective assurance, internal audit provides an independent and impartial consultancy service, especially to assist the Ministry in improving risk management, internal control, and governance processes. The consultancy service is the systematic and regular evaluation of the activities and operational processes of the ministry to achieve its goals and make suggestions for improvement. The internal audit evaluates corporate governance, risk management, and

control processes with a systematic, disciplined, and risk-based approach and contributes to the improvement of these processes (MoNE, 2023). The main elements of the internal audit model can be classified as follows: Being objective, providing assurance and consultancy services, Developing and adding value to the activities of the Institution, Helping to develop the objectives of the Institution, Risk management, auditing internal control processes and management processes, Predicting a systematic and disciplined work (Yaman, 2011).

Knowing what makes up supervision helps us understand the concept as a whole. The first step in supervision is to get a better understanding of the situation. The next step is to perform an evaluation. The third step is to make any necessary adjustments and progress. At this final stage, it is crucial to address any shortcomings found in the evaluation, eliminate redundancy, correct any deviations from goals and plans, and come up with suggestions and practices to improve processes and outcomes. Effective supervision requires these three parts to cycle (Başar, 2000). A well-functioning inspection system is essential to ensure that all students have equal access to high-quality education, that educators can grow in their careers, and that schools give students a solid foundation in learning (Eranil & Barış, 2022). In summary, MoNE's internal audit unit uses a risk-focused approach to ensure the efficient use of resources. The unit advises management on asset security, risk management, internal control, and governance. It emphasizes being objective, providing assurance and consultancy, and predicting systematic and disciplined work.

5. SUPERVISION AT THE COUNCIL OF HIGHER EDUCATION (CoHE)

Supervision activities carried out in higher education also differ. The first body is the Higher Education Supervisory Board, the second one is Internal Audit Unit, and the third one is Turkish Higher Education Quality Council.

5.1. Higher Education Supervisory Board

The Higher Education Supervisory Board is subordinate to CoHE and is responsible to CoHE in all its work. The higher Education Supervisory Board consists of 10 members. The main duties of the Higher Education Supervisory Board are inspecting the compliance of education and other activities in universities; requesting written or verbal information from the activity administrators; investigating disciplinary issues; carrying out investigations (Official Gazette, 1982).

5.2. The Internal Audit Unit

The second body is the Internal Audit Unit within CoHE. The Internal Audit Unit Within Cohe works on the suitability of all work and operations within the institution. The internal audit aims to plan and schedule the activities carried out at CoHE by the objectives and policies of the CoHE, development plan, programs, strategic plans, performance programs, and legislation. It aims to use resources effectively, economically, and efficiently, to ensure the reliability, integrity, and timely availability of information. In this context the vision of the internal audit unit is to provide assurance and consultancy as an audit unit with national and universal ethical values, aiming to provide added value to CoHE with a modern audit approach strategy. The mission of the internal audit unit is to evaluate whether the resources are used effectively, economically, and efficiently following the

goals and objectives of CoHE, and to provide support in reaching the targets by considering the management, control, and efficiency of the risks with a systematic and disciplined approach (CoHE, 2023b).

5.3. The Turkish Higher Education Quality Council (THEQC)

The third body is the Turkish Higher Education Quality Council (THEQC). THEQC is a centralized and independent board and is responsible for organizing the processes that serve as the basis for the supervision activities within the context of CoHE. The THEQC is widely regarded as Turkey's top higher education institution in terms of academic standards. THEQC is the formal public institution in Turkey charged with ensuring the quality of higher education. Formerly, the THEQC was established as a body affiliated with the CoHE in 2015, but in 2017 the THEQC gained its independence. To manage quality processes effectively and efficiently, it is necessary to note that THEQC is an autonomous institution rather than a body that works under CoHE.

The main duties of the Higher Education Quality Board are as follows (Official Gazette, 2022b):

- To determine national policies and strategies regarding quality assurance in the higher education system and to share them with the public,
- To carry out activities for the development and dissemination of quality culture in the higher education system,
- To encourage the establishment of internal quality assurance systems in higher education institutions and to guide higher education institutions in this regard,
- ç) To monitor the studies on higher education quality assurance systems at the national and international levels, to carry out joint studies at the national and international levels,
- To determine the principles, quality indicators and rules to be applied in external evaluation and accreditation.

THEQC's fields of activities are establishing and supporting the quality assurance system in higher education institutions; supporting and monitoring services of higher education institutions' internal quality assurance system; authorizing and recognizing accreditation bodies; disseminating and strengthening the culture of quality assurance in the higher education system (THEQC, 2019).

6. RESULTS AND DISCUSSION

The purpose of this paper is to make a minor contribution to the literature by presenting a detailed and comprehensive overview of the supervision practices and tools used in the Ministry of National Education (MoNE) and the Council of Higher Education (CoHE) and discuss them in terms of quality assurance.

First of all, this study reveals that when the institutional infrastructure and legal documents for supervision in MoNE are examined, the central structure of the audit emerges, which is supported by Demirkasımoğlu (2011) and Kurum-Tiryakioğlu & Çınkır (2017), and the board of inspectors in MoNE is the most authoritative body for supervision of all public and private educational institutions, excluding universities.

Second, this analysis shows that some improvements are intended with supervision and there are lots of supervisor qualifications needed. Monitoring the implementation of

the curriculum is one of them. It is checked whether the curriculum is transferred to the students correctly and effectively. The other is how students, teachers, and the entire educational system can improve their performance highlighted with supervision. The latter, supervision also provides implications for teachers' performance. These implications are obtained through classroom observations, and they are expected to support the professional development of teachers. This is followed by the reviewing of lesson plans, the content of the lesson plans, and their compatibility with the curriculum are monitored. Finally, personal, and systematical development is aimed at with the feedback provided on all these. Also, inspectors in Turkey have a wide variety of duties and roles such as monitoring, checking, observing, providing feedback, examination, investigation, guidance, on-the-job training, evaluation, inspection, and audit. Demirkasimoğlu (2011) highlighted this result by comparing it with other countries. Eventually, the purpose of school supervision with these duties and roles is to ensure the quality of education and promote the professional growth of teachers. Similarly, Şahin (2022) sees supervision as a tool to eliminate the quality gap between schools and the standard differences arising from the quality of teachers. The concern about quality is not new in the educational context (Green, 1995); it dates to the Ottoman Era in Turkey (Memduhoğlu et al, 2007). Durnalı & Limon (2018) state that various changes have been made in the historical context regarding the general structure, functioning, roles, duties, and titles of educational supervision in Turkey, but the purpose of the supervision has not changed. Literature suggests that supervision has several effects that can provide better teaching and learning in schools. Peer supervision has been shown to increase teachers' self-efficacy and job satisfaction (Crutchfield, 1995); school inspection is accepted as an opportunity for teaching and learning improvement (Kasanda, 2015). In summary, it is the responsibility of supervision to oversee the curriculum's delivery and make sure it is being carried out as planned. Supervisors collaborate closely with educators to assess their needs and offer advice and resources to help them better involve students in the learning process. Supervision can play a role in ensuring that all students receive a quality education.

Third, the findings of this analysis demonstrate that another supervision activity carried out within MoNE is the Internal Audit, a body directly subordinate to the minister. The Internal Audit Units within the MoNE in Turkey are tasked with the responsibility of delivering independent and objective assurance as well as consulting services to the MoNE. The internal audit units oversee determining whether or not the ministry's governance, risk management, and internal control procedures are adequate and efficient. To make a general assessment, it is useful to bring to the literature that the Internal Audit Unit and the Boards of Inspectors have different roles and responsibilities. The Board of Inspectors is responsible for evaluating the effectiveness of the education system, while the Internal Audit Unit is focused on MoNE's internal operations. Iliman-Püsküllüoğlu et al (2019) confirmed this distinction; Yaman & Çınkır (2021), on the other hand, revealed that despite this deep-rooted distinction, internal audit arouses the same effect and feeling as the board of inspectors in MoNE units. In contrast, this double-headed situation in the audit organization can lead to a decrease in the quality of the work done, overlapping of duties, increase in job unrest, negative impact on job satisfaction, and insufficient coordination due to the different working styles, philosophies and legislation of the audit units (Hoşgörür, 2016). Significant analysis and discussion on the subject were presented by Can and Sezer (2023) that there is a need for an applicable and sustainable inspection system in Turkey.

The findings of this research also give insight into the state of supervision in Turkish universities. It is worth noting that supervision, including quality assurance, in Turkish universities is based on Law No. 2547 on Higher Education, which is an inclusive and regulatory legal document. Ayvaz, Kuşakçı & Borat (2016) examined the developments in quality assurance in three phases. The first phase is the Period of Higher Education Supervisory Board (1982-2005); the second one is the Period of YÖKDEK and ADEK (2005-2015) and the final phase is the Period of Higher Education Quality Board (2015-current). With the Higher Education Supervisory Board formed in the early 1980s and the Higher Education Academic Evaluation and Quality Improvement Commission (YODEK) established in 2005, quality studies in higher education have developed. Established in 2015, the Higher Education Quality Board (YÖKAK) has made quality studies more professional (Güler & Soyer, 2021). The current study revealed that various bodies have authority in supervision practices in higher education. The first of these authorized bodies is the Higher Education Supervisory Board. Although the mandate of the Higher Education Supervisory Board did not contain a specific reference to ensuring the quality of educational programs, it is a binding high-level supervision body. The Higher Education Supervisory Board is responsible for the compliance of education and other activities carried out at universities; disciplinary investigations; and various audit activities. Doğan (1999) also confirms that higher Education Supervisory Board responsibilities do not include assessing the quality of education provided by universities or their efficiency in running academic programs. From this point of view, it can be argued that the Higher Education Supervisory Board is mostly an investigation body.

The second authorized body is the Internal Audit Unit. Different from the Internal Audit unit in the CoHE in Ankara, each university has an Internal Audit Unit, which works on the suitability of work and operations at that university. These units are directly connected to the rector and continue to supervise by organizing planned visits to each academic and administrative department of the university. Like other public institutions, the Internal Audit Unit in universities focuses on internal operations. Karaca-Aydın (2021) expressed the role of internal audit and auditor in universities as revealing whether resources are used effectively and efficiently following the goals and objectives of universities, Kırı and Dibra (n.d.) saw ineffective internal audit as the basic reasons for corruption and lack of efficiency in the public sector. On the other hand, Bayrakçı and Demirel (2017) observed that the internal audit system in universities is not effective and internal auditors experience various difficulties in auditing.

Finally, the third body for supervision practices in higher education is THEQC. THEQC's quality activities are not carried out in the form of direct supervision with the same philosophy as in MoNE. However, THEQC's quality assurance activities have a function to supervise as they aim to monitor, evaluate, and improve the quality of higher education. Şahin, Elçiçek & Tösten (2013) also underline the autonomous structure of universities in terms of supervision and draw attention to independent, objective, and contemporary standards for supervision. The supervision of education is essential to ensure that education is of high quality (Haris et al, 2018). A national quality assurance body may be required to make the standard of higher education globally competitive in terms of both quality and quantity in Turkey (Bedenli et al, 2011). Improving the quality of education in higher education is an important issue (Yıldırım & Aslan, 2021; Gümüş, 2018). There is ongoing discussion over the best method of evaluating university quality and the best framework for conducting such an assessment (Çıkrıkçı, Suna, & Günel,

2020). Harvey and Newton (2007) have set a framework for quality assurance and described four main methods of quality assurance: accreditation, audit, assessment, and external examination. Kılıç (2018) examined the contribution of accreditation to the institutional recognition of universities and programs and accepted accreditation as a guarantee of quality assurance.

According to this review, it is revealed that many activities, events, or steps are observed in higher education in Turkey as a result of the quality assurance efforts:

- Universities have created a mission and vision for themselves.
- Universities have created strategic plans that include strategic goals and performance indicators. Consistent with the university's mission and vision; the strategic goals and objectives are clearly stated; strategic plans reflecting the ideas of internal and external stakeholders constitute an important pillar of quality assurance studies.
- Universities have determined a quality policy that has been determined institutionally and announced to the whole institution.
- Universities have determined the jobs in their academic and administrative units, and the qualifications and difficulty levels of these jobs. They have created workflow charts for these works. With these workflow charts, it is aimed that the work progresses more transparently and quickly. Universities have prepared various printed forms related to these determined jobs and announced these forms on their websites.
- In the process of establishing quality assurance, universities have started serious studies for their graduates, considered stakeholders. Alumni Tracking Systems have been created to track graduates. Graduates are encouraged to register in the system. Universities receive the opinions of graduates at various intervals and these opinions are reflected in the reports prepared.
- Another important stakeholder in the quality assurance process is current students. It is seen that universities frequently conduct satisfaction surveys for current students. The content of these surveys is for the administrative and academic functioning of the university. There are also detailed questions for the courses and faculty members.
- Accreditation studies have started in universities. Various programs in various academic units in universities have been accredited as a result of the evaluations of national or international institutions. The process of accreditation for many of them is still in progress.
- Another step is external evaluation. Universities are subject to external evaluation in four dimensions: quality assurance systems; education and teaching; research and development; and social contributions.
- 23 universities in Turkey were declared as research universities by CoHE. CoHE has granted these universities various privileges and supported them. It is aimed to create thematic areas where research universities can come to the fore and create a strong quality environment.
- Similarly, several universities in Turkey were evaluated according to the parameters of the region they are in and were included in the Regional Development-Oriented Mission Differentiation and Specialization Project. These universities and the programs they are included in are as follows: Bingöl University Agriculture and Basin Based Development; Burdur Mehmet Akif Ersoy University Agriculture and Basin Based Development; Düzce University Environment and Health; Kırşehir Ahi Evran

University Agriculture and Geothermal; Uşak University Leather, Textile and Ceramics; Aksaray University Sports and Health; Kastamonu University Forestry and Nature Tourism; Muş Alparslan University Farming, Recep Tayyip Erdoğan University Tea, Siirt University Agriculture and Livestock, Artvin Çoruh University Medicinal-Aromatic Plants, Bartın University Smart Logistics and Integrated Zone Applications, Hittit University Machinery and Manufacturing Technologies, Kırklareli University Food, Yozgat Bozok University Industrial Hemp, Batman University Energy, Giresun University Hazelnut, Gümüşhane University Mining, Iğdır University Agricultural Products with High Added Value, Karamanoğlu Mehmetbey University Precision Agriculture and Innovative Business Technologies, Munzur University Strategic Raw Materials and Advanced Technology Applications, Nevşehir Hacı Bektaş Veli University Natural and Cultural Heritage Tourism.

Studies carried out in the context of quality assurance are undoubtedly used as a tool to increase the quality of education and training. On the other hand, there are some concerns regarding the quality assurance system. Güler and Soyer (2021) state that since the 1980s, there has been a lot more interest in improving the quality of higher education. This is the period when Turkey met with neo-liberal policies and practices (Mayo, 2018) in which pioneering studies on neoliberal transformations were initiated by global organizations. The coordination and outward expansion of this process among European universities is provided by the Bologna Process (Gümüş & Kurul, 2011). The Bologna Process is the promotion of European cooperation in quality assurance. The launch of the Bologna Declaration coincides with some major changes in the higher education environment, such as the emergence of a real European labor market and increased international competition in higher education (Campbell, & van der Wende, 2000). While most people think it is the process of cultural and academic integration; “the main source of information for the quality activities (Vural-Yılmaz, 2019)”, Gümüş and Kurul (2011) express and criticize the Bologna Process as the “integration process of the universities of the member countries to neoliberalism”. Neoliberalism often reduces the role of states and emphasizes the importance of market-driven decision-making and competition among institutions and academics. Harvey (2007) defines neoliberalism as a political-economic theory that advocates giving people the freedom and skills to be entrepreneurs in an institutional framework with strong private property rights, free markets, and free trade. With the increasing withdrawal of the state, the education administration has become to be constructed solely in line with the economy and business values, and market expectations. In this way, universities' management processes and academic life are becoming a part of the political economy of globalization (Şentürk, 2010). Since the 1980s, universities in the world have started to host new practices and responsibilities due to various reasons and factors. One of them is more research, publication, and project pressure also called competition culture. The shrinking of the state in the neoliberal order in the world and the decrease in the financial resources allocated to universities force universities to obtain different financial resources. The commodification of higher education and the fees paid to universities by international students are examples of this. At this stage, universities put pressure on academics to do more research, publication, and project because all the above-mentioned are criteria for calculating rankings. Gonzales & Núñez (2014) assert that ranking and accountability cultures promote neoliberal environments. Similarly, Belenkuyu & Karadağ (2020) underlines that in the neoliberal order, universities are now places where knowledge is produced, registered, marketed, and sold. The international university rankings obtained

because of these processes are also a quantitative expression of this success. The emphasis on success criteria has been shifting from quality to quantity, even though most academic and research activities cannot be quantified. Academics put in a lot of effort to promote themselves to raise their "ratings," and this goal serves as the primary motivation for much of what they do in the classroom (Şener, 2012). Since faculty members evaluate awards in terms of quantity, speed of publication, or competition, they may knowingly commodify their work. In this case, the evaluation of faculty members is reduced to numerical expressions, or the amount of dollars earned (Gonzales & Núñez, 2014). Harvie (2000) underlines the emergence of two classes of academics, a research capitalist class, and a research proletariat. Moreover, neo-liberalization causes anxiety among academics because neo-liberal audit and supervision practices recast faculty members as competitive human capital. Audit and ranking systems designed to produce academia as a space of economic efficiency and intensifying competition produce unhealthy levels of anxiety and stress in the academy (Berg, Huijbens, & Larsen, 2016).

7. CONCLUSION

In conclusion, this paper has demonstrated that MoNE supervises all public and private educational institutions in Turkey with two bodies: the Board of Inspectors and the Internal Audit Unit. The Board of Inspectors is responsible for evaluating the effectiveness of the education system, while the Internal Audit Unit is focused on MoNE's internal operations. The role of supervision in schools in Turkey is to support the quality of education and to promote the professional development of teachers. Supervisors play a critical role in monitoring the implementation of the curriculum, supporting teachers, assessing teacher performance, ensuring compliance with regulations and policies, and identifying areas for improvement.

From the research that has been conducted, it is possible to conclude that supervision studies in higher education are carried out with three bodies. The first one is the Higher Education Supervisory Board. The Higher Education Supervisory Board's mandate does not specifically address program quality, but it is a binding high-level supervision body. University instruction, disciplinary investigations, and audits are regulated by the Higher Education Supervisory Board. The second one is Internal Audit Unit. The purpose of the internal audit unit is to determine whether CoHE's resources are being used economically, efficiently, and effectively to achieve the organization's stated goals and objectives. Internal Audit Units are extremely critical to the operation of Turkish universities since they are responsible for budget monitoring, the promotion of accountability and responsibility, as well as the identification and elimination of any potential risks. The third one is THEQC, which is an independent quality council established in 2015. The establishment of THEQC in 2015 does not imply that quality studies in Turkish higher education began in 2015. Many practices realized after Turkey was included in the Bologna Process in 2001 can be evaluated in terms of quality, standards, or supervision in higher education. It is worth mentioning once again that it cannot be said that there were no efforts on the quality of higher education in Turkey before the Bologna Process. In the historical process, there has always been a concern about the quality of higher education and extensive efforts have been made. The Bologna Process standardized these efforts as action and expression and redefined many concepts existing within universities with a neoliberal perspective.

As a result of quality assurance activities in Turkey, universities set mission and vision; published strategic plans; created a quality assurance policy, job descriptions, workflow charts, and alumni tracking systems. Quality assurance studies enabled universities to start accreditation studies and to enter the internal and external evaluation processes. It should be noted that the separation of universities into research universities or the Regional Development-Oriented Mission Differentiation and Specialization Program in Turkey is also a result of quality studies.

Another result of this study is that there are some concerns about quality assurance in higher education. It can be said that quality assurance studies entered universities with the Bologna Process, and this is a result of global policies such as neoliberalism. This process has caused universities and faculty members to evolve into a more market-oriented and competitive structure. Due to quality assurance, standardization, rankings, and accreditation, the focus in universities is in danger of shifting from quality to quantity. In this respect, the function of supervision practices in education as a quality tool and the design of balanced quality assurance systems that do not disrupt the structure of this function is very important.

Based on the findings of this research on supervision studies in Turkey, it is suggested that future researchers should focus on examining the effectiveness of supervision practices in improving the quality of education and promoting the professional development of teachers. Another potential research avenue could be on the impact of global policies such as neoliberalism on the quality assurance practices in higher education, and how they have led to a more market-oriented and competitive structure in universities, potentially shifting the focus from quality to quantity. Lastly, researchers could explore the design of balanced quality assurance systems that prioritize quality while maintaining the function of supervision practices in education.

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SUPERVIZIJA OBRAZOVANJA KAO ALAT OBEZBEDIVANJA KVALITETA U TURSKOJ: MINISTARSTVO NACIONALNOG OBRAZOVANJA (MONE) I VISOKOG OBRAZOVANJA (COHE)

Cilj ovog rada je otkrivanje načina i postupaka supervizije koje sprovode Ministarstvo nacionalnog obrazovanja (MONE) i Savet za visoko obrazovanje (COHE) u Turskoj i, s obzirom na to, diskusija u kontekstu kvaliteta. Na početku je dat pregled nadležnosti nacionalnog obrazovnog sistema, a zatim i visokog obrazovanja u Turskoj. Na osnovu uvida u rad službi nadzora i njihovih nadležnih organa koji su formirani u obe strukture, otkriveno je da nadzor svih javnih i privatnih obrazovnih institucija od strane MONE-a vrše dva organa: Inspeksijski odbor i Jedinica za internu reviziju. Takođe, supervizori u Turskoj igraju ključnu ulogu u praćenju implementacije nastavnog plana i programa, pružanju podrške nastavnicima, ocenjivanju učinka nastavnika, obezbeđivanju usklađenosti sa propisima i politikama i identifikaciji oblasti za unapređivanje rada. Kada je u pitanju Savet za visoko obrazovanje (COHE), studije supervizije sprovode tri tela: Nadzorni odbor visokog obrazovanja, Jedinica za internu reviziju i Turski savet za kvalitet visokog obrazovanja (THEKC). Dok je Nadzorni odbor visokog obrazovanja autoritativna organizacija, njegov mandat ne uključuje procenu kvaliteta pojedinačnih kurseva ili odeljenja. Jedinica za internu reviziju procenjuje da li se resursi COHE koriste ekonomično, efikasno i efektivno za postizanje njegovih ciljeva. Kao rezultat kvalitetnih aktivnosti THEKC-a, univerziteti su: postavili misiju i viziju; objavili strateške planove; kreirali politiku osiguranja kvaliteta; dali opis poslova, dijagrame toka posla i sisteme za praćenje bivših studenata. Napori za osiguranje kvaliteta omogućili su univerzitetima da započnu studije akreditacije i uđu u procese interne i eksterne evaluacije. Treba napomenuti i da je razdvajanje univerziteta u istraživačke univerzitete ili Diferencijacija regionalne razvojno-orijentisane misije i Specijalizovani program u Turskoj, takođe rezultat studija osiguranja kvaliteta.

Ključne reči: supervizija obrazovanja, Ministarstvo nacionalnog obrazovanja (MONE), Savet za visoko obrazovanje (COHE)