

Education Sector Study
SECONDARY EDUCATION

*Expanding Opportunities and Building
Competencies for Young People:
A New Agenda for Secondary Education
in Turkey*

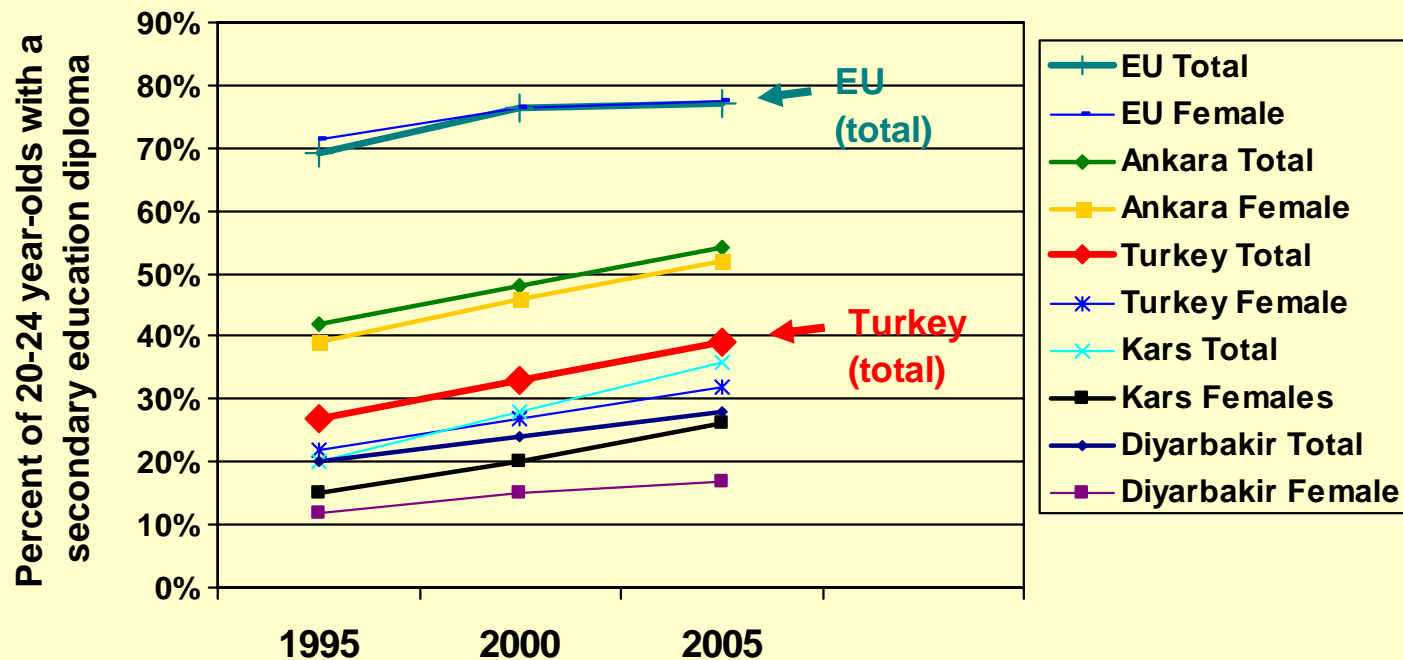
Robin Horn
The World Bank

Secondary Education Is of Critical Importance to Turkey Today

- Secondary Education is Needed for Economic Success
 - Globalization presents new challenges to young people as well as to human capital development, and primary education is no longer a sufficient foundation
- Largest Cohort of Youth
 - Is this large cohort of youth a risk for Turkey or an opportunity? Turkey needs to invest in their future
- Increased Pressure from 8-Year Primary School Graduates
 - New primary graduates want to continue their education

Turkey Will Need Many More Secondary Education Graduates to Compete with Europe & the World

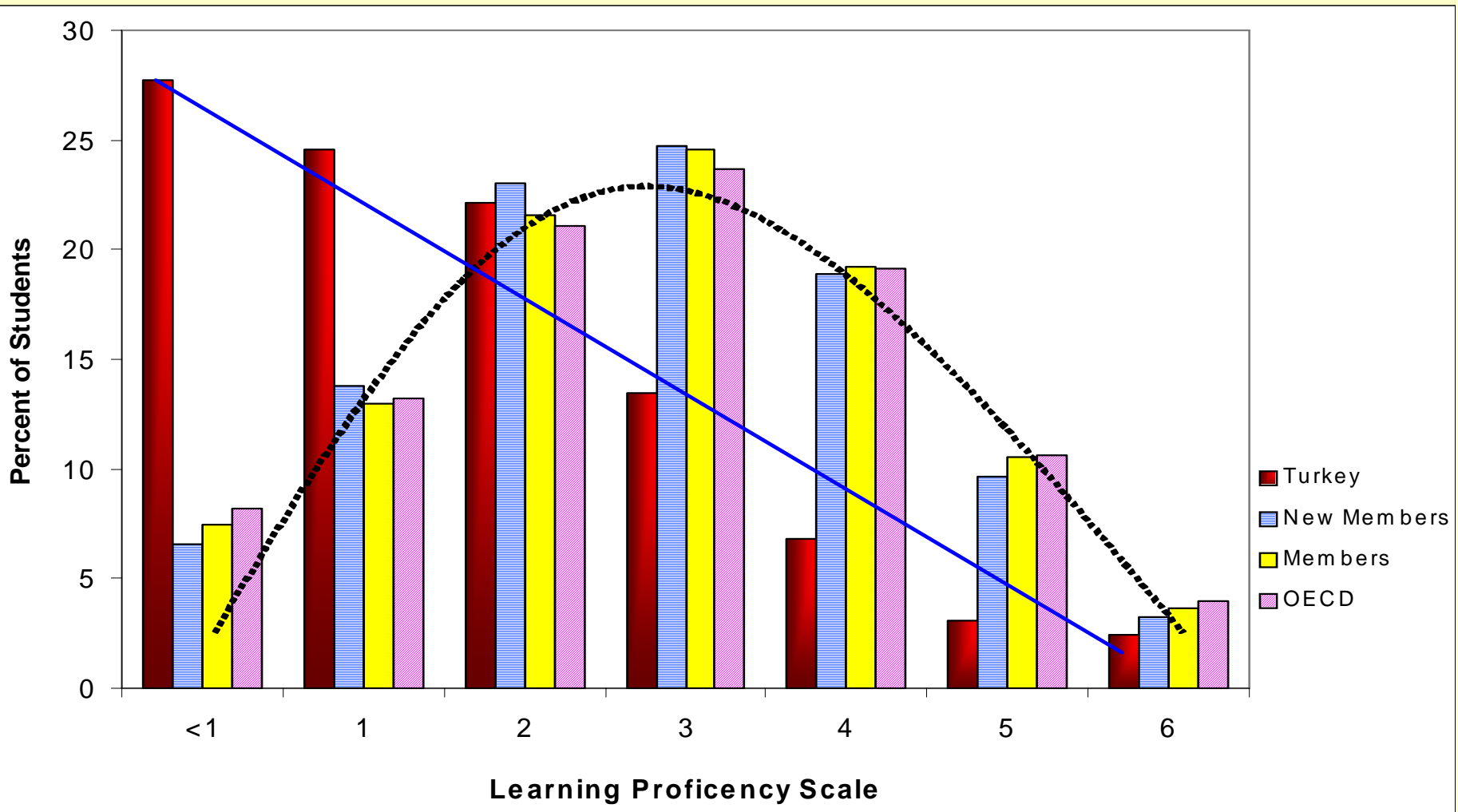
EU Target for 2015 – 85% of 22-Year Olds Will Have a Secondary School Diploma



A Secondary Education Diploma or Certificate is Not Enough Anymore

- It is not only what young people learn
- It's not only what young people know
- It is **what they are able to do,**
- It is **how they reason,**
- It is **how they apply their knowledge and reasoning in the real world**

Turkey Needs Higher Quality Secondary Education Graduates



Secondary Education Graduates Need New Types of Competencies

- Schools need provide students with new competencies beyond academic knowledge and vocational skills
- Schools need to embed these new competencies in both general and vocational secondary education
- New competencies not tied to specific academic disciplines learned across the entire curriculum
- This is a moving target

New Competencies

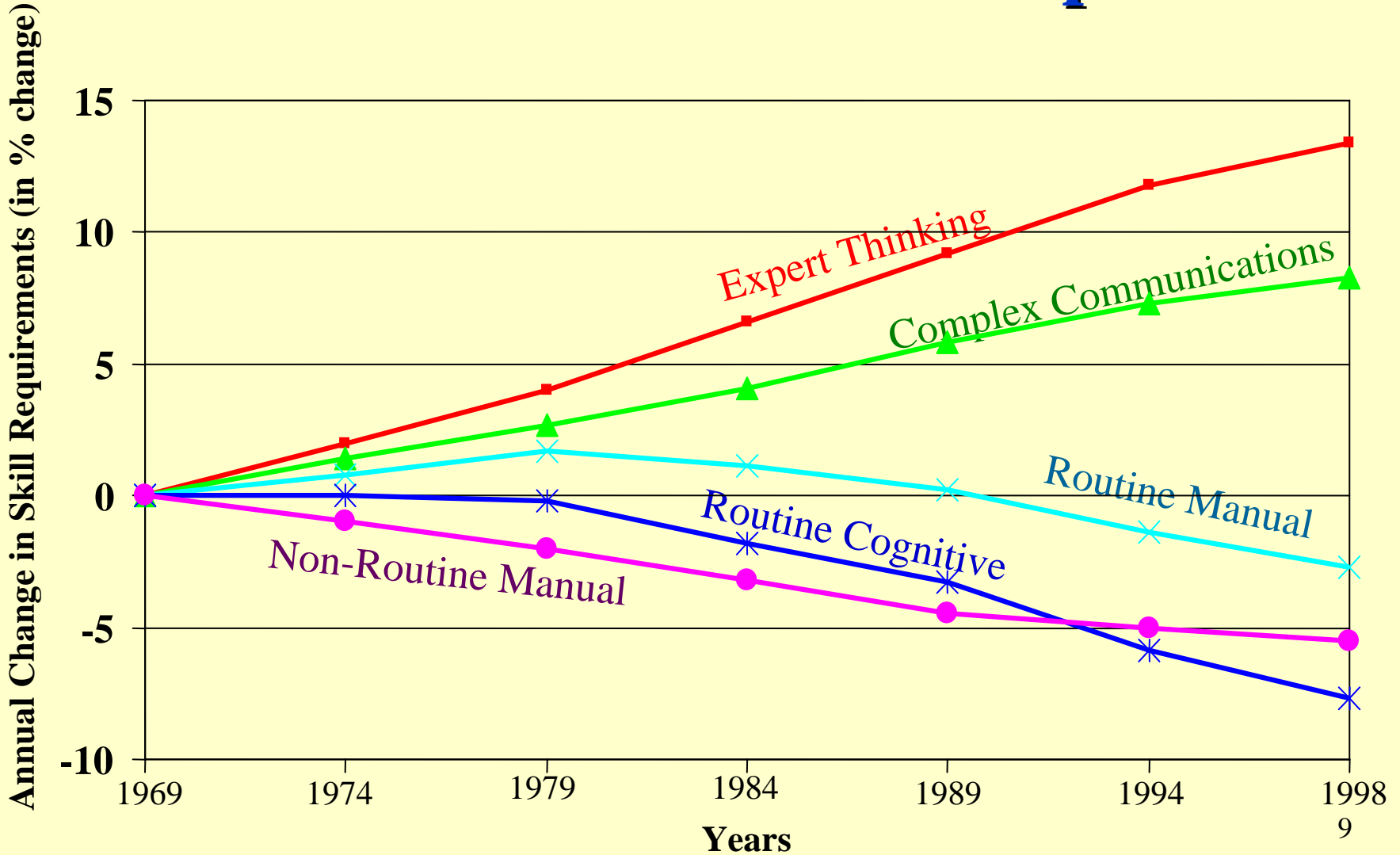
- Ability to combine academic with applied knowledge --“knowing that” and “knowing how”
- Ability to access, select and evaluate knowledge in an information-soaked world
- Ability to create, transpose and transfer knowledge
- Ability to develop and apply multiple-intelligences, beyond strictly cognitive skills

New Competencies

(continued)

- Ability to think analytically and communicate complex ideas simply
- Ability to cope with ambiguous situations, unpredictable problems and unforeseeable circumstances
- Ability to work and learn effectively and in teams
- Ability to work with different cultures & languages
- Ability to cope with multiple careers and locate oneself in a job market

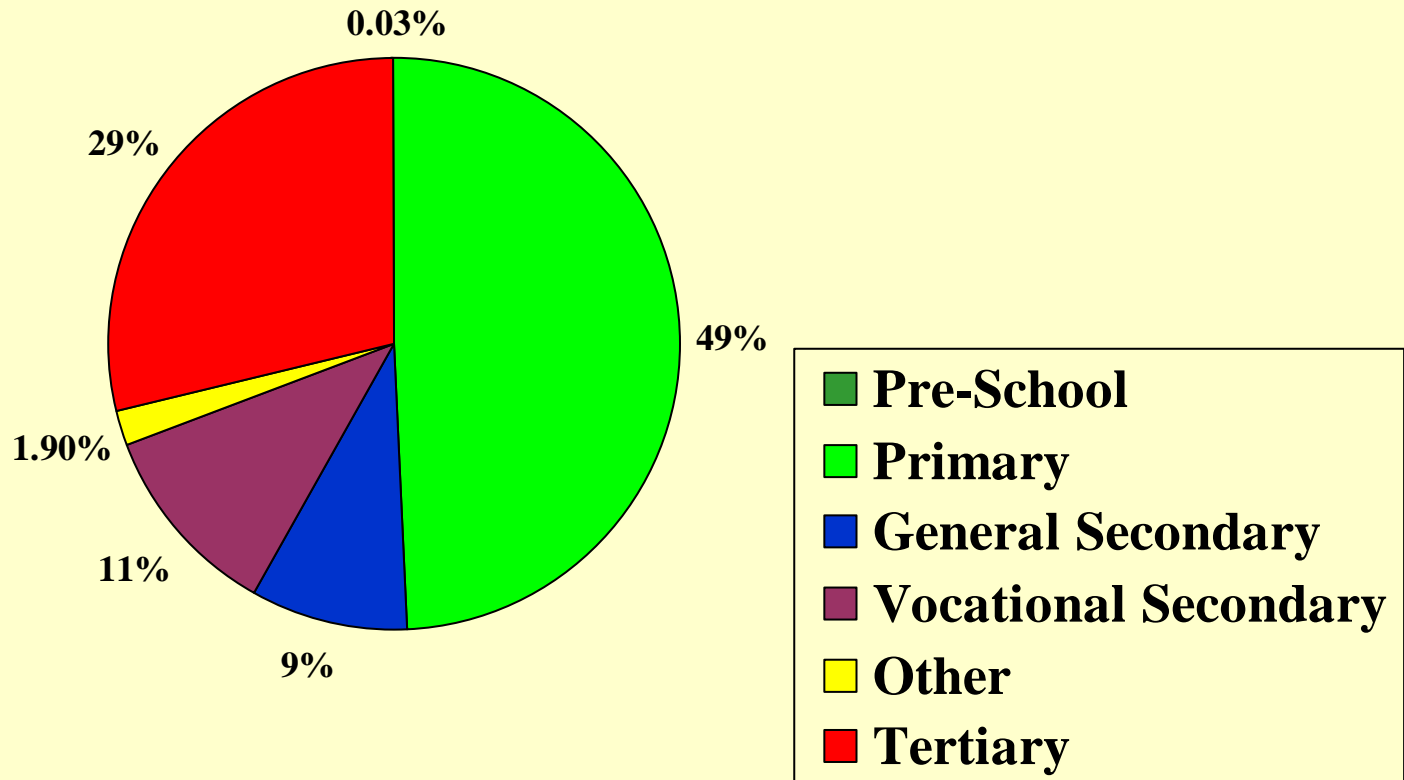
Employers Are Increasingly Demanding Workers with these New Competencies



Factors Affecting Secondary Education in Turkey: Selected ESS Research Findings

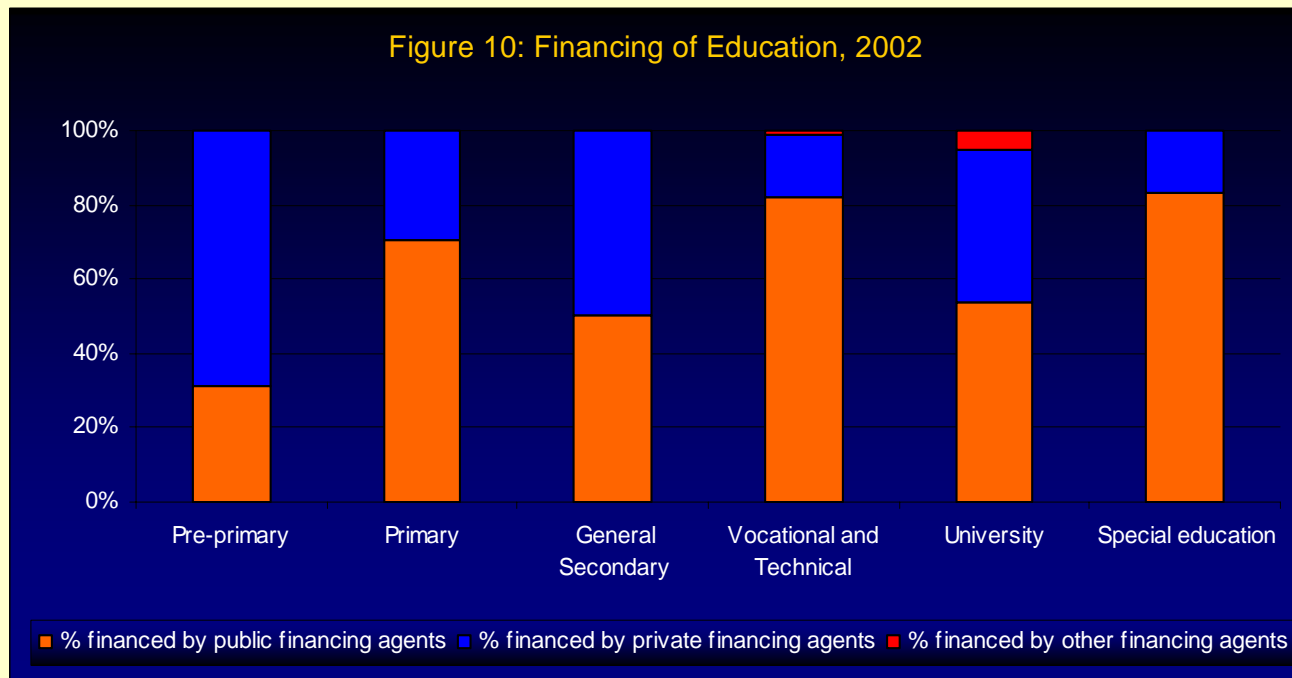
- Spending on Secondary Education
- Expansion of Secondary Enrollment Rates
- Equity in Secondary Education
- Outcomes of Secondary Education

Public Spending on Secondary Education

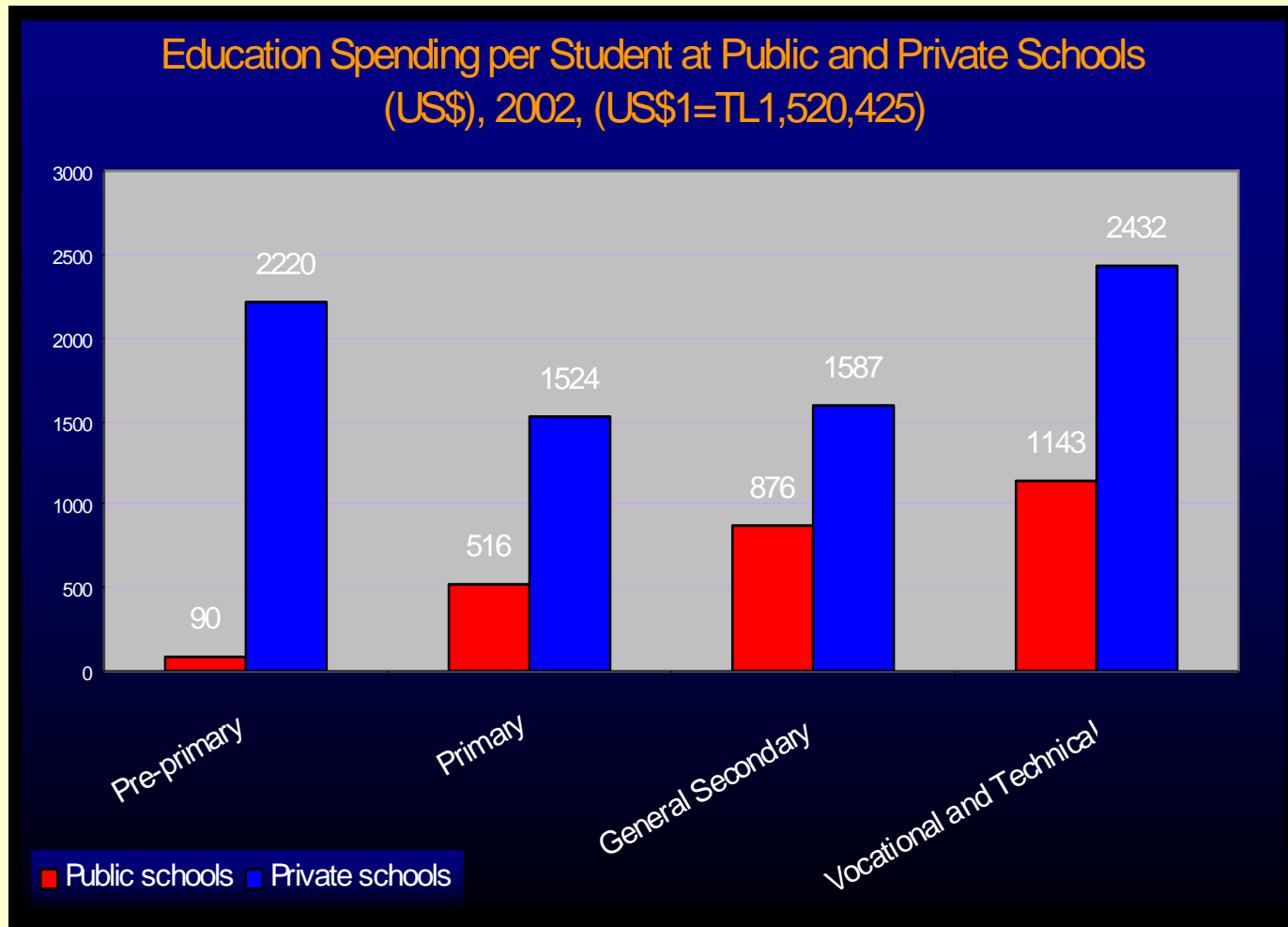


Private & Public Spending

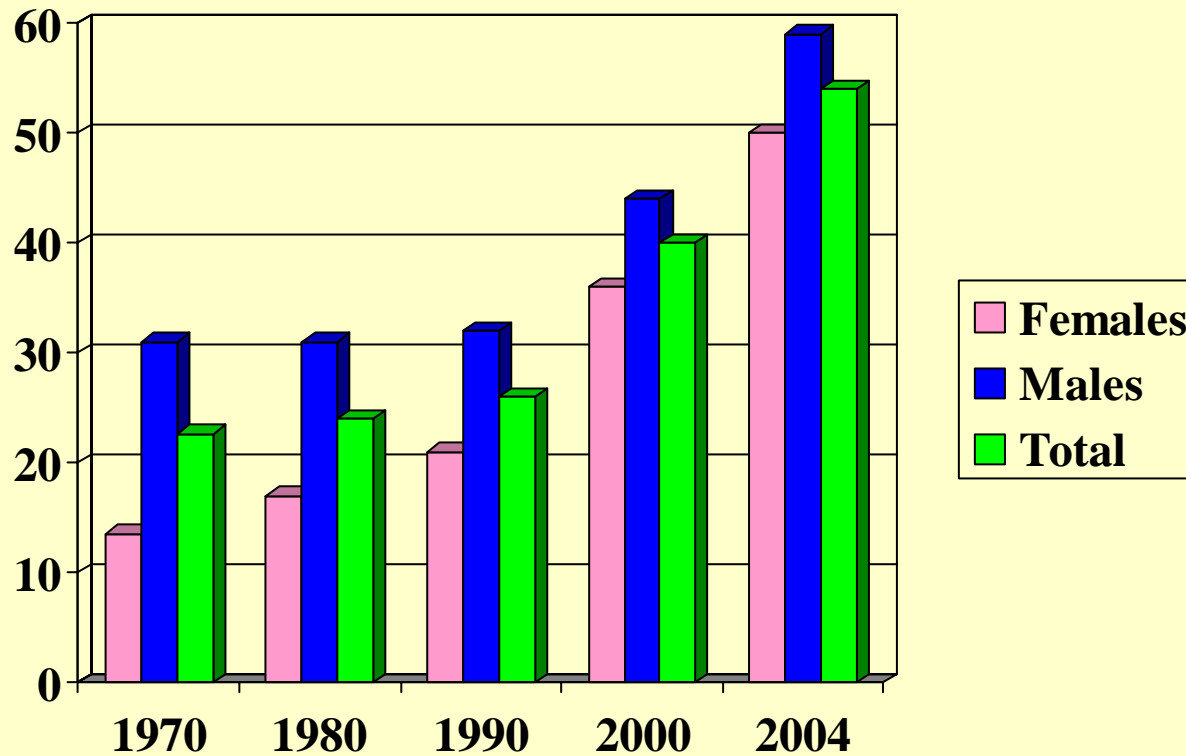
- Families contributed to about one half of total spending at public general secondary schools
- But families contributed very little of total spending at public vocational schools



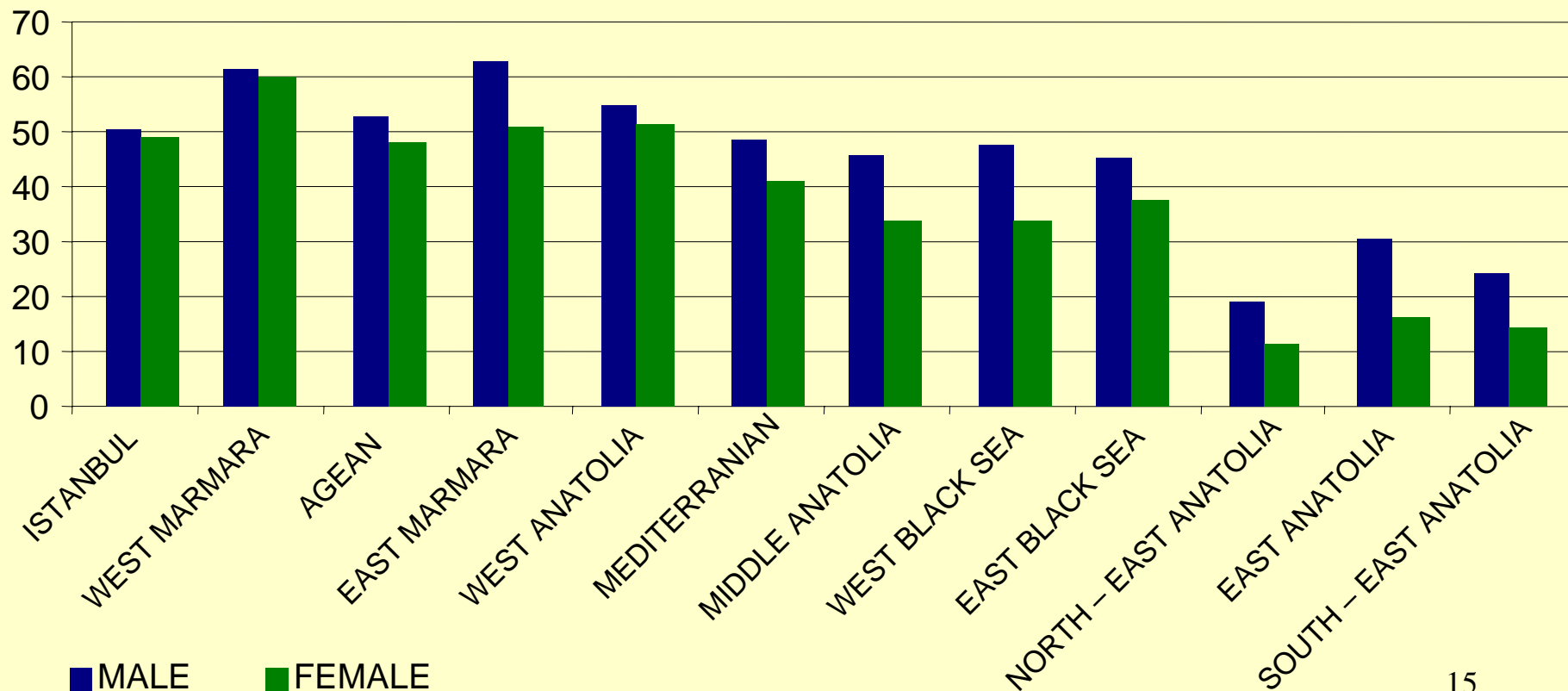
Per Student Spending at Private and at Public Schools



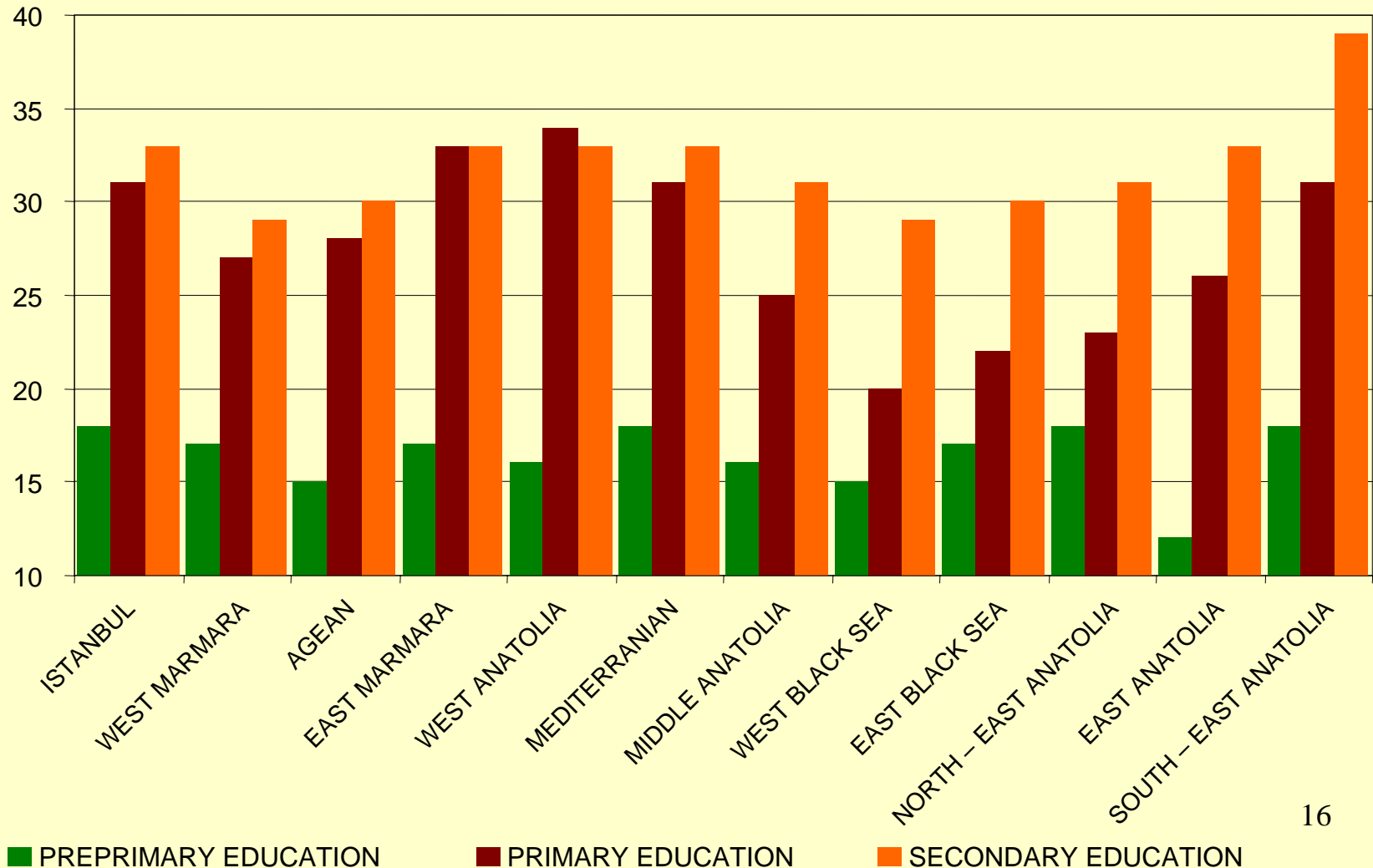
Net Enrollment Ratios in Secondary Schools (1970 – 2004)



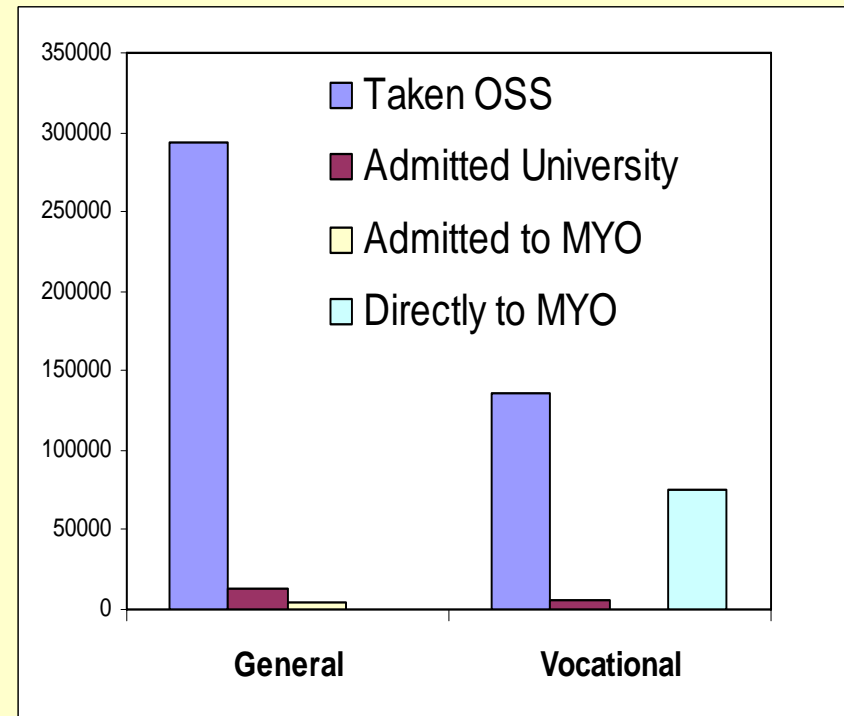
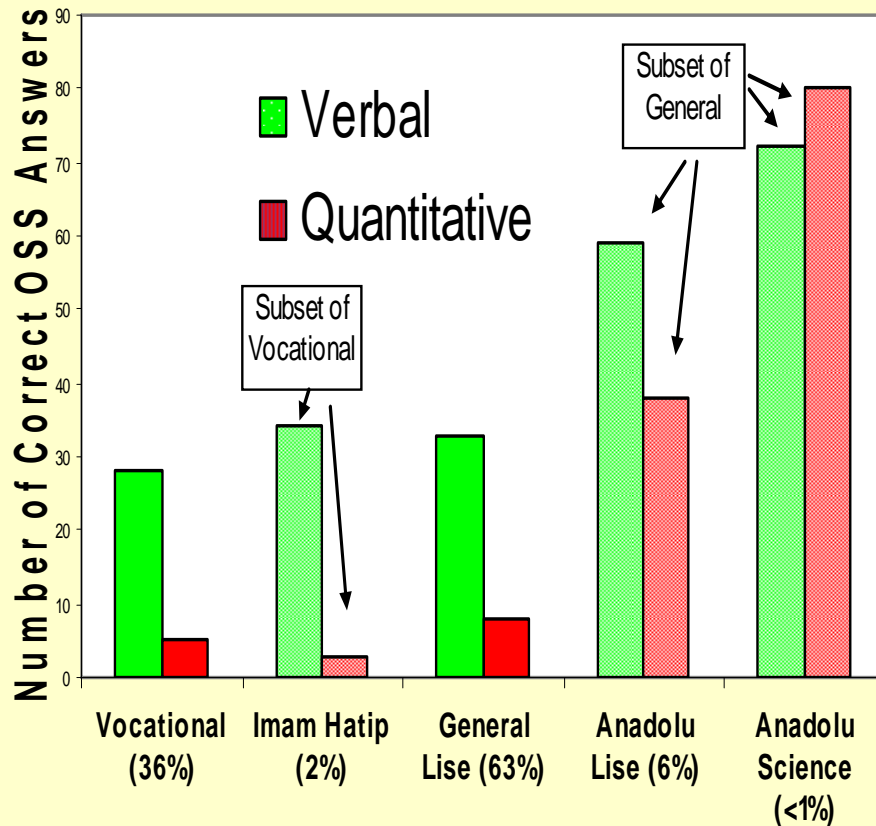
Regional Differences in Net Enrollment Ratios in Secondary Schools (2001 – 2002)



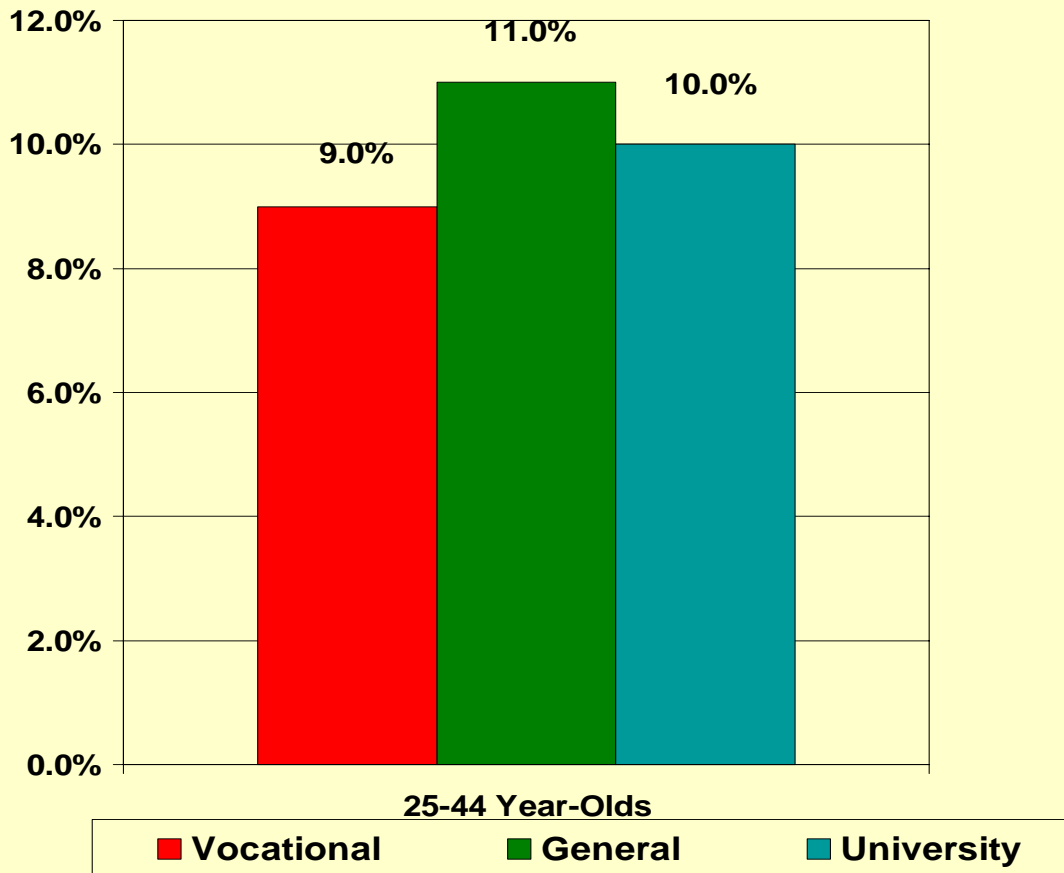
Regional Differences in Students-per-Teacher in Secondary Schools (2001 – 2002)



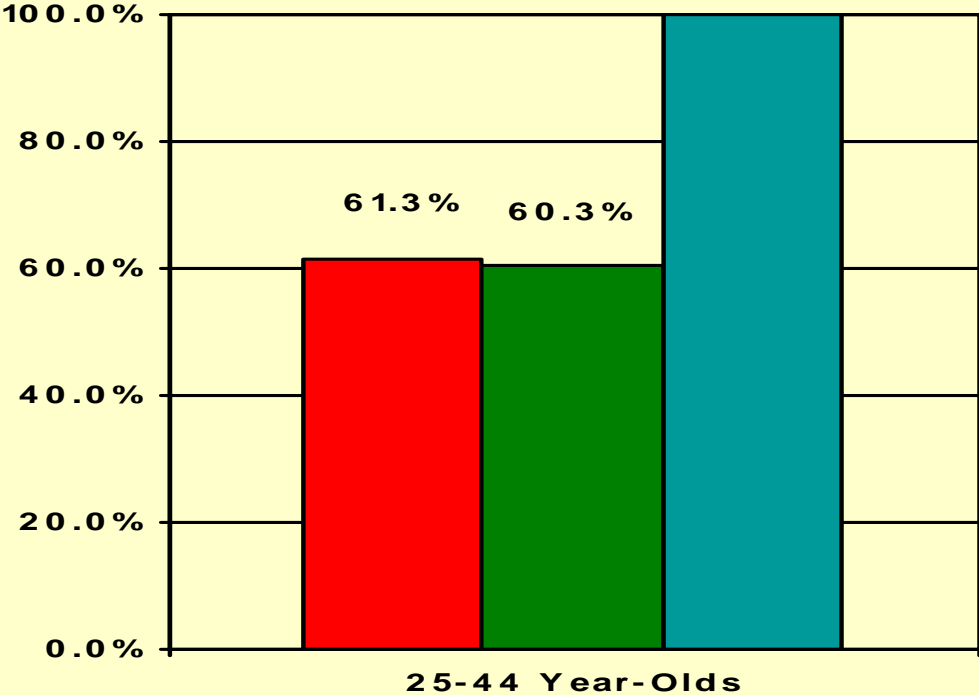
Turkey's Secondary Education System Is Not Achieving its Objectives



Unemployment Rate (2003) by Type of Diploma



Earnings (2003) by type of Diploma (as % of University Graduates')



■ Vocational ■ General ■ University

Secondary Education Curriculum Choices and Trade-offs SCENARIO 1

- Highly specialized (tracking starts at age 11 or 12)
- Highly selective (examination at the age of 11-12 resulting in the assignment to different types of schools)
- Vocational education a main option in lower secondary
- Emphasis on traditional disciplines in academic tracks
- Job-preparation and practice in the vocational track

Secondary Education Curriculum Choices and Trade-offs SCENARIO 2

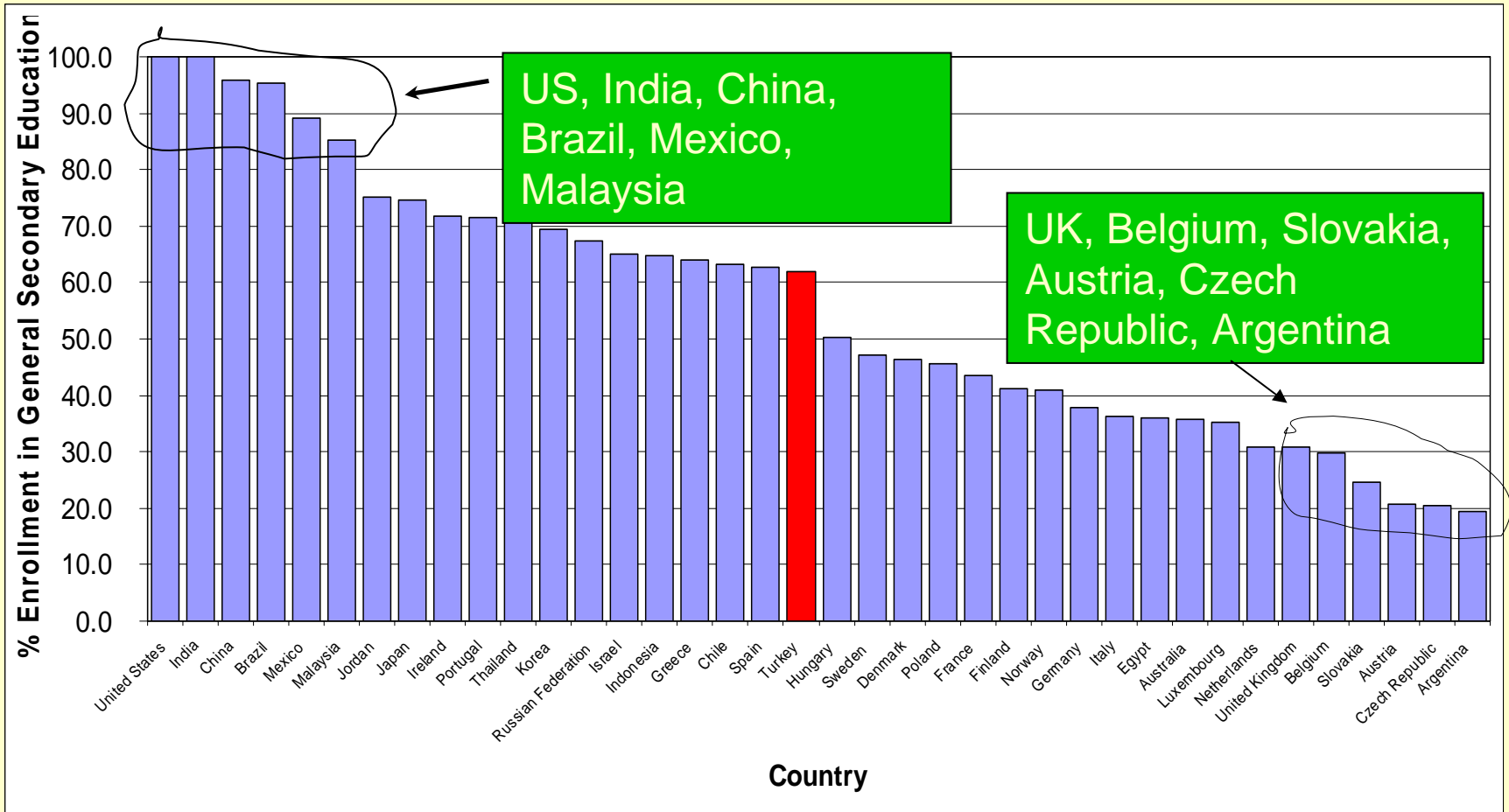
- Deferring specialization and selection until the end of lower secondary
- System of elective subjects is the only device to introduce some internal differentiation
- Vocational education is pushed to the upper secondary level
- Introducing vocational elements in the general common curriculum
- Cross-curricular issues and interdisciplinary approaches are considered, but traditional areas continue to frame the secondary curriculum

Secondary Education Curriculum Choices and Trade-offs SCENARIO 3

- Deferring specialization and selection until the end of upper secondary school
- Elective system and homogeneous student grouping form the internal system of selection within a given high-school
- Vocational education is a fully post-secondary enterprise
- Vocational elements are built in the academic curriculum to a greater and greater extent
- Apart from the Languages and Mathematics, the rest of the curriculum departs from the disciplinary tradition, so that skills-based, project-based and cross-curricular alternatives are widespread

There Are No International Norms for an Education System's Structure

Percent of Secondary School Students Enrolled in General Secondary Schools



Is Sustainable Expansion of Quality Secondary Education Feasible?

- Hong-Kong, Korea, Malaysia, Singapore, Taiwan, Finland, demonstrated that it is possible
- And it can be done in a short period of time. Between 1990 and 2000 these countries increased the average years of schooling by more than 4.5 years
- Finland and Korea did it by increasing the opportunities for all to attend secondary education and equalizing the quality of schools

World Bank
Recommendations for
Secondary Education

1. Substantially Invest in Secondary Education

- Launch a strategic initiative to achieve 80% secondary enrollment by 2015, with annual targets by province
- Introduce massive investment for secondary education, along the lines of Basic Education Reform of 1997
- Raise the Student/Teacher Ratio gradually in all Secondary Schools to within the 20-25 band, which will help increase enrollment capacity
- Make secondary education compulsory by steps
- Provide more incentives for girls and the poor to stay in school

2. Introduce Mechanisms to Raise Learning Outcomes at All Secondary Schools

- Establish indicators & standards for school quality
- Set quality targets for each school, and involve school in achieving these targets
- Ensure every school meets the minimum standards
- Raise standards above the minimum level to higher and higher quality levels

3. Align Curriculum Standards and Educational Assessment

- Establish standards for learning linked to the curriculum
- Develop tests to assess all students against these curriculum standards
- Report the results of these tests on student learning to students & parents, and
- Report results of school performance to the public

4. Develop a National Framework for Teacher Education

- Align framework with the new curriculum
- Define teacher competencies in terms of professional skills, knowledge, qualifications, and values
- Establish guidelines for universities on the design of teacher education programs
- Establish quality assurance, accreditation, and assessment of programs for teacher education at universities

5. Provide Opportunities for all Secondary Students to Prepare for Tertiary Education and Skilled Employment

- Assure all students should have access to high quality learning
- Provide students in vocational schools the opportunity to learn the core competencies to both obtain a general secondary degree and prepare them for skilled employment
- Provide students in general secondary schools the opportunity to acquire applied skills and certificates
- Assure that every student has the chance to prepare for high quality tertiary education
- Allow young people flexibility to choose what they study at any point in their education process, including while at the university

6. Structure Secondary Education to Develop New Competencies for All Students

- Begin to move specialization towards higher and higher grade levels, and ultimately to tertiary education
- Reduce tracking and ability grouping (which tends to raise the attainment of higher achievers at the expense of lower achievers)
- Begin to move away from the disciplinary traditions of curriculum design and development and move towards broader curriculum areas and skill centered-approaches
- Avoid overcrowding the secondary curriculum

7. Replace the ÖSS with a New, End-of-Secondary “Comprehensive Assessment of Competencies”

- Restructure ÖSS into cluster of modern assessments, testing broad competencies: what students know, what they are able to do, and how they reason & apply their skills.
- These assessments should challenge all students to demonstrate competencies learned at school
- They should be aligned with the curriculum
- They should provide both employers and tertiary education institutions with information about students’ competencies

Thank You