

Youth and Education

**Youth Voices Group
World Bank**

Agenda

- An overall assessment of Turkish education system

- Education System in Turkey

- Pre-school education
- Primary education
- Secondary education
- Higher education

- What should be done for the education?

- Recommendations

- Results

An overall assessment of Turkish education system

● Why education?

- In the globalizing world, the prosperity of the countries come from their human capitals.

- Human Capital – Correct Education Policies

An overall assessment of Turkish education system

- Education is not just formal education, but a life-long process.
- Well educated generation is important for the EU process. **(31.2% of the population is below 15 years of age.)**
- The policies implemented until today have been limited, far away from being complementary, populist and politics-based temporary policies.
- It is necessary to create resources for a fundamental change and international partnerships should be improved.

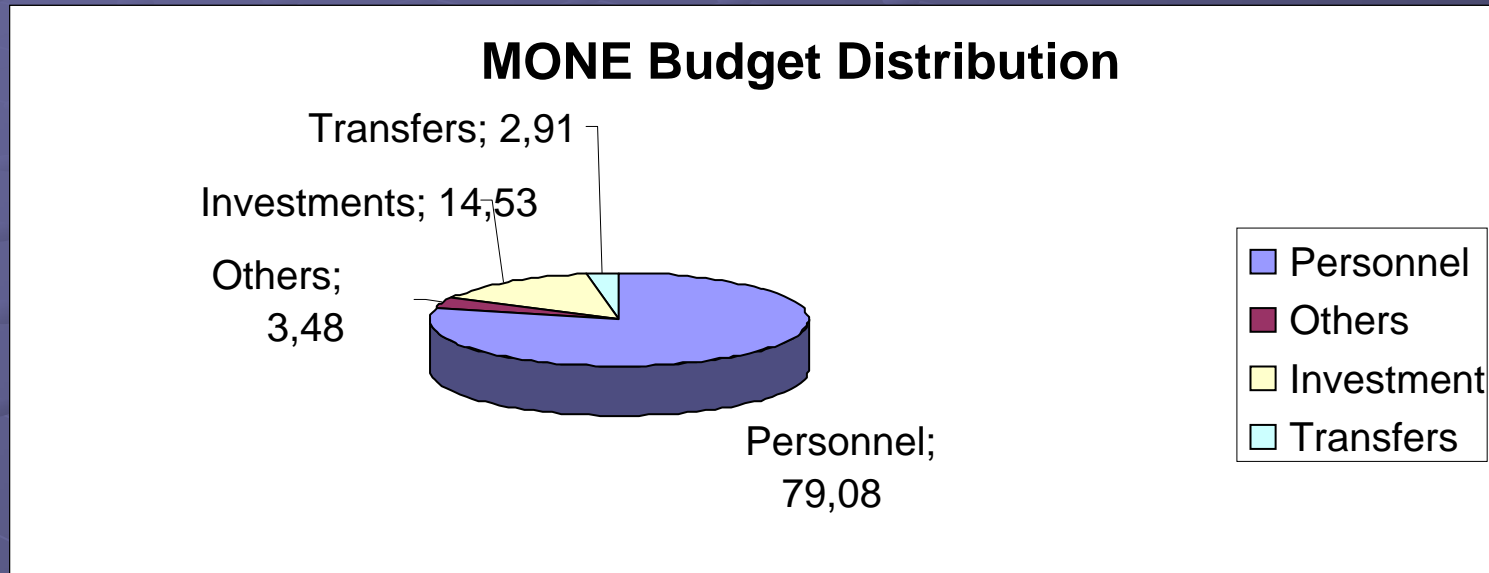
An overall assessment of Turkish education system

- **The average time spent in education is 5,97 years, while the same time is 4,96 years for girls.**
- **Net schooling ratio is 90% in primary education; only 43% in secondary education; and 17% in higher education.**

Comparison – Year 2000 data

	Number of students per each teacher –Primary Education	Average schooling period of population over 15-year old – years	Population over 15-year, that are not enrolled in schools
TURKEY	30	5,29	20,8%
BULGARIA	17,5	9,47	5,5%
ROMANIA	19,5	9,4	4,1%
HUNGARY	10,5	9,2	2,4%
POLAND	11	9,84	1,9%

Budget Expenditures of MONE



- Total money spent for education is 7 % of the national budget.

- The share of primary education is 55 % and the share of informal education is only 2.49%.

An overall assessment of Turkish education system

- There are teacher shortages even in the schools.
- There are many teachers who are unsuccessful in their own branches.
- There are teachers who have problems with correct use of Turkish language.
- Lack of motivation prevents teachers to fully perform their duties.
(i.e. Financial problems etc.)
- The inspection in schools are not efficient.

Education System in Turkey: Pre-school Education

- In our country, pre-school education is not widespread. **(only 12.3%)**
- It is seen that the consciousness level of the families is insufficient.
- The children start schooling without knowing adequate level of Turkish.
- The lack of means and materials required for pre-school education decreases the efficiency of education.

Education System in Turkey: Primary Education

- There is a quality problem in primary education.
- There are various problems such as unified classrooms, crowded classrooms and failure to attain teacher sustainability in rural areas.
- Individual differences are disregarded:
--> Education is single sided and based on memorizing.

Education System in Turkey: Primary Education

- **Schooling problem of girls.**
- **Lectures for implementation, creation of environmental consciousness, utilization of libraries and citizenship are quite abstract; professional guidance, talent-oriented lectures such as arts and music are not adequate.**
- **Teachers are not adequately objective towards students.**
- **The books distributed by the Ministry of National Education are inadequate in terms of their contents. The contents of these books change almost every year.**

Education System in Turkey: Secondary Education

- **As a result of the current system, non-qualified students continue to general-purpose high schools.**
- **Students, who are not capable of passing to the next grade, are generally pardoned by schools and are accepted in the next grade.**
- **Foreign language teaching is unsuccessful.**

Education System in Turkey: Secondary Education

- **The problems in secondary education system result in extremely crowded student groups waiting for university enrollment.**
- **The curriculum of secondary education and the subjects included in the university entrance exam do not match. This increases dependence on private courses.**
- **Employment of experienced teachers in private courses decrease the quality of education in schools.**

Education System in Turkey: Secondary Education

- The current system results in individuals, who do not look for answers beyond 4-5 choices, who do not think, and who just memorize.
- Since the curriculum of the last grade of high schools is not taught, universities have to teach the subjects included in high school curriculum.
- In order to prepare for the university entrance exam, students tend to take health reports (sick leaves) during the last months of school.
- Time pressure created by the university entrance exam: “*Fast ones will be successful!*” What about other?

Education System in Turkey: Secondary Education

- **The vocational guidance towards vocational high schools is not correctly performed.**
- **Vocational education does not include sufficient level of school – industry cooperation.**
- **Curriculum is no longer up-to-date.**

Education System in Turkey: Higher Education

- Universities are perceived as the last and necessary stage before employment.
- Planned structural change is required.
- Education and quality can not reach global standards
- There is a problem of autonomy due to political effects.
- The scholarships given to students are not sufficient.

WHAT SHOULD BE DONE FOR EDUCATION?

Recommendations: Pre-school Education

- **Pre-school education should be widespread.**
- **The content of the education should be supportive for the self-development and intelligence of the children.**

Recommendations

- **The quality and comprehension of internal trainings for teachers should be increased.**
- **Ethical values, responsibility concept and accountability should be imposed to children as part of their attitudes in every step of education.**

Recommendations

- **The evaluation of the trainers and education staff should be made by independent commissions in an objective manner.**

- **These commissions should be formed of**
 - **student representatives,**
 - **local education consultants,**
 - **NGO representatives,**
 - **school-family union representatives and**
 - **MONE representatives.**

Recommendations

- **The examinations and interviews for teacher appointments should be objective and independent from political effects.**
- **Political use of teacher staffing should be prevented by measures.**
- **Teacher appointment interviews should focus on the capacity of information transfer, ability to encourage students to participate, and use of Turkish language.**

Recommendations: Primary Education

- **“Multiple Intelligence” infrastructure should be prepared.**
- **The 4th and 5th grades of primary education should be transformed into *transition classes*.**

Recommendations: Primary Education

- **Free-of-charge curriculum books should be given only to families with insufficient financial income.**
- **The used books should be also distributed to and used by the students of the following year.**
- **The students, who are in need, should receive stationery and transportation allowance.**

Recommendations: Primary Education

- **Social and current issues should be discussed in classes and should be supported with visual materials to create awareness.**
- **Development of projects by students in these fields should be supported and encouraged.**

Recommendations: Primary Education

- **Donations should not be compulsory in the schools.**
- **The ways of increasing the incomes of the schools should be developed.**

Recommendations: Primary Education

- In order to allow the teachers and students to follow-up up-to-date developments and methods, information centers should be formed in province and district centrums.
- These information centers should include up-to-date publications and information services such as the internet.
- Data pool should be established to measure and increase the quality of education.

Recommendations: Primary Education

- Students should take part in “social responsibility projects”, starting from the first stage of primary education.
- “Religious education” should be a selective course.
- The schedules of teachers should include *Office Hours*.
- The main class guiding teachers should receive regular feedbacks from other branch teachers.

Recommendations: Primary Education

- **“Visual supported education” increases success; schools should be equipped with required materials.**
- **Students should receive education regarding the geography, social, cultural, economic infrastructure and life skills of their regions.**
- **There should be debating, leadership activities in the schools.**

Recommendations: Primary Education

- **The number of regional boarding schools should be increased in regions with challenging geographical conditions.**
- **The number of schools serving superior intelligent and talented children should be increased.**

Recommendations

- **The owners of private courses should be encouraged to establish private schools and private courses should gradually get out of the system.**
- **The taxes imposed on private schools should be decreased and the establishment of private schools should be encouraged.**

Recommendations

● **Financial conditions of teachers should be developed:**

- **Remuneration system should consider the life conditions of the regions, where the related persons are working.**
- **Education sector workers should receive heating fuel benefit in regions with severe winter conditions, and accommodation and transportation benefit in big metropolitan cities.**

Recommendations

- **Education Faculties should assign more importance on internship.**
- **Young teachers should not be appointed immediately to regions with challenging conditions.**

Secondary Education

Recommendations: General-Purpose High Schools

- **“Evaluation of the performance of teachers and school administration” should be independent from school and the evaluation by student and student parents should be kept in regard.**
- **Success and effort criteria should be developed for teachers and adequacy of information should be measured in every three years.**

Secondary Education

Recommendations: General-Purpose High Schools

- **National and world's art history lectures should be given as a contribution to general culture.**
- **History lectures should be focused on comments – analysis.**
- **There should be international and national exchange programs between different schools in Turkey.**

Secondary Education

Recommendations: Vocational High Schools

- **Some of schools' equipments should be provided as a result of increasing cooperation between private sector and MONE.**
- **The infrastructure and capacity of vocational high schools should be determined according to the requirements of our country in future years.**

Secondary Education

Recommendations: Vocational High Schools

- **The number of religion vocational schools is more than Turkey's needs.**
- **The high school curriculum should include selective courses such as Kuran, Arabic language, etc.; thus, religion vocational schools will serve to educate religion experts required for the country.**

Recommendations

- **The responsibility and sensitivity of the media towards young people should be increased.**
- **The quality and quantity of the youth oriented TV programs should be enhanced.**
- **One of the TRT (state television) channels should serve a teenage channel.**

Recommendations

- **Via a comprehensive information campaigns, the utilization of EU education programs and funds should be increased.**
- **Each school should set teacher and student teams responsible for project development.**

Recommendations: Higher Education

- It is necessary to discriminate between “*universities for employment*” and “*universities for academic studies*”.
- Transitions among departments and faculties should be flexible.
- It is necessary to discriminate between “*academic staff*” and “*teaching staff*”.
- The evaluation of teaching staff by students should be kept in regard.

Recommendations: Higher Education

- Participation of students in administration should be more democratic and effective.
(i.e. The power and responsibilities of Student Councils should be increased)
- Participation in social responsibility projects should be encouraged in universities and students should be imposed the concept of “*voluntary participation*”.

Recommendations: Higher Education

- Council for Higher Education should be restructured and be independent from political effects.
- Student Representatives Council should have voting rights in selection of Council for Higher Education members.
- One of the main duties of Council for Higher Education should be “*ensuring that academic ethics is practiced fully*”.
- Despite the legal restrictions, education rights should not be restricted for anyone. Restrictions make students more marginal.

Recommendations: Higher Education

- 80% of student tuitions should be included in own budgets of universities.
- The budgets allocated for research and development and scholarships should not be limited.
- Membership in electronic publications should be mandatory.
- “*Ombudsman system*” in each university should be fully operational.

Recommendations:

Language Education

- Language education should start at early ages and provided equally to all public.
- A second language in addition to English should be taught.
(i.e. German, French etc. and Far East and Middle East languages)
- MONE should provide more quality books and resources to be used in language education.
- The teaching of basic lectures should be in Turkish.

Recommendations

Informal Education and Education of Disabled Youth

- **There should be studies aiming to increase the communication of the disabled people with the society.**
- **Problematic young people, who has crime history, should be subject to intensive education programs, starting from the correction houses.**
- **Local and central authorities should work towards solution of accommodation and food problems.**
- **The number of educators and cleaning/serving staff should be increased.**

Recommendations

New Education and Learning Methods

- ***“Remote learning”*** programs should be improved and the existing infrastructure should be enhanced.
- ***“Digital Television”*** infrastructure should be used for informal education.
- Everyone should be able to benefit from ***“remote learning”***.

Summary

- **As the *Youth Voices Group* of the World Bank, in line with the observations and recommendations presented in our presentation, we wish that;**
 - **In order to complete EU accession process successfully, our country implements correct education policies, listen to the demands and needs of young people and create room for young people in decision making mechanisms,**
 - **Our country, that has a very young population, can use this opportunity to increase its human capital,**
 - **Our education system is no longer dependent on politics,**
 - **Quality and infrastructure activities are emphasized,**
 - **Our country grows individuals, who can observe Turkey and the world in all perspectives !**

Resources

- **Macro Education Indicators (2001–2002) (Resources : State Statistics Institute, Population and Development Statistics 1999–2002, United Nations Development Report, Human Development Report 2002–2003, Ministry of National Education, National Education Numerical Data 2002–2003)**
- **Change in literacy rations in Turkey (in percentage) (Resource: State Statistics Institute Data)**
- **Education and Literacy Indicators (Resources: 1. State Statistics Institute, Population and Development Statistics 1999–2002, Ministry of National Education, National Education Numerical Data 2002–2003)**
- **Budget of Ministry of National Education (Resource: Ministry of National Education, National Education Numerical Data 2003)**
- **Graphic 1 Allocation of Budget of Ministry of National Education (Resource: Ministry of National Education, National Education Numerical Data 2003)**
- **Table 5 Cost Allocation of Ministry of National Education Programs (Resource: Ministry of National Education, National Education Numerical Data 2003)**
- **Barro, Robert J. and Lee, Jong-Wha (2001). "International data on educational attainment: updates and implications." *Oxford Economic Papers*, July, 53(3), 541-63.**