

CHAPTER

12

ADMINISTRATIVE PROCEDURE AND DISABILITY ACCOMMODATIONS IN TR-YÖS

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12.1 INTRODUCTION

Higher education provides people with disabilities invaluable access to social and economic empowerment, promoting autonomy and inclusion within society (Kunnath & Mathew, 2019). Achieving a college degree can substantially elevate an individual's socioeconomic status by enhancing employment prospects, boosting income, and fostering job security, which cumulatively lead to an improved quality of life (Yoho, 2020). Furthermore, obtaining a higher level of education offers people with disabilities the opportunity to participate in society equally, thus promoting both financial independence and personal dignity (Wisbey & Kalivoda, 2023). In an inclusive higher education setting, students with disabilities often experience increased self-esteem, wider friendship networks, and higher academic achievement. These environments foster acceptance from peers and provide students with disabilities a foundation for lifetime benefits such as higher-paying jobs and independent living. Additionally, inclusive education positively impacts students without disabilities, fostering empathy, collaboration, and

mutual understanding (Drame & Kamphoff, 2014), which is also beneficial for the society.

12.1.1 Importance of the Central Examinations in Internationalization in Higher Education for Persons with Disabilities

The transformative power of education cannot be overstated, especially for people with disabilities. By enabling access to higher education, society not only supports personal growth but also taps into the potential for broader socioeconomic advancement and social integration (Lal et al., 2022). Access to higher education for students with disabilities aligns with the principles of social justice and respect for human dignity, promoting a society that values inclusivity and equal opportunity. This commitment is crucial in empowering people with disabilities, helping to create a generation of leaders and professionals who can advocate for inclusive policies and drive change on a global scale (Lehrer-Stein & Berger, 2023). With education as a pathway to mitigating inequities, higher education institutions can make a significant contribution to the sustainable development goals, particularly in poverty reduction, quality education, and social equality (Andoh & Nketsiaba, 2023).

Building on the significance of higher education for students with disabilities, it is equally important to examine the benefits of internationalization in this context. For students with disabilities, the opportunity to engage in international study can be transformative, offering them access to diverse academic perspectives, career advantages, and language proficiency. Key motivators for students pursuing international opportunities include the ambition to gain specialized knowledge in their field of study, the desire to enhance their future careers, and the goal of improving their foreign language skills (Karveliēne, 2016).

International student mobility has redefined higher education, yielding substantial benefits not only for students but also for host and

home countries. Students who study abroad may be regarded as valuable assets upon their return, bringing back diverse knowledge, expertise, and cultural understanding, which contribute to their home countries' competitiveness in a global economy. Therefore, it is necessary to discuss the matters of accessibility for international students with disabilities, addressing their access, participation, and academic achievement abroad to promote equitable internationalization in higher education (Kiuppis & Soorenian, 2017).

The benefits of internationalization in higher education, particularly for students with disabilities, highlight the importance of equity and accessibility in global education systems. However, fostering inclusion and ensuring quality education on an international scale require robust mechanisms for having access to higher education opportunities, which is directly related to evaluating educational outcomes and maintaining transparent standards. This is where centralized examinations emerge as a critical tool in shaping and refining education systems globally.

Despite some criticisms, centralized examinations are utilized in order to assess knowledge and skills of the candidates gained from their education and to evaluate the qualifications of individuals seeking admission to specific institutions (Aküzüm, 2017). Moving from this point, centralized examinations play a pivotal role in standardizing assessments, enabling educational systems to be more transparent and comparable across borders. For instance, international examinations serve not only to establish and evaluate educational quality but also may serve as mechanisms for narrowing achievement gaps and addressing corruption in education systems. These initiatives may set global benchmarks while responding to local educational challenges, offering valuable insights for policymakers and stakeholders alike (Meeks et al., 2014; Orkodashvili, 2010).

Within the realm of higher education, standardized admission tests have long been recognized as reliable indicators of candidates' academic potential and future success by various institutions. These tests allow institutions to predict academic performance based on quantifiable

metrics, thus supporting data-driven decision-making in admissions (Bhoite et al., 2024; Cárdenas & Truyol, 2022). From a broader perspective, centralized exams are not just tools for assessment but instruments that shape educational and labor market outcomes. For instance, evidence from Germany shows that central exams uphold higher educational standards, contributing to better labor market prospects for graduates compared to regions without such exams (Backes-Gellner & Veen, 2008). These findings illustrate the broader impact of centralized examinations, emphasizing their role in maintaining educational quality and supporting socioeconomic mobility. Moving from this point, it is absolute that the central examinations shall be accommodated according to the needs of persons with disabilities. For this reason, it is stated that institutions with experience in supporting students with disabilities focus on providing accommodations (Johnstone & Edwards, 2020). Removing structural barriers in the context of higher education, such as providing testing accommodations and accessible materials, is essential to ensure equitable participation for the disabled (Singh et al., 2023).

12.1.2 The Background in Türkiye and the Local Institutions

In recent years, Türkiye has experienced a substantial increase in international student enrollments, associated with both push and pull factors. Push factors can be exemplified with economic challenges, political instability, and educational limitations in students' home countries, which compel them to seek opportunities abroad. On the other hand, Türkiye's unique advantages in terms of living costs, accessibility to higher education, and its strategic geographical position between Europe and the Middle East are strong pull factors attracting international students (Hosgorur & Aysel, 2022; Tamtekin Aydın, 2021). Furthermore, the country's cultural, historical, and religious relations with many nations significantly influence students' decisions to study in Türkiye. These provide a sense of familiarity and community, making

Türkiye an appealing choice for those seeking a supportive environment away from home (Kondakçı et al., 2016; Özoğlu et al., 2015).

Türkiye's emergence as a regional hub for international education is also attributed to its deliberate efforts to enhance the quality and accessibility of its higher education institutions. Scholarship opportunities, affordability, and a reputation for academic quality contribute to its appeal, particularly for students from neighboring regions. Many students are drawn to Türkiye not only for economic reasons but also because of socio-cultural proximities that align with their personal and academic aspirations. These factors collectively distinguish Türkiye from traditional international study destinations and position it as a compelling alternative place for students seeking an inclusive and cost-effective educational experience (Çalışkan & Büyükgöze, 2022). Moreover, Türkiye has institutionalized internationalization in higher education as a national policy priority. This commitment is evident in five-year development plans, the publication of strategy papers, the expansion of scholarship programs, and face-to-face and online targeted campaigns. With these instruments, Türkiye has actively promoted its universities globally, aiming to be a prominent hub for international students and academics. By fostering a multicultural environment and increasing campus diversity, Turkish higher education institutions not only enhance their global standing but also create richer academic and social experiences for all students (Ergin, 2023; Gök & Gümüş, 2018). Following these, various processes have been utilized to facilitate the placement of international students into higher education institutions.

Universities in Türkiye, which possess scientific autonomy and public legal personality, could adopt different procedures in admissions. Additionally, the Higher Education Council (YÖK), as a public legal entity established under constitutional provisions, oversees the processes to ensure compliance across institutions. In recent years, a centralized examination known as the Exam for Foreign Students for Higher Education in Türkiye (TR-YÖS) has been introduced to provide the placement of international students into the universities.

TR-YÖS is administered by the Republic of Türkiye Center for Assessment, Selection, and Placement (ÖSYM), a public legal entity tasked with organizing various examinations, including higher education entrance examinations. ÖSYM operates through specialized units that handle different procedural aspects of the examinations. Notably, the organization includes the Disabled Candidates Department (Engelli Adaylar Daire Başkanlığı), established to address the unique needs of disabled candidates in centralized examinations. This structural approach underscores the Center's and Türkiye's commitment to inclusivity and accessibility, thinking that Türkiye's goal is to continue to attract diverse international students. Therefore, addressing the unique needs of specific groups, including students with disabilities, seems critical to ensuring equitable access and inclusivity within the growing higher education system.

12.1.3 Scope and Goal of the Study

As one of the tools utilized in placing candidates in higher education institutions, centralized examinations must be conducted according to the substances of public services, embodying principles that ensure fairness, equality, and accessibility in education. The implementation of centralized examinations must align with the classical principles of public services in Türkiye: equality, adaptation, continuity, and gratuitousness. These principles are essential not only to uphold the integrity of the examination process but also to promote equitable access for all participants. Adherence to these principles ensures that examinations are administered uniformly, minimizing bias and offering fair opportunities to all individuals. This is particularly significant in high-stakes contexts where outcomes determine access to higher education and, ultimately, social mobility (Quapp & Holschemacher, 2023; Şenel, 2021).

The principle of equality, which finds its basis in Article 10 of the Constitution of Türkiye, is the foundation of any fair examination system. In Türkiye, as in many other countries, centralized examinations

aim to provide an equal starting point for all candidates. However, some barriers can disproportionately disadvantage candidates with disabilities. According to this principle, the public service (central examinations) must be provided by providing equal opportunities, taking the precautions to prevent discrimination, creating an accessible setting, and providing reasonable accommodations when needed.

Adaptation is closely tied to the principle of reasonable adjustments, which mandates proactive measures to accommodate diverse needs. In the context of centralized examinations, this includes providing accessible formats, extended time for the lost time while having access to the test materials, alternative technologies for candidates with disabilities, and other precautions that anyone's conditions require, even those that cannot be predicted in advance. These accessibility tools and adjustments are vital to fostering an inclusive and equitable educational environment. Various frameworks and legislation emphasize the importance of adjustments to embed disability equality into public functions (Lawson & Orchard, 2021). By incorporating such measures, Türkiye can ensure that its examination systems not only meet national standards but also align with international principles advocating inclusive education (Gülbahar & Cordan, 2018).

The continuity of public services ensures that administrative activity remains reliable and predictable (Yılmaz, 2019); which makes centralized examinations consistent pathways to higher education. For students with disabilities, the predictability of accessible examination formats and support mechanisms is crucial for their academic and social integration. The accessibility standards help the disabled individuals enjoy their rights. It could be argued that the continuity and regularity of the public services can mainly be provided with accessibility, thinking that accessibility focuses on the provision of services for all via some standards. Gratuitousness, or the principle of offering services free of charge, underscores the importance of removing financial barriers, particularly for students from disadvantaged backgrounds, including those with disabilities. These principles collectively reinforce the idea that examinations, like all public services, must be accessible, reflecting

inclusive education (Kalaç & Telli Yamamoto, 2018; Quapp & Holschemacher, 2016).

The inclusion of candidates with disabilities in centralized examinations requires deliberate accommodations to address their unique needs. These accommodations not only uphold the integrity of the examination process but also contribute to the broader societal goal of promoting active participation of disabled individuals in academic and professional spheres. Evidence suggests that creative and individualized solutions, such as adapting materials and leveraging technology support of examination staff, can significantly enhance inclusivity (Quapp & Holschemacher, 2022; Tai et al., 2023).

Ensuring equitable access to centralized examinations for candidates with disabilities has far-reaching implications for public policy and social justice. These efforts not only facilitate access to higher education but also empower individuals with disabilities to contribute meaningfully to society, reducing inequalities and fostering a more inclusive academic community.

This study aims to analyze the legal and procedural frameworks governing accommodations for international student candidates with disabilities in centralized examinations, with a particular focus on the TR-YÖS administered by ÖSYM. The research adopts an administrative procedural law perspective to critically evaluate whether the examination processes align with principles of equity, accessibility, and inclusivity. It emphasizes the dual considerations of disability and international student status, highlighting the points that can make Türkiye a more attractive destination for the candidates.

The scope of this research encompasses the accommodations provided in TR-YÖS examination, which plays an important role in shaping higher education opportunities for international students in Türkiye. The study investigates how these accommodations align with legal standards and public service principles by examining TR-YÖS process from the perspective of administrative procedural law. By examining TR-YÖS through this lens, the study aims to contribute to the discourse on inclusive examination practices in Türkiye and beyond.

It seeks to offer actionable insights into how procedural modifications can address the intersectional challenges of disability and international mobility, ensuring that all candidates have equitable opportunities to access higher education. The findings are intended to inform policy-making and procedural improvements, promoting a more inclusive approach to centralized examinations in higher education for the international candidates with disabilities.

12.2 METHOD

This study adopts a qualitative research approach, employing document analysis as the primary method for data collection and content analysis within the framework of administrative procedural law for data interpretation.

12.2.1 Data Collection and Analysis

The focus is on examining official documents, including guides, directives, and procedural instructions published by ÖSYM concerning the administration of TR-YÖS. These documents serve as crucial sources for understanding the legal and procedural accommodations provided for international students with disabilities.

The document analysis method is particularly suited to this study as it allows for a detailed examination of textual materials to uncover patterns, legal norms, and procedural frameworks that govern the provision of accommodations in centralized examinations. This method facilitates a systematic review of TR-YÖS Guide and other related documents, focusing on their alignment with administrative law principles. Through this approach, the study seeks to identify gaps and strengths in the existing legal and procedural provisions.

For data analysis, the study utilizes the content analysis approach within the context of administrative procedural law. This method enables the interpretation of textual data in a manner that identifies the underlying principles and norms guiding examination accommodations.

By applying an administrative procedural law perspective, the research critically evaluates whether the procedures comply with the standards of accessibility and equity required to meet the needs of international candidates with disabilities. This analytical framework ensures that the findings are grounded in both legal theory and practical applicability. This methodology provides a robust foundation for addressing the research objectives and contributes to a deeper understanding of inclusive examination practices within the framework of administrative procedural law.

12.2.2 Theoretical Background

Administrative procedural law, both in its narrow and broader sense, serves as a critical framework for governing administrative actions and ensuring the alignment of public administration with legal standards. In its narrow sense, administrative procedural law refers specifically to the procedures followed to conduct an administrative action. Conversely, in a broader context, it encompasses the manner, substance, and conditions required to apply the substantive rules of administrative law during administrative activities (Akylmaz et al., 2022). This duality allows administrative procedural law to serve not only as a set of operational rules but also as a foundation for promoting fairness, transparency, and efficiency in public administration.

At its core, administrative procedural law is underpinned by principles of good governance, which emphasize, for example, participation, consensus orientation, accountability, transparency, efficiency, fairness, legality, right to defense, responsibility of the administration, continuity, legal aid, and right to access information (Bondarenko, 2019; Herasymiuk et al., 2020; Kırışık, 2013). Good governance requires minimizing corruption, ensuring citizen interests are considered in policymaking, and meeting the societal needs of the present and future. Limitation of the administration ensures that authority is exercised within the boundaries established by law, promoting legitimacy and combating arbitrariness (Janderová, 2019;

Stelkens & Andrijauskaitė, 2020). Within the context of participation, citizens can engage directly or indirectly through civil society organizations, fostering a more inclusive and representative administrative process. Administrative procedural law aligns with these principles by setting the legal framework within which public officials must act, ensuring decisions are fair, accountable, and transparent. It also provides avenues for civilian complaints against administrative decisions, reflecting the increasing prioritization of citizen demands in public governance.

Administrative procedural law and administrative judicial procedural law represent interconnected but distinct aspects of control of the administration. Whereas both aim to regulate interactions between the state and individuals, their function and procedural frameworks differ.

Administrative procedural law governs the processes through which administrative actions are conducted. It encompasses the principles, rules, and mechanisms that ensure the lawful, transparent, and efficient functioning of administrative bodies. It operates preemptively, aiming to resolve disputes or prevent legal conflicts during the course of administrative decision-making. By addressing potential grievances within the administrative framework, it provides an efficient mechanism for protecting individual rights without the need for judicial intervention.

In contrast, administrative judicial procedural law pertains to the resolution of disputes that arise after administrative processes have concluded. It focuses on the adjudication of conflicts by independent courts, ensuring that administrative actions comply with legal and constitutional standards. This process involves formal judicial proceedings, which often result in extended timelines and increased costs for all parties involved.

A fundamental distinction lies in the entities involved. In administrative procedural law, the primary actors are administrative bodies and their counterparts, such as individuals or organizations. Conversely, administrative judicial procedural law introduces an

additional layer of oversight, as courts are tasked with evaluating the legality and fairness of administrative decisions.

Another key difference is the timing of dispute resolution. Administrative procedural law in general seeks to address potential conflicts during the decision-making process, thereby avoiding escalation. In contrast, administrative judicial procedural law is reactive, resolving disputes only after the administrative process is complete. This often means that judicial proceedings may be more formal, resource-intensive, and lengthy. Therefore, it can be argued that administrative procedural law emphasizes efficiency and proactive conflict resolution, which provides many advantages when it comes to solving legal disputes.

In this study, administrative procedural law provides the theoretical framework for analyzing TR-YÖS examination process and its accommodations for international candidates with disabilities. This perspective allows for a critical evaluation of whether the procedures adhere to the principle of good governance. By examining the guides and practices through this lens, the study aims to identify areas where the administrative process can be improved to ensure inclusivity and equity.

The emphasis on transparency, the right to access information, and fairness align closely with the objectives of this research, which seeks to explore the legal and procedural adjustments necessary for accommodating international students with disabilities in centralized examinations. While fairness can be provided with the help of making necessary accommodations, the right to access information is a vital tool for accessing equal opportunities (Yılmaz, 2015). The principles of administrative procedural law serve as benchmarks against which TR-YÖS examination practices are assessed, ensuring that the analysis is rooted in established legal norms and values. Its principles and practices provide valuable insights into the mechanisms of good governance, making it an essential lens for examining the legal and procedural accommodations in TR-YÖS. This perspective ensures that the research not only identifies gaps in current practices but also contributes to the broader discourse on inclusive and equitable public administration.

12.3 FINDINGS

TR-YÖS offers a structured framework to accommodate candidates with disabilities, reflecting a commitment to equitable access and inclusivity. Administered by ÖSYM, the exam incorporates various provisions designed to address the diverse needs of disabled candidates. These accommodations and differences from the general application span the application process, accommodations in the way of having access to exam materials, assistive devices, exemptions, extra time, and other accommodations specified according to the special conditions (ÖSYM Exam Coordination Offices, 2025a); aiming to ensure fair participation for all examinees.

The framework for accommodations is built on the inclusivity principle, aiming to minimize barriers that might disadvantage disabled candidates, regardless of the disability being temporary or permanent. ÖSYM takes steps to fully document the process involved in advance, reducing ambiguity for candidates as much as possible, while upholding exam integrity and security.

12.3.1 Application Process

ÖSYM mandates that candidates seeking accommodations must submit a certified health board report and information regarding the requested accommodations on a digital system or, if it is not possible, a print of the certified health board report with detailed petitions outlining their specific needs. These documents and information must be provided during the application process. Approved accommodations are explicitly indicated in candidates' exam entrance documents, ensuring transparency and preparedness for both candidates and exam administrators. Candidates failing to provide the required documentation are assigned to standard exam halls without special provisions. The sent documents are reviewed by ÖSYM, and approved accommodations are communicated through Exam Entrance Documents. In this way, ÖSYM can take the necessary precautions

related to accommodations, if needed. The application process emphasizes precision, requiring candidates to meet strict deadlines for submitting the necessary documentation.

12.3.2 Accommodations for Having Access to Exam Materials

ÖSYM provides various measures to ensure the accessibility of exam content for candidates with disabilities. For the variety of disabilities, ÖSYM provides selections to prefer options, including the assignment of reader and/or marker assistants and large-font exam booklets (9 pt. and 14 pt.) so that the candidates do not face difficulties in having access to the questions.

12.3.3 Assistive Tools

Candidates with disabilities are permitted to use assistive technologies, such as Braille typewriters, electronic magnifiers, cochlear implants, wheelchairs, or other supportive equipment. Candidates using assistive tools may be assigned to specialized exam halls equipped to accommodate these devices and provide examination security. These provisions ensure that candidates can use their required tools without compromising exam security or fairness. While provisions for technologies like Braille machines or magnifiers enhance accessibility, they must be managed to prevent potential breaches of exam integrity. ÖSYM addresses these concerns by implementing guidelines for the use of such devices, ensuring a both secure and fair examination environment.

12.3.4 Exemptions

TR-YÖS may incorporate specific exemptions for candidates with disabilities to promote a fair and accessible testing environment. The exemption is provided to address the unique challenges in certain

questions faced by disabled candidates. Visually impaired candidates who require reader assistance are exempt from answering questions that involve visual data, such as graphs, charts, diagrams, or complex expressions that could complicate communication between the reader proctor and the candidate. This measure ensures that these candidates are not disadvantaged by tasks reliant on visual interpretation. The exemptions are not intended to diminish the rigor of the examination but rather to accommodate diverse abilities, enabling candidates to demonstrate their knowledge and competencies on an equitable basis. By mitigating potential communication barriers during the constrained exam duration, these provisions aim to bridge gaps that may arise in the communication between the reader assistant and the candidate.

12.3.5 Extra Time

Extra time is provided to candidates based on their disability reports according to the requirements of the examination and disability status, ensuring that compensation can be provided for the time lost while having access to exam materials. For example, the time that is lost while talking to the reader proctor or using an assistive tool can be given back to the candidate in this way.

12.3.6 Other Accommodations

Beyond the standard accommodations for candidates with disabilities, TR-YÖS framework may include provisions for additional reasonable adjustments tailored to the unique needs of candidates. These measures reflect ÖSYM's commitment to inclusivity and aim to address a diverse range of challenges that may not fit into predefined categories. Reasonable adjustments under this scope are considered on a case-by-case basis, ensuring that candidates with complex or less common disabilities receive appropriate support during the examination process. These additional measures underscore the flexibility inherent in the reasonable adjustments policy, allowing ÖSYM to adapt to the specific

needs of candidates while maintaining the integrity of the examination process.

The accommodations provided by ÖSYM for TR-YÖS candidates with disabilities underscore the importance of inclusive practices in central examinations. By tailoring provisions to the specific needs of candidates, the framework aligns with principles of accessibility and providing reasonable adjustments.

12.4 RESULT AND DISCUSSION

The findings of this study reveal that ÖSYM has made significant advancements in implementing a variety of examination accommodations to support candidates with disabilities.

12.4.1 In Terms of the Existence of Examination Accommodations

Over the years, ÖSYM has consistently demonstrated its commitment to inclusivity by developing and refining measures aimed at creating equitable testing conditions across its wide range of examinations (ÖSYM Exam Coordination Offices, 2018). These measures reflect a proactive approach toward addressing the diverse needs of candidates with disabilities. In the context of TR-YÖS, these accommodations have been extended to international student candidates with disabilities, ensuring they have the opportunity to compete fairly for access to higher education in Türkiye. By providing reader and marker assistance, modified examination materials, additional time, and various other reasonable adjustments, ÖSYM has established a framework that not only meets the legal standards of equity and accessibility but also promotes inclusivity within the broader educational system.

These efforts are particularly noteworthy as they provide international students with disabilities the opportunity to pursue higher education in Türkiye, a critical step in fostering global mobility and access to academic opportunities. Such accommodations align with

Türkiye's commitment to positioning itself as a hub for international education, reflecting an inclusive and forward-looking vision for its higher education system.

12.4.2 The Clarity of Accommodations Provided for International Higher Education Student Candidates with Disabilities

While ÖSYM has taken substantial steps to provide accommodations for candidates with disabilities during the examination process, equal attention must be paid to the measures required before the exam (Doğuş et al., 2020). Ensuring that candidates are fully informed about the available accommodations and the procedures to request them is critical for fostering inclusivity and equity. Disabled candidates may face challenges in understanding the scope and nature of accommodations, particularly when these are not clearly or precisely communicated.

Research highlights that even candidates having Turkish citizenship, thereby experienced in examination accommodations in Türkiye, in the Higher Education Institutions Examination (YKS) expressed a need for legal assistance in understanding and having knowledge about examination accommodations (Aydın et al., 2023). International candidates are likely to require even more detailed support, including legal aid regarding their rights in examinations, to navigate the accommodation process effectively, thinking that they may be taking an ÖSYM examination, such as TR-YÖS, for the first time, as they may encounter additional language and procedural barriers. Providing detailed and accessible information about accommodations, potentially supplemented by examples, could help demystify the process and ensure candidates are better prepared. In this context, enhancing legal aid strategies and offering pre-exam resources such as advisory services, videos, online meetings, and informative booklets and brochures can bridge gaps in understanding and empower candidates to make informed decisions about the accommodations they request. The fact that the Guide for the exam in 2025 (ÖSYM Exam Coordination

Offices, 2025a) provides more details than the Guide for the exam in 2024 (ÖSYM Exam Coordination Offices, 2024) can be considered an important step in this context. On the other hand, provision of legal aid and the methods used for this goal should be enhanced. This approach would strengthen ÖSYM's commitment to inclusivity and ensure equitable access to higher education opportunities for all candidates, which may prevent legal and educational problems during the administrative activity, before they arise.

12.4.3 In Terms of the Variety of Accommodations in Order to Adapt Examination Accommodations for Candidates from Different Geographies

The accommodations provided by ÖSYM in TR-YÖS align closely with those offered in other examinations conducted within Türkiye, such as the Higher Education Institutions Examination (YKS) (ÖSYM Exam Coordination Offices, 2025b). While these accommodations address many common needs, their scope may not fully reflect the diverse requirements of international candidates coming from various educational systems. It is stated that accommodations in centralized examinations vary depending on the country and the administering organization (Şenel, 2015). Consequently, candidates with disabilities taking TR-YÖS may be accustomed to accommodations in their home countries that are not currently offered by ÖSYM. For international candidates, access to accommodations they are familiar with can significantly impact their ability to perform confidently and effectively in examinations. Moving from this point, while candidates educated in Türkiye may have time to familiarize themselves with ÖSYM's accommodations, those coming from abroad may face challenges adapting to the available provisions. Therefore, the matter can create barriers for international students, potentially affecting their overall exam performance.

To address this issue, expanding the variety of accommodations available in TR-YÖS (for instance with testing via screen readers, Braille

printings etc.). is essential. By incorporating a broader range of adjustments tailored to international practices, ÖSYM can ensure that candidates from different countries have equitable opportunities to demonstrate their knowledge and skills. Such efforts would enhance inclusivity, support global accessibility standards, and further strengthen Türkiye's reputation as a hub for international higher education among the candidates with disabilities, which increases the trust of the candidates in the Turkish higher education system.

12.5 CONCLUSION

This study explores the accommodations provided for international candidates with disabilities in TR-YÖS examination, highlighting their alignment with broader inclusive practices in Türkiye's centralized examinations. It must be noted that the accommodations in the examination process must be made according to both the candidates' being disabled and being international. It was found that ÖSYM implements a wide range of measures, including reader and marker assistance, modified exam materials, and permission to use assistive tools, to create equitable testing conditions. On the other hand, the findings suggest areas for improvement related to the administrative procedures with the aim of accommodating international candidates' diverse needs and enhancing their trust in Türkiye's higher education system.

A key recommendation is enhancing communication and pre-exam support to ensure candidates are fully informed about the accommodations available and how to access them. This could involve clearer documentation, legal aid services, and illustrative examples to help candidates navigate the process effectively. Additionally, increasing the variety of accommodations in TR-YÖS would better support the unique challenges faced by international candidates accustomed to different practices in their home countries, fostering inclusivity and enabling them to perform to their full potential.

From the perspective of administrative procedural law, these accommodations reflect principles of equity, transparency, and adaptability, aligning with the broader goal of ensuring fair access to public services. By integrating these principles into the examination framework, TR-YÖS not only supports equitable access to higher education but also strengthens Türkiye's commitment to inclusive governance. Such efforts are essential for positioning Türkiye as a global leader in providing accessible and fair opportunities in internationalization in higher education for all candidates.

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