

ФИЛОСОФИЯ, СОЦИОЛОГИЯ И ПСИХОЛОГИЯ НА
ОБРАЗОВАНИЕТО



PHILOSOPHY, SOCIOLOGY AND PSYCHOLOGY OF
EDUCATION

THE ROLE OF GOVERNMENT IN EDUCATION MANAGEMENT

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ABSTRACT:

Education is the key to build a sustainable planet, to reduce poverty, to stop gender inequities, and to promote peace. Today, education is largely paid for and almost totally administered by governmental bodies. A good education provides substantial benefits to individuals as well as the community. Analysis shows that people who have access to quality education are more likely to have stable families, find better employment opportunities, and be participating individuals in their communities. On the other hand, educated individuals are less likely to take advantage of government assistance programs, the health care system or commit crimes. Governments should be seeing education as a big investment area because of the overall benefits. For governments, investing in education is far more cost-effective than paying for the social and economic consequences that would result from low quality educational system.

The purpose of this study is to examine the role of Governments in Education Management, discuss the benefits governments investing in Education field and provide an overview of Turkish Education policies with emphasis on the tenth development plan. To achieve this purpose, the researcher has utilized different sources, such as books, articles, government documents, reports. This research will provide valuable information regarding the importance of acquiring a quality education and its overall impacts on improving people's lives and sustainable development.

Key Words: Education, Governments, Management, National Development Plan, Turkey

INTRODUCTION

Education is one of the most important initiatives assumed by governments in many countries of the world. Even though education may be seen as a way of raising individuals with skills that they will need as an adult to find a good job and live well, in reality education has wider social and economic benefits for individuals, families and society in general.

Education is the key to allowing access to a number of Sustainable Development Goals. People can break away from poverty when they receive quality education. Education thus helps to reduce inequalities and achieve gender equality. It also makes people live a healthier and

sustainable life everywhere. Education is also important to increase tolerance among people and contributes to more peaceful societies (United Nations, 2017).

A better educated population has less reliance on public aids, less unemployment and more tax revenue. On the other hand, education plays a critical role in improving public health, reducing crime, and increasing political and civic participation. For that reason, investing in education system provides vast social and economic advantages for the community (Berger and Fisher, 2013).

Almost no country in the world has been able to fully solve educational problems. Turkey is no different than any other country in this area. Even though, Turkey has implemented educational reforms to democratize the education system, increase access to education, improve the quality of education over the last several years, some challenges still exist.

EDUCATION AND THE TENTH DEVELOPMENT PLAN OF TURKEY

Strong centralism is one of the characteristics of Turkey's educational system. Many educational policies are governed by the national government. These include but are not limited to curricular matters, examinations, funding of schools' and universities, employment and transfers of teachers and academicians (Kamal, 2017).

Even though education system in Turkey has shown remarkable improvement since 2003 as per World Bank reports, problems in education area continue to be serious. Inadequate public resource allocation, difficulty in accessing to education, lack of literacy rates, problems in vocational education, lack of vocational skills and unemployment among young people, poor quality in education have been among the major problems that has been faced over the last several decades (World Bank, 2013).

National development plans in Turkey are adopted after deep discussions and a participatory process. National Development plans in general lead to reaching a higher level of prosperity and going beyond short-term approaches to establish long-term main objectives and priorities (Ministry of Development, 2016) . Since 1963, educational plans have been developed along with the national development plans in Turkey. The Tenth Development Plan covering the 2014-2018 period is the basic policy document that sets out the transformations that Turkey will undertake with a holistic approach to economic, social and cultural spheres (Küçükler, 2012).

The Tenth Development Plan was prepared under the framework of the Long-Term Strategy and a vision of Turkey growing steadily, sharing income more fairly, having competitive power on a global scale, transforming into information society, completing the integration process for EU membership.

In development plans, education has always been an important topic as it has been defined as one of the most effective tool of development and is the main pathway for raising the quantity and quality of the manpower required for development. Education increases the creative power and productivity of society and is the most effective means of ensuring social justice and equality of opportunity by giving people the ability to grow according to their abilities. It also provides intellectual, cognitive, physical and spiritual development of the people.

In the tenth Development Plan, general situation of the education system is being analyzed. According to current analysis, Human resources and physical infrastructure in Turkish educational system have been enhanced. Enrollment rates especially those of girls have been increased at all levels of education and number of students per classroom have been reduced considerably. Various activities were carried out in order to ensure the continuity of education for girls and poor students in education and to strengthen on-the-job training, the duration of compulsory education was extended and the secondary education system was restructured and the in-service training opportunities of teachers were increased (Devlet Planlama Teşkilatı, 2014).

Despite these developments, Turkey has remained below the international average in the International Student Assessment Program (PISA), which assesses achievement and performance in pre-school and secondary education (OECD, 2016). During the 9th Development Plan period, 36 universities and 41 foundation universities were established in higher education and the number of universities reached 170 in 2013. Thus, while there has been considerable progress in access to education, the need for increasing quality remains. In the long run, the priority of raising the qualified human power needed by Turkey in order for the development continues (Devlet Planlama Teşkilatı, 2014).

In the direction of these determinations, raising up productive and happy individuals who have advanced thinking, problem solving and perception skills; have strong sense of arts and aesthetics, have sense of responsibility, self-confidence, entrepreneurship and innovation; are being equipped with the basic knowledge and skills required by the information society has been the main aim of the education system (Devlet Planlama Teşkilatı, 2014).

On the other hand, it is aimed to reach a competitive global system of higher education on the basis of an academic, administrative and financial autonomous university model that is responsive to the needs of the society and the economy, interacts with its stakeholders, transforms into knowledge product, technology and service (Devlet Planlama Teşkilatı, 2014).

In order to achieve these goals and objectives, several policies have been adopted by the Turkish Government as part of the tenth development plan. Some of these policies are as follows;

- ✓ Quality-oriented transformation in the education system which develops individual's personality and skills, strengthens compliance with the labor market within the framework of lifelong learning and based on equality of opportunity will continue.

- ✓ A transformation program, which reduces number of school types and provides flexible transition opportunities between programs, with increased sportive, artistic and cultural activities to support physical and psychological development, with a curriculum that is integrated with ICT and with a less exam oriented structure will be utilized.

- ✓ Pre-school education which contributes to social, mental, emotional and physical development of students will be expanded in a way that supports the access of disadvantaged families and regions.

- ✓ Full access to primary and secondary education, especially of disabled and female students, will be ensured. Grade repetition and drop outs will be decreased.

- ✓ In accordance with inclusive special education, human capital and physical infrastructure will be strengthened in order to ensure appropriate learning environments for disabled and gifted individuals who require special education.

- ✓ Foreign language education will begin at an earlier age; necessary measures will be taken to ensure that individuals learn at least one foreign language at a decent level.

- ✓ Transition to secondary and higher education will be structured based on process-oriented evaluation with the support of effective counseling and guidance services which take interests and skills of students into account.

- ✓ To monitor students' educational progress in a way that enables evaluation of the performance of education system; class based success levels, competences and standards will be identified. Multi-evaluation and inspection mechanisms will be developed at the national level.

- ✓ The attractiveness of the teaching profession will be enhanced. The interaction between schools and faculties which educate teachers will be empowered. The system of teacher training and development will be

organized in a way that is based on teachers' and students' competences, promoting continuous personal and career development and performance.

✓ Experienced teachers will be encouraged to work for longer terms in disadvantaged regions and schools.

✓ In budgeting processes authority and responsibility of school administrations will be increased.

✓ Crowded and joint classrooms and dual education practices will be diminished; the number of dormitories will be increased.

✓ Alternative financing models in education will be developed. Active involvement of private sector and occupational organizations in the administrative and financial process of vocational education, and private sectors efforts to open education institutions will be encouraged.

✓ ICT infrastructure in institutions of formal and informal education will be improved. Students' and teachers' ability to use these technologies will be enhanced. FATİH Project will be completed and impact assessment will be made through developing qualitative and quantitative indicators about the integration of technology into education.

✓ The harmony between the education system and the labor market will be enhanced by equipping people with skills and competences required for working life from the point of a lifelong learning perspective, by internalizing entrepreneurship culture, and by strengthening school-industry relations in vocational and technical education through medium and long term sectoral projections.

✓ National Qualifications Framework will be created. Education and training programs will be updated according to national vocational standards. A certification and diploma system which contains recognition of prior education, supports student mobility and has national and international validity will be developed.

✓ In secondary and higher level vocational and technical education, the integrity of the program will be pursued and the training of skilled labor will be focused on practical training.

✓ Higher education system will be transformed into an autonomous, performance oriented, quality-oriented and competitive structure on the basis of accountability and in accordance with the principles of specialization and diversity.

✓ Council of Higher Education will be restructured so as to be responsible for setting standards, planning and coordination.

✓ Quality assurance system will be established in higher education.

✓ Higher education institutions will be encouraged to transform into an output oriented structure which emphasizes the technology development in collaboration with industry. Income resources of higher education institutions will be diversified with entrepreneurial activities.

✓ Higher education institutions will be diversified and the system will become the center of attraction for international students and academic staff. (Devlet Planlama Teşkilatı, 2014: 30-33)

CONCLUSION

Education is a great investment for governments around the world with tremendous advantages. Government resources invested in improving the education and education quality should be as long-term investments in healthy families, a quality and educated labor force, and strong communities. Despite various improvements over the years, certain major problems and difficulties continue to persist in Turkey's education system including but not limited to low enrollment levels, lack of providing high quality education to all citizens and modest spending on education area. In spite of its shortcomings, Turkey should continue its progress in education field; increase its investments to promote widespread high quality education throughout the country and pay utmost importance to education topic in upcoming 11th Development Plan.

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