THE EXAMINATION OF EDUCATIONAL PHILOSOPHY OF TURKISH NATIONAL EDUCATION COUNCILS BETWEEN 1946 AND 2014

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ABBREVIATIONS

AKP	Adalet Kalkınma Partisi	Justice and Development Party
CHP	Cumhuriyet Halk Partisi	Republican People's Party
DP	Demokrat Parti	Democrat Party
MEB	Milli Eğitim Bakanlığı	Ministry of National Education
MGK	Milli Güvenlik Konseyi	The National Security Council
ÖSYM	Öğrenci Seçme Ve Yerleştirme Merkezi	Student Selection and Placement Centre
PKK	Kürdistan İşçi Partisi	Kurdistan Workers' Party
T.C.	Türkiye Cumhuriyeti	Republic of Turkey
YGS	Yükseköğretim Geçiş Sınavı	The Transition to Higher Education Examination
YÖK	Yüksek Öğretim Kurumu	Higher Education Council

ÖZET

Bu çalışmanın çerçevesini Türkiye'de 1946 ve 2014 yılları arasında yapılan Milli Eğitim Şuralarında alınan kararlar ve bu kararların eğitim politikalarına yansıması oluşturmaktadır. Milli eğitim şuralarında alınan kararların eğitim sistemine etkilerini eğitim felsefeleri açısından incelemek ise araştırmanın temel amacını oluşturmaktadır. Çalışma betimsel araştırma yöntemlerinden literatür taraması ile gerçekleştirilmiştir. Literatür taramasına konu olan kaynaklar, Türkiye'nin çoğulcu demokrasiye geçiş yaptığı 1946 yılından itibaren gerçekleştirilen tüm Milli Eğitim Şuralarına ait resmi kayıtlar, Milli Eğitim Bakanlığı tebliğler dergilerinin yanı sıra milli eğitim sistemi ile ilgili güncel araştırma raporları oluşturmaktadır. Milli Eğitim Şuralarına ilişkin inceleme içerik analizi yöntemi ile gerçekleştirilmiştir. Farklı siyasi dönemler Türkiye'de eğitimin hedeflerini belirlemiştir. Bundan dolayı Eğitim Şuraları ayrıca siyasi dönemlere göre ayrılıp, Milli Eğitim, Laiklik ve Modernleşme, Demokratik Eğitim, Eğitim Felsefesi ve Yapılandırma konu başlıkları altında, eğitim felsefeleri üzerinden incelenmiştir. Araştırma sonucunda Türk Milli Eğitim şuralarında alınan kararların önemli bir kısmının daimicilik, esasicilik ve ilerlemecilik eğitim felsefeleri ile ilişkilendirilebileceği sonucuna ulaşılmıştır. Ayrıca Milli Eğitim şuralarında alınan kararların önemli bir kısmının ülke geneline yayılacak şekilde gerçekleştirilemediği sonucuna ulaşılmıştır.

Anahtar kelimeler: Eğitim Felsefesi, Eğitim Politikaları, Eğitim Hedefleri, Eğitim İdeolojileri. Eğitim Tarihi.

ABSTRACT

The frame of this study is the decisions of the National Education Councils between 1946 and 2014 and the reflection of these decisions on educational policy. The main purpose of this study is to analyse the effect of the decisions of the National Education Councils on the Education System according to educational philosophy. The study is based on descriptive analyses using the method of literature review. The issues in the literature review are the official sources of the National Education Council which started in 1946 because of the transition to the multi- party system in Turkey, journals about communiqués (Tebliğler Dergileri) as well the actual research reports about the National Education System. The analyses for the National Education Council occurred with the method of literature review. Different political periods in Turkey define the goals in education. Therefore, the National Education Councils were separated into different political eras and were analysed under educational philosophy with the titles: national education, secularism and modernisation, democratic education, educational philosophy and constructivism. At the end of the research, the result shows that some decisions of the National Education Council could be in relationship with essentialism, perennialism and pragmatism. Moreover, the main decisions of the National Education Councils could not be realised all over the country.

Keywords: Educational Philosophy, Educational Policy, Educational Goals, Educational Ideologies, History of Education.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

The main issue of this study is to analyse the history of education and educational policies in Turkey and compare it with educational philosophy. The analysis of National Education Councils and their decisions as well as the evaluation of these according to philosophical movements are parts of the research. Each period generated a new ideology, which meant a complicated definition of education goals.

The multi-party period started in 1946 and this improvement brought new liberal thought into education. The Democratic Party (DP) was more liberal in their Kemalist ideology and came as a relief for the public after a rigid 'single-party' era. Therefore the educational philosophy is changing and terms like national education, secularism and educational goals have to be defined.

Firstly, a brief definition of education and educational philosophy helps to understand how to select the frameworks for the thesis and how to analyse the National Education Councils.

According to Moore (2010) education aims to train individuals according to the values of society and teaching people how to adapt to the society. According to Print (2005), society wants to produce good citizens and develop the economy. Hart (2013) argued that education also has an essential role in personal growth, solidarity and global responsibility. According to Huysman and De Wit (2002), education is a long-term process that starts at the beginning of life. Communication is one of the main keys in education because of the sharing of personal knowledge and experiences which aids developing the society.

Education is the process of training people for particular purposes and is separated into formal and informal education. Formal education is the intentional process of enculturation and it is a planned and controlled type of education instructors have to prepare curriculums in schools. Informal education helps people to be specialised in specific fields such as agriculture, industry and service (Engelhard, 1930, 174-178).

According to Noddings (2010), philosophy and education are in a relationship to each other as well as support each other. Philosophy aims to seek out the truth and there are different functions of philosophy. One important purpose is the educational philosophy is more oriented in educational problems. Idealism, realism and pragmatism influence the method of education.

Firstly, according to Kelly (2010) the main objective of a lecture is that students are able to understand the ideas being taught. Idealism is based more on a conservative form of education. Realism determines the truth through experiments and observations. Education has to teach the solution to problems that individuals may encounter throughout their lives. Realism, according to Martin (1969) is more interested in the physical world and therefore is emphasised in scientific education. In contrast to both, according to Thayer-Bacon (2011), pragmatism emphasises the function of thinking and the importance of producing free individuals. In this case, a democratic environment is essential.

In connection to these, there are philosophical movements such as essentialism, perennialism, progressivism, reconstructionism and existentialism.

According to Guiterrez (2002), essentialism teaches selected issues to students with the purpose of creating a better society. By contrast, Bramefeld (1950) argued that perennialism supported that education has to be oriented to students' skills and

children have to be taught via classical books. Furthermore, progressivism focuses on child's interests. The idea is to improve the social skills of the students. A democratic environment has to be created for students in which they can express themselves freely. Reconstructionism supports the issue that education is the main aspect that shapes society. The most important idea of this model is that education should be reconstructed to the recent factors related to education. Existentialism emphasises the importance on human beings themselves. Human beings are responsible for themselves and education must provide a chance to students to know themselves better.

Beside the definition of education and educational philosophy, the structure of the Turkish Education System is based on the reforms of Atatürk and on Turkish Nationalism, which is another part that has influenced the methods in education (Şimşek, U., Küçük, Topkaya, 2012, p.2). Before starting to analyse the Turkish Education Councils, it is essential to define national education and what is meant by secularism in Turkey.

Religion influences the politics in Turkey because secularism has been defined as a symbol of westernisation. However, after the multi-party system has started in Turkey, religion assumed a greater importance in social life and politics. However, the Republican People's Party see these reforms in religion as an attack on Atatürk (Feroz, 1993, pp. 362- 388). According to Fox (2008), secularism emphasised the separation between religion and state that should mean that religion does not have the right to influence state affairs and conversely, that the state does not have the right to influence religion.

According to Karpat (2015), the multi-party period started in 1946 and this improvement brought new liberal thought in education. Moreover, the councils were separated into different headlines in the study depending on political issues in Turkey.

According to the regulations of National Education Councils (2014) councils are the highest committee for consultation of the Ministry of Education in which education and teaching were analysed and suggestions were generated with the aim of developing the Turkish National Education System.

According to Gülbahar and Çilingir (2006), the National Education Councils showed different trends in philosophy from essentialism to constructivism.

1.2 Literature and Definition

In this study, the Turkish National Education Councils between 1946 and 2014 were analysed in terms of educational philosophy. To better understand the study, definitions are required for education as well as educational philosophy, national education and National Education Council.

1.2.1 Definition of Education

It is common that the construct of education has played a vital role all over the world. In general, education is the process of training people for particular purposes. People assume that education is given only in schools but instead of schools, there are other places that provide education like families, mosques and other institutions. In general, education is separated into formal and informal education. Firstly, formal education is the intentional process of enculturation and it is a planned and controlled type of education in which instructors have to prepare curriculums in schools. At the end of the planned programme, a type of evaluation is implemented in order to adjust

students' levels. In addition, formal education helps people to be specialised in specific fields such as agriculture, industry and service areas (Wulf, 2001, pp. 8-11).

In that sense, people learn new things from family, friends, working areas and social media. At this point, the idea is that the natural way of education is through observation and imitation. Individuals observe their environment, and they begin to imitate it. Therefore, some negative habits can also be learned from the environment such as smoking, cheating and lying. Because of the negative side of the informal education, developed countries prefer formal education. However, both of the education types are used in the societies. The reason for this is that formal education is not the only way to teach students to adapt to society. The need of school education stems from a specific reason, so that societies educate individual with their own values in their inventive education systems. In order to raise suitable individuals, societies do not risk the education process in terms of irregular informal education and enculturation. Therefore, schools are used as public services (Dreweck, 2002 pp. 59-65).

In general, education is a long-term process in that people learn continuously during their entire lives. Education is a necessity of social life. Its consistency is achieved by communication. Communication can be considered as sharing the personal knowledge shaped by experience and, as societies become more complex in terms of people who create different classes, the need for resources increases because people tend to learn more (Dewey, 2004, pp. 5-8).

Another attribute that can be related to education is the social function. Improvement of behaviour and moral character of adolescents are significant in terms of their influences on a society. However, these effects are not created directly. A

society's intermediary factors are present in this process, so that the same interest groups know each other and share their experiences via communication. This process is useful in terms of its educative effect. If a society is more complicated, a special environment may be required to provide better opportunities for young persons. Such a special environment should have some functions like simplifying the factors to develop a desired attribute, purification of the current social traditions and creation of a balanced environment to normalise the society (Dewey, 2004, pp. 13-14). However, there must be a group in which all opinions can be expressed freely and there is no barrier that prevents communication. A community provides an opportunity to its members to express their interest in a democratic way. The 19th century's idealistic currents of thought narrowed the social aim to show that people are units of a political party and introduced the idea of subordination (Dewey, 2004, p. 46).

After a brief introduction to education, it is sensible to analyse the purposes of the educational concept. Generally, education consists of the idea that individuals should be trained by the values of society (Moore, 2010, p. 11). In addition, people can learn how to survive and adapt themselves to society and in that sense; education provides specialisation in working areas, academic skills, ethical values, etc. Vocational, personal and societal aims are classified as instrumental aims of education. In personal aims, the classification is mainly giving a great cultural knowledge of individuals, an occupational ability, and a promotion of autonomy. On the other hand, social needs include promoting economic development, conserving the societies' culture and producing good citizens. There is a distinction between individual aims and societal aims. However, it is seen that culture and being good citizens with some abilities that make them more productive for society are mutual aims. Education provides knowledge about how to live in a compatible way in the

society. Indeed, it has an important role in personal growth, solidarity, and global responsibility. At the societal level, education aims to produce good citizens, which also includes public values (Gingell et. al, 2004, p. 11- 17).

In general, the meaning of educational policy focuses on establishing its aims. It includes several topics such as curriculum, learning, and education policies. The aim is to produce a man or woman who is educated. Well-educated persons are expected to create new things and produce good ideas for society's welfare. As a result, an educated person is creative, productive and that person has a sense of ethical values. About the general theory of education, philosophers are in disagreement in coming up a clear and common definition. For instance, according to Plato, humans can be regarded as educated if they are educated in ethics, rhetoric and politics, which requires deep analytical thinking. Indeed, the aim of education is to be associated with cultural needs and values. These values and needs can be different from state to state. This is the reason why the general theory of education is not universal and cannot give recommendations for all situations (Moore, 2010, pp. 15- 16).

1.2.2. Education and Philosophy

Philosophy and education are two concepts that are originally interrelated to each other; according to James Francis Ross, "philosophy and education are like two sides of the same coin, present different views of the same thing, and that one is implied by the other" (Shrivastava, 2003, p. 21). To advance themselves to continue their existence, both have to support each other. Philosophy is a way to perceive the depth of humanity, seek out the truth and the reality of the spiritual and substantial world. Firstly, the functions of philosophy are:

a) Philosophy examines the foundations of other disciplines.

b) Philosophy develops a comprehensive conception of the whole world.

c) Philosophy analyses and evaluates individuals' beliefs and attitudes (Dewey, 2004, p. 82).

The most important purpose of the relationship between education and philosophy is focusing on the educational problem based on philosophical perspectives. Only if teachers are aware of the effects of philosophy on education can they acquire all the knowledge necessary for the occupation of being a teacher. The first step of the foundation of an education system is giving high importance to the aims. The philosophy of education needs to correspond with specific disciplines such as economics, politics, and social systems (Gingell et al, 2004, p. 12).

The framework represents the philosophy of society and "the philosopher wonders about the conceptual connections between teaching and learning" (Noddings, 1998, p. 36). There are some major aspects that influence the method of education. These are idealism, realism, and pragmatism.

1. Idealism and Education

The first philosophical discipline is idealism, which suggests that the idea forms the fundamental of reality. The discipline that is represented by the quotation of "I think therefore I am" prioritises the things related to the mind rather than to the physical world and according to this, people discover knowledge rather than creating it. Broadly, speaking, according to idealists, "education should not only stress the development of the mind but also encourage students to focus on all things of lasting value and direct them to find the true idea" (Ozmon et. al, 1999, p. 20). Culture is an accumulating value of human creativity so that education must be in a form that

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protects and transmits this value. Since the existence of physical things depends on how it is being perceived, education should focus on self-realisation.

Firstly, education should be conducted by critical thinking like the battle of ideas so that individuals can reach the truth. Idealism stresses an understanding of ideas in which instruction and the relationship between teachers and students are essential. The content must consist of broad concepts to construct the base with ease instead of specific courses. The main objective of a lecture is that students are able to understand the ideas being taught. By looking at the overall picture, idealistic education represents the conservative way of education with its pursuit of enduring truth and is losing its influence in today's changing circumstances after it dominated education systems for a long time (Ozmon et. al., 1999, p. 25).

2. Realism and Education

In contrast to idealism, realism suggests that the world around individuals continues to exist even without being perceived by them. Accepting any statement as a truth in realism depends on the result of experiment and observation. With this feature, it also represents another scientific side of philosophy. Because the physical world is reality, human perception is the tool to gain knowledge. There is no another world of ideas separate from the physical world. Based on a realistic perspective, education has a responsibility in giving individuals all those skills and knowledge which are necessary for welfare in the society. To promote and prepare them for real life, education needs to teach the solution of problems that individuals encounter throughout their lives and to provide any opportunity for them to develop their physical existence and mental condition. To find harmony in their life, education also needed to deliver the knowledge about the society and physical world in which they

are living in (Shrivastava, 2003, p. 142). In order to fit the aims, realistic education has some basic characteristics to facilitate implementation in education. Because of interested in the physical world, the emphasis is on scientific education rather than art, literature or religion and on practical education with experiment and experience rather than academic education. According to realism, the knowledge that idealism provides for individuals from books is equal to learning by rote and does not provide the comprehension of the physical world. As a result of its characteristics, scientific branches overweight the subjective subjects like art and literature, which are not helpful for individuals to cope with their real-life problems (Ozmon et al, 1999, pp. 372- 373). In contrast to idealism, teachers do not need to have good characteristics; their only responsibility is to transfer the knowledge (without integrating any subjective aspects) and to aid the students to discover the external world. In doing so, the teacher gives part of the knowledge to students and students are expected to reach the whole. Actually, the country cannot improve itself without any scientific development. However, effective ways of learning is based on experiences. This progress and changes increase the importance of realism in education and give realism dominance among the many styles of education (Ozmon et al, 1999, pp. 375- 380).

3.   Pragmatism and Education

Pragmatism is a method that includes the function of thinking. It is to guide actions and the truth is to be tested by the consequences of approaches. For pragmatists, only experienced or observed things are real. Moreover, in the pragmatists' view, reality is changeable as people change. People should learn how to apply experience to problems. Therefore, it can be said that there is no specific truth (Blake, et. al. 2003, p. 112). One reason is that individuals' belief shapes behaviours.

Since learning is based on the biology of human beings, learning and the mind cannot be separated from each other. Instructors ignore this case so the paradox occurs. Some philosophers think that mind and actions are not related in terms of education, but the thoughts do not give a specific result. In an ideal version, an educated person should know the actions' possible consequences with a great consciousness. The other reason is that the individual is affected by the community since all humans are subordinate to the whole community.

According to Dewey, learning is a social function. The idea is that finding the best society helps to find the best education (Blake et al, 2003, p. 24- 27). In his philosophy, it is important to produce free individuals, so that they have the opportunity to develop themselves. In order to support people for growth, the social institutions and the regime of the state are important points. Education should be democratic. This means that people should have freedom to develop their capacities. Adaptation is also important for education and individuals must adapt to others and to the environment for accurate learning. For Dewey again, learning is not based on time and place. The important aim is the production of new social orders. Personal development originates from making group decisions which are based on consequences. According to pragmatism, the learning process must be based on experimenting, projects which help students by being in group activities. The important thing at this point is training students to be problem solvers, so that students are prepared for future lives. But, it has to be underlined that these types of teaching methods have to prepare student for their future lives. In addition, this educational theory is more rules based and is effective only with a successful combination of purpose of education, pedagogy, curriculum, learning theory. In comparison to this, philosophers like Plato, Locke and Dewey supported the approaches below:

a) According to Plato, education must be holistic. It must include the facts and arts.

b) According to Locke, education must be based on the rules of morality and experience.

c) According to Dewey, education must be progressive and based on democratic ideals. (Moore, 2010, p.7)

With these approaches in mind, the most important movements in philosophy are essentialism, perennialism, progressivism, reconstructionism, and existentialism.

1. Essentialism

Essentialists put importance on some selected issues, improve these and then teach them to the students. The purpose of this is to create a better society with improved issues. Essentialist criticise progressivisms for providing too much freedom to students and uses some principles for their decisions. For instance, education requires hard work and hard work requires discipline. Some lessons, such as math and foreign languages, are essential for students' improvement and these lessons should be acknowledged by society. Also, these issues cannot be learned by the implementations in real life and, therefore, they require the use of memorisation (Steiner, 1997, p. 1-16).

2.   Perennialism

Realism is the main factor of the perennialism model that supports that education must be shaped according to some universal facts. This model argues that human nature has not changed for centuries and will not change either. Therefore, education must be arranged in contradistinction to the changeable aspects. According

to this model, education must be the same everywhere, because humans are the same in nature. Since common attributes of people can be seen in literature like history and philosophy which have to be centred in education programmes. Students must be educated in a way that they should be capable of managing their own responsibility and freedom. Education is not a copy of life, it is just a preparation for it. Therefore, it must focus on improving the skills of students. Issues that are constantly significant must be taught to children via classical books (Ebert, Culyer, 2008, p. 302- 315).

3. Progressivism

Progressivism is the application of pragmatism in education. In this model, education is developing constantly. Therefore, instructors must be prepared to adapt to the changing factors and arrange their methods with respect to these. A core thought of this model is that experiences affect the education repeatedly so that better behaviours in the future can be observed. To maintain consistency, progressivism involves some principals. For example, education must be set according to a child's interests. A child is a complete unit with his or her own thoughts and interests; hence, these factors must determine the education they receive. Application of information in real life is essential for solving problems. Information must be obtained interactively so that it can be used to solve different cases a child faces.

In addition to these principles, schools must create places where the theoretical information is implemented, so that children can improve their learning skills. Teachers must guide children instead of managing them during the learning process. Another principle is that children must be in collaboration instead of in competition. This idea focuses on improving the social skills of the students. As the last principle,

during the whole education process, there must be a democratic environment, so that people can state their ideas freely (Carr et. al, 2005, p. 136).

4.   Reconstructionism

Reconstructionism is a continuation of progressivism and it relies on pragmatism. According to this model, education is the main aspect which shapes society; therefore, it must be utilised in this way. The most important idea of this model is that education should be reconstructed with respect to the recent factors related to education and human behaviours (Carr et. al., 2005, p. 136).

5.   Existentialism

The last model is existentialism, which puts an importance on the human itself. Human beings must decide what they should do because all humans are responsible for themselves. Education must provide a chance to students to know themselves better and, teachers must catalyse this process (Noddings, 1998, p.44).

All these models differ with respect to culture and other factors. Therefore, it is hard to say if one model is better than another one.

After a brief literature review of the definitions of education and educational philosophy, the national education councils are analysed. The study started from the year 1946 because this year marks the beginning of the transitional period from a single-party system to a multi- party system. Before starting to analyse the National Education Councils, terms commonly used in the councils such as national education and secularism have to be analysed to better understand the National Education Councils.

1.2.3 National Education

The goal of the Turkish education system is related to the reforms of Atatürk and to Turkish nationalism which are embodied in the constitution. To educate people for taking responsibility for national morality, the feature of a citizen is to adopt the principles of democracy, secularism and the social and constitutional nature of the Turkish Republic. A balanced and healthy character and personality of physical, psychological and morality should be taken into consideration (Şimşek., Küçük, Topkaya, 2012, p. 3).

In order to understand what Turkism exactly means, the definition of a nation is important.

a) According to racialist Turks, a nation is associated with race.

b) According to ethnic Turks, a nation is defined as ethical similarities.

c) According to geographic Turks, a nation is a group of people who live in the same geographic area.

d) According to Ottomans, a nation is comprised of all subjects of Ottoman Empire.

e) For Pan-Islamists, nation is the totality of being a Muslim. It is the integrity of religion.

f) Individualists believe that the nation is a society in which any member of society can feel that he or she is the member of the nation (Gökalp, 1968, p. 12- 15).

The ideology of national education was shaped during the transition period of the Turkish Republic. The ideology focused on Turkish nationalism. Under the leadership of Mustafa Kemal Atatürk and İsmet İnönüs, the direction of education

was changed through nationalist policies. Mustafa Kemal Atatürk argued that national education programmes cannot totally adopt from foreign policies and cultures. He said that national education must originate from unique cultural characteristics. In the main educational philosophy- in the time of the Republic of Turkey, it is important to educate individuals with "the freedom of thought and conscience". According to this argument, individuals have to be independent of their own ethnic background and religion and are liberal individuals who can accept differences in culture (Kenan, 2013, 18).

Humboldt, the founder of the modern university, argued that the government should have restrained influence in the area of education in terms of funding and commonwealth. The government has the aim to secure the nation and should therefore be strictly limited. It does not have the right to influence other parts of life like education. Moreover, every influence on the university is a risk for development of science (Meyer, 2011, p. 120). As an annotation, Humboldt argued that "Wissenschaft" cannot be translated directly as "science". A strong moral education and moral value are the main methods for learning and are the foundation of "Wissenschaft" (Kenan, 2015, p352). In contrast to this, the government is responsible for the welfare in society and wants to achieve this with education. The complexity is to find a balance between parents and government. A suggestion according to Meyer (2011) is that parents can influence education in areas like evolutionary theory or sex education in biology by arguing with religious aspects (Meyer, 2011, pp. 120- 130).

1.2.4 Definition of National Education Council in Turkey

Councils are the highest committee for consultation of the Ministry of Education in which education and teaching were analysed and the suggestions were made with the aim of developing Turkish National Education System. The members of these councils are the Minister of Education, Culture and Youth and Sports and their members. Moreover, there are invited members like ministries, public institutions and organisation, local governments, universities and their national international associations, civil society organisations, private sectors, media and press organisations, representative students and their parents who have researched in the field of education were determined by the Secretary of the Ministry of Education and submitted to the approval of the Minister of Education. Every four years, a meeting of the Council is essential. The Minister of Education can organise an extraordinary meeting. The preparations for the councils were made by the Secretary of the Minister of Education with respect to the agenda for the council which is presented by the members. Especially in the first 50 years of the Turkish Republic, foreign experts and committees were invited to Turkey for regulating the Turkish Education System (MEB Mevzuat, 2014).

1.2.5 Organisation of Turkish Education System

Education in Turkey belongs to the government and is organised by the Ministry of Education and is responsible for the issue below according to MEB-Strateji Geliştirme Bakanlığı (2009):

- Education is created according to Ataturk's principles and reforms and Ataturk's nationalism. The nation has to protect and develop national, moral, cultural and historical values. People have to respect their nation and take responsibility for the foundations of Turkish Republic, which are secularism, democracy, social and juridical state. The Ministry of Education plans, organises, controls and evaluates every education institutions for teacher and student education.

- They have to organise every kind formal and informal education which is not part of the Higher Education Council (YÖK).

- Organising, education and teaching Turkish citizens in foreign countries.

The Turkish education system is separated into formal and informal education to satisfy the needs of individuals.

   a) Formal Education

Formal education is organised for individuals in the same age level and created in schools that have to be orderly. Institutions like pre-School education, primary education, secondary education and higher education all belong to formal education.

   •Pre-School education is not obligatory and is organised for children before starting primary education. The purpose of pre-school education is the foundational principles of national education in which children achieve a

physical, psychological and moral development and will be prepared for the primary education.

• Primary education involves students between the ages of 6 and 14. The purpose of primary education is defined as the aim of national education and its foundation principles. Every Turkish child has to be a good citizen: that means achieving the foundational knowledge and skills and involves national morality and preparing them for the next level of education. Primary School is for every citizen, girls, and boys, obligatory. Primary education institutions contain schools for eight years. In these schools, a continuous education is organised.

• Secondary education depends on primary education and involves a minimum of four years of general, vocational and technical educational institutions. Secondary education implements different programmes that take place in high schools. Every student who has finished primary education and has the right to access secondary education can continue with secondary education. The purpose of secondary education is defined as the aim of national education and its foundational principles. Students acquire liberal education and learn about social problems and problem solving to contribute to Turkey's socioeconomic and cultural development. Students are prepared for their future job and learn the proper skills their occupation. Vocational and technical secondary education is a four-year compulsory educational process. According to students' interests, they are prepared for higher education and for the future and for an occupation and job field.

Students who are not able to attend such formal educational institutions can attend to the open upper secondary high school.

• Higher Education depends on secondary education and gives a minimum of two years of education in educational institutions in which individuals can develop their scientific research skills. Higher education involves different universities and its faculties and institutions, Higher education and vocational education and conservatory.

•Blended education is a kind of special education in the state, private or formal or informal education institutions.

•Private schools are the private institutions under the provisions of the private education institutions law no. 5580 and are responsible for preparing students for the exams of the upper stages and helping them raising their level of knowledge.

b) Informal Education

Informal Education is created according to individuals needs and is separated from formal education.

•A continuous education for individuals who cannot finish their formal education and have a gap in reading and writing is one aim.

•Moreover, individuals have the opportunity to appropriate scientific, technological, economic, social and cultural developments.

• Education for protecting national values and developing them.

• Giving individuals the ability to live in a society together with solidarity and cooperation.

•For economic development, vocational courses with the appropriate skills can be organised.

•Informal education involves public education, vocational education and distance education.

1.2.6. General Issues

According to T.C. İstatistik Kurumu (2014) and T.C. Istatistik Kurumu (2015), the number of schools, teachers, students and graduates separated into male and female in formal educational institutions like primary education, secondary education, high school, vocational school and higher educational institutions are described below. The years for the analysis are 1946, 1960, 1983, 1999 and 2014. These years are the first years of the National Education Council, which are separated according to the years of political time periods which are separated into headlines the study.

Table 1:

Numbers of Schools, Teacher, Students and Graduates in Primary Education

a)   Primary Education:

YEAR	SCHOOLS	TEACHER	STUDENTS	MALE	FEMALE	GRADUATES	MALE	FEMALE
1946	15.131	30.206	1.413.983	899.206	514.777	106.722	106.722	29.373
1960	21.429	54.049	1.582.798	931.794	276.516	276.516	185.495	91.021
1983	46.269	211.925	6.042.486	3.239.159	2.803.327	983.906	537.528	446.378
1999	45.102	317.790	9.609.050	5.248.426	4.360.624	705.140	413.398	291.742
2014	28.532	288.444	5.574.916	2.850.072	2.724.844			

Table 2:

Numbers of Schools, Teacher, Students and Graduates in Secondary Education

b) Secondary Education

YEAR	SCHOOLS	TEACHER	STUDENTS	MALE	FEMALE	GRADUATES	MALE	FEMALE
1946	257	3.871	60.980	42.307	18.673	10.565	7.457	3.108
1960	715	10.977	254.966	190.865	64.101	40.253	29.136	11.117
1983	4.225	13.908	1.332.809	864.084	468.725	239.814	148.007	91.807
1997	8.844	71.808	2.269.620	1.389.357	880.263	733.484	454.142	279.342
2014	17.019	280.804	5.478.399	2.762.595	2.715.804			

Table 3:

Numbers of Schools, Teacher, Students and Graduates in High School

c) High School

YEAR	SCHOOLS	TEACHER	STUDENTS	MALE	FEMALE	GRADUATES	MALE	FEMALE
1946	83	1.817	25.515	20.411	5.104	6.236	4.965	1.271
1960	190	3.860	62.368	46.278	16.090	10.913	7.878	3.035
1983	1.173	47.385	519.721	311.074	208.647	107.849	62.383	45.466
1999	2.598	71.344	721.896	560.709	296.113	296.830	159.113	137.717
2014	3.744	117.353	2.906.291	1.488.037	1.418.254			

Table 4:

Numbers of Schools, Teacher, Students and Graduates in Vocational High Schools

d) Vocational High School:

YEAR	SCHOOLS	TEACHER	STUDENTS	MALE	FEMALE	GRADUATES	MALE	FEMALE
1946	244	3.826	54.248	43.724	10.524	8.271	6.346	1.925
1960	503	7.382	98.010	70.543	27.467	23.206	18.066	5.140
1983	1.960	39.823	541.157	385.637	155.520	109.510	72.858	36.652
1999	3.365	74.559	998.071	606.382	391.689	273.630	162.106	111.524
2014	7.211	161.288	2.513.887	1.371.445	1.142.442			

Table 5:

Numbers of Schools, Teacher, Students and Graduates in Higher Educational Institutions

e) Higher Educational Institutions

YEAR	SCHOOLS	TEACHER	STUDENTS	MALE	FEMALE	GRADUATES	MALE	FEMALE
1946	31	1.388	19.273	15.688	3.585	2.440	1.926	514
1960	49	3.911	54.069	42.972	11.097	5.945	4.817	1.128
1983	273	5.839	281.539	197.962	83.577	35.144	24.126	11.018
1999	1.277	23.099	1.419.927	843.999	575.928	212.028	121.574	90.454
2014		142.437	5.139.469	2.771.673	2.367.796			

At all education levels, the number of students enrolled is higher than the number of graduates and the numbers of male students is always higher than the number of female students. Interestingly, there is a decreasing number of schools in Primary education. By contrast, the number of Secondary and Higher Education schools shows an increase. The information was taken from the Turkish Statistical Institute (TUIK, Türkiye Istatitsik Kurumu). Therefore, there are some gaps, like the number of graduates in 2014, as well as the year 1999 for secondary education.

1.3 Aim of the Study

Education is an important factor that influences the country's development. Education raises the economic power of the country as well as increases the individual's cultural growth. In Turkey, there is an ever-changing education system which is affected by political factors. Because of a changing education system, the scientific education in Turkey suffers from a lot of problems in its development which is also emphasised in some international research of education. Between 1946 and 2014, differences in political views and ideologies underline the difficult concepts in education. This standpoint shows a conflict in education systems, which is more oriented towards politics instead of the philosophy of education which questioned the meaning and the form of education. The aim of the research is to investigate and analyse problems and evaluate educational policies in terms of educational philosophy according to the national education council decisions between 1946 and 2014. With this in mind, different questions were developed:

1) What decisions were made in the National Education Councils between 1946 and 2014?

2) What is the educational philosophy behind these educational decisions?

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1.4 Methodology of Research

In the study, a descriptive study was used as descriptive research with the method literature review based on books, dissertations, articles and data which are published on the official website of the Ministry of Education. In the beginning of the study, the meaning and definition of education and educational philosophy were analysed to read the National Education Councils with background information and create frameworks for analysing the National Education Councils and comparing it with educational philosophy. Moreover, the structure and organisation of the Turkish education system are essential for comprehensibility. For analysing the National Education Councils, different reports based on dialogues in the National Education Councils were analysed. Because of the aim of separating the National Education Councils according to educational philosophy, decisions in the National Education Council were more essential. For that reason, the official website of the Ministry of Education offers the National Education Councils separated into different years. For a better understanding, journals about communiqués (Tebliğler Dergisi) were read beside the reports and official websites. The material was selected according to frameworks which are important for analysing educational philosophy. The literature review in its entirety was finished in one year.

1.5 The Framework of the Document

To analyse the National Education Councils, the information are selected with the help of the frameworks. After this, the National Education Councils were again analysed according to the framework to compare these with the educational philosophy. The organisation of the Turkish Education System, teacher training,

education methods and evaluation of students are an overarching system that could be influenced by educational philosophy. Frameworks aid in ordering which decisions are affected by which educational philosophy.

Organization of Turkish Education System

- Principles of Turkish Education System
- Aims of Turkish Education System
- Purpose of education levels
- Formal and Informal Education

Teacher Training:

- Teacher Training in Higher Education
- Classroom Management
- Teaching Methods
- Teacher Role

Education Methods

- Student-Centered Environment
- Democratic Education
- Constructivist Education

Evaluation of Students

- Passing Class
- Exams
- Psychological Counseling and guidance
- Grades

1.6 Problem Statement

In this study, the problem statement and sub-problems was constructed as found below.

"What is the main educational philosophy behind the decisions of the National Education Councils between 1946 and 2014?"

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1.6.1. Sub-Problem

1) What decisions were made in the National Education Councils between 1946 and 2014?

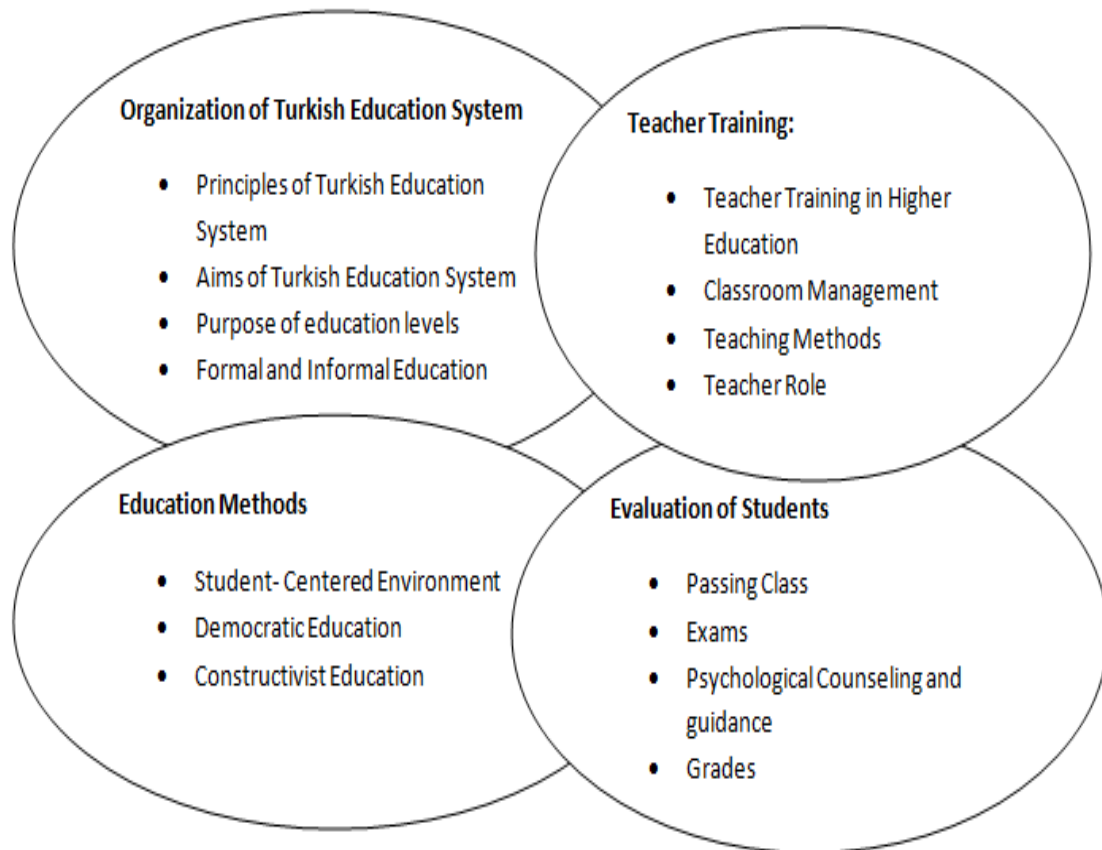2) What are the educational philosophies behind these educational decisions?

1.7. Significance of the Study

The Turkish Education System is characterised by an ever-changing process because of the influence of changing political ideologies. Therefore, education in Turkey has to redefine and reorganise the purpose of education according to the foundations of educational philosophy. In such a complex education system, systematic study of the National Education Councils and educational philosophy helps to create a perspective on the Turkish Education System. To analyse the decisions of the National Education Councils could be helpful. Thus, this study helps to have a view in Turkish National Education Councils between 1946 and 2014 according to the foundation of educational philosophy. Moreover, a research like this can help to see the gaps in education system or can help to create other studies to see the differences between the decisions of the National Education Council and the implementations in Turkish Education System.

1.8 Assumptions

The information gathered from official sources reflecting the truth.

1.9 Limitations of the Study

1) This study covers educational decisions by the Educational Councils in the period between 1946 and 2014. 1946 was the year when Turkey began to implement the multi- party system.

2) The information of the National Education Councils was obtained from the official website of the Ministry of Education.

3) The information of the National Education Councils was selected according to the frameworks of the study.

4) The National Education Councils were compared to the Educational Philosophy according to the frameworks.

CHAPTER TWO: FINDINGS OF THE STUDY

2. National Education Council between 1946 and 2014

2.1.1. National Education Councils during the Transition from a Single-Party System to a Multi-Party System (1946- 1957)

The multi-party period started in 1946 and this improvement brought new liberal thought into education. The Democratic Party (DP) was more liberal in their Kemalist ideology and came as a relief for the public after a rigid 'single-party' era. The elections in 1946 did not happen in a fair way, even if the DP showed more respect to societal expectation and sensitivity towards the public in regard to religion. Ultimately, even if the DP lost the first elections, May 14th, 1950 was a turning point for DP with winning the second elections and a new epoch in Turkey and the old President Ismet Inönü lost prestige. In addition, the years 1946 and 1950 were after the Second World War. (Feroz, 2006, pp.131- 136).

1) **3rd Turkish National Education Council (1946)**

The National Education Council was held from December 2–10, 1946 with the Minister Education Reşat Şemsettin Sirer. The Council had six main policies (Ü.M.E Şurası, 1991):

1) Programme and ordinance for business secondary and high schools;

2) Programme and ordinance for Boys- secondary schools and institutions of

Art;

3) Programme and ordinance for Girls- Institutions;

4) Ordinance for Istanbul technique schools;

5) Arranging modern solutions for discussions between teachers and their students in secondary technical schools;

6) Providing a measure of being in cooperation between school and family.

Reşat Şemsettin Sirer was an educator and aimed to develop institutes in the villages. Another action was taken in 1939 with creating a commission for arranging curriculum in primary education between 1948 and 1949. It is interesting to see that this programme for primary education was the longest programme in the Republic of Turkey and came up with fairness in education. One discussion was about teacher education, which is important for a developing scientific education. An institution for teacher education was established and separated according to education levels. Even if a university for teacher education was recommended, it became unrecognized. Another point was about extending basic education up to eight years which led to a

corresponding change in teacher education. Especially for technical education in primary, secondary and high schools, a new programme was created

An institution for girls also set some educational goals. The most important one of all was to educate girls to be good Turkish wives and mothers. That also meant that girls did have to be prepared for university. The interesting pedagogical point is that the Professor in Medicine Fahrettin Kerim Gökay offered that education should help children to find their personal strengths and connect this with the right job. To make this real, some institutions for psycho-techniques should be opened. With this argument, Fahrettin KerimGökay emphasised the importance in educational psychology and guidance. In boys and girls schools, the age for education was raised to four. To be more professional in girls' institutions, they made regulations in exams and in cultural lessons. Besides, students in girls' and boy' art schools should spend more time in the workplace in order to gain practical work experience.

2) 4th Turkish National Education Council (1949)

The National Education Council occurred from August 22–31, 1949 with the Education Minister Dr. Tahsin Banguoğlu. In the council, they worked for developing technical education and for increasing the years in high school from three to four. Also, students who had graduated from the village institutions should be paid higher wages. Another issue was to open a national library (Milli Kütüphane) had already been planned. The issues in the discussion included (O.M.E Şurası, 1949):

1) A commission about democratic education;

2) A commission about teacher education for high schools and secondary schools as well as regulations of colleges for teacher education according to actual needs;

3) A commission about the primary school programme;

4) A commission about the project for the secondary school;

5) A commission about a high school programme for four years

The first point in the report for a democratic education was creative thinking and excluded an education system based on rote learning. Students should have the right to attend an education in that they can develop their own thoughts and come up with solutions to problems.

The next one was about personal discipline. In this case, a democratic education has to be cultural and systematic and should originate from the students. To be an example to others, teachers, school principals, and the National Education Council have to emulate the democratic guidelines. Management and teaching according to democratic education principles were other issues. Teachers had to encourage students to ask questions as well as respect and accept thoughts and critics from others. In summary, for more creative thinking and achieving a high democratic education, books, and teaching material have to be open-minded.

The last one is about the management principles and the bureaucratic system. Instead of a bureaucratic system, a more democratic management style had to be introduced so that every principle had the opportunity to show their talent in

management. Also, students have the right to be taught in a real world in which teachers can help and guide them. Only if these principles can be implemented, can students ask more open questions and have a critical point of view. This report aimed at a modern and western-oriented education (4. MEB Raporu, 1999, pp. 65-85).

The second commission was about teacher education for high schools and secondary schools as well as regulations of colleges for teacher education according to actual needs. In this report, they aimed for a higher education for teachers. A change of general classes in major and minor programmes in educational institutions must satisfy the needs of teachers. In Istanbul, there were some colleges to educate teachers but with the 4th commission, they started to establish some in Ankara too. The internship programmes were designed to be more functional and kept under observation (4. MEB Raporu, pp. 140-143).

3) 5th Turkish National Education Council (1953)

The 5th Turkish Education Council was held from February 5–14, 1953 and Tevfik İleri was the Minister of Education. He invited successful educators from the USA. DP proposed to increase religion classes in primary and secondary education because of high demand. They opened religious-vocational high schools (İmam Hatip) and established religion institutions for higher education. The 5th Education Council discussed primary education to make it more professional; they invited Prof. Kate Vixon Wofford, a member from the University of Florida to initiate changes in primary education (MEB, Tebliğler Dergisi, 1959).

In the council, the following issues were discussed (B.M.E., Şurası, 1991):

1) Analysing the primary school legislation and the planning of a obligatory primary education;

2) New programmes for teacher education in teacher schools and village institutions;

3) Correction of the curriculum in primary education with the following points:

    a) Taking advantages of the reports from Prof. Kate Vixon Wooford and achieving higher profits economically.

    b) Analysing the economic fact for realising the goals and creating new measures.

4) Analysing new regulations in the primary education;

5) Analysing the survey for pre- school education and teaching and the prepared programme and legislation;

6) Analysing the report for special education for children, regulations for orphanage and reforming the indigents according to the law no 5387;

7) Analysing and determination of health theme in primary education;

8) Analysing primary school teachers' themes and other primary education issues that should discuss by council members;

9) Investigating the proposals.

The speech given by the Minister of Education Tevfik İleri emphasised the importance of creative thinking and. The increasing quality of education and teaching helps to achieve these. The commission about analysing the primary school legislation and the involuntary planning of primary education included the legislation in pre-schools, implementations, aims and contribution of a pre-school. At the end of the report, the equipment and material needs of pre-schools, a list of foods and nutrition and physical measurement of pre- schools were included.

In the 4th commission about analysing the new regulations in the primary education, some of the main issues were:

1) Organisation and mission in primary education;

2) A law about continuity of students;

3) Regulations in primary education;

4) Measures for continuity to school;

5) Missions of primary school teachers;

6) Number of students per class.

4) 6th Turkish National Education Council (1957)

In the 6th Turkish National Education Councils the following points were discussed in the council (T.C M.E.B Talim ve Terbiye Kurulu Baskanlığı, 1957):

1) Public education

2) Business education

3) Teaching in Boys- technical schools

4) Teaching in Girls- technical schools

Firstly, a law had to be created for a general directorate in public education. Secondly, the principles of a general education had to be analysed. Thirdly, information about educational formation was taken from the UNESCO national commission report. Lastly, other examinations were conducted in regard to the needs and problems which were announced by the members of the council. According to these issues, the commission offered some regulations for public education.

1) Business-high school education and teaching methods including research about the report from the experts;

2) Establishing a place for business education in professional schools and schools with general education;

3) A Turkish keyboard and stenography;

4) Other needs and problems which were discovered by council members.

2.1.2. National Education Councils in Turkey at the Time of the Military Coup d' Ètat (1962- 1982)

The first military coup d' état was on May 21, 1960. The news about the military coup d' état was announced on radio early in the morning with the argument of protecting democracy in Turkey. The military assumed leadership of Turkey with the aim of giving society the right of living in freedom and fairness and also reminding citizens about equality and therefore living in the same way without differences in class. The National Security Council (Milli Güvenlik Konseyi, MGK), was established by the leader Kenan Evren in 1980. This movement was a solution for a social disaster (Feroz, 2006, pp.158- 200).

1) **7th Turkish National Education Council (1962)**

The 7th National Education Council was held from February 5–15, 1962 with the Minister of Education Hilmi İncesulu (Y.M.E.Surasi, 1991).

In the council, the agenda had the following issues:

1) Primary education

2) Secondary education

3) Girls' technical education

4) Business education

5) Evaluation and measurement in education

6) Different exams for maturity level

7) Higher education

8) Private schools

9) Relationship with external cultures

10) Religious education and teaching

11) Education and teaching about national defence

12) Educational foundation

According to the law for primary education, children between 7- and 14-years-old had to complete primary education. For an obligatory primary education, all measures for continuity were defined. For a better start to primary education, a pre-

school can be helpful for preparation. If families were not able to send their children to school, they had the right to request help from the government. A plan within 10 years was introduced for new school buildings, teacher places, and health care facilities. The programme for primary education included national education in history, more emphasis on practical education with more observations in science classes, simple Turkish language after primary education and more requirements for professional and technical schools. They emphasised the importance of primary education for socialisation and the problem of needing schools in villages.

The planning in secondary education and developing teaching methods were more difficult because of less quality and quantity of primary education. Furthermore, a need of secondary education was clear. Because of that reason, teacher training had to be changed and teachers had to be more devoted. Secondary education was separated into 'general' and 'private' classes. The 'general' class included more lessons which were in secondary education. On the other side, 'private' education included art, business, technique, agriculture, foreign language, house and manual work. Every secondary education had to introduce one of these classes. Such classes were aimed at a higher demand in professional and technical schools.

The exams and methods for evaluation and measurement were developed to be more objective. Students who completed high school had to go through a special exam called a 'maturity exam' for achieving a general standard in the education system. According to the results, students could choose the right school. High school gave students a liberal education and developed their interests and aptitudes before starting a profession.

A private school can be opened under the inspection of the government. With the increasing number of students, private schools showed a higher importance and supporting the education system. A justification was that private schools had not to work for business but more for education and developing the country.

Like in other councils, the gap in teachers created a new organisation about making the teaching profession attractive. To realise this aim, teachers were given special hospitals, nursing homes, holiday camps, dormitories for children and social institutions. The years of study in educational institutions were about three years. The scientific identity increased and an educational science institution was established as a faculty in the university.

The public education was established for basic education and decreasing illiteracy so that everybody has the right to get information such as religion, health and spending time beneficially through art, music and theatre.

Religious education is written under Law no. 19 in that religious education was an individual right and, therefore, elective in education. For a religious class, a curriculum for primary and secondary education has to be designed in line with the importance of religious sociology.

2) 8th Turkish National Education Council (1970)

The 8th National Education Council was with the Education Minister Prof. Dr. Orhan Oğuz (S.M.E Surasi, 1991). The main aim of the council was forming the secondary education of Turkey and regulating the rules of higher education.

According to Orhan Oğuz, the education system that was used did not consider the abilities and interest fields of the students. It only focused on preparing the

students for the colleges. Consequently, it can be said that education did not aid economic development.

At the first half of the secondary education level, students are not allowed to specialise in any kind of field. The second half of the secondary education was called high school. The second half of the Secondary Education level has three main purposes which are basically preparing the students for colleges, real life, and occupations. In the 'Directing or Guiding Year', the council of class teachers analysed the situation of students and considered their interests, and they report it to the family. The programmes of this directing year were determined at the council.

There were two programmes that were prepared for students in higher education. These programmes were Literature and Science in the 10th year of education. In the 11th year, there were four types of programmes which are Language and Literature, Social Science and Economics, Natural Science and Math's and Physics. Passing and failing of this system was regulated. The system will work as a credit system. The grading system was determined. It had one failing grade as D but there were three passing grade: A, B, and C.

3) 9th Turkish National Education Council (1974)

The 9th Turkish National Education Council was held from June 24–July 4, 1974 with the Minster of Education Mustafa Üstündağ. In his speech, he emphasised the importance of liberal education for all students with foundation classes instead of eliminating unsuccessful students from secondary education. They aimed at a flexible education for students in which they got basic classes for working life and the preparation for higher education. The importance was to give students basic education in the three years of secondary education according to their capacity. A new

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curriculum for secondary education including foundation classes and elective classes for profession had to be executed. The success of teachers is symbolic of the success of the public and therefore, the qualification of teachers will be the development of the country. The two topics of the council were (T.C M.E.B Talim ve Terbiye Kurulu Baskanlığı, 1974):

1) Programmes for the integrity of the national education system;

2) Rules for organising the flow of the students;

At the first time, an extensive description of national education was conducted. The goal of the Turkish education system is related to the reforms of Atatürk and to Turkish nationalism which is attached to the constitution. To educate people for taking responsibility for national morality; the characteristic of a nation is to adopt the principles of democracy, secularism and the social and constitutional nature of the Turkish Republic. A balanced and healthy character and personality of physical, psychological and morality should be taken into consideration. Furthermore, education is an independent discipline of science, with a vision of the acceptance of human rights, valuing personality and generating a feeling of social responsibility. These issues are necessary for creative and constructive people. Every student has different abilities, talents and interests which can be developed in education and when they can choose the right profession. In the council, there were some definitions set out:

- **Programmes for the integrity of the national education system:**

The fundamental principles in Turkish national education are generality and equality, needs of individuals and society, orientation, education rights, equality of opportunity, continuity, the reforms of Atatürk and Turkish nationalism, democratic

education, secularism, being scientific, planning, mixed education, parent school association, and universal education. The Turkish education system was separated into formal and informal education. All educational institutions have to satisfy the goals and principles of national education.

- **Pre-education:**

Pre-education is a non-obligatory institution for children who will be prepared for primary education. This institution aims at a physical, psychological and intelligence development of children and prepared them for primary education. Children have the right to enjoy an equal environment and acquire good Turkish skills.

- **Primary education/ Basic education**:

In primary education, children were educated to be a good citizen and acquire the appropriate skills and behaviours according to the national morality. The capacity, interest, and talent of every child will be developed for achieving higher education. Five years of education were required, with the first three years of the primary education and the last two years for basic education.

- **Secondary education:**

Secondary education gives students a general education according to their ages and levels and also offers them skills for their daily life. To measure their capacity and talents, students get the opportunity to try their skills in the different workplaces to decide upon their future jobs. The general qualifications of the secondary education separated general classes for liberal education from elective classes for their own skills. The general classes include Turkish, mathematics, social studies, science,

foreign language, art and profession education, music, physical education and morality. In addition, the list of elective classes was separated into technology domestic economy, business, and art. Guidance and educational activities help to measure these skills, interests and capacity of students for development and personality formation. Religious classes were elective for 6th and 7th Classes and were only one hour per week.

- **High school:**

High school is a general, professional and technical educational institution for three years. This institution gives students a liberal education, information about individual and social problems, problem-solving skills, economic aspects of the country and raising the consciousness of social and cultural development. Another goal is to prepare students for future, professions or higher education. The high school has different programmes; one prepares for higher education, and the last one prepares for the future and the professions. Students have the right to choose one of these programmes according to their interest. In all these programmes there were common classes and elective classes. The goals of elective classes were to make the transfer possible for work areas easier with developing the right skills and personality talents as well to prepare students for higher education. Another issue was to spend their time beneficially. Elective classes were designed for music, art, physical, foreign language and likewise which helped for a better start to careers or higher education.

- **Rules for organising the flow of students:**

Evaluation starts at the beginning of school life of a student. A register for each student with all observations should be organised so that the evaluation model is

dynamic. Every education level has a differently implemented evaluation with the same principles. The student evaluation should include all characteristics, conditions and a comprehensive evaluation based on different observations. Differences in the environment come up with different principles of evaluations without damaging the comprehensiveness. For a multifaceted and comprehensive evaluation, teacher, students, principals, and parents should participate so that students can benefit from the result and find their own strengths and weaknesses. Evaluations should be acquired in a trustworthy atmosphere and should also be transparent for students. Evaluation has to proceed individually because of the main issue of students' capacity and skills. The measuring instrument has to be congruent with the goal of the education and teaching. Principles of confidence and validity are basic to choosing the right measuring instrument. The measurement is based upon exams which were separated into verbal, written or applied exam according to the type of the class.

Primary and secondary education programmes should be integrated with each other and have to be renewed. A modernisation in math education was a point in the programme. Science educational programme and foreign language had to be integrated and re-organised. Another implementation was the new timetable for secondary education. Pilot schools helped to test the new implementations in modern math and science and can then be developed accordingly.

4) 10th Turkish National Education Council (1981)

The 10th National Education Council was held from June 23–25, 1981 with the Minister of Education Hasan Sağlam (O.M.E Surasi, 1991). The main topics of the council were the Turkish National Education System, Education Programmes of the System, the rules of the students and training of teachers. Hasan Sağlam indicated in

his speech that the new education system should be regulated based on political, social, economic and cultural needs. The system should include contemporary approaches and have to be concentrated on the training of students which should be based on science and technology. It can be inferred from the minister's words that the purpose of the council was to create a new system that will increase the prestige of the Turkish Education System.

Trying to generalise the Pre-Schools in the country by supporting education in Turkish and supporting different institutions were discussed. To achieve these aims, a Pre-School Programme was developed and a handbook for teachers was prepared and teachers will be educated in the terms of education services. Game material sources, tools and other materials according to the need of children should be prepared for students' development. The age of primary education will be decreased from seven to six years and compulsory education will be increased from five to eight years.

National Education Fundamental Law will be changed based on council decisions. This regulation will indicate that the secondary education will include composite schools which use different education programmes and vocational technical education. In addition, the schedules of composite schools will consist of common lessons but it will also have additional lessons that prepare different occupational programmes like agriculture, technical, trade, and tourism.

5) 11th Turkish National Education Council (1982)

The 11th National Education Council was held from June 8–11, 1982 with Hasan Sağlam. The aims of the council were basically in determining the qualities of the teachers based on a new system, determining other education experts' fields

instead of teachers and indicating the areas of training teachers and other experts (O.M.E Surasi, 1982).

During the councils' period, Turkey faced conflicts because of the military intervention. These historical events caused many problems in the education system with regard to teachers. Hasan Sağlam paraphrased Kenan Evrens' words that teachers can help against rebellions and seditions.

According to the Fundamental Education Law, teacher education was considered as a higher education so that each part of the teacher education will have general knowledge, field education and professional teaching knowledge.

Students in higher grades from high school were given have the option for admission to higher education in their field and students who completed an undergraduate education were to be appointed as teachers with the requirement of pedagogical education.

The Council made a decision about the basic aims of teacher education:
Each teacher should know that education system's purpose is aggrandising the Turkish Republic and Atatürk's reforms and each that the problems of Turkeys' development and depends on the quality of education. One responsibility of teachers is to help students by taking into consideration their personal differences and abilities and for realising this, teachers have to use the vocational information to improve students' behaviours. The main part here is that teachers should have a great ability of interaction.

The General Standard of Teachers in the council is that all teachers must work with the basic rules of Turkish National Education and its aims which are:

- Professional teaching knowledge;

- Field knowledge;

- General knowledge;

- The most important element of the education system is the teacher;

- Permanent teacher education will be organised;

- The government will provide financial opportunities to teacher training programmes.

The definition of an education specialist was that 'The persons who are specialised in guiding teachers, parents, administrators and students in terms of teaching and learning skills.' At least, education specialist would have a higher education and the Ministry of National Education will provide scholarships for that. A master graduation and completing the certificate programme in the field of education specialist were the two ways for providing opportunities to teachers for being education specialist.

To sum up, it can be observed that the 11th Council in 1982 focused on teacher education. To remove the revolution's effects on teachers and students, the council made decisions as financial supports and high- quality education.

2.1.3 National Education Councils in Times of Globalisation and Political Problems (1988- 1999)

In the year 1983, a new election was held with the leader Kenan Evren. 1986 was a year of "come-backs" for old politicians. In 1988, Turgut Özal was the Prime Minister with a new style which was not as strict as before. He wanted to improve the economy in Turkey in relation to globalisation. As explained before, the military coup d'état exposed a lot of social and economic problems. Changing this was a huge challenge for the government. In 1994, the Ambassador in Washington published that Turkey has 26 different ethnic groups and Kurdish people are one of them. Furthermore, they are not a minority; they are the owners of the country. This argument was a start for the PKK (Partiya Karkerên Kurdistanê, Kurdistan Workers Party) to question their rights. But in 1994, a lot of people died because of terrorism (Feroz, 1993, pp. 206- 211). On February 28th, 1997, a new National Security Council (MGK) was set up by Prime Minister Necmettin Erbakan. They discussed that political Islam showed a higher danger than Kurdish Nationalism. In 1980, the programmes for İmam-Hatip Schools were renewed and more rights given to them but with the background of retaining leftist ideology. Fearing Islamic policy, İmam Hatip schools were closed again and instead, secular classes increased from five years up to eight years. Because of high pressure, Necmettin Erbakan was forced to resign (Feroz, 1993. p. 220).

1) 12th Turkish National Education Council (1988)

The Turkish National Education Council was held from June 18–22, 1988 with the Minister Hasan Celal Güzel. The topics of the Council were the following:

- Turkish Education System,

- Primary education, General, vocational and technical Education,

- Passing the higher education,

- Evaluation of student success,

- New technologies in education,

- Turkish and foreign language education,

- Educational financing,

- The Sources of the education financing,

- Investments of education and curriculum programmes.

In Hasan Celal Güzel's speech, the importance of education was highlighted. It cannot be denied that achieving high economic standards is only possible with education; therefore, students should be educated optimally (MEB, 1988).

The decisions for primary education were that students will be educated in accordance to ethical values and they will learn their culture and history of Turkey and, lastly, secondary schools will be added to the primary education level. On the other hand, new decisions were made for general, vocational and technical education. One of them was the exams for passing from secondary education to higher education

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will be gradually repealed. Organised education and mass education institutions will be open at the evening, at the weekends and holidays. In order to evaluate the success of students and teachers, the institutions will be seeking the parent-teacher association at the scientific level.

Increasing the effectiveness of learning programmes of foreign languages and differentiating the students who have a tendency and will learn a foreign language with the graduate course system was another point. For reaching higher standards in foreign language, experts from England and France were provided in order to improve the education in English and French.

2) 13th Turkish National Education Council (1990)

The 13th National Education Council was held from January 15–19, 1990 with Avni Akyol. The main topics of the council were the concept and tendencies of mass education, the organisations and cooperation of mass education, finance and investment in the mass education and (T.C MEB Talim ve Terbiye Kurulu Baskanligi, 1990).

Organised education includes the institutions that control pre-school education, primary education, secondary education and higher education. The other one is mass education which includes all activities of education. The aim of mass education is educating people who are not involved in any kind of organised education.

Avni Akyol gave an example of the Ottoman Empire in the 18th and 19th centuries. He indicated that the Ottoman Empire did not follow the innovations of changing the world so it lost in power. In this regard, it can be said that any education

system should keep up with changing times. This is the reason that the council was held in 1990 in order to regulate the education system. At the end, the decisions in all were like below:

1) National education glossary of terms will be prepared;

2) Giving high importance to art education;

3) Society will be informed and encouraged by mass education;

4) For determining the needs of the mass education, research will be done;

5) Mass media will be added to education;

6) Increasing the financial support of mass education.

3) 14th Turkish National Education Council (1993)

The Turkish National Education Council was held from September 27–29, 1993 with the Education Minister Nahit Mentese. In his speech, Mentese indicated that some regulations which were aimed at improving the quality of education would be undertaken (MEB, 1993). He stated that pre-school education would be improved and expanded. Regulations would be done in order to provide a chance to transfer students to secondary education. Books and schedules for education would be updated in terms of contemporary thoughts regarding social life. Usage of computers in schools would be expanded. Importance would be put on religious education and required precautions would be established. For children who required special education, improvement of infrastructure would be maintained and the establishment of foundation colleges would be supported. Therefore, it can be said that the government was trying to attract students with rights and opportunities. Also, maybe

the most important factor in the society's development belongs to teachers. Therefore, an endeavour to enhance their working conditions would be maintained.

In the decision stage, it was stated that parts of the Ministry of National Education would be revised and functions should be enhanced. Moreover, institutions like religious ones and municipalities should be supported and encouraged by establishing preschool institutions. However, education does not end in schools; it continues in the families. Therefore, education of parents for preschool children is also significant and application. With the help of colleges, programmes would be prepared and enhanced according to children's growth.

4) 15th Turkish National Education Council (1996)

The Turkish National Education Council was held from May 13–17, 1996 with the Education Minister Turhan Tayan (MEB, 1996). In his speech, he indicated that under the title of "Turkish Education System in the 2000s", guidance to students in primary education, reconstruction of the system in secondary education, revision on an entrance to colleges, constantly and the finance of education issues will be discussed and some arrangements would be taken accordingly. For primary school students, the proper system was determined to be 2+8+1. Early education which was applied to children who are no more than five or six years old should be included in primary education and only one type of diploma should be given to students at the end of the school. With this decision, it was aimed that primary school education will be the stage where only essential information is provided to the students. Also, these schools should not be seen as the place where only education is provided, but should also be equipped with a library, a gym etc. and it should be considered as a social facility. It can be said that schools were aimed to be a cultural centre with all these

facilities and opportunities. In addition, triggering the students' self-learning is the key issue to acquire information permanently. Therefore, it was decided that students should be encouraged to do research instead of taking the information as prepared by the teachers. Counselling has a substantial role in education. Due to this fact, it must be left to professional people; external appointments should not be done and if it is required, some counselling centres in particular areas must be created. Teachers' departments must be established in central settlements. Every opportunity for encouraging the potential teachers must be supported such as scholarships, dormitories or increase in wages. Inspectors must be post-graduate to be capable of leading the teachers. To sum up, it can be said that not only buildings but also personnel staff should be enhanced in terms of quality.

Some decisions were made regarding the reconstruction of the secondary school education system. Counselling must be provided in terms of capabilities and necessities of the schools and the share of guidance counsellors must be done properly. Also, it was estimated that technical education will be more important in the future. Therefore, it was decided that the conditions of these schools should be improved and Law no. 3308 has to be changed according to the current situation. Institutions were needed to meet the lack of technical schools with adequate quality. With this, the number of required technical people both for present and future was aimed at.

Regulations regarding entrance to colleges were decided, too. To support the continuity of the students' education in one direction, students choose to continue on their current branch and additional points would be supplied to aid them as well as providing guidance on the students' future choices and the questions on the entrance

exam of colleges was useful. Furthermore, it was found that the capacity of the colleges were not enough to handle the needs. However, management of the rural areas is difficult. So, it was decided that enough authorisation must be provided to the rural officers and the education system should be revised with the participation of these officers. A number of public education centres were to be increased and qualified occupational education was to be achieved with teachers who were specialised in current areas. Also, communities like syndicates or workplaces were to be considered as an educational environment to add value to the workers. About the finance of education, investments are significant issues because of the yields. These investments were to be arranged according to the projects' importance and type. Investments that have continuity must be preferred. Also, local authorities must have more extensive authorisation on a distribution of the teachers and investments have to be planned.

2.1.4 National Education Council in the Current Period of the Political Regime under Constructivism (1999- 2014)

A new period began in 1999. The new popular Party was AKP (Adalet Kalkınma Partisi). Even though they tried to provide a place for conservation groups, they also argued for being both a Muslim-Democratic and a Secular-Democratic Party (Feroz, 2006, pp. 140- 150).

5) 16th Turkish National Education Council (1999)

The Turkish National Education Council was held from November 13–17, 1999 with the Education Minister Metin Bostancioglu (T.C. MEB Talim ve Terbiye Kurulu Baskanligi, 1998).

Some decisions were made under the rubric of reconstruction of technical and occupational education in secondary education, occupational education and employment in schools and enterprises, resourcing teachers and executives to occupational and technical education and the finance of technical and occupational education.

Regarding reconstruction of technical and occupational education in secondary education, it was stated that the education system must be arranged according to the students' developments. Art and social life were to be disciplines to be focused on in addition to educational improvement. Colleges, employers, syndicates, families must participate in the design of a new educational system, so that the continuity of the proper education is ensured. However, only changing the system does not provide a successful result; it depends on human factors, too. Therefore, organisations in both central and rural areas were to be changed according to the new system with the participation of capable teachers and executives. Moreover, use of technology must be encouraged more frequently. So, use of technological devices in the education system must be provided for a better education. Occupational education was to be standardised with respect not only to employment expectancy but also for employment demand. Starting from primary school, introduction of the occupations must be presented to the students in order to aid them in their choices.

To mention occupational education and employment in schools and enterprises, guidance service must be furnished to the students to determine their interests. In the enterprises, to provide a better occupational education, enough people in number and quality must participate and some incentives should be presented to encourage them to perform better. Resourcing teachers and executives to occupational

and technical education were another key issue in the council. One of the decisions was an application of aptitude tests for entrance purposes to occupational and technical schools. Using tests, students who had the aptitude would fit into the position they wanted. Also, some incentives like scholarships and dormitories were decided upon to encourage potential students. In the schools, instructors must be elected by the people who had already proved themselves by working and having a great experience. Teachers' life conditions should be improved by new regulations and opportunities. The efficiency of staff should be increased by employing qualified people and quit the job of the other ones who have no intention of improving themselves.

2) **17th Turkish Education National Council (2006)**

After five years, the Education council was held from November 13–17, 2006 by the Education Minister Erkan Mumcu. In that period, the importance given to European integration continued and it took an important place in the council.

The subjects of decisions taken in the council were split into two headings. These were at first, transitions of degree and examination system in a Turkish national education system as well as for globalisation; the second one was a transition of the Turkish education system in the process of Europeanisation. Transitions between degree and examination system in Turkish national education system were discussed under four subheadings (T.C. MEB Talim ve Terbiye Kurulu Baskanligi, 2006):

1) Private education

2) Pre-school education

3) Primary education

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The problem of inadequate number of classrooms and teachers, physically unqualified current classroom for children who have special needs should be fixed as soon as possible. For education of people with special needs a legal regulation are needed with disregarding their ages for serving every disabled person. To educate the family of disabled person, education programme should be conducted. For the position of psychological consultancy and teaching for the children with special needs, teachers were specialised outside of these areas should not be assigned. Policies for the education and employment for gifted children should be formed and the teachers that complete certificate programme conducted in university should be responsible for their education. With the cooperation of TÜBİTAK, National Education Ministry and universities, activities like summer-winter camps or science consultancy should be arranged for the education of gifted children.

Pre-school education term that covers children aged 60-72 months was to be made mandatory. Incentives for private sector should be provided for opening an institution providing pre-school and primary education. Every primary school was to create a position for a school counsellor with regards to their class and total number of students. For a better organised education, ages for education were planned to be dropped to three years and the entrance to four years in undergraduate programmes so that it would be easier for students of vocational high schools. The last subject of the council was globalisation and Turkish education system in the process of Europeanization which was discussed under three subheadings:

a) Lifelong Learning

b) Educational Mobility

c) Quality in Education

3) 18th Turkish Education National Council (2010)

The Turkish Education Nation Council was held from November 1–5, 2010 by the Education Minister Nimet Çubukçu. The subjects of decisions taken in the council were split into five headings (T.C MEB, Talim ve Terbiye Kurulu Başkanlığı, 2010):

1) Training, employment and career development of teacher;

2) Educational environment, culture of institution and school leadership;

3) Strengthening of primary and secondary education, providing an access to secondary education;

4) Education of sports, art, ability, and values;

5) Psychological consultancy, guidance, and orientation;

In higher education institutions which train teacher candidates, senior students should take practical training so that they learn by gaining experience. Arrangement to increase the status and income level of teachers should be enhanced; all teachers were to be employed as a regular employee and successful teachers should be rewarded. Graduating as a teacher by training through distance learning or correspondence education would not be allowed. Enrolment in private school should be encouraged and the number of private schools should be increased. In the scope of incentive for enrolment, half of student's expenditure in state school should be given to the family which sends their child to private school. Necessary precautions for teachers following improving and changing information technology should be taken.

Due to these decisions, in order to achieve 2023's target to obtain an appropriate number of teacher and decisions like increases in wages or early retirement were taken. In Vision 2023, one of the educational targets is the decentralisation of the school by buildings, strong school culture with values, events or tangible and representative things like logos. Besides strong school culture, quality of the school is also discussed.

Under the last heading, decisions about the techniques of psychological consultancy, guidance and orientation for students' future and the contents of entrance exams are discussed.

4) 19th Turkish Education National Council (2014)

The 19th National Education Council was held from December 2–6, 2014 by the Education Minister Nabi Avcı.The programme is as follows (T.C. MEB Talim ve Terbiye Kurulu Başkanlığı, 2014):

1) Teaching programme and weekly lecture schedule;

2) Increasing the quality of teachers;

3) Increasing the quality of school administrator;

4) School safety;

Under the first heading, decisions are taken with regarding pre-school, primary school, secondary school, and high school. These are listed in table:

Table 6:

Pre-School and Primary School

Pre-School	**Primary School**
• Programme based on game and sports activities will be conducted according to their level.	• Weekly hours of instruction for visual arts or music should be at least two hours. Both courses should be in the schedule.
• Educational literature like poems or tales used in pre-school is Turkish.	• The activities for improving reading habits will be organised.
• Teaching programme in pre-school will focus on developing children's self-confidence and individual awareness.	• Primary school – 1st, 2nd and 3rd grade students will be given religious education.

Table 7:

Secondary and High School

Secondary School	High School
- Weekly hours of instruction for visual arts or music should be at least two hours. One of them should be chosen. 5th, 6th and 7th grade students will be given an hour psychological consultancy and guidance lecture.	- Weekly lecture hours will decrease. - Traditional Turkish art will be applicable under visual art class. - The course hours of religious education will increase to two hours.

While giving place to visual arts and music, lectures based on Turkish culture are emphasised. Under a second heading, increasing the quality of teachers was discussed and the following decisions were taken. Students who become successful in university entrance exam and write the Faculty of Education in their preference list for university within their top three choices should be given incentives and by being successful, they should be supported by a scholarship. Approximately half of the teacher training education programmes should be based on practical training. The intellectual level of teacher candidates should be developed by providing elective courses which include social, sport, art activities or liberal education and the incentive system for teachers working in the required region should be developed. To have

more dedicated and qualified teachers in the education system, students who are willing to become teachers should be chosen.

Under the last heading, decisions for school safety were about both physical and psychological safety. One of the basic needs was about safety. To have a qualified education, school safety must be secured. According to the decisions of the council, security officer, and health personnel must be employed, in the school garden and the playing area, precautions should be taken to avoid accidents. Teachers, administrators or inspectors who use violence will not be promoted, and disciplinary regulations should be prepared for primary and secondary school. Also, due to technological devices being very common, the education for the ethical use of information technology should be given to both- parents, students, and teachers.

2.2 Educational Philosophy and National Education Councils

2.2.1 Educational Movements and Educational Policy in Turkey

For an understanding of educational mobility and policy, educational philosophy has to be analysed.

Firstly, between 1946 and 2014, the National Education Councils showed different trends in philosophy from essentialism to constructivism. It seems to be reasonable, that each trend in philosophy is difficult to differentiate strictly. National Education Councils are more based on theory and mostly, the goals and decisions in Councils are not implemented. For example, during the time of the military coup d' état, individuals had problems about freedom of expression. But one decision in these years was to develop thinking skills. Both points are in contrast to each other. Because of this, it is difficult to evaluate philosophical trends according to the National Education Council.

For analysing which philosophical trend in education belongs to which period, a table is be helpful comparing teacher and student roles, as well as the advantages and disadvantages. The Councils were separated with the help of the frameworks.

Table 8:

Philosophical Movements

	Essentialism	Perennialism	Progressivism	Reconstructionism	Existentialism
Teacher Role	Center of Classroom	Help students to find the truth for themselves; encouraging students to ask questions	Guide and integrate learning activities;	Providing authentic learning activities	Creating a free, open, stimulated environment
Student Role	Become literate students	Increase intellectual power; Learning for own sake	Become intelligent problem solver	Enjoy learning,	Personal responsibility,
Ad- vantages	High test scores	Using textbooks and taking notes	A lot of experiences	Involved in community	Chose when they want to learn
Dis- advantages	-No electives; - Dull	No electives	Being isolated	Too much work and losing the orientation in curriculum	Motivation problem
National Education Council	-Multi- Party System (1946- 1957) -Military Coup d'État (1960-1982)	- the 4th National Education Council in 1949 - Economical and Political Problems (1983- 1999)	-Actual Time Period (1999- 2014)	-Actual Time Period (1999- 2014)	--

The National Education Councils in the time periods of the Multi- Party System (1946-1957) and Military Coup d'État (1960-1982) show that teachers are a role model for students and show a more "traditional way of teaching" which seemed to be necessary for disciplining individuals. Moreover, according to Şişman and Turan (2004), the education system is not based on a student-centred environment. Interestingly, the 4th education council underlines democratic education and changes

more to a perennialism trend. In the National Education Councils between 1983 and 1999, creative thinking and expression skills as well as globalisation and technology in education were highlighted. They emphasised the need for reform in education. The actual time period between 1999 and 2014 is appropriate more with progressivism and reconstructionism. The reasons are that life-long learning, and changing school environment to a more comfortable place, and learning by playing in kindergartens are more characteristics of constructivism.

However, according to Üstüner and Şengül (2004) multiple-choice in exams for evaluation like YGS and others are more oriented in progressivism or even in essentialism. Such philosophical trends could be different in each country.

To show more effectiveness, teachers need to display five basic skills. Firstly, they need to provide a clear background of new subjects in the language that students can understand by giving key ideas. Secondly, they need to provide a suitable environment for students to ask questions about subjects in order to facilitate their learning. Thirdly, they need to give feedback to students such as praise for good work or correction for concepts missed to either build self-confidence or provide correct information. Fourthly, they also need to teach the students how to approach a task and strategy for learning and make them adopt self-monitoring. And finally, they need to shape the subjects or tasks according to students' own ability in order to educate them effectively and efficiently. When teachers become active in these five areas, they may prove their effectiveness. (Westwood, 2008, p. 61-68).

Like in all areas, education needs innovation to improve quality and efficiency. Mostly, these innovative changes are related to teacher education and those are applied both before and after starting to work as a teacher. For example,

teacher candidates recently start to work as an observer in school to know how it is to become a teacher before starting work. After starting work, new graduates are received by senior teachers to be monitored by them and take advice from them. After some years have passed, teachers are trained to update their skills (UNESCO, 1990, pp. 56-61).

Hasan Sağlam has directed the National Education Council in 1982. Interestingly, even though he is not an educator, there is a clear and detailed content in the council. According to Topses (1982), in the council, there was a comparison between different countries and Turkey, and the transition period of teachers to professional occupation was also in the council's content. The content of the council was enriched by giving definitions and the suggestions of application.

Çağlayan (2007) argued that with the multi-party era in Turkey, new innovations in education can be observed especially in teacher training programmes. Primary school and kindergarten programmes were developed by the Democratic Party. Until this period, kindergarten teaching programmes were not part of the education system. The main task of establishing pre-schools was the necessary preparation for making teaching in primary school possible. Instead of self-assessment and accepting themselves as individuals, children are faced with the pressure of education too early. Primary school is aimed to develop children's norms and values learned in pre-school for a better way of scientific learning. Another purpose of primary education is to increase literacy. These various purposes and principles have taken place in the 11th National Education Council in 1982.

As in the Council from 1982, in the National Education Council held in 1988, the goals of primary, secondary and tertiary education were determined and

some additions were made. The definitions made in the 11th National Education Council about various subjects could be helpful for other Councils for achieving a transparency in education. Foreign language gets a greater importance. To stay loyal to national education, the influence of the subject of Turkish Literature has been raised in the exams of OSYM. However, according to Işık, A. (2008) and Göçer Moğul (2011) high attendances of English prep schools in universities in Turkey show the low level of foreign language education. Even after 12 years, education in a foreign language is not enough that students have to attend prep school which also points to the deficiencies in scientific education. This situation is difficult to change as long as academic publications and research are written in English. Moreover, after the 15th National Council, Creative Thinking was more important (Işık, A. 2008).

Education has a significant importance in constructing the dynamics of society. Thus, both adequately supplying education to all and increasing its quality to improve the dynamics such as training or determining the minimum level of qualification for teaching always raises a deep concern (UNICEF, 2000, p.5). According to Darling- Hommond (2006) in educating individuals, the quality and effectiveness of the teachers are crucial as much as the education system.

A new point was seen in the 12th National Education Council which was technology in education. According to Dağhan, Kalaycı and Seferoğlu (2011) the decision of using television channels for education was taken here. It became proper to separate the television programmes for children, adolescents, adults and parents. It is obvious that this plan would be a proper needed to underline that education is not given only in schools.

After a brief introduction to all educational movements and educational philosophy information in essentialism and perennialism as well as pragmatism and constructivism will underline the differences in National Education Council.

2.2.2 Essentialism and Perennialism in Turkish Education

The aim of essentialism is to adapt the individuals to society and to protect that changes could happen in society. Subjects like human rights would not be discussed or given a place in the classroom because of the gap of information. In the class the subjects and the topics are important, and therefore education is teacher-centred because of the high knowledge. Teachers have more authority in class and teach via classical books and can ask question to students (Steiner, 1997, p. 1-16).

According to Helsper (2004), the bridge between teaching and education and the process of the effect of different socio-cultural issues which influenced social rule and responsibilities is defined as socialisation. These are given to children and young people through parents, schools, peers, different organisations and the media. Hansen (2006) emphasised that socialisation is one key to scientific education. Turkey could have problems in socialising and therefore cannot achieve a progress in scientific education. Kushner (1998) argued that Turkey nationalism brings all nations together who live in the same boundary and speaks the same language and share the same culture.

According to the 8th National Education Council Orhan Oğuz, the Minister of Education, the education system that was used did not consider the abilities and interests of students. It only focused on preparing the students for colleges. This statement could be referred to an education based on memorisation.

On the other hand, according to the 10th National Education Council, Hasan

Sağlam indicated in his speech that the new education system should be regulated based on political, social, economic and cultural needs and that the training of students should be based on science and technology. Hasan Sağlam purpose here could be to emphasise the integrating individuals to society and that science took a higher importance.

According to the 11th National Education Council, Turkey faced conflicts because of the military intervention. These historical events caused many problems in the education system in terms of teachers. Teachers can help against rebellions and seditions. Teacher-centred education may be the point here. All these statement could underline the essentialist structure in Turkish Education.

On the other hand, according to Kaygısız (1997) perennialism is to find a way to achieve "God". Education should help to protect the situations and are against changes. To see the place of religion in the society and in education the secular structure has to be analysed.

The coup d' état influenced the 7th National Education Council in the year 1962; fundamental initiatives of national education remained on the agenda with the interesting part of increasing interest in religious schools. Since the beginning of the Republic of Turkey, the conflicts, questions, and problems with religion have always been on the table, putting secularism at risk. While in Christianity, knowledge and education was prohibited, Islam regards knowledge and education as the main goal. However, the separation of religion and culture is always regarded as a proper act in Turkey. But this thought is especially not suitable for Islam. Islam consistently carries weight with an individual and society with regard to morality and science. It is difficult to separate Islam from Turkish culture.

Religion has played an influential role in the politics of the country. Mustafa Kemal decided on an uncompromisingly secular policy and even after his death in 1938, the secularity of the republic seemed to be secured. Secularism was identified as a symbol for westernisation. In the first time of the Republic, Islam was mostly ignored, even if 98 percent of the population is Muslims. After Multi-Party System, religion takes a higher importance in social life and politics. But the Republics see these reforms in religion as an attack to Atatürk. In 1953; with increasing votes for Democratic Party winning the elections the situation changed, so that even Republics have to need to use religion for making policy. A competition between the parties started then to make Islam more popular. At first, secularism was recognised for westernisation but after 1960, Islam was recognised against communism (Feroz, 1993, pp. 362- 388).

To understand the theme of secularism better, it can be useful to take a look at the beginning of the first years of the Republic. One reform was to establish a nation state against a theocratic state. For such a nation state, it is important to be not influenced by religion, traditional or national facts from East or West. The first movement was to change Medresa (Medrese) to religious vocational schools (Imam Hatip Okullari). In Istanbul University, a Faculty of Religion was opened. Another reform affecting religion was that religious classes were not obligatory. The most important institution for law and education was the religious affairs administration (Diyanet İşler Bakanliği) (Berkes, 2002, pp.533- 535).

Atatürk never spoke about 'Westernisation'. He aimed at a more 'civilised' or 'contemporary' Turkey and the efforts built on the nationalist thinker Ziya Gökalp. He criticised the 'imitative' nature of cultural production (Danforth, 2015, pp.9-12).

But with the passing years, Turkey has become more under the influence of Westernisation in which different reforms are essential. But the main question is if a reform is possible in Islam. According to Hakki Danismend, "Reform is neither necessary nor needed. Because Islam, from the perspective of being the final and perfect religion, can already make the necessary improvements itself" (Danforth, 2015, p. 54). In 'The Light of Islam', a magazine, the editors explain: "the confines of science and promote Islam in accordance with science and in keeping within our national education." The Islamic faith was founded on scientific knowledge (ilim). Its first command begins (with the word) 'read' (Danforth, 2015, p.60).

In contrast to Christian Society, secularism in Turkey is more than a separation between state and religion. Islam is integrated into the social life of people so that a lot of Muslims see some acts as tradition even if these are based on Islam. Because of that reason, it is difficult to separate Turkish culture from Islam, like separating Turkish Culture from history, from law, or from education. Secularism is not used fairly in Turkey. If secularism emphasised the separation between religion and state that should mean that religion does not have the right to influence the state affairs, and conversely, the state does not have the right to influence religion. But in Turkey, a huge influence of the state on religion would be observed. In addition, political, juridical and educational freedom is included in the constitution as well as in Islam. Therefore, a strict separation is a challenge that causes a problem in the definition of secularism. To underline this, questions like, "Why was religion education removed from schools?" and "Does Islam have any place in a democratic regime?" are on the agenda. It could be useful to discuss more the opportunity of being a democratic or theocratic state. This question could make more sense for discussion and open different opinions. Moreover, a lot of supporters of secularism argued for the freedom

of religion. This statement is more based on politics than on religion (Berkes, 2002, pp. 535- 541). In order to achieve economic development, the state decided to improve education system. Turkey argued that the education system must be national and modern. The idea is that individuals in Turkey have to protect their national identities and values and must follow a modernisation process. After the proclamation of the Republic of Turkey, changes started with the law on the unification of education and it was followed by an alphabet reform, and the foundation village institutes (Berkes, 2002, p. 512).

According to Dietrich et. al (2003), three aspects are important in a multi- cultural state with different religious groups:

1) Every religious group has the equal right to live their religion and give them equal roles in the society;

2) Preventing that one religion will get an aim of politics which are against the others;

3) Instead of communicating with other religious and learning from each other, it would be a mistake to criticise the lifestyles of different religions and questioned the religion as negative (Dietrich et. Al., 2003, p. 13).

Still, education system requires many changes for Turkish citizens and authorities. Because of perpetual changes in the education system and unstable policies of it, education system is challenging with their problems. Society, teachers and learners could not adapt to such different changes. The republic tried to follow Ataturk's principles and reforms; however, it cannot realise that such principles want the state to follow to a contemporary system. The problem of the Turkish education

system is that Turkish Republic focuses on ideologies instead of the actual needs of students and teachers. It is useful to emphasise Berkes' (2002) argument that secularism is different in Islamic society because Turkish culture is influenced by Islam and it is difficult to strictly separate religion from culture and from state so that it is a main challenge for the socialisation process. In addition, in a fair democratic state, everyone has the right to live according to their own religion.

However, worship and faith depend upon the individual. The importance in the faith of the individuals in a model of development lies in how confidently they apply the model in interpreting and guiding their own and other people's moral approaches and actions (Thomas, 1997, p. 287). It is not rational to judge people's faith in a democratic country and it may result in a conflict within society. Moreover, it is significant that social, political, educational and juridical problems are always discussed in terms of secularism since the Republic of Turkey was established. The point is that even here, secularism is a wrongly and abstractly defined.

2.2.3 Pragmatism in Turkish Education

According to Gömleksiz (1998), democratic principles have been another controversial issue. Substituting uncertain standards for students are harmful to students' learning process. It reveals learners' certain weaknesses. In regard to this, suitable education can be provided by considering each student's different abilities.

In Turkey, education has been changing with each passing year and does not have any specific purpose. According to Levin (1986), education has not been a permanent concept, so society cannot make the concepts real.

According to Ergün (2009), the Turkish education system gives more importance to ideological parts of the construct. It means that people have not reached a consensus about whether education should be democratic or not. In this regard, democratic education and its dimensions are important in order to analyse the education system. Democratic education comprises democratic values such as equality, personal initiative and justice for all people and does not regard students as passive ones in the process of learning.

It considers students as a key point of education and includes some of these characteristics include the following:

a) Schools provide an opportunity to give choices in the students' learning process.

b) Schools provide practice as self-directed learning, shared decision making, and project-based works.

c) Schools provide student councils and committees to increase youth's voice.

d) Schools provide after- school- programmes without a concern for profit in order to identify students' personal interests.

e) Education of teacher includes a democratic education (Hansen, 2006, p. 35).

In addition, democratic education sees each student as unique and every person have different ways of learning. Different learning paths are a result of different personal interests, skills, and capacities which should be respected in the curriculum. According to Dewey, curriculum is the key of schooling. The idea behind the approach is that people do not teach anything before learning something and focus

on humanised curriculum. In addition, curriculum has a narrow effect. The pressure of getting teacher candidates ready for teaching leads to teacher educators to focus only on the practical sides of teaching process. Practical skills of teaching are not sufficient to educate students (Hansen, 2006, p. 39).

In such societies, pluralism is an important ideology. Democratic societies include some characteristics such as loyalty, patriotism, justice, equality and liberty. Schools are tools for cultivating moral citizens for preparing them for the future. Therefore, public schools provide an education that insists on loyalty for state and also loyalty against the state. Schools must give an education for being capable of moral and political conflicts. People who have a great capacity for moral and political conflicts become self- contained and objective citizens and with such education they become more sceptical and patriotic at the same time (Dewey, 2004, pp. 250-260).

Several skills and practices must be provided. The types are basically deliberation, bargaining and negotiation, and social activism. The aim of education is cultivating moral citizens that are able to work in practices. All practices by Katz (2008) provide citizens to think critically when faced with other people with opposite thoughts. Another point for producing moral citizens also requires lifelong learning. The learning process should continue throughout life and should start in formal schools to the end of the life (Katz et. Al., 2008, p. 12).

2.2.4 Constructivism in Turkish Education

In order to increase students' understanding of the subjects in class, there are some methods adopted by each countries' education systems such as constructivism or deconstructivism which are opposite to each other.

a) Constructivism

Learning is a requirement of human nature and instead of using textbooks and information presented only by teachers; constructivism is oriented more on an education method where each individual has the opportunity to use their own experiences and reflections to create their own perception of the world. Especially, this method has increased in popularity because of higher social interaction like class discussion or sharing experiences. Teachers are no longer at the centre of the classroom, so students can ask more questions and be more open-minded as well as more self-confident. (Zevenbergen, 1996, p. 78- 79).

b) Deconstructivism

Unlike constructivism, deconstructivism is an education method which emphasise the importance of direct teaching with the reason of achieving the defined goals in education. An organised course with a structure can help learners for structuring the information and decrease the possibility of misconceptions and can review this regularly (Westwood, 2008, p. 2).

According to Dewey, "Education is not an affair of 'telling' and being told, but an active a constructive process" (Beck, 2006, p.7). Social constructivism is a form of learning, where students can find the process meaningful and relate ideas to the real world. With this way, they can be a part of society and constructing their

knowledge and acquire the habits that make them lifelong learners. In conclusion, students can develop their creative thinking skills (Beck, 2006, p. 2). From a constructivist viewpoint, knowledge has to be useful and help humans function in the world. That means that humans construct ways to give a sense of their experiences. However, that does not mean that it is an individual process without external references. Knowledge is influenced by the experience of life which is based on communication. So that means in all that learning based on experience and learning is social with other aspects like attitudes, emotions, values and actions (Beck, 2006. pp. 7-15). Especially, in pre-school education, students need a constructivist teaching method, to have an experience with the environment. The purpose of scientific understanding is to help the community for a better life. The problem in developing scientific knowledge is a less interest in science (Matthews, 1998, p. 185). According to Mathews (1998), "a difference between traditional and modern views exists; while the traditional view sees social factors only as obstructing science, the moderate view holds that it may assist scientific progress, though, to repeat, this does not touch science in itself, the 'content' of the science thus forwarded." (Mathews, 1998, p. 191)

Instead of memorisation (which is not helpful for problem solving), creative and critical thinking skills are crucial for students. According to Crane (1983), creative and critical skills are beneficial when reasoning fails (Baker et. al., 2001, p. 1). Critical thinking is generally used as a buzz word in today's world. In general, critical thinking refers to the formation of logical comments on all issues. Halpern (1997) introduces critical thinking as "the use of cognitive skills or strategies that increase the probability of a desirable outcome." (Halpern, 1997, p.4).

Critical thinking includes rational, intentional, and introspective perspectives of solving problems with incomplete evidence and information. It cultivates objective students and produces sensible students. Such students cannot be affected by their environment. They do not believe other people's words and they reject stereotyped beliefs and have the ability to conduct research and make their own decisions. Creativity is also an important skill for students. It is generally defined as a broad range of intelligence which comprises of linguistic, musical, mathematical, interpersonal and intrapersonal skills. Creativity involved specifications like expression, production, invention, innovation and increasing own talent (Baker et. al., 2001, p. 3).

Schools must foster open-mindedness, systematically, and truth-seeking. Teaching creativity requires well-planned curriculums. Creativity must be supported by the school environment. Otherwise, if school environment and school curriculums are manipulated, creativity would be harmed. In today's modern world, the perspective of "more information is better" is very common. This decreases students' time to think and analyse the world. Education is based on an evaluation process with many exams for students which also influence student's time. Their leisure time decreases and they focus only on their school achievements (Baker et al., 2001, p. 4-6).

According to Özden (1993) creative skills are necessary to be more of a productive, instead of a consumer society. In an era of communication and technology, expression skills can be the key to success in education and social life. In order to improve it, moving away from the test and exam system and intensifying writing and preparing presentations about the subject would be more proper.

According to Engin (2005) in 1996, for the first time, the decisions were taken not according to the need of government but to the need of students and the decisions point out a more student-centred education. It is obvious that continuous change in education is affecting the developing process in science and society.

In the National Education Councils in Turkey, vocational and technical training is an important issue. However, according to Adıgüzel (2007) instead of giving theoretical education, vocational and technical training could be improved by including more practices.

According to Berberoğlu and Kalender (2005), being a graduate student increases individuals' place in a social context that means that being a well-educated person provides a high status in societies. This case leads to numerous students who want to enter university examinations in Turkey. Students choose their faculties based on their total score on this exam. Intelligence generates productivity and it improves scientific developments. However, the current situation of Turkey is based on a grading system which causes a feeling of obligation.

After 2010, a new education system is described as 4+4+4 system. According to the Ministry of Education in Turkey (MEB), the first four years oriented on the period of children's adaptation of school and gaining new skills. The next four years describe the period in which the students' abilities are found out. The last four years are the period of giving general or technical education with the routes of students' abilities and preferences (MEB, 2012, pp 20-25). Based on future expectation on the student population, countries make some plans with regards to the teaching system. The plan that is made is expected to supply education to all children in the country.

For centuries, authorities have tried to reach a consensus about the lives and futures of children. Children must be protected from the adult worlds until their adolescence is completed. Education of children has been regarded as the key to civilization. The general assumption is that all children must be under the control of the state and family and they all should have a chance to access education. With industrialisation, societies need children more than in the past. Societies used children in working force, as well (Salomone, 2000, p. 44).

3. CHAPTER THREE: CONCLUSION

To find the proper education system in Turkey according to the cultural structure seems difficult because of the multicultural structure as well as historical and political changes.

According to Bengtsson (1993), education depends on philosophical and psychological aspects which based especially on culture. Kaplan (2006) argued that Turkey could have a problem constructing their education more according to political ideologies. Altınay (2004) underline the aim of National Education in Turkey by bringing all interests together for an increasing socialisation process. As explained before, without any socialisation, scientific development is difficult to improve. It is important that students are well-educated people with morality.

In a modern society and modern education, constructivism is a requirement to create a better environment for education. In the 21st century, students are encouraged about life- long learning, being critical thinkers and to be able to ask questions freely. Therefore, educators can use technology and constructivist education methods to achieve a modern society and develop scientific knowledge (Celik and Yesilyurt, 2013). According to Sak et. al. (2015), a multiple-choice test system for evaluating students will make it difficult to help students to become critical thinkers. Learning is a process to acquire knowledge that can be useful in human life. But an education system based on memorisation just helps students to pass their classes with inadequate knowledge. Nevertheless, a constructivist education can be implemented easily and independently in kindergarten and university (DeVries and Kohlberg, 1987). Teachers can use different creative methods to arouse curiosity in learning. For instance, this

can be easier with playing games in kindergarten or making a presentation, writing an academic paper or participating in class discussions that can be helpful for a more developed education in universities. Multiple choice test-systems in exams for evaluation has to be renewed. According to Barbot et. al. (2013) creative writing, discussing, writing academic papers and making presentations are more relevant in schools and universities. Students are more oriented to make their own experiences. Education has to be as objective as possible to transfer knowledge which is useful in our environment and life.

Every state could have the aim that individuals are protecting and respecting their own state. Because of that reason, methods for constructing educational philosophy were developed to find out the reason as well as the purpose of education. The philosophy of education can find out these and give teachers the chance to evaluate the education system and focus on philosophical problems. Idealism, realism, and pragmatism could not be separated strictly in education or teaching. If all these come together, a clear education system could be constructed (Kocabaş, 2014).

According to Yılmaz (2013), idealism could be observed in Turkey with making differences in education according to different ideologies and political changes with the aim of finding the truth and achieving a higher standard of education. In the National Education Councils in Turkey, idealism would be achieved if they are more respecting the methods. In general, the aim of national and secular education is to educate students and gain them information objectively; in this case, cultural and religious background has no place here because of the risk of influencing science and losing the truth. The essential knowledge about history with the purpose of examining the mistakes in past and make it better in the present could be

emphasised as idealism. But on the other side, Erkılıç (2015), caring too much about the truth; the education system could be based on controlling students more with multiple choice questions. The question here could be "What is the truth?" The truth could be oriented in science, religion and culture. National education is aimed at a more scientific truth but the government has a huge influence on it. Teacher education is another point in the councils. Teachers with good characteristics are important who have a high responsibility in transferring knowledge without integrating subjective aspects to students are important. In addition, truth in social life is always influenced by the culture and culture is an accumulating value of human creativity so that education must be in a form which protects and transmits these values.

Therefore, according to Ertürk (1988) realism suggests that the truth depends on the result of its experiment and observation. One purpose is to give students problem-solving skills that individuals could use throughout their lives. This purpose could be implemented in education. Education according to Atatürk's principles and reforms could be defined as realism because of the emphasis on the cultural background of every citizen. According to Yılmaz (2013), if students learn about their backgrounds, cultural norms, religion and art, they can achieve a higher morality and personality. This is a foundation to develop curiosity in the fields of science in which individuals are interested. In realism, teachers are not at the centre of education. After the 80th anniversary of the Turkish Republic, Ulusoy (2011) argued that idealism shows little turning points to realism with student-centred teaching methods and emphasis on the importance of art and literature. But the Ministry of Education creates the content of the curriculums as well as the general exams for selecting and evaluating students which again show more idealism aspects than realism.

In contrast to both, Danforth (2008) argued that pragmatism based on thinking and the truth is tested by the consequences of the approaches. Only things that can be real, which are observed and experienced and reality is changeable like people. Pragmatism could be more observed in the actual time period between 1999 and 2014. Today, technology and communication in education are forming education and experiences of students and, therefore, an approximation to pragmatism could be possible to implement it in schools. But even today, idealism has the highest priority in practice. According to Popkewitz (2005), pragmatism could be better implemented in an organised culture in which students can live according to their respective culture and examine the problems and the relevant situations in it. After 1980, the situation changed and nationalism came to the agenda again. Garrison (1995) argued that without democratic foundations, pragmatism would be difficult to achieve.

The point is that education has to include individual experience as well as scientific knowledge. Since early childhood, individuals are confronted with difference situations and an environment in which problem-solving skills can be developed. All in all, the state influences students' environment with creating curriculums and defining the essential topics and how these have to be taught. But the quick changes in politics make it difficult to come up with an educational philosophy. To handle this situation, a suggestion would be to make more research and redefine norms and values in culture, implement these in the curriculum and give students a democratic education. In this case, idealism, pragmatism, and realism as well as philosophical movements have all disadvantages and advantages. The point is to come up with an education system in which all these educational philosophies have a place and are adapted to the culture and are more student-centred. The problem arises in a multicultural country if the diversity cannot be managed rationally and democratically

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and the result is cultural conflict (Raley et al., 2010, p. 10). A literate citizenship could minimise the likelihood of this happening.

Literate means here that people should have the ability to use language and learn to express their purposes or intentions. Democratic literacy appears to involve a contradiction. On the one hand, people can express their beliefs and thoughts with their language but on the other hand, there is a political power that defines the way of expressing and language (Raley et. al., 2010, pp. 30-40).

But the key is that the Educational Councils emphasise democratic education, without accepting religious and cultural differences. To reach the highest level of teaching, raising the students' curiosity is immensely important. According to Dewey's view, the punishment and reward system is not a correct way to educate children (Hansen, 2006, p. 130).

The purpose and aim of national education is an issue which can be observed through the National Education Councils. According to Biesta (2009), an education could be based on national themes like culture, religion, language to bring all the nations together. On the other side, according to Şişman (2011) National education could be redefined because of the changing structure and mobility. For being more modern, the goals and purposes in education can be change.

Again according to Şişman (2011) the decisions taken in the National Education Councils are mostly difficult to implement in real life because these are based on suggestions on council members. For a better implementation more research could be helpful.

A summary of the National Education Councils in a table could be helpful to see the education points which are influenced by the educational philosophy but encounter the problem of implementing it because of the organisation of the Turkish education system.

Table 9:

National Education Councils Decisions in Summary

3rd Turkish National Education Council	- Discussions about teacher education - Even if a university for teacher education was recommended, it was not accepted. - Fahrettin Kerim Gökay, a medical doctor offered that education should help children to find their personal strengths and connect this with the right job.
	- Democratic education is a needed for creative thinking. - They sought to exclude an education

4th National Education Council	system based on rote learning. • Students should have the right to attend school in that they can develop their own thoughts and come up with solutions to problems.
5th Turkish National Education Council	• DP proposed to increase religion classes in primary and secondary education because of high demand. They opened religious-vocational high schools (Imam Hatip). • For a more professional education, Prof. Dr. Kate Vixon Wofford, a Member from the University of Florida was invited. • Moreover, Tevfik Ileri, the Minister of Education emphasised the importance of creative thinkıng and independence from national ideas.
	• A law has to be created for a general directorate in public education. The principles of a general education have to be analysed and the educational

6th Turkish National Education Council	formation was taken from the UNESCO national Commission Report. According to these issues, the commission offered some regulations for a public education.
7th Turkish National Education Council	• Children between 7- and 14-years-old had to complete primary education. For a better start to a primary education a pre-school education can be helpful for preparation. • The programme for primary education included national education in history, more emphasis in practice with more observations in science classes. • The exams and methods for evaluation and measurement were developed to be more objective.
	• According to Orhan Oğuz, the minister of education, the education

8th Turkish National Education Council	system that we used does not consider the abilities and interest fields of the students. It only focuses on preparing the students for colleges.
9th Turkish National Education Council	• According to Mustafa Üstündağ, a more liberal education should be created without eliminating unsuccessful students from secondary education. • Also the success of teacher is symbolic for the success in public. • If students, principals and parents participate, students can benefit from the result and find their own strengths and weaknesses. • Evaluation should be acquired in a trustworthy atmosphere.
	• Hasan Sağlam indicated in his speech that the new education system should be regulated based on political, social,

10th Turkish National Education Council	economic and cultural needs. Training of students based on science and technology.
11th Turkish Education Council	• Turkey faced conflicts because of the military intervention. These historical events caused many problems in the education system in terms of teachers. Teacher can help against rebellions and seditions.
12th Turkish National Education Council	• Increasing the effectiveness of learning programmes of foreign languages and differentiating the students who have a tendency and will learn a foreign language with the graduate course system.
	• Organised education includes the institutions that control pre-school education, primary education,

13th Turkish National Education Council	secondary education and higher education. • The aim of mass education is educating people who are not involved in any kind of organised education.
14th Turkish National Education Council	• Books and schedules for education would be updated in terms of contemporary thoughts regarding to social life. Usage of computers in schools would be expanded. • Education continues in the families with the help of college programmes would be prepared and enhanced according to children's growth.
	• Reconstruction of the system in secondary education, revision on an entrance to colleges, constantly and the finance of education issues will be discussed and some arrangements

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	• Reconstruction of the system in secondary education, revision on an entrance to colleges, constantly and the finance of education issues will be discussed and some arrangements

15th Turkish National Education Council	• To acquire information permanently it is important to triggering students' self-learning. • Facing the societies' need for education is necessary for its development, therefore public education increase.
16th Turkish National Education Council	• Only changing the system does not provide a successful result, it depends on human factors. Therefore, organisations in both, central rural areas were to be changed according to the new system with the participation of capable teachers and executives. • In schools, instructors must be elected by the people who had already proved themselves by working and having a great experience.

17th Turkish National Education Council	• Every primary school has to organise a school counsellor in regard to their classes and total number of students. • The last subject of the council was globalisation and the Turkish education system in the process of Europeanization which was discussed under three subheadings: a)Life Long Learning b)Educational Mobility c)Quality in Education
18th Turkish National Education Council	• In higher education institutions which train teacher candidates, senior students should take practical training so that they learn by gaining experience. • In Vision 2023, one of educational targets is decentralisation of the school by buildings, strong school culture with values, and events or representative things like logos.

19th Turkish National Education Council	• In pre-school, activities will be based on games and sports and educational literature will be Turkish.
	• Developing children's self-confidence and individual awareness have to be focused.
	• In primary education, religious education and visual arts or music started to assume greater importance.

In all it is difficult to say that the Turkish Education System shows a non-development in education. The numbers of the Turkish Statistic Institutes (TUITK), show that there is an increase, especially in higher education. According to the 3rd and 4th National Education and according to the number in 1946, the number of higher education institutions is too low as well as the numbers in graduates. The number of females in education has increased but in relationship to the number of males there is a gap. To fill this gap, there are some social projects in Turkey which should help for equality in education. The equality between male and female in the society started with the equality in education. The social project "Developing Social Equality in Education" (Eğitimde Toplumsal Cinsiyet Eşitliliğinin Geliştirilmesi Teknik Destek

Projesi) is one of the projects which aimed to achieve a development in education with equality in education (ERG, 2015, pp. 96-100).

Suggestions:

The first suggestion for the Turkish Education System would be to redefine the aims of national education, the national values and norms. Only if these are clear for the nations and are implemented in education, a scientific development can occur. After this the educational philosophy can be chosen but here is the next problem. Educational philosophy could help to reveal the problems in education and create an appropriate form of education. For this, sufficient studies and research should be done to find a form of education that is fair to the culture, religion and history of the country. However, philosophical trends like constructivism are modern and have problematic to implement. It could be better to appropriate constructivism to the society. If we also talk about multiple-choice exams in Turkey, constructivism can be implemented only to a limited extent. A suggestion for an education system based on constructivism would be, that compulsory education continues until secondary education and after such compulsory education, the way of education could be defined by using students' and societies' purposes. Vocational schools provide both theoretical and practical education in order to provide experiences to the students. After students' request to such schools, they must also acquire theoretical skills as in high school education. This dual education system can also be developed in universities. Instead of internships, universities can periodically cooperate with some institutions so that students can acquire practical skills. In this way, students can discover their abilities, interests and capacities and can attend to a theoretical and

practical education. The similar education system is applied in Europe, especially in Germany.

Another suggestion for National Education Council would be that official researches with the aim of the suggestions. These should be discussed in the councils. The nations should have the access easily to these researches and to the National Education Councils. More research in the field education could help to deal with ever-changing processes. Better education in teacher training programmes could be a start. In Turkey, there is a central exam system based on multiple-choice questions. To change this situation, there could be a long-term process. Therefore, better education in teacher training programmes could help to give teachers the skills and knowledge of teaching via technology or being more creative. These can be achieved with a constructivist education in higher education institutions.

Moreover, another aspect would be to fix religion classes in Turkey. Every nation could have the right to learn their religion. The class could be elective and based not on praying. Religion classes based more on experiences and history of religion as well as teaching values and norms in religion would be more helpful for children to understand religion. In that case, national education aimed to give students the values and norms in Turkey. However, the purpose of national education should be changed and modernised.

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5.CURRICULUM VITAE

Personal Information	
Surname, Name	İşler, Hande
Date of Birth, Place	08.06.1991, Karlsruhe (Germany)
Education	
Undergraduate (2010- 2013)	Otto Friedrich University, Bamberg, Germany. Education Faculty Department of Pedagogy and Sociology
Graduate (2013- 2016)	Yeditepe University, Istanbul, Turkey. Institution of Education Department of Educational Economy and Planning
Traineeships and Work Experience	
Traineeship (February- March, 2011)	CARE- DER, Istanbul, Turkey. An Association supported by Cappa Hospital for child's mental health
Traineeship (July- September, 2012)	Kücük Karabalik- Montessori Kindergarten
Work Experience (September, 2012- June, 2013)	Research Centre for Migration, Otto- Friedrich University, Bamberg.
Work Experience (September, 2014- February, 2015)	ISTEK ULUGBEY, K12 Schools, Istanbul. Psychological Counselling and Guidance in Kindergarten
Work Experience (February, 2015- March, 2016)	Research Assistant in Yeditepe University, Istanbul. Faculty of Education Department of Psychological Counselling and Guidance

6. APPENDIX

6.1.Appendix1

III. MİLLÎ EĞİTİM ŞÛRASI

1-Toplanma Tarihi : 2-10 Aralık 1946

2-Şûra Gündemi:

1. Ticaret ortaokulları ve liseleri program ve yönetmeliği
2. Erkek sanat ortaokulları ve enstitüleri program ve yönetmeliği
3. Kız enstitüleri program ve yönetmeliği
4. İstanbul Teknik Okulu yönetmeliği
5. Orta ve bu derecedeki teknik öğretim okulları öğretmen ve öğreticileriyle ilgili mevzuatın bugünkü ihtiyaçlarla ayarlanması
6. Aile ve okul arasında iş birliği sağlanması için gerekli tedbirlerin alınması

3-Dönemin Millî Eğitim Bakanı :Reşat Şemsettin SİRER

4-Şûra Başkanlık Divanı: Reşat Şemsettin SİRER
Rasim KADIRGAN
Rüştü UZEL
Ord. Prof. Sıddık Sami ONAR
Şefket Aziz KANSU
Teyfik TAYLAN

5- Dönemin Millî Eğitim Bakanı'nın Şûrayı Açış Konuşması

2-10 Aralık 1946 tarihleri arasında toplanan III. Millî Eğitim Şûrası'nın açış konuşmasında Sayın Millî Eğitim Bakanı Reşat Şemsettin SİRER kısaca şöyle söylemiştir:

"Millî Eğitim Şûrası'nın eğitimimizin hangi konuları üzerinde durulacağını; hangi meselelerini konuşulacağını önceden size sunulmuş olan gündemden öğrenmiş bulunuyorsunuz. Bu gündemde altı madde vardır. Bunlardan ilk dördü doğrudan doğruya mesleki ve teknik öğretim kurumlarımızın teşkilatına, programlarına ve yönetmeliklerine müteallik bulunmaktadır. Yani üçüncü Millî Eğitim Şûrası'nın çalışmalarında ağırlık merkezinin mesleki ve teknik öğretim meseleleri teşkil etmektedir.

Reşat Şemsettin SİRER
Millî Eğitim Bakanı

6. Şûrada Alınan Kararlar

1- Ticaret Ortaokulları ve Liseleri Program ve Yönetmeliği

2- Erkek Sanat Ortaokulları ve Endüstri Program ve Yönetmeliği

3- Kız Enstitüleri Program ve Yönetmeliği
4- İstanbul Teknik Okulu Yönetmeliği

5- Okul Aile Birliklerince okul hayatına hâkim olan eğitim ve öğretim ilkelerinin aileler tanıtılması

6- Temizlik, sağlık ve devam problemleri ile fikir, duygu, ahlâk ve beden eğitimi konuları üzerinde durulması

7- Okul-aile birlikleri çalışmalarını kolaylaştırıcı tedbirler alınması

8- Kız Teknik Okulları Yönetmeliği ile ilgili teklifler incelenip kabul edilmiştir.

6.2. Appendix 2

VII. MİLLÎ EĞİTİM ŞÛRASI

1. Toplanma Tarihi : 5-15 Şubat 1962

2. Şûra Gündemi

- A) İlköğretim
- B) Ortaöğretim
- C) Kız Teknik Öğretim
- D) Erkek Teknik Öğretim
- E) Ticaret Öğretimi
- F) Eğitimimizde Ölçme ve Değerlendirme
- G) Çeşitli Ol9unluk İmtihanları
- H) Yükseköğretim
- I) Özel Okullar
- İ) Dış Kültür Münasebetleri
- J) Din İle İlgili Eğitim ve Öğretim
- K) Beden Eğitimi ve Sağlık
- L) Millî Savunma İle İlgili Eğitimi ve Öğretim
- M) Eğitim Vakıfları

3. Dönemin Millî Eğitim Bakanı : Hilmi İNCESULU

4. Şûra Başkanlık Divanı : Hilmi İNCESULU

5. Dönemin Millî Eğitim Bakanı'nın Şûra'yı Açış Konuşması

5-15 Şubat 1962 tarihleri arasında toplanan VII. Millî Eğitim Şûrası'nın açış konuşmasında Sayın Millî Eğitim Bakanı Hilmi İncesulu, özetle şu konulara temas etmiştir:

Ortaöğretim alanında istidatların tayini için gerekli tedbirleri almalıyız. Değerlendirmelerimiz, öğrencileri kabiliyetleri oldukları istikamete isabetle sevk edebilecek derecede dikkatli olmalıdır.

Ortaokullarımız muhtelif gayeli olmalıdır. Ortaokul mezunları liseye, teknik okullara, meslek okullarına girebilmeli ve bu okullardaki öğrenim için önceden ortaokullarda mutlaka hazırlanabilmiş olmalıdırlar.

Mesleki ve teknik okullarda liselere girişte öğrencinin ilkokuldan itibaren göstermiş olduğu alâka ve kabiliyet dikkate alınmalıdır.

Üstün istidatlı öğrenciler için bir İlim Lisesi ve bir de aşağıda kuruluş sebeplerini, ayrıca zikredebileceğimiz bir Deneme Sanat Enstitüsü kurulmalı ve öğrenciler başarı gösterdikleri müddetçe bu okullarda kalmalıdırlar, gösteremeyenler öteki okullara nakledilirler.

Herhâlde mevcut liselerimizi randımanlı bir hâle getirmeden, yeni lise açmamalıyız.

Olgunluk imtihanlarının kabulü, teknik ve klâsik üniversitelerimize girecek öğrencilerin, bütün Türkiye için müşterek bir ölçüye tâbi tutulmaları bakımından, gerekli görülmektedir.

Değerlendirme ve ölçme konusu bütün öğretim derecelerimiz için önemlidir. Okullarımızda ilmî değerlendirme ve ölçmeye geçmeden evvel öğretmenlerin ve öğrencilerin bunlara hazırlanmalarını mümkün kılacak tedbirler almalıyız.

Türk milletinin öğretmenlerine karşı minnettarlığı, ordusuna karşı olan minnettarlığı ile beraber yürür. Bugün çeşitli kademelerde öğretmen ihtiyacı ile karşı karşıyayız. Yüksek nicelikteki ve nitelikte öğretmen yetiştiren yeni müesseseler kurmaya ve kurulmuş olanları takviye etmeye muhtacız."

<div align="right">

Hilmi İNCESULU
Millî Eğitim Bakanı

</div>

6. Şûra'da Alınan Kararlar

1. Millî Eğitimin Temel İlkeleri

Millî eğitimimizin amacının, Koordinasyon Grubu'nun teklifi veçhile, VII. Millî Eğitim Şûrası'nda, "her

6.3. Appendix 3

XII. MİLLÎ EĞİTİM ŞÛRASI

1. Toplanma Tarihi: 18-22 Haziran 1988

2. Şûra Gündemi

1- Türk Eğitim Sistemi.

      a) İlköğretim (Temel Eğitim)
      b) Genel ve Mesleki ve Teknik Orta Öğretim
      c) Yükseköğretime Geçiş
      d) Öğrenci Başarısının Değerlendirilmesi (Ölçme ve Değerlendirme)

2- Yükseköğretim

3- Öğretmen Yetiştirme

4- Eğitimde Yeni Teknolojiler

5- Türkçe ve Yabancı Dil Eğitim ve Öğretimi
      a) Türkçe Eğitim ve Öğretim
      b) Yabancı Dil Eğitim ve Öğretimi

6- Eğitim Finansmanı
      a) Türk Eğitiminin Finansman Kaynakları
      b) Eğitim Yatırımları

7- Öğretim Programları (Müfredat Programları)

3. Dönemin Millî Eğitim Bakanı : Hasan Celal GÜZEL

4. Şûra Başkanlık Divanı: Hasan Celal GÜZEL
                                  Prof. Dr. Orhan OĞUZ
                                  Doç. Dr. İhsan SEZAL

5. Şûra Genel Sekreterliği   Ömer OKUTAN
                                  Şûra Genel Sekreteri
                                  Kurul Üyesi

                                  Nazım İrfan TANRIKULU
                                  Şûra Genel Sekreter Yardımcısı
                                  Kurul Üyesi

                                  Ahmet SEVGİ
                                  Şûra Genel Sekreter Yardımcısı
                                  Kurul Üyesi

6. Dönemin Millî Eğitim Bakanı'nın Şûra'yı Açılış Konuşması

Sayın Devlet Bakanlarım Kâzım Oksay ve Kâmuran İnan, sayın valim, sayın milletvekilleri, Türk Maarifine, Millî Eğitimine yıllarca hizmet etmiş değerli dil âlimi muhterem Profesör Tahsin Banguoğlu, eski Millî Eğitim Bakanlarımızdan Sayın Nahit Menteşe, hâlen Türk Millî Eğitimine rektör olarak şerefle hizmet eden eski Millî Eğitim Bakanımız Profesör Orhan Oğuz, selefim ve Türk Millî Eğitimine unutulmayacak hizmetlerde bulunmuş olan eski Millî Eğitim Bakanı Sayın Metin Emiroğlu, eski Millî Eğitim müsteşarları, eski Talim ve Terbiye Kurulu Başkanları, Türk Millî Eğitimine, Türk yükseköğretimine yıllardır değerli hizmetlerde bulunan YÖK Başkanı Sayın Profesör Doktor İhsan Doğramacı, sayın rektörler, değerli ilim adamları, Şûramıza teşrif ederek değerli fikirler verecek olan sayın basın mensupları, yazarlar, çeşitli kamu kurum ve kuruluşlardan Şûramıza iştirak eden değerli üyeler, Türk Millî Eğitimine hizmet veren muhterem eğitim uzmanları, değerli öğretmenler, XII. Millî Eğitim Şûrası'nın değerli üyeleri; konuşmamın başlangıcında hepinizi saygıyla selâmlıyorum.

Değerli Şûra üyeleri, millî eğitim şûraları, Türk eğitim tarihinde gerçekten son derece değerli bir yere ve mevkiye sahiptir. İstiklal Savaşımızın o çetin günlerinde, Cumhuriyetimizin kurucusu büyük önderimiz ve Millî

6.4. Appendix 4

XVI. MİLLÎ EĞİTİM ŞÛRASI

1. Toplanma Tarihi : 13-17 Kasım 1999

2. Şûra Gündemi

1.   Mesleki Ve Teknik Eğitimin, Orta Öğretim Sistemi Bütünlüğü İçinde Ağırlıklı Olarak Yeniden Yapılandırılması

2.   Okul Ve İşletmelerde Meslek Eğitimi Ve İstihdam

3.   Mesleki Ve Teknik Eğitim Alanına Öğretmen Ve Yönetici Yetiştirme

4.   Mesleki Ve Teknik Eğitimde Sınavsız Yükseköğretime Geçiş

5.   Mesleki Ve Teknik Eğitimde Finansman

3. Dönemin Millî Eğitim Bakanı : Metin BOSTANCIOĞLU

4. Şûra Başkanlık Divanı : 1. Metin BOSTANCIOĞLU
2. Bener CORDAN
3. Prof. Dr. Cevat ALKAN

5. Şûra Genel Sekreterliği Haşim AYAOKUR
Şûra Genel Sekreteri
Kurul Üyesi

Sevim ÇAMELİ
Şûra Genel Sekreter Yardımcısı
Kurul Üyesi

6. Dönemin Millî Eğitim Bakanı'nın Şûra'yı Açış Konuşması

Sayın Cumhurbaşkanım, Yüce Önderimiz Atatürk'ün direktifleri doğrultusunda, onun manevi mirası olan ilim ve aklın aydınlattığı yolda, ülkemizi çağdaş uygarlık düzeyinin üstüne çıkarma hedefinin yakalanması, ancak çağdaş eğitim yapılmasıyla mümkündür.

Bu bağlamda, 1997 yılında çıkarılan yasa ile, zorunlu eğitim, beş yıldan, kesintisiz sekiz yıla çıkarılarak yeni bir reform başlatılmıştır. Aynı yasayla eş anlamlı olarak, eğitimde çağı yakalama 2000 projesinin uygulamaya konulması hayata geçirilmiştir. Bu projeyle öngörülen hedeflerden biri de, orta öğretim sisteminin mesleki ve teknik ağırlıklı olarak yapılanmasıdır. Bu amaçla, düzenlediğimiz 16. Millî Eğitim Şûrası hazırlıkları, 1998 yılı

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6.5 Appendix 5

19. Milli Eğitim Şurasi

19. Millî Eğitim Şûrasına 07.12. 2014 tarihinde eğitim çevrelerinden akademisyenler, okul müdürleri, öğretmenler, öğrenciler, Bakanlık bürokratları olmak üzere yaklaşık 600 kişi katıldı. Şûra´da, 179 tavsiye kararı alındı.

19. Millî Eğitim Şûrasında alınan tavsiye kararları şöyledir:

ÖĞRETİM PROGRAMLARI VE HAFTALIK DERS ÇİZELGELERİ

OKUL ÖNCESİ EĞİTİM
1. Programın oyun temelli olması
2. Programda değerler eğitimine yer verilmesi
3. Okul öncesinden itibaren yetenek gelişiminin izlenmesi
4. Okul öncesi ve ilkokulda kullanılan eğitim aracı metinlerinde kendi kültürümüze ait literatüre (masal, hikâye, fabl, şiir vb.) yer verilmesi
5. Okul öncesi eğitimde, öğretim programlarının çocukların özgüven becerilerini ve birey olma bilincini geliştirmeye dönük olması
6. Öğretim programlarında yaratıcı düşünme becerilerinin geliştirilmesine yönelik kazanımlara yer verilmesi
7. Okul öncesi eğitimde uygun enstrümanlarla Türk müziği çalışmalarına yer verilmesi
8. Düzeylerine uygun spor etiklerine yer verilmesi
9. Türkçenin doğru bir şekilde kazandırılması
10. Okul öncesi eğitimde tekli öğretime geçilmesi

İLKOKUL
1. İlkokullarda tekli öğretime geçilmesi
2. İlkokullarda haftalık ders saatinin 30 ders saati olması (25 saati zorunlu, 5 saati serbest etkinlikler olarak yürütülmesi). Serbest etkinlik saatlerinin veli-öğrenci talepleri de dikkate alınarak okul idaresince belirlenmesi
3. Görsel Sanatlar ve Müzik derslerinin haftada en az 2´şer ders saati olması
4. 5 saatlik Oyun ve Fiziki Etkinlikler dersinin 2 saatinin beden eğitimine ayrılması
5. İlkokul 1, 2 ve 3. sınıflara da Din Kültürü ve Ahlak Bilgisi dersinin konulması
İlkokul 1, 2 ve 3. sınıflar için hazırlanacak olan Din Kültürü ve Ahlak Bilgisi dersi öğretim programlarında da çoğulcu anlayışa yer verilmesi
6. Gerekli yasal düzenleme yapılarak, Trafik Güvenliği ve İnsan Hakları, Yurttaşlık ve Demokrasi derslerinin haftalık ders çizelgesinden kaldırılması; Trafik Güvenliği dersi konularının Hayat Bilgisi dersi içinde; İnsan Hakları, Yurttaşlık ve Demokrasi dersi konularının da Sosyal Bilgiler dersinde verilmesi.
7. İlkokulda okuma kültürünün kazandırılmasına yönelik etkinliklerin yapılması
8. "Fen Bilimleri" dersinin adının "Fen Bilgisi" olarak değiştirilmesi ve Fen Bilgisi dersi ile Sosyal Bilgiler derslerinin ilkokul 4. sınıftan itibaren programa eşit bir şekilde dağıtılması
9. Taşımalı eğitim yapan ilkokullarda 30, ortaokullarda 35 saat ders olduğundan servis ve güvenlik sorunu çıkmaktadır. Bu nedenle dersleri erken biten ilkokul öğrencileri için etüt saatinin konulması
10. İlkokullardaki Serbest Etkinlikler için bir uygulama kılavuzu hazırlanması

ORTAOKUL
1. Ortaokullarda tekli öğretime geçilmesi
2. Bütün ortaokullarda haftalık ders saatinin en fazla 30 ders saati olması
(Zorunlu ders saati sayısının 25, seçmeli ders saati sayısının 5 olması)
3. Ortaokullarda Türk Musikisi makamsal sisteminin bir Türk Halk Müziği sazıyla öğretilerek verilmesi
4. Görsel Sanatlar ve Müzik derslerinden birinin seçilerek haftada 2 ders saati olarak verilmesi
5. İlkokulda verilen Oyun ve Fizikî Etkinlikler dersi ile ortaokulda verilen Beden Eğitimi ve Spor derslerinin isminin ´Beden Eğitimi ve Oyun´ olarak değiştirilmesi
6. Ortaokulda hafızlık eğitimi alacak öğrenciler için ara verme süresinin 1 yıldan 2 yıla çıkarılması ve ara verilen sürelerde öğrencilere dışarıdan sınav hakkı verilmesi
7. Değerler eğitimine öğretim programlarında etkin bir şekilde sarmallık anlayışla yer verilmesi
8. Ortaokullarda 5, 6 ve 7. sınıflarda birer saat rehberlik dersinin konulması
9. Seçmeli ders modülünde yer alan fen bilimleri ve matematik modülünün ikiye ayrılması,
Fen bilimleri modülüne fen bilimlerine giriş adında bir dersin konulması; sosyal bilimler modülü içerisine de sosyal bilimlere giriş adında bir dersin konulması
10. Ortaokullarda okutulan T.C. İnkılap Tarihi ve Atatürkçülük dersi programının gözden geçirilerek güncel anlayışlar ve yöntemler doğrultusunda yeniden yazılması

LİSE
1. Öğrencinin bir haftada aldığı toplam ders sayısının çeşit olarak azaltılması amacıyla derslerin bir kısmının dönemlik olarak uygulanmasına imkân verilmesi
2. Dil ve Anlatım dersi ile Türk Edebiyatı derslerinin birleştirilerek Türk Dili ve Edebiyatı şeklinde adlandırılması

3. Gerekli yasal düzenlemeler yapılmak sureti ile ´Sağlık Bilgisi´ dersi ile ´Trafik ve İlk Yardım´ derslerinin kaldırılarak içeriklerinin ilgili derslere dağıtılması

4. Bütün ortaöğretim kurumlarında haftalık ders saatlerinin azaltılması

5. Özel yetenekli öğrencilerin eğitimine yönelik bir yönetmeliğin hazırlanması ve anaokulundan itibaren geçerli olacak şekilde yeni bir öğretim programının yapılması

6. Osmanlı Türkçesi dersinin sosyal bilimler lisesinde olduğu gibi, Anadolu imam hatip lisesinde de zorun ders olarak, diğer ortaöğretim kurumlarında ise seçmeli ders olarak okutulması

7. Bilim ve Medeniyet tarihimizde öne çıkan düşünür ve bilim insanlarının çalışma ve eserlerine ilkokul, ortaokul ve lise öğretim programlarında yer verilmesi

8. Bütün ortaöğretim kurumlarında görsel sanatlar dersi çatısı altında geleneksel sanatlarımız olan Hat, Ebru, Tezhip ve Minyatür öğretim programlarının da uygulanmasına imkân verilmesi

9. Güzel sanatlar liselerinin programlarında Türk müziğinin makamsal sistemi ve çalgıları ile geleneksel sanatlara (Hat, Ebru, Tezhip ve Minyatür) yer verilmesi

10. Anadolu Otelcilik ve Turizm Meslek Liselerinin öğretim programları ve ders çizelgelerinden "Alkollü İçki ve Kokteyl Hazırlama" dersinin kaldırılması; Anadolu Otelcilik ve Turizm Meslek Liselerinde 10. sınıftan itibaren staj amacıyla tesis ve kurumlara gönderilen öğrencilerin alkollü içki servisi yapılan ya da alkollü içecek hazırlanan bölümlerde staj faaliyeti yapmalarının kaldırılması

11. Ortaöğretimin bütün sınıflarında seçmeli fizik, kimya ve biyoloji dersleriyle ilgili uygulamalara haftalık ders çizelgelerinde yer verilmesi

12. Liselerde Din Kültürü ve Ahlak Bilgisi dersinin 2 saate çıkarılması

13. Ortaöğretim kurumlarında öğretim programlarının okul türleri arasında yatay ve dikey geçiş, sınıf atlama ve normal öğrenim süresinden önce mezun olma fırsatlarına yer verecek şekilde düzenlenmesi

14. Liselerde okutulan T.C. İnkılap Tarihi ve Atatürkçülük dersi programının gözden geçirilerek güncel anlayışlar ve yöntemler doğrultusunda yeniden yazılması

15. Kutlu Doğum Haftası, Muharrem Ayı ve Aşure Gününün Belirli Gün ve Haftalar kapsamına alınması

16. İmam hatip liselerine seçmeli Farsça dersinin konulması

17. Serbest etkinlikler dersinin haftada bir saatinin okulun bulunduğu ili tanıtacak şekilde bir ders olarak işlenmesi

ÖĞRETMEN NİTELİĞİNİN ARTIRILMASI
2.1.1. Öğretmen Aday Adaylarının Niteliği ve Seçimi
Öğretmen niteliklerinin arttırılmasının ön koşullarından biri istekli, başarılı ve mesleğin bilişsel olduğu kadar duyuşsal ve psiko-motor yeterliklerini de taşıyan öğrencilerin mesleğe kazandırılmasıdır.

1. YGS/LYS sıralamasında başarılı olan ve öğretmenlik mesleğini ilk üçte tercih eden öğrenciler teşvik edilmelidir. Lisans öğrenimleri sürecinde akademik başarılarını sürdürmeleriyle kaydıyla burs ve barınma desteği sağlanmalıdır.

2. Eğitim Fakültelerinin programlarına öğrenci yerleştirmede kullanılan YGS/LYS puan türleri tekrar gözden geçirilmelidir.

3. Öğretmen yetiştiren yükseköğretim kurumlarına öğrenci seçim sürecinde; öğretmen yeterlikleri doğrultusunda öğretmen ilgi ve yetenekleri temel alan çoklu değerlendirme ilkeleri hayata geçirilmelidir.

2.1.2. Öğretmen Eğitiminde Hizmet Öncesi Eğitimin Niteliği
Öğretmenlerin niteliklerin arttırılması sürecinde mesleğin özellik ve gereklerine uygun başarılı öğrencilerin seçimi mesleğin niteliğinde bir iyileştirme yaratsa da, meslekleşmeye ve nitelik arttırmaya yönelik hizmet öncesi lisans eğitim ve öğretim süreçlerinin aşağıda belirtilen yönleriyle öğretmen yeterlikleri temelinde iyileştirilmesi kritik bir önem taşımaktadır.

4. Öğretmenlik mesleğine akademik/sosyal/psikolojik açıdan uygun olmayan öğrencilere diğer fakülte ve bölümlere yatay ve dikey geçiş imkânları sunulmalıdır.

5. Öğretmen yetiştirmeye yönelik öğretim programlarında uygulama derslerinin oranı %50´ye yaklaştırılmalıdır.

6. Öğretmen yetiştirme sürecinde okullarda yapılacak çalışmaların önemine istinaden daha etkili yürütülmesi için fakülte-okul işbirliği sürecine işlerlik kazandırılmalıdır.

7. Eğitim fakültesi dışında öğretmenlik atamasına kaynaklık teşkil eden lisans programlarından mezun olanlara uygulanacak öğretmen yetiştirme programları uygulamalı ağırlıklı en az iki yıllık olacak şekilde yeniden düzenlenmelidir.

8. Eğitim fakültesi dışında öğretmenlik atamasına kaynaklık teşkil eden lisans programlarında öğrenimlerine devam eden öğrencilere MEB´in ihtiyaçları ve YÖK´ün belirleyeceği ölçütler doğrultusunda eğitim fakültelerince ´öğretmenlik meslek bilgisi´ dersleri sunulmalıdır.

9. Eğitim fakültelerinde öğrenci kontenjanları azaltılarak öğretim elemanı başına düşen öğrenci sayıları dünya ölçütleri göz önüne alınarak yeniden düzenlenmelidir.

10. Eğitim fakültelerindeki öğretim elemanlarının öğretmen eğitimi konusunda yeterlikleri, yükseltilmesi konusunda tedbirler alınmalıdır.

11. Öğretmen yetiştiren kurumların akademik ve örgütsel teşkilatlanması ve programları on iki yıllık zorunlu eğitim sistemi doğrultusunda ve ulusal/uluslararası akreditasyon modellerine dayalı olarak yeniden yapılandırılmalıdır.

12. Alanında deneyimli ve başarılı öğretmenlerden yükseköğretim kurumlarının öğretmen yetiştiren kurumlarında özellikle uygulama gerektiren ders/konularda yararlanılmalı ve işbirliği yapılmalıdır.

13. MEB´in geliştirdiği genel öğretmen yeterlilikleri ve özel alan yeterlikleri tüm paydaşların geri bildirimleri ve teknolojik pedagojik alan bilgisi de dikkate alınarak güncellenmeli ve halen yeterlikleri geliştirilmemiş alanlar için ivedi olarak çalışmalara başlanmalıdır.

14. Eğitim fakültelerinde uygulanmakta olan öğretim programları, MEB ile birlikte geliştirilen öğretmen yeterlikleri doğrultusunda, Yüksek Öğretim Kurulu, Öğretmen Yetiştirme Çalışma Grubu´nun koordinasyonunda yeniden yapılandırılmalıdır.

15. Başta eğitim fakülteleri olmak üzere tüm öğretim kademelerine yönelik öğretmen yetiştiren yükseköğretim programlarında, mesleki yeterliğe ilişkin dersler dışında, ´müfredat dışı etkinlikler´ olarak tanımlanabilecek sanat, spor, müzik ve kültür temalı, etkinlik merkezli seçmeli genel kültür dersleri konulmalı ve eğitsel kol ve kulüp faaliyetleri işlevsel hale getirilmelidir. Böyle öğretmen adaylarının okullara ve öğrencilerine taşıyabilecekleri entelektüel birikimleri arttırılmalıdır.

16. Başta eğitim fakülteleri olmak üzere öğretmen yetiştiren diğer yükseköğretim kurumlarında öğrenimlerine devam eden öğrenci sayıları ve bu kurumların kapasitesi ile ihtiyaç duyulan öğretmen sayısı düşünüldüğünde yeni eğitim fakültesi ve var olan eğitim fakültelerinde yeni programlar ihtiyaç hâsıl olmadığı takdirde açılmamalıdır. İhtiyaç halinde yeni eğitim fakültelerinin ve öğretmen yetiştirme programlarının açılması için ulusal ve uluslararası standartlar belirlenmeli ve yeni programlar bu standartları temel alarak açılmalıdır.

17. Millî Eğitim Bakanlığı´nın Fatih Projesi´yle birlikte okullarda kurduğu/kuracağı teknolojiler öğretmen yetiştiren yükseköğretim kurumlarında kurulmalı ve öğretmen aday adaylarına bu teknolojilere ilişkin temel bilgi ve beceriler kazandırılmalıdır.

18. Öğretim elemanı yetiştirmek üzere mevcut olan yurt içi ve yurt dışı doktora ve araştırma bursları ihtiyaç duyulan öncelikli alanlara ilişkin çeşitlendirilmeli, artırılmalı ve özellikle yurt dışı lisansüstü programlara seçilen bursiyerlerin görevlendirilecek ilgili yükseköğretim kurumlarıyla iletişimi ve koordinasyonu sağlanmalıdır.

19. Yükseköğretim kurumlarının 3 temel işlevinden biri olan "toplumsal katkı" bağlamında, öğretim üyelerinin başta mesleki gelişim etkinlikleri olmak üzere, Millî Eğitim Bakanlığı´nın pedagojik, yönetsel yapı ve süreçlerinin geliştirilmesinde görev ve çabaları akademik yükseltme sürecinde kredilendirilmelidir.

2.1.3. Öğretmen Aday Adaylarının Mesleğe Seçimi

Öğretmenlik mesleğine ilişkin mevcut mezun sayısı, öğrenimlerine devam eden öğrencilerin sayısı, yükseköğretim kurumlarının öğrenci yetiştirme kapasitesi dikkate alındığında öğretmen aday adaylarının oluşturduğu havuzdan nitelikli öğretmenlerin seçimi bir başka stratejik öncelik alanını oluşturmaktadır.

20. Öğretmen aday adaylarının mesleğe seçiminde

a. KPSS ve ÖABT testlerinde öğretmen yeterlikleri dikkate alan

b. Öğretmenlik mesleğinin bilişsel boyutunun yanında duyuşsal ve psiko-motor özelliklerini de temel alan çoklu değerlendirme sistemlerini içeren

bir model oluşturulmalıdır.

2.1.4. Öğretmen Adaylarının Yetiştirilmesi

Öğretmenlerin mesleğe seçimini takiben öğretmen adaylarının kurum ve sistem içinde yetiştirilmesi sürecinde bu konuda gerekli eğitim ve deneyime sahip ´danışman´ (mentör) öğretmenlerce daha yapılandırılmış uygulama temelli modellere gereksinme duyulduğu düşünülmektedir.

21. Aday öğretmenlerin adaylık süreci yeniden yapılandırılmasına ilişkin;

a. Aday öğretmeni, norm kadro ile ilişkilendirilmeksizin adaylık sürecini danışman öğretmen (mentör) eşliğinde tamamlayabileceği bir okulla/kurumla ilişkilendirilerek yetiştirilmelidir.

b. Adaylık ve uyum eğitim programları bütünleştirilerek, öğretmenlerin mesleki gelişimini [birleştirilmiş sınıf yönetimi, kaynaştırma (bütünleştirme), vb.], kişisel gelişimini (sanat, kültür, iletişim, vb.) ve çevreye uyumunu (sosyal, kültürel özellikler, vb.) sağlayacak şekilde yeniden yapılandırılmalıdır.

2.1.5. Öğretmenlerin Mesleki Gelişimi (Hizmetiçi Eğitim) ve Kariyer Sistemi Yapılandırılması

Öğretmenlik mesleğinin niteliğinin artırılmasında; öğretmen yeterlikleri temelinde, sistemdeki öğretmenlerin büyüklüğünü, ülke üzerindeki dağılımını ve yaşam boyu öğrenme ilkelerini de temel alan bir mesleki-kişisel gelişim modeline gereksinme duyulduğu düşünülmektedir. Bunun yanı sıra bu modelin öğretmenlik mesleğinin hak ettiği bir kariyer sistemine bağlanmasının stratejik bir öncelik alanı olduğu değerlendirilmektedir.

22. Sürekli mesleki gelişim için öğretmen yeterliklerini de dikkate alan bir model oluşturulmalıdır. Bu model;

a. Bütüncül bir yaklaşımla ihtiyaç belirleme, izleme, yönlendirme ve değerlendirmeyi,

b. Mesleki gelişim programlarının uygulama boyutu da dikkate alınarak süre ve içerik yönünden planlanmasını,

c. Öğretmenlerin hayat boyu öğrenme fırsatlarını artırmak ve çeşitlendirmek için uzaktan öğretim yoluyla hizmet sunan kurumlarla işbirliğini,

d. Yüz yüze ve uzaktan olanaklarının birlikte kullanıldığı karma (hibrit) öğretim tasarımlarını,

İçermelidir.

23. Yükseköğretim kurumlarıyla işbirliği yapılarak mesleki gelişim programlarına yönelik modüler elektronik içerik hazırlanıp, yukarıda belirtilen modelin nitelikleri çerçevesinde öğretmenlere sunulmalıdır.

24. Öğretmenin, yükseköğretim kurumlarınca sunulan mesleki gelişim modüllerinden aldıkları eğitimler kredilendirilerek MEB´de kariyer geliştirme sistemine dâhil edilmelidir.

25. Millî Eğitim Bakanlığı´nın kurumsal ve bireysel gereksinmeler doğrultusunda öğretmenlerin kendi alanlarında ve/veya Eğitim Bilimleri alanında yüksek lisans ve doktora programlarına katılımı teşvik edilmelidir. Bu teşvik bağlamında yüksek lisans ve doktora öğrenimlerini tamamlayan öğretmenlerin ek ders ücretleri artırılmalıdır.

26. Mesleki gelişim çerçevesinde yükseköğretim kurumlarından alınan ders/kredilerin yüksek lisans programlarına devam etmek isteyen ve giriş koşullarını karşılayan öğretmen, maarif müfettişleri ve okul yöneticileri için kredilendirilmelidir.

27. Uzaktan öğretim yoluyla modüler yüksek lisans programları oluşturularak, öğretmen, okul yöneticisi, maarif müfettişlerine bir fırsat olarak sunulmalıdır.

28. Mesleki gelişim alanında başarılı örneklerin paylaşımı için dijital platformlar oluşturulmalıdır.

29. Mesleki gelişim programlarında görev alacak eğiticilerin niteliklerine ilişkin ölçütler ilgili tarafların katılımını sağlayacak bir komisyon vasıtasıyla geliştirilmelidir.

30. Mesleki gelişime temel teşkil eden yetişkin eğitimi alanında sertifika, yüksek lisans, vb. programlarının açılması teşvik edilmelidir.

31. Okul Temelli Mesleki Gelişim Modeli´ne (OTMG) danışman öğretmen (mentörlük) sistemi de eklenerek yeniden düzenlenmeli ve yaygınlaştırılmalıdır.

32. Öğretmenlerin kişisel ve mesleki gelişiminin sürdürülebilirliğini sağlamak için öğretmenlerin katılacağı eğitim karşılığı mesleki ve kişisel gelişim ödeneği ayrılmalıdır.

33. Kariyer basamaklarını, kişisel ve mesleki gelişimin bütüncül bir parçası olarak değerlendirerek ve Anayasa Mahkemesinin ilgili kararları da dikkate alınarak 1739 sayılı Millî Eğitim Temel Kanunu´nun değişik 43. maddesi yeniden düzenlemelidir.

34. Öğretmenlerin özlük haklarına yönelik olarak; her dört yılda bir yıpranma payı ve 3600 ek gösterge verilmelidir.

35. Öğretmenlerin özlük haklarına yönelik olarak öğretmenlerin ek ders ücretleri artırılmalıdır.

36. Öğretmenlerin mesleki yeterlikler doğrultusunda kariyer basamaklarında yükseltilmesi, sınav dışında; lisansüstü eğitim, yer aldığı bilimsel, sosyal, ulusal ve uluslararası projeler, katıldığı mesleki gelişim programları, öz ve akran değerlendirmesi, OTMG, öğrenci-veli geri bildirimleri, vb. içeren çoklu değerlendirme sistemi ile değerlendirilmelidir.

37. Öğretmenlerin ihtiyaç duyulan il ve bölgelerde görev yapmalarına yönelik bir teşvik sistemi geliştirilmelidir.

38. Öğretmenler için mesleki gelişim programlarını düzenlemek, bu programlar için öğretim materyalleri hazırlamak ve AR-GE faaliyetleri gerçekleştirmek üzere Millî Eğitim Akademisi kurulmalıdır.

2.1.6. Öğretmenlik Mesleğinin Toplumsal Statüsü

Öğretmenlik mesleğinin hak ettiği sosyal ve mesleki itibarın arttırılmasında; yeterlik, nitelik ve standart gibi kavramlar arasında bir ortak anlayış yaratacak ve norm oluşturacak bir yasal düzenlemeye gereksinme olduğu düşünülmektedir.

39. Her mesleğin olduğu gibi öğretmenlik mesleğinin de toplumsal itibarının artırılmasında stratejik önem taşıyan öğretmenlik mesleği etik kodları ve meslek standartları ivedilikle oluşturmalı ve ilgili taraflarla paylaşılmalıdır.

40. Öğretmenlik mesleğine ilişkin farklı mevzuatları birleştiren ve öğretmenlik mesleğinin uzmanlık statüsünü geliştirecek bir ´Öğretmenlik Meslek Kanunu´ çıkarılmalıdır.

İlahiyat fakültesi mezunlarının alan değişikliği yapmaksızın Din Kültürü ve Ahlak Dersi ile İmam hatip meslek dersleri alanındaki derslere girebilmelidir.

Branş ve sınıf öğretmenlerinin aylık karşılığı girmek zorunda oldukları haftalık ders saatinin 15 ders saati olarak eşitlenmesi için yasal düzenleme yapılmalıdır.

EĞİTİM YÖNETİCİLERİNİN NİTELİĞİNİN ARTIRILMASI

Önerilerin hangi yönetim kademelerini kapsadığına ilişkin yapılan tartışmaların sonrasında eğitim yöneticisi, okul yöneticisi kavramının tanımlanması gerektiği kararı alınmıştır. Bu bağlamda;

* Eğitim yöneticisi denildiğinde okul kurum yöneticiliğinden ilçe, il ve Bakanlık yönetim kademelerinin; okul yöneticiliği denildiğinde ise okul müdürü ve müdür yardımcılarının anlaşılması gerektiği kararlaştırılmıştır.

Bu tanımlamanın ardından özel ihtisas komisyonunun geliştirdiği öneriler sırayla müzakere edilerek aşağıda yer alan kararlar alınmıştır.

Eğitim Yöneticisi Adaylarının Seçilme Ölçütleri

1. Devlet okullarında eğitim yöneticisi olmak için lisans derecesine sahip olunmalıdır.

2. Okul yöneticileri merkezi olarak yapılan yazılı sınavda başarılı olmalıdır.

3. Okul müdürleri, belli bir süre görev yapmış müdür yardımcıları arasından seçilmelidir.

4. Okul yöneticiliğine atanmada o okula öğretmen olarak atanma şartlarını taşıma esastır. Ancak atanma şartlarını taşımadan; o okula münhasıran norm durumu değil genel anlamda o okul türüne atanabilme şartı, aranması yeterli görülmelidir.

5. Farklı okul türlerine göre yapılacak yönetici görevlendirmelerinde okul türüne uygun branşlardan yönetici görevlendirilmesine özen gösterilmelidir.

6. "Okul yöneticiliğine atanmada eğitim yönetimi alanında lisansüstü eğitim almış olma ile okul müdürlüğü için yönetici yeterliklerini esas alan, akredite edilmiş kurumlar tarafından verilebilen belli sürede eğitim alındığını gösterir belgeye sahip olma" şartları okul yöneticisi seçiminde tercih nedeni olmalıdır.

7. Yöneticilerin seçiminde, ulusal düzeyde yapılandırılmış Ulusal Eğitim Yöneticiliği Yeterlik Programı´ndan Eğitim Yöneticiliği Yetkinlik Belgesi almış olması tercih sebebi olmalıdır.

8. Okul yöneticisinin görevlendirilmesi Okul Müdürü Görevlendirme Mülakat Komisyonu tarafından yürütülmelidir. Daha üst düzeydeki yönetici atamalarında da bu komisyona benzer komisyonlar oluşturulabilir.

9. Okul Müdürü Görevlendirme Mülakat Komisyonu: İl millî eğitim müdürü veya görevlendireceği il millî eğitim müdür yardımcısının başkanlığında, ilçe millî eğitim müdürü, şube müdürü ve mevcut müdürler tarafından seçilmiş birer temsilciden oluşturulmalıdır.

10. Yönetici adaylarının yetiştirme programlarına erişimini kolaylaştırmak, yerel imkânlardan faydalanmak ve çok sayıda adaya ulaşabilmek amacıyla yönetici yetiştiren Eğitim Yöneticisi Yetiştirme Merkezleri´nin (EYYM) İstanbul ve Ankara´dan başlanarak ülke geneline yaygınlaştırılması için Bakanlığın çalışma başlatılmalıdır. Bu yaygınlaştırmada TÜİK tarafından tanımlanmış bölge tanımlaması (12 bölge) esas alınmalıdır.

Eğitim Yöneticiliğine İlk Görevlendirme

11. Okul/kurum yöneticiliği görev olarak görülmeli ve belli bir süre ile sınırlandırılmalıdır.

12. Eğitim yöneticiliğinin ilk basamağı olan müdür yardımcılığı konumlarına yapılacak görevlendirmelerde okul müdürünün takdiri öncelikli olmalıdır.

13. Okul/kurum müdür yardımcısı, en az 3 yıl görev yapmış ve merkezi sınavda başarılı olmuş öğretmenler arasından müdürün teklifi ve üst makamın onayı ile görevlendirilmelidir.

14. Yönetici görevlendirmeleri eğitim öğretim yılı başlamadan önce tamamlanmalıdır.

15. Okul/kurum yöneticiliği için kurs/sertifika programlarının kazandırdığı yeterliklerin tespitini ve güvencesini sağlayacak bir akreditasyon sistemi kurulmalıdır.

16. Yöneticilikte kariyer basamakları düzenlenmeli ve uygulanmalıdır. Belirli sürelerde öğretmenlik yapanların önce müdür yardımcılığına, müdür yardımcılığı yapanların müdürlüğe, müdürlük yapanların da şube müdürlüğüne atanmayı sağlayacak şekilde kariyer sistemi kurulmalıdır. Eğitim kurumları müdürlerinin atanmasında ön koşul olarak, en az 2 yıl süre ile müdür yardımcısı olarak görev yapmış olma şartı aranmalıdır.

17. Bölgesel ve yerel özellikler dikkate alınarak başta dezavantajlı bölgeler olmak üzere yönetici atamalarında pozitif ayrımcılığa dayalı özendirici önlemler alınmalıdır. Bu bölgeler için tecrübeli, akademik donanıma sahip okul yöneticileri görevlendirilmelidir.

18. İl ve ilçe yöneticilerinin atanmasında eğitim kurumlarında yöneticilik/müfettişlik yapmış olma şartı aranmalıdır.

19. Büyükşehir statüsünde olan illere, il millî eğitim müdürü atamalarında eğitim yönetimi alanında lisansüstü eğitim, merkez teşkilatında üst düzey yöneticilik veya il millî eğitim müdürlüğü yapmış olma şartlarından biri aranmalıdır.

20. Birinci kademe yöneticilerin seçiminde aranan ölçütlerin benzeri orta ve üst kademe yöneticilerin seçimi için de geliştirilmelidir.

21. Eğitim kurumları yöneticiliği, il ve ilçe yöneticiliği, eğitim uzmanlığı, millî eğitim uzmanlığı, merkez ve taşra teşkilatı şef, şube müdürlükleri ile daire başkanlıkları arasında yeterlikler çerçevesinde yatay ve dikey geçişlere imkân veren adil bir kariyer sistemi kurulmalıdır.

22. Yönetici pozisyonlarına atamalarda kadın yönetici lehine pozitif ayrımcılık getirilmelidir.

23. Okul ve kurum türlerinden kaynaklanan kadın yönetici lehine pozitif ayrımcılık uygulaması tüm okullara genişletilerek uygulanmalıdır.

Eğitim Yöneticiliğine Yeniden Görevlendirme

24. Eğitim yöneticiliğine yeniden atanmada nesnel, ölçülebilir, ayırt edici ölçütler esas alınmalıdır.

25. Bir yöneticiyi değerlendirmek için değerlendirme komisyonunda bulunanlar, en az bir yıl değerlendirilecek yönetici ile çalışmış olmalıdır.

26. Eğitim yöneticilerinin değerlendirilmesinde algı ölçümlerinin yanında, eğitim yöneticisinin görev süresince görev yaptığı okulun temel başarı göstergelerindeki değişim de dikkate alınmalıdır.

27. Her derece ve türdeki eğitim kurumu için başarı göstergeleri belirlenmeli ve bu göstergelerin eğitim bölgesi, il ve ilçe düzeyinde zamana bağlı değişimini gösteren karşılaştırmalı bir veri tabanının oluşturulması sağlanmalıdır.

28. Veri tabanı oluşturulurken, performansa olumsuz etkisi olan ve yöneticinin inisiyatifi dışında gelişen olumsuzluklar değerlendirmede dikkate alınmalıdır.

29. Okullar için her yıl somut performans ölçütlerine dayalı bir okul karnesi oluşturulmalıdır.

30. Politika oluşturma konumunda olan Millî Eğitim Bakanlığı üst düzey yönetim kademelerine, eğitim ve eğitim yöneticiliği alanında deneyimi olan yöneticiler atanmalıdır.

31. MEB-YÖK arasında yapılacak bir protokolle Millî Eğitim Bakanlığı personelinin yüksek lisans ve eğitim doktorası eğitimi almaları sağlanmalı, bu bağlamda eğitime erişimin kolaylaştırılması amacıyla yasal düzenlemeler yapılmalıdır.

Hizmet İçinde Yetiştirme

32. Hizmet içi eğitim programları, mesleki yeterlikler ölçütlerine dayandırılmalıdır.

33. Hizmet içi eğitim programlarındaki her bir kurs/seminer belli bir yeterliği kazandırma ve belgelendirme temeline dayalı olmalıdır.

34. Hizmet içi eğitim programları, belli bir probleme çözüm üretmeye yönelik somut çıktıları olan etkinlik ve eylem araştırması temelli yeterlik kazandıran programlar olmalıdır.

35. Hizmet içi eğitim programlarında görev alacak eğitim görevlileri, programın amaç ve içeriğine uygun yeterliğe sahip olmalıdır.

36. Hizmet içi eğitim programlarında eğitim görevlilerinin dolaşımı esas alınarak eğitimlerin mahallinde düzenlenmesine öncelik verilmelidir.

37. Hizmet içi eğitim programları akredite edilerek eğitim yöneticilerinin belli bir zaman diliminde belirli kredide eğitim almaları sağlanmalı, giderleri kurumca karşılanmalı ve alınan eğitim, yöneticilerin değerlendirmesinde kullanılmalıdır.

38. Eğitim yöneticilerinin mesleki gelişimlerinin sağlanmasında kılavuzluk (mentörlük) mekanizmaları oluşturulmalıdır.

39. Eğitim yönetimi alanında eğitim almış, deneyim ve başarıya sahip yöneticiler ile maarif müfettişleri kılavuz (mentör) olarak yararlanılmalıdır.

Diğer Konular

40. Genel bütçeden pay ayrılarak okul/kurum bütçesi oluşturulmalı, okul/kurum yönetimince bunun etkili kullanımını sağlayacak bütün gelir ve harcamalar yasal güvence altına alınmalıdır.

41. Lisansüstü programlarda okul kademelerine özgü programlar açılmalıdır (örnek, özel eğitimin yönetimi, mesleki teknik eğitimin yönetimi, ilköğretim yönetimi, ortaöğretim yönetimi, yükseköğretimin yönetimi gibi). Tezsiz yüksek lisans programında olduğu gibi uygulayıcılara yönelik olarak eğitim doktorası programı açılmalıdır.

42. Döner sermayesi olan okullarda müdür yardımcılarından birisinin işletme/muhasebe alanında formasyona sahip öğretmenler arasından seçilmesine öncelik verilmelidir.

43. Yöneticinin ders denetimi ve rehberlik görevini etkili bir şekilde yapabilmesi için rehberlik ve denetim modelleri ile yaklaşımları konusunda yeterlikleri artırılmalıdır.

44. Lisansüstü eğitim yapan yöneticilerin bu eğitimlerinin karşılığı, lisansüstü eğitim tazminatı olarak özlük haklarına yansıtılmalıdır. Maarif müfettişleri arasındaki özlük hakları ve maaş farklılıkları giderilmelidir.

Millî eğitim uzmanlıklarına seçme ve atama süreci, ağırlı öğretmenler lehine olacak şekilde değiştirilmelidir. Millî eğitim uzmanlıklarına ve maarif müfettişliğine geçişte öğretmenler yönünden yaş şartı kaldırılmalıdır.

OKUL GÜVENLİĞİ

Okullarda öğrenmenin istenilen düzeyde gerçekleşmesi ve eğitimsel hedeflere ulaşılması için en temel koşullardan biri, öğrencilerin ve okul personelinin kendilerini güvende ve özgür hissettikleri bir eğitim ortamının sağlanmasıdır. Pek çok araştırmacı, öğrencilerin, öğretmenlerin ve yöneticilerin kendilerini güvende hissetmedikleri durumlarda; öğrenme ve öğretme etkinliklerinin etkili ve verimli bir şekilde gerçekleşemeyeceğini belirtmişlerdir. Bu bağlamda gerek okulların verimliliği ve etkililiği, gerekse öğrencilerin başarısı ve gelişimi açısından güvenli ve düzenli bir öğrenme ortamının oluşturulması temel koşullardan biri olarak görülebilir.

Okul güvenliği toplumun pek çok kesimini ilgilendiren, farklı boyutları olan toplumsal bir sorundur. Bu nedenle okul güvenliği tek başına eğitimcilerin çözebileceği bir sorun değildir. Okul güvenliğine ilişkin yaşanan sorunlar ancak bütün paydaşların katkı ve destek ve işbirliği ile çözülebilir. Okullarda karşılaşılan güvenlik problemlerinin çözümünde ve önlenmesinde başta okul yöneticileri ve öğretmenler olmak üzere, öğrencilere, velilere ve yerel yönetimlere önemli görevler düşmektedir. Bu sorumluluklarının gereği olarak yapılması gerekenler aşağıda maddeler halinde verilmiştir.

Okullarda yaşanan güvenlik sorunlarının çözümü ve önlenmesi amacıyla her okul için kapsamlı bir okul güvenliği eylem planı hazırlanmalı ve bu kapsamda;

2. Okulun ve çevresinin risk analizi yapılmalıdır. Bu bağlamda okul güvenliği açısından risk grubuna giren okullara yönelik süreç odaklı önlemler alınmalıdır.

3. Okul güvenliğine katkı sağlayan öğrenci, veli ve okul çalışanları ödüllendirilmelidir.

4. Okul paydaşlarının okul güvenliğine ilişkin rol ve sorumlulukları tanımlanmalıdır.

5. İhtiyaç duyulduğunda okul paydaşları okul güvenliği konusunda farkındalıklarının arttırılması amacıyla eğitimden (ihmal, istismar, şiddet, ilk yardım vb.) geçirilmelidir.

6. Okul servis sürücüleri, okul ve yol güvenliği konularında her öğretim yılının başında yeniden bir eğitim programına tabi tutulmalı. Okul güvenliği sertifikası olmayan sürücüler çalıştırılmamalıdır.

7. Okul güvenliği konusunda uzmanlar yetiştirilmeli ve bu uzmanlar il veya ilçe düzeyinde istihdam edilmelidir.

Okulda fiziksel güvenliği sağlamak amacıyla;

1. Bütün okullarda güvenlik görevlisi ve sağlık personeli hizmet alımı yoluyla görevlendirilmelidir.
2. Büyük okullarda daha fazla güvenlik sorunu yaşandığı göz önünde bulundurularak, okul arsalarının ve büyüklüğünün belirlenmesinde nüfus hareketliliği dikkate alınmalı, okullar optimal büyüklükte olacak şekilde planlamalıdır.

3. Okul giriş-çıkış saatlerinde okul çevresinde trafik polisi ve gönüllü trafik denetmenleri görevlendirilmelidir. Okul çevresindeki yaya geçitlerinde öğrencilerin görevlendirilmesinden vazgeçilmelidir.

4. Okul çevresinin daha güvenli bir yer haline gelebilmesi için yerel emniyet güçlerinden destek alınmalı, kurumlar arası işbirliği arttırılmalıdır. Okulun kendi başına baş edemediği güvenlik konularında emniyet güçlerinden yardım alınmalıdır.

5. Akşam saatlerinde ders yapılan okullarda çevre güvenliğinin arttırılması amacıyla okul çevresinin yeterince aydınlatılması sağlanmalı, yaşanabilecek elektrik kesintileri nedeniyle okullara jeneratörler tahsis edilmelidir.

6. Okul giriş-çıkışları ve çevresinin güvenliği için, okul giriş-çıkış noktalarının sayısı sınırlandırılmalı, okul içi ve çevresinde denetimi arttıracak önlemler alınmalı (ziyaretçi kartı, kamera, duman sensörü, metal detektör vb.) ve öğrencilerin okula istenmeyen araç-gereç ve suç aleti getirmelerini önlemek için denetimler yapılmalıdır.

7. Yeni yapılan okul binalarının teslim alınmasında okul müdürlerinin de görüşleri alınmalıdır.

8. Mevcut okulların fiziki ortamlarının, engelli bireylerin ihtiyaçlarını karşılayacak şekilde tasarlanıp tasarlanmadığı kontrol edilmeli, varsa aksaklıkları giderecek önlemler alınmalıdır.

9. Okul tip projeleri bölgenin, okulun ve öğrencilerin özellikleri dikkate alınarak tasarlanmalı, okul binaları planlanırken öğrencilerin sosyal, kültürel ve sportif etkinliklerde bulunmalarına olanak sağlayacak özellikte olmasına özen gösterilmelidir.

10. Okulda yaşanabilecek kaza ve yaralanmaları önlemek amacıyla, okuldaki onarım ve tadilatlar için okul yönetimlerine küçük onarım ödeneği tahsis edilmelidir.

11. Okul bahçesinin ve oyun alanlarının tasarımında kaza ve yaralanmayı önleyici yapı maddeleri kullanılmalı ve sürekli olarak bakım ve onarımı yapılmalıdır.

12. Türkiye coğrafyasının önemli bir kısmı deprem kuşağı üzerinde yer aldığından okullarda depreme karşı gerekli güvenlik önlemleri alınmalı, okul binaları çok katlı tasarlanmamalı, okul ve sınıf mobilyaları sabitlenmelidir.

13. Okul çevresinde öğrenci sağlığı ve güvenliği açısından risk oluşturabilecek maddelerin satılmasını önlemek amacıyla denetimler yapılmalıdır.

14. Okul sağlığı ve hijyeni açısından okullarda temiz içme suyu olanağı sağlanmalı, okullarda bulunan su depoları kontrol edilmeli ve periyodik aralıklarla klorlanması sağlanmalı, imkânlar ölçüsünde yemek hizmeti okullar tarafından sunulmalıdır.

15. Düzenlenen yetiştirme ve destekleme kurslarında öğretmenlerin nöbet görevi tanımlanmalıdır.

16. Öğrenci disiplin yönetmelikleri gözden geçirilmeli; başta uyuşturucu kullanımı (esrar, eroin, bonzai vb.) olmak üzere öğrencilerde gözlenen istenmeyen davranışları önlemek amacıyla yönetmelik maddelerinde caydırıcılığı arttırıcı düzenlemeler yapılmalıdır.

17. Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği, rehber öğretmenlerin okul güvenliği konusundaki rol ve sorumluluklarını da kapsayacak şekilde yeniden düzenlenmelidir.

18. Okul yöneticilerinin yetiştirilmesinde ve seçilmesinde okul güvenliği ile ilgili konular dikkate alınmalı, okul yöneticileri karşılaşılabilecek güvenlik sorunları ve krizleri yönetebilecek bilgi ve becerilere sahip adaylar arasından seçilmelidir.

19. Okul güvenliğine ilişkin ulusal ve yerel sorunları belirlemek ve analiz etmek amacıyla bu konuda bir veri tabanı oluşturulmalı, bu veri tabanından hareketle bölgelere hatta okullara göre risk haritaları çıkarılmalıdır.

20. Okullarda yaşanan güvenlik sorunlarının önemli bir kısmı ikili eğitimden tam gün eğitime geçmekle çözülebilir. Bu nedenle ikili eğitim yapılan okullarda en kısa sürede tam gün eğitime geçilmelidir.

21. Pansiyonlu ve yatılı okullarda belletmenlerin belirlenmesinde, toplam öğrenci sayısının cinsiyete göre dağılımı dikkate alınmalıdır.

22. Öğrencilerin "sağlık okur-yazarlık" düzeylerinin arttırılması için yaş gruplarına göre eğitim programları düzenlenmelidir.

23. Okul bahçesindeki otoparklar kapatılmalı ya da okulun eğitim-öğretime kapalı olduğu dönemlerde kullanılmalıdır.

24. Güvenlik açısından öğrencilerin evlerine en yakın okula devam edebilmeleri için gerekli düzenlemeler yapılmalıdır.

Okulda psikolojik güvenliği sağlamak amacıyla;

1. İhtiyacı olduğu tespit edilen öğretmenlere öfke kontrolü, çatışma yönetimi, arabuluculuk gibi konularda psiko-eğitim desteği sağlanmalıdır.

2. Öğrencilerin okula bağlılıklarını ve aidiyet duygularını artırmak amacıyla okulda sosyal, kültürel ve sportif faaliyetler düzenlenmelidir. Okulda bu türden faaliyetler düzenlenirken öğrencilerin görüş, öneri ve talepleri alınmalı, öncelikler öğrencilerin görüşlerine göre belirlenmelidir.

3. Tüm yasal gösteriler ve etkinlikler öğrencilerin güvenliğini ve sağlığını riske etmeyecek şekilde yapılmalıdır.

4. Rehberlik servisi ağır psikolojik sorunlar yaşayan öğrencilere yardım amacıyla aileye yol göstermeli ve yardımcı olmalıdır.

5. Okullarda halkla ilişkiler birimi oluşturulmalı, velilerin ve diğer ziyaretçilerin ders saatleri içerisinde okulun işleyişini bozacak şekilde okul ortamında bulunmaları, izinsiz ve kontrolsüz bir biçimde sınıflara girmeleri engellenmelidir.

6. Daha önce şiddet uyguladığı tespit edilen öğretmen, yönetici ve denetçilerin üst görevlere atanmaları engellenmelidir.

7. Okullarda hizmet alımı kapsamında görevlendirilecek destek hizmeti elemanlarının seçiminde özen gösterilmelidir. Göreve yeni başlayacak personele bir oryantasyon eğitimi verilmelidir.

8. Okul aile arasındaki bağları güçlendirmeye dönük önlemler alınmalı, bu bağlamda "0-18 Yaş Aile Eğitim Semineri"ne katılım özendirilmelidir.

9. Madde bağımlılığı, şiddet, saldırganlık vb. konularda öğrencilerde, okul personelinde ve öğrenci velilerinde farkındalık yaratacak kamu spotları hazırlanmalıdır.

10. Okulu ve öğrencileri olumsuz olarak etkileyen içeriğe sahip TV programlarının denetlenmesi amacıyla MEB ve RTÜK daha yakın bir işbirliği içerisinde çalışmalıdır.

11. Okul personeli ve öğrencilere yönelik şiddeti önlemek amacıyla caydırıcı ve uygulanan yaptırımları ağırlaştırıcı nitelikte yasal düzenlemeler yapılmalıdır.

12. Okul personeli ve öğrencilere yönelik şiddet, yaralama, gasp vb. olaylar yaşanması halinde, MEB öğrencilerin ve personelin hukuki savunmasını üstlenmelidir.

13. Okullarda çeşitli nedenlerle boş geçen derslerde istenmeyen davranışların ve güvenlik sorunlarının yaşanmaması için gerekli önlemler alınmalıdır.

14. Okul güvenliği açısından sorun yaratan öğrenci tutum ve davranışlarının altında yatan sebeplerin daha iyi anlaşılması amacıyla, çocukların ev ve aile ortamında tanınması için çaba sarf edilmelidir.

15. Risk grubunda yer alan öğrencilere ilişkin emniyet ve sağlık kurumlarındaki bilgiler, okul yönetimleri ile paylaşılmalıdır.

16. Cep telefonlarının okulda uygunsuz kullanılmasının önlenmesi amacıyla, bilişim teknolojilerinin etik kullanımı konusunda öğrenci, öğretmen ve velilere dönük eğitim çalışmaları yürütülmelidir.

Disiplin yönetmeliği uzmanların görüşleri alınarak yeniden düzenlenmeli, ilkokullar ve ortaokullar için de disiplin yönetmeliği çıkarılmalıdır.