

General Structure of Turkish School System



Education in Turkey

- * is governed by a national system
- * a state-supervised system
- * **HIGHLY-CENTRALISED EDUCATION SYSTEM**

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Curriculum development, textbook approval and the framework for assessment practices are all determined centrally.

The ministry likewise decides the allocation of human and financial resources to schools via its Provincial Directorates.



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1 million teachers and 18 million students in 2018/19. The Ministry of National Education is responsible for preprimary to upper secondary level education, and adult education.



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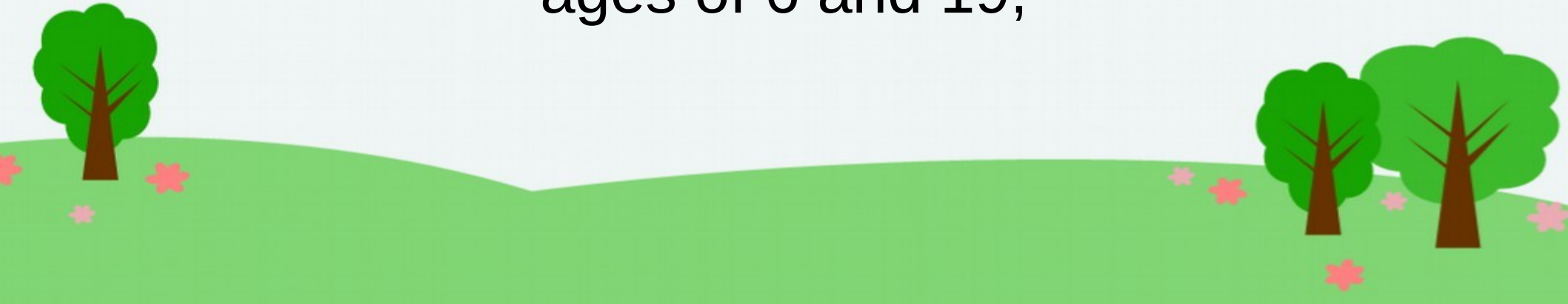


In 2012, Turkey increased compulsory schooling from 8 to 12 years with the goal of expanding participation in upper secondary education. This structure of schooling is called the “4+4+4 model” (4 years primary education, first level, 4 years primary education, second level and 4 years secondary education) reflecting the equal length of the three levels of compulsory education.



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Compulsory education lasts 12 years. Primary and secondary education is financed by the state and free of charge in public schools, between the ages of 6 and 19,



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The examination system for entrance to high schools and universities: There are high school entrance exam for entering the high schools and university entrance exam so the students have to work hard if they want to be continue with their studies at a high school/university.



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There are 54 000 public and 12000 private schools in Turkey. Turkey has encouraged an increase in the number of private schools. With the public sector struggling to keep up with growing demand for schooling, the government has chosen to encourage the expansion of private schools.



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In the Turkish education system, private schools may be grouped into four:

- *Private Turkish schools
 - *Private schools for minorities
 - *Private foreign schools
 - *Private international education institutions
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Self-Responsibility of the Schools

Due to the centralized educational system, schools have the lowest levels of autonomy in determining curriculum and assessment policies. School actors underestimate the level of flexibility they have in defining teaching and learning practices. For example, while national regulations define the number of classroom assessments and their formats, the regulations leave considerable flexibility for teachers to define the content and write the items.



Self-Responsibility of the Schools



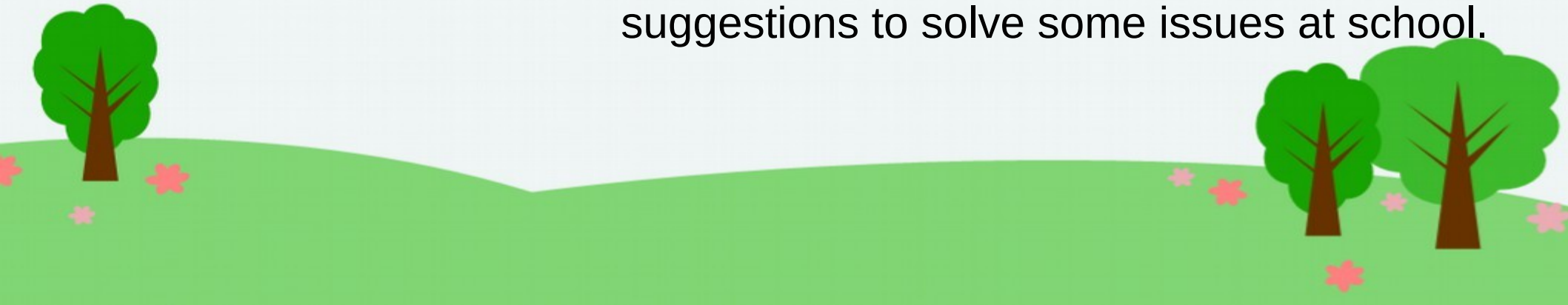
Schools in Turkey have less autonomy for managing human and financial resources.

For example, government schools have limited flexibility in how they use public funds and few responsibilities in teacher selection and career management. However, schools can use the funds raised locally by their school-parent associations, mainly from parents and local businesses, to support their own priorities and initiatives.

Legal participation possibilities and influence of teachers at their schools

The participation enables teachers to become active participants in school management process.

As a result, teachers will have a wider and greater ownership of the school, its vision and priorities. Participation accords teachers opportunities for professional development in decision making skills. In general, schools in Turkey have a hierarchical structure. Some schools, specially some private schools set up a committee to hear teachers' suggestions to solve some issues at school.

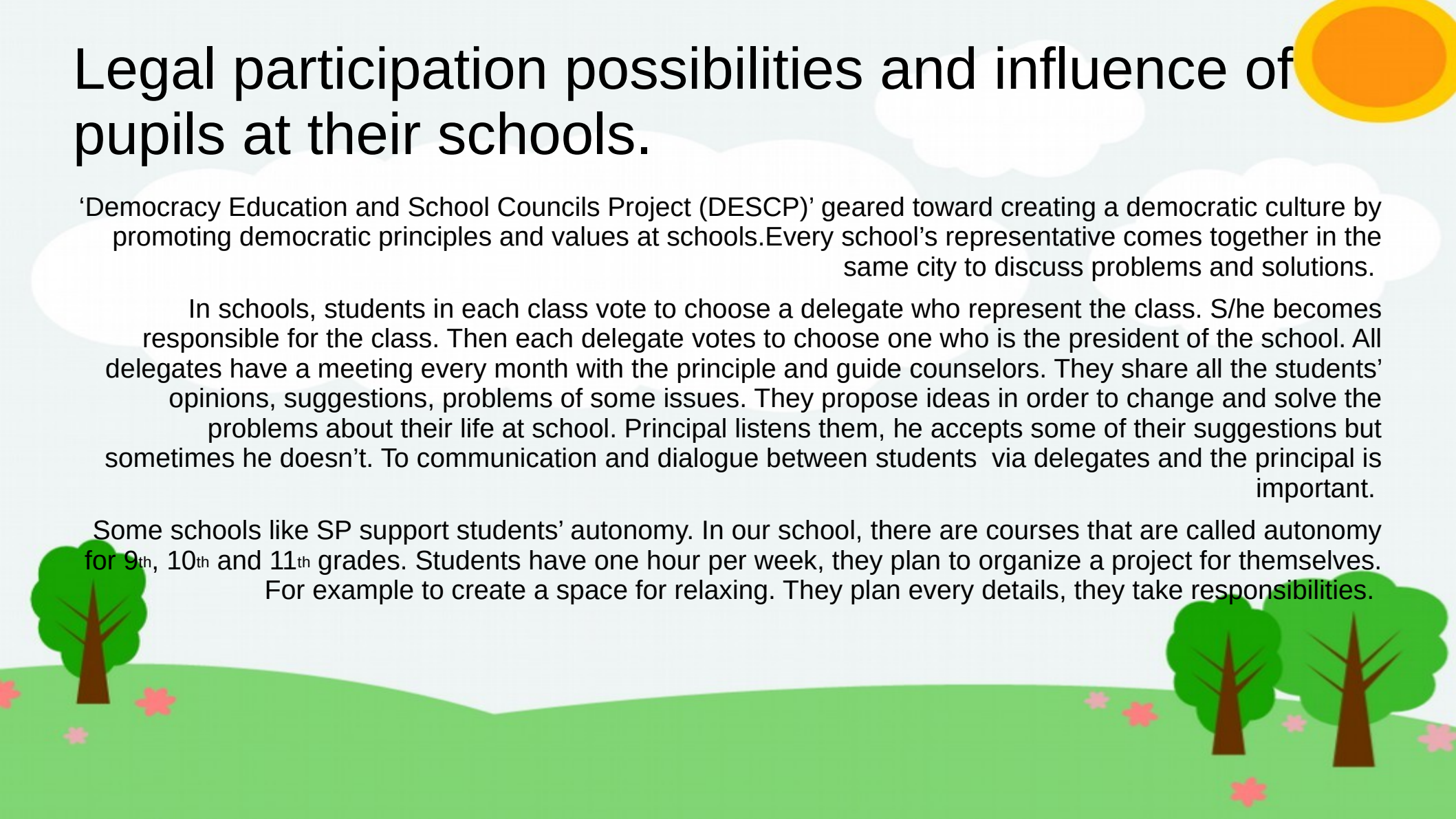


Legal participation possibilities and influence of pupils at their schools.

'Democracy Education and School Councils Project (DESCP)' geared toward creating a democratic culture by promoting democratic principles and values at schools. Every school's representative comes together in the same city to discuss problems and solutions.

In schools, students in each class vote to choose a delegate who represent the class. S/he becomes responsible for the class. Then each delegate votes to choose one who is the president of the school. All delegates have a meeting every month with the principle and guide counselors. They share all the students' opinions, suggestions, problems of some issues. They propose ideas in order to change and solve the problems about their life at school. Principal listens them, he accepts some of their suggestions but sometimes he doesn't. To communication and dialogue between students via delegates and the principal is important.

Some schools like SP support students' autonomy. In our school, there are courses that are called autonomy for 9th, 10th and 11th grades. Students have one hour per week, they plan to organize a project for themselves. For example to create a space for relaxing. They plan every details, they take responsibilities.



Legal participation possibilities and influence of parents/legal guardians at their schools.

The purpose of the School-Parent Association is to serve the school and the student. The School-Parent Association has suggestions to solve problems at school. It presents them to the school administration through the School-Parents Association President. The School-Parent Association takes an active role on behalf of the school in social responsibility projects. Decisions taken at the meetings are signed with the participation of the majority. Parent-Teacher Association members and the elected president do not receive any salary or additional fees. It meets primarily to eliminate the disconnection between the school and the parents.

Legal participation possibilities and influence of other groups/staff(non-educational staff, eg. caretaker, secretary, cleaning staff) at their schools.

Non-educational staff who work for school helps to teachers, administration and students to create a safe and healthy environment with their learning.





Practical collaboration of all professional groups and parents/legal guardians at the school.

The collaboration between educational and non-educational staff, students and parents helps to create a happy, effective and safe school.





- Thank you!