

EDUCATION AND CULTURAL POLICIES BETWEEN 1938-1950

Zeynep KOÇAK

zkocak575@gmail.com

Süleyman Demirel University

INRODUCTION

Veteran Mustafa Kemal, who relapsed in 1937, was sent off to eternity on November 10, 1938. As a result of the voting held in the parliament right after, İsmet İnönü was elected president and gave the authority to form a cabinet to Celal Bayar. Saffet Arıkan continued as Minister of Education for a short time, and Hasan Âli Yücel was appointed on December 28, 1938. During the Hasan Ali Yücel period, many activities were carried out, and a 496-volume classic series of eastern and western cultures were brought to the country. In addition, many vocational-literary journals and encyclopedias have been published. Again, university autonomy is an essential service of the Hasan Ali Yücel Ministry of National Education Period (Sakaoğlu, 2003).

PRE-SCHOOL EDUCATION

Pre-school education aims to provide children with social skills to empathize, entrepreneurship, make choices, and exist in society as an individual. The influence of this period, in which gender roles are gained, and the basis of moral judgments are established, affects the whole life. This reveals the importance of pre-school education (Yeşilyaprak, 2006).

In the first years of the Republic, the citizen-type education that was intended to be created against the country's conditions and the economic and social problems was going through. Most of the resources were spent on primary education to increase the literacy rate and raise qualified personnel. Pre-school education is left to the discretion of families and local governments (Oktay, 1983).

PRIMARY EDUCATION

It is the essential phase of education in which the knowledge, skills, and values that contribute to the individual's development and development as a member of society are presented (Ülken, 2014). İsmet İnönü adhered to the innovations made in education during his prime ministry determined the situation of the villages where the majority of the people lived and focused on the needs of teachers and trainers. Forty percent of primary-school-age children in cities and towns, and 78 percent in villages, were lack of

school. The literacy rate in the 7-16 age group of approximately 3,500,000 in Turkey was still 30 percent. Approximately 2.5 million of the age population could not go to school. “Compulsory primary education” could be given to 60 percent of children who have reached primary education age, living in cities and towns, and 20 percent of those living in villages (Sakaoğlu, 2003).

In the First National Education Council dated 17-29 July 1939, village primary schools were increased to 5 years, which was three years. In the Second Education Council of the National Education Council dated February 15-21, 1943, it was decided that science and pedagogy should be taken as a basis in the development of moral education in schools at all levels of education, the efficiency of native language studies and the preparation of primary school history books (2.MEB. Council).

Before the 1948 program, the “1936 program” was implemented in the cities primary schools in Turkey, and the “Village schools program project”, which was issued in 1939, was implemented in the villages. 1939 the village schools program aimed to provide education by the needs of the village. The objectives of primary education stated in the 1936 program were changed to the national education objectives in this program. The aims of National Education are in the direction of the holistic development of the student. The 1948 program is an improved version of the 1926 and 1936 programs, despite some pedagogical shortcomings. Courses taught in the first period, life studies for grades 1,2,3, Turkish mathematics, painting, writing (except for 1st grade), music, physical education; In the 2nd period, Turkish is history, geography, civics, natural knowledge, mathematics, family knowledge, painting work, writing, music, and physical education. Village primary schools program courses were first-period; life science, Turkish, mathematics, painting, agriculture, writing (except for the 1st grade), second period; Turkish, history, geography, civics, natural science, mathematics, family knowledge, painting work, agriculture, business and writing courses (Çelenk, Tertemiz ve Kalaycı, 2000).

In the Fourth National Education Council dated 23-31 August 1949, the 1948 curriculum was put into practice in the 1948-1949 academic year. With the transition to the multi-political party system in 1946, the emphasis on democracy in the 1948 primary school curriculum and the concept of democratic education were discussed here for the first time. In addition, it was decided to organize the History, Geography, and Civics courses, which are taught separately in the second semester of primary school, as a lesson and according to child psychology. (4. MEB Council).

SECONDARY EDUCATION

The purpose of secondary education, which was merged under the name of secondary school and high school in 1924, is to prepare young people for life and to be a preparatory stage for university (Başgöz, 1999). In the opening speech of the First National Education Council dated 17-29 July 1939, Hasan Ali Yücel emphasized the importance

of all education levels with the words, “In order for the entire Education Organization to receive a complete and perfect organ, every organ must function in a related and in a way that is compatible with each other”. At this Council, examination regulations, discipline regulations, and curricula for secondary education were adopted in their new forms. It has also been approved that the secondary education assets are calculated prospectively and tied to a 5-year plan (Sakaoğlu, 2003). In addition, suggestions were made about taking the lessons before noon in schools and leaving the afternoons for free and joint activities under the management of teachers, which are optional in secondary schools and obligatory in high schools. A plan of secondary education institutions has been prepared according to the needs of the province. (1.MEB Council).

In the 1940-1941 academic year, at the request of Hasan Ali Yücel, Latin lessons were taught under the name of “classical branch” in 3 high schools in order to learn the humanist culture, and this practice was abolished in 1949 (Akyüz, 2016).

There has been a decrease in the number of students going to school due to the social and economic reasons opened by the Second World War period. This is especially reflected in secondary schools. While the number of students in secondary schools was 95.332 in the 1940-1941 academic year, this number decreased to 59.093 in the 1947-1948 academic year. However, the number of schools increased from 238 to 267. The number of official high schools was 56 (Yiğit, 1992).

The Second National Education Council, dated February 15-21, 1943, included the development of moral education in schools and examining history teaching in Turkish education in terms of techniques and methods. It has been decided to increase the efficiency of native language studies in all educational institutions, to write a different textbook for vocational and technical schools, that history lesson programs and textbooks in primary and secondary schools are not suitable for the child’s level. A commission was established under the chairmanship of Tahsin Banguoğlu, the Minister of National Education, to investigate the problems of secondary education. As a result of the work of this commission, it was stated that there was a lack of formation in secondary and high schools, and it was also stated that this was due to the inadequacy of some methods and teaching programs. The agenda of the Fourth National Education Council dated 22-31 August 1949 consisted of democratization in education and training, the renovation of the Education Institutes that train teachers for secondary and high schools, the renovation of Higher Teacher Training Schools, and the examination of the newly made Secondary School Program project. It was decided to increase the education period of high schools from three years to four years (Dönmez, 2005).

The secondary school curriculum, which was handled comprehensively and put into practice in 1949, included many innovations compared to its predecessors. The general and specific aims of the course, its objectives, and teaching strategies are included in the program. In this direction, it was aimed that the authors of the textbooks would write

works by the aims and objectives of this program and that the teachers would be able to teach their lessons for the same purposes. However, since the shortcomings and failures here always continue, the programs with the right approach could not reach their goals (Sakaoğlu, 2003).

VILLAGE INSTITUTES

Village teacher schools opened in Kayseri and Denizli in 1926 were closed in 1932, but the problem of village education remained significant. In 1936, Atatürk wanted simple, practical, and original solutions to be produced for the education of the villagers, which covered eighty percent of the population. With the decision of the Minister of National Education of the time, Saffet Arıkan, it was requested that talented young people who had learned to read, write and calculate in the army, and who had completed their military service, should be trained in areas such as practical agriculture, fruit growing, cooking, and animal care. Since the teacher learned one of the skills at the institute, such as blacksmithing, carpentry, beekeeping, replanting trees and vegetables, they will set up a “workshop” in the village to do one of these occupations. In this workshop, whose tools and equipment will be provided by the state, the teacher will also repair the agricultural tools of the villagers and help repair the waterways. Since the institutes also trained health officials, the fight against diseases and epidemics was also expected from the teacher. The teacher would also initiate the establishment of structures such as classrooms, dormitories, baths, laundry places, barns, and warehouses to be added to the school, and as a result, total development would be achieved (Evren, 1998).

According to Akyüz (2016), 78% of the population over the age of 6 was illiterate in 1940 and this rate was 90% in the villages. In addition, the villages were far from improved cleanliness and sanitation. To combat this widespread knowledge more effectively, while doing this, to make arrangements, developments, and expansions in the social and economic structure of the villages through teachers and education... this is why village institutes were established for this purpose. What was missing from the existing teacher training system until then, and was it desired to develop a new teacher training system? The existing old order was accused of educating teachers who provided theoretical education, focused only on teaching reading and writing and book knowledge, and were not very useful to the villagers who did not want to live in the village. However, with village institutions, village-based teachers who could only be helpful to the village and whose calloused hands had more picks, shovels, hoes, tree pruner, and shears more than pencils and books had to be trained. That is the reason founding philosophy of village institutes.

This preparation process has now turned into a project that aims to solve the education problem in the village in a radical and short time within a certain program. On April 17, 1940, the Law on Village Institutes was enacted in the Grand National Assembly of Turkey with the law numbered 3803. With this law, the places whose name was *village*

teacher's school were changed with the name of "Institute". The locations of many institutes were determined and started to be established. The number of Village Institutes opened in 14 places in 1940; It became 20 in 1944 and 21 with the opening of Van-Ernis Village Institute in 1948 (Evren, 1998).

Attention has been paid to ensure that Village Institutes are established outside the big cities, where the village life can be applied, close to the main roads, and compensated the water needs. For example, in Eskişehir Çifteler Village Institute, a mill with two stones was returned from Seydisuyu, so income was obtained by milling the wheat of the institute and the village (Evren, 1998). Institutes have been places that combine work and education. A business was established by giving revolving funds to the institutes, considering the economic and environmental conditions. Citrus fruits in Antalya and Düziçi, fishing in Beşikdüzü and viticulture in Gönen are examples of this situation (Başgöz, 1999). In Mahmudiye, the materials were supplied from the institute, the unpainted village houses were painted, and the electrical installation of the mosque was supplied. The vineyard grapes established in Hamidiye were distributed to the surrounding villages and set an example for the spread of viticulture (İnan, 1988).

İsmail Hakkı Tonguç, the General Director of Primary Education, put the village issue into practice in terms of education, production or development, and «revitalizing» the life in the village as a whole, learning by doing and learning by doing effectively. (Çorakbaş and Sümertaş, 2012). On April 17, 1940, the Village Institutes Law with Law No. 3803 in the Grand National Assembly of Turkey and the Village Schools and Village Institutes Organization Law No. 4224 in 1942, the duties assigned to the institutes were explained. Co-education was implemented in the village institutes. The education covers a boarding and 5-year educational process. Education duration was 10.5 months, and students were sent to their villages on leave for 1.5 months. Teachers who graduated from village institutes were obligatory in villages for 20 years.

Until 1943, a particular existing program was not implemented, and lessons were taught in line with the needs of each village. The courses taught are divided into culture courses, agriculture courses, and technical courses.

- **Culture Courses:** Turkish, History, Geography, Civics, Mathematics, Physics, Chemistry, Nature and School Health, Foreign Language (There was probably no Village Institute where this course was taught, although it was included in the program), Handwriting, Painting, Physical Education and National Games , Music, Military Service, Housekeeping and Child Care (for females), Teaching Knowledge, Agricultural Economics and Cooperatives.
- **Agriculture Courses and Studies:** Field Agriculture, Horticultural Agriculture, Industrial Crop Agriculture, Animal Science, Poultry Knowledge, Beekeeping and Silkworm, Fishing and Aquaculture, Agricultural Arts.

- **Technical Courses and Studies:** Village Blacksmithing, Village Carpentry, Village Construction, Village Handicrafts.

In 1943, to meet the teacher needs of the Village Institutes, train traveling headteachers, and train regional primary education inspectors; A high section was opened in Hasanođlan Village Institute. The education period of this department, where Village Institute graduates are accepted, is determined as three years (Sakaođlu, 2003).

İnönü, who attached great importance to the educational mobilization even in the challenging conditions of the Second World War, could not give the necessary support to the institutes with the transition to the multi-party system. During this period, criticism towards Village Institutes increased. The reasons for the closure of the institutes have been the subject of criticism from both right-wing (populism) and left-wing (populism) people. Some of these criticisms are the fact that students are employed in the institutes, that it causes a rural-urban separation, that male and female students are educated together, that the religion lesson is not included in the lessons, and that the teachers' salaries are low (Yıldız and Akandere, 2017). In 1946, the founders of the Village Institutes, Minister of National Education Hasan Âli Yücel and the General Director of Primary Education İsmail Hakkı Tonguç, were dismissed from their assignments. Instead, Reşat Şemsettin Sırer became the new Minister of National Education. Until this period, 5,447 teachers, 8,756 educators, and 541 health officers have graduated. The new administrators published the *Regulation on Village Institutes* in 1947 and put every movement of the institutes under the control of the Ministry. Reşat Şemsettin Sırer, Tahsin Banguođlu, and Tefvik, who were brought to the Ministry of National Education, made some structural changes in the institutes after years. With the law numbered 6234 dated 27 January 1954, the Village Institutes and the first teacher schools were merged under "*first teacher schools*"; thus, the Village Institutes were officially terminated.

VOCATIONAL TECHNICAL EDUCATION

In addition to the republic's idea of establishing a modern industry, art schools were insufficient. In 1927, art schools' curriculum, education and training responsibilities, and administration were connected to the Ministry of National Education with a law. 1933 The general directorate of vocational and technical education was established. In order to eliminate many problems arising from the fact that the expenses of art schools depend on the provincial budget, the Ministry of National Education undertook all the expenses in 1935 with Law No. 2765 (Başgöz, 1999).

The biggest problem in vocational and technical education was the high school expenditures against the opportunity for low-income and orphans and students to have a job in a short time and find job opportunities. In the same year, a commission was established under Rustu Uzel, the general director of vocational and technical education, to prepare a report in technical education, with the participation of representatives from the Ministries of

National Defense, Agriculture, Public Works, and Economy. With the Development Plan of Vocational Education prepared in a comprehensive, rational, and scientific way, apprentice schools, Art and Middle Art schools, Evening Art schools, Technician schools, Engineer schools, and Mobile Village courses will be envisaged and be initiated. After this plan was put into practice, vocational and technical education was distributed throughout the country. In this way, a substantial increase has been observed in students, teachers, and schools. It was put into practice in 1940, and art schools, which were in stagnation, began to revive. In 1941, the Undersecretariat of Vocational and Technical Education was established with the law numbered 4304 (Sakaoğlu, 2003). The economic development of our country and vocational-technical education are an inseparable whole for Uzel (Güçlü, 2020).

Vocational and technical education was emphasized in the Third National Education Council dated 2-10 December 1946.

UNIVERSITIES

Darülfünun was abolished with Law No. 2252 in 1933 because it did not keep up with the period requirements, and it was decided to establish a new university. Istanbul University was established in 1934, and this legislation was used until 1946. With Law No. 4936 in 1946, universities are higher science, research, and teaching associations with autonomy and legal personality consisting of faculties, institutes, schools, and scientific institutions. The duties of the Universities specified in the relevant law are as follows:

- o To educate its students as intellectuals with a strong understanding of science, sound-minded, well-prepared knowledge and experience for professions based on higher education, and citizens with national character and loyal to the ideals of the Turkish revolution,
- o To carry out studies and research that will expand and deepen the sciences to solve all scientific and technical issues, especially those that concern the country; to cooperate with relevant national scientific and research institutions and foreign or international similar institutions in these studies.
- o To present all the issues concerning the progress and development of the country in cooperation with the Government and institutions as a subject of education and examination, to present their problems to the public, and to express their opinions by making the examinations requested by the Government through the Minister of National Education.
- o To make all kinds of publications that show the results of their research and examinations, and that enable the advancement of science and technique, and have assistants, doctoral candidates, and students make them

o To disseminate scientific data that raises the general level of Turkish society verbally and in writing (Universities Law No. 4936, Resmi Gazete, 18 June 1946/6336).

As the executive branch of the universities, the senate, the board of directors, the rector, and for faculties; the general assembly, the professors' board, the executive board, and the dean conception is envisaged. An 'inter-university board' was formed to ensure inter-university coordination. Faculties scattered in Ankara were combined under the roof of Ankara University (Sağ, 2003).

INFORMAL EDUCATION

Individuals who cannot access formal education cannot complete their education with early leave; it can be defined as the service they receive to support their economic, social and cultural development. Individuals benefit from education in line with their interests, wishes, and needs (Duman, 2000).

In 1926, Public Education Branch was opened under the Ministry of National Education. With the alphabet reform accepted in 1928, a literacy campaign was started, and in this direction, "*millet mektepleri*" (nation schools) were opened. In order to maintain literacy, public reading rooms were opened in 1930 and community houses in 1932. In 1939, various courses were established for females and males in rural areas, and public education was supported. In 1940, with the law on the establishment of village institutes, public education was counted among the duties of village teachers (Yıldırım, 2009; Akman and Meydan, 2019).

23-31 August 1949 With the article reviewing the democratic principles based on education and training, it aimed to disseminate education to the whole society (Ada, 2005).

EDUCATION IN 1950-1960 PERIOD

After the 1950 general elections, Celal Bayar was elected as the President and Adnan Menderes as the Prime Minister. Many names have undertaken the task of the Ministry of National Education. It is as follows;

PRE-SCHOOL EDUCATION

At the Fifth National Education Council dated 04-14 February 1953, the topics such as pre-school education, the examination of the education program, and regulations prepared for kindergartens were the main subjects. In his opening speech, Minister of National Education Tevfik İleri stated that the establishment of the pre-school education

and training organization was optional with the words “Complementary courses with the pre-school education and training organization will be established optional institutions” (5. MEB Council).

PRIMARY EDUCATION

According to the statements of President İsmet İnönü in the years before the Democrat Party government, 224,000-247,000 students were studying at primary school at that time, but only 75,000 of them could finish primary school. According to İnönü, the reasons for this situation are the inability to explain the importance of the primary education case to the citizens and even to some officials, the problems in parents sending daughters to school, the peasant children leaving school when it is time for work, the poor ones leaving school before their time and going to work, and the lack of financial resources (Akyüz, 2016).

With the law dated 08. 08. 1951 and numbered 5828, the obligation of the villagers to build schools was abolished, and it was stated that the structures would be built with the share allocated from the general budget. At the Fifth National Education Council dated February 4-14, 1953, Minister of National Education Tevfik İleri emphasized the importance given to primary education in his opening speech as follows. “The council will discuss the primary education issue in Turkey at this meeting. Among the various issues of our National Education, primary education is of prime importance. We have to spread this teaching to the farthest corners of the country as soon as possible in terms of quantity and quality.” At the council, it was decided to ensure harmony between the aims and principles of the primary school program and its content, that the concept of collective education dominates in the second semester, and that the programs should be tested and developed before they are disseminated. In addition, discussions were held on the Primary Education Draft Law, but this took place in 1962 (5. MEB Council). A second innovation that came to the fore in primary education is the “Society and Country Studies” of Geography, History and Civics courses in fourth and fifth grades; Natural Science, Agriculture, and Family Studies courses were also combined under the name of “Science and Natural Studies” (Sakaoğlu, 2003).

SECONDARY EDUCATION

With the change of socio-economic conditions, what was expected from schools required revision in educational institutions. In the first years of the Republic, high schools, which provided the education for creating the intellectuals and enlightened, are now organized for education in line with democracy. However, lack of resources has put secondary education institutions in a difficult situation, and while the number of students has increased by 84% compared to the previous decade, the investment level remained at 35%, negatively affecting education and reducing productivity (Güven, 2010). After the Second World War, depending on the population growth and the concept of democratization in

education, the draft of the trial school program came to the fore. This program started to be implemented in Istanbul Atatürk Females' High School in the 1955-1956 academic year (Sakaoğlu, 2003; Akman and Meydan, 2019).

In the 1954-1955 academic year, the Ministry of National Education decided to open four schools to provide education in a foreign language and create an alternative to foreign schools. It is aimed to raise young people who agree with the world languages in foreign relations. With this decision taken in 1954, it was determined that a school would be opened in Eskişehir, İzmir, İstanbul, and Konya. Then, it was decided to open one school in Samsun and Diyarbakır, and the number of these schools was increased to six (Çetintaş & Genç, 2001).

PROFESSIONAL TECHNIQUE

The agenda of the national education council, dated March 18-23, 1957, was devoted to vocational and technical education and public education. Ahmet ÖZEL, the chairman of the council, expressed his thoughts on vocational and technical education as follows. *“We found it useful to allocate the Sixth Education Council to the discussion of vocational and technical education and public education issues. The esteemed members of the council are well aware of the importance of vocational and technical education in the world. They also appreciate how tightly relevant it is.”*

It has been decided; Reducing the workshop activities in the first two classes of the first semester of building and art institutes by taking into account the characteristics of children of that age, In this way, the education period of the institute parts was increased to three years and turned into an art high school, By reviewing the programs of these schools, foreign language, music, physical education classes should be included, Opening apprentice schools for primary school graduates, Reconsideration of the legislation determining the responsibilities and duties of technicians, Daytime technician schools have two years of education, and evening technician schools have three years of education, Opening branches in these schools according to the needs of the day, Ensuring the equivalence of commercial secondary schools and first cycles within trade high schools with classical secondary schools, Giving more applied vocational knowledge to students in trade high schools, Opening secretarial branches in females' institutes (6. MEB Council).

When the schools' programs that continued to exist under the name of middle art schools until 1957 were examined, the rate of the workshop and vocational courses was 75%, and the rate of general knowledge courses was 25% in the 1930s. After the 1950s, it is seen that this rate has changed; that is, the general knowledge courses have been increased and equalized with the workshop and vocational courses, and even the workshop and vocational courses have decreased. This situation caused vocational schools to deviate from their purpose and avoid the business cycle (Duman, 2005).

HIGHER EDUCATION

The spread of colleges and universities to regional centers gained momentum in the 1950s. In line with the need for a university that will contribute to the socio-economic development of the provinces with few rugged agricultural lands in the east of the Black Sea region, but rich in minerals and energy resources and grown fruits, it was decided to establish Karadeniz Technical University in Trabzon on May 20, 1955. The need to establish a new university arose in İzmir, the cultural and economic center of the Aegean region, our third-largest city after Istanbul and Ankara. On May 27, 1955, it was decided to establish a new university in Izmir under the name of Ege University. The School of Regional Planning and Architecture, which started education in Ankara in 1956, merged with new faculties that brought many innovations and the US university order and became the Middle East Technical University. With this system, it is aimed to train disciplines such as business administration, business management, and city planning that will meet the differing needs of society. On May 31, 1957, Atatürk University was established by the Atatürk University Law in 1957 (Korkut, 2003).

Atatürk also expressed the idea of a university in Eastern Anatolia in his opening speech to the Turkish Grand National Assembly on November 1, 1937.

“Our great cause is to increase our existence as the most civilized and prosperous country. This is the dynamic ideal of the great Turkish nation, which has made a radical revolution in its institutions and its thoughts. To achieve this ideal as soon as possible, we must carry out thought and action together. Success from this initiative can only be achieved by working with a legal plan and efficiently. For this reason, not to leave a single illiterate citizen, to train the technical personnel required by the country’s great development war and new structure, to create individuals and institutions that will understand and explain the ideology of the country’s causes, and will keep them alive from generation to generation; Providing these important principles as soon as possible is among the significant and heavy duties undertaken by the Ministry of Culture. Keeping the principles I have mentioned alive in the Turkish youth’s minds, and the nation’s consciousness is the primary duty of our universities and vocational schools. For this, it is necessary to divide the country into three major cultural regions, for the time being, to bring a truly modern university to the Republic with a more radical implementation of the reform program initiated in Istanbul University for the western region, and to establish Ankara University for the central region in a short time. It is necessary to take action now to create a modern cultural city for the eastern region, in the most beautiful place on the shores of Lake Van, with schools at every stage and in addition to these, a university. The efficiency that this valuable initiative will bring to our eastern provinces’ youth will remain the happiest work for the Republican government.” National Assembly Record-Journal D. V, C. 20, P. 3

This university, which was planned to be established in Erzurum, was requested to take an example of American Land-Grant universities. The university will focus on both traditional professions and the needs and problems of these professions. It aims to convey the research to all the local people by prioritizing the research in which the theoretical knowledge is put into practice. While conducting theoretical research, it will focus on research that has practical value and will deal with disseminating knowledge and research to the students in the courses and citizens outside the universities. Atatürk University was established on May 31, 1957 (Korkut, 2003).

PUBLIC EDUCATION

In line with the report prepared by Professor Watson Dickerman in 1951 and submitted to the Ministry of National Education, Public Education Bureau was established in 1952. Public reading rooms opened in villages and towns in 1953, and public education centers opened in provinces and districts were expanded in 1956. One of the two main agenda items of the National Education Council dated March 18-23, 1957, is public education. The draft law on the necessary personnel training for public education and public education activities has been examined and accepted. A fundamental education center was established through UNESCO (Yıldırım, 2009).

EDUCATION BETWEEN 1960-1980

By the year 1960, the tension in politics continued and the trust in the government was shaken with the intervention in the broadcast. When the student demonstrations in Istanbul and Ankara on 28-29 May resulted in deaths and injuries, martial law was declared in Istanbul, and Ankara and universities were closed for a month. On May 5, 1960, university students staged a demonstration against the government. Military Academy students marched in Ankara on May 21. Adnan Menderes, who wanted to find support in various provinces of Turkey, was holding rallies. On May 27, 1960, a coup led by a group of military officers ended the Democratic Party's administration. The constitution and parliament were dissolved. Thus, the first democratic government was overthrown when military power took over. The social state principle was included in the 1961 constitution prepared by the constitutional committee for the first time. Autonomy has been given to universities and the press, whose personal rights have been guaranteed (Turan et al., 2014).

On 14 June 1973, the National Education Basic Law No. 1739 was adopted. The aims and principles of national education have been determined in detail by the National Education Basic Law No. 1739 and have undergone some changes in different years. The final state is:

General Objectives of Turkish National Education

The general aim of Turkish National Education is to educate all members of the Turkish Nation, Adhering to Atatürk's reforms and principles and Atatürk's nationalism as expressed in the Constitution; Adopting, protecting, and developing the national, moral, humanitarian, spiritual, and cultural values of the Turkish Nation; to raise citizens who love their family, homeland, and Nation, who always try to glorify them, who know their duties and responsibilities towards the Republic of Turkey, which is a democratic, secular and social state of law based on human rights and the basic principles at the beginning of the Constitution, and who acted upon them;

Having a balanced and healthy personality and character in terms of body, mind, morals, spirit, and emotions, free and scientific thinking power, a broad world view, respecting human rights, valuing personality and enterprise, and being responsible for society; to train as constructive, creative and productive people;

To prepare them for life by developing their interests, talents, and abilities, by acquiring the necessary knowledge, skills, behaviors, and the habit of working together, and to enable them to have a profession that will make them happy and contribute to the happiness of the society;

Consequently, on the one hand, to increase the welfare and happiness of Turkish citizens and Turkish society; on the other hand, to support and accelerate economic, social, and cultural development in national unity and integrity, and finally to make the Turkish Nation a constructive, creative and distinguished partner of contemporary civilization.

Basic Principles of Turkish National Education

Generality and equality: Educational institutions are permitted to everyone, regardless of language, race, gender, disability, or religion. No privilege can be granted to any person, family, group, or class in education.

The needs of the individual and the society: The national education service is organized according to the requests and abilities of Turkish citizens and the needs of Turkish society.

Orientation: During their education, individuals are trained by being directed to various programs or schools in line with their interests, talents, and abilities. The national education system is organized in such a way as to realize this orientation in all respects. For this purpose, preparatory classes can be placed in secondary education institutions by the objectives of the education programs. Guidance services and objective measurement and evaluation methods are used in directing and measuring success.

Right to Education: It is the right of every Turkish citizen to attend primary education.

Citizens benefit from education institutions after primary education institutions to the extent of their interests, talents, and abilities.

Equal opportunity: Equality of opportunity and opportunity is provided to all men and women in education. Necessary aids are provided through free boarding, scholarships, credits, and other means to ensure that successful students who lack financial means receive education up to the highest education levels. Special measures are taken to raise children in need of special education and protection.

Continuity: The general and vocational education of individuals must continue throughout life. In addition to the education of young people, it is also an educational duty to take the necessary measures to ensure the continuing education of adults in order to help them adapt positively to life and work areas.

Atatürk's Revolution and Principles and Atatürk's Nationalism: Atatürk's reforms and principles and Atatürk's nationalism, which is expressed in the Constitution, are taken as a basis in the preparation and implementation of the curriculum related to every degree and type of our education system, and in all kinds of educational activities. It is crucial to protect, develop and teach national morality and national culture in its unique form within the universal culture without deteriorating or degenerating. It is important to teach the Turkish language, as one of the primary elements of national unity and integrity, at all levels of education, without spoiling its characteristics and without going to extremes; It is tried to enrich it as a modern language of education and science; for this purpose, necessary measures are taken by the Ministry of National Education in cooperation with the Atatürk Higher Institution of Culture, Language and History.

Democracy education: It is aimed to and develop the awareness of democracy, knowledge, understanding, and behavior of the dormitory administration, and respect for moral values, which the citizens require for the realization and continuation of a solid and stable, accessible, and democratic social order, in all kinds of educational activities; However, it is in no way allowed to make political and ideological suggestions contrary to Atatürk's nationalism, which is expressed in the Constitution, and to interfere with daily political events and discussions of this nature in educational institutions.

Secularism: Secularism is essential in Turkish national education. Religious culture and moral education are compulsory courses taught in primary, high, and equivalent schools.

Scientificness: Curriculums of all degrees and types, educational methods, and course materials and equipment are constantly developed according to scientific and technological principles and innovations and the needs of the environment and the country. Increasing efficiency in education and ensuring continuous development and innovation are based on scientific research and evaluations. Educational institutions responsible for producing information and technology and developing our culture are equipped and strengthened

accordingly; studies in this direction are encouraged and supported financially and morally.

Planned: The development of national education is planned and carried out by the economic, social, and cultural development objectives, taking into account the education-manpower-employment relations and focusing on vocational and technical education that will provide the necessary technological development in industrialization and modernization in agriculture.

Co-education: It is essential to have females and males co-education in schools. However, depending on education, opportunities, and necessities, some schools may be reserved for females only or males only.

Education campuses and cooperation between school and family: If more than one formal or non-formal education institution coexists in the same area, an education campus can be established, and an education campus management can be created to meet their everyday needs. The campus administration carries out the operation of common open areas, canteens, halls, and similar places within the education campus. The revenues obtained in this way are used for the ordinary expenses of the campus.

Education everywhere: The aims of national education are realized not only in public and private educational institutions but also at home, in the environment, in the workplace, everywhere, and at every opportunity. Education-related activities of each official, private and voluntary organization are subject to the supervision of the Ministry of National Education in terms of compliance with the objectives of National Education.

PRE-SCHOOL EDUCATION

In the Primary Education and Education Law No. 222, which entered into force in 1961, it was stated that children who did not reach the age of compulsory education should be educated in pre-school institutions. An optional supplementary classes and courses, citizens who are out of primary education age and could not go to higher education institutions; It has been stated that education should be provided in order to increase their general knowledge and to train themselves as a better business and production employee and that these institutions can be opened by real and legal persons, municipalities, special administrations and the State. In 1962, the “Kindergartens Regulation” was issued. After these years, interest in pre-school education has increased, and it has been given a detailed place in development plans, government programs, and National Education Councils (Şahin, 2005; Akman and Meydan, 2018)).

In the Fundamental Law of National Education adopted in 1973, the scope of pre-school education is specified as the education of children who have not reached the age of compulsory primary education. However, this education is optional. The aims and

duties of pre-school education, by the general objectives and basic principles of national education,

To enable children to develop body, mind, and emotions and to acquire vigorous habits;

To prepare them for primary education;

To create a typical environment for children coming from unfavorable environments and families;

To ensure that children speak Turkish correctly and excellently.

Pre-primary education institutions can be established as independent kindergartens or, where deemed necessary, as kindergartens affiliated to primary school or as practice classes affiliated to other relevant educational institutions.

Where and according to which priorities pre-school education institutions will be opened is regulated by a regulation prepared by the Ministry of National Education.

In 1977, a pre-school branch was established under the General Directorate of Primary Education, and it was decided to open kindergartens in primary schools, train teachers for this field, prepare the necessary equipment, and implement them in selected schools pilot provinces (Güven, 2010; Yavuz Akman and Kara, 2019).

PRIMARY EDUCATION

On January 5, 1961, Primary Education and Education Law No. 222 was accepted. *Primary education* is the basic education and training that serves all Turks, men, and women's physical, mental, and moral development and upbringing by national goals. Primary education is carried out in primary education institutions. It is compulsory for girls and boys of school age and is free in public schools. The 1962 primary school curriculum was tested and developed for five years, and it took its final form in 1968 and was put into practice in all primary schools (Arslan, 2000).

1968 program in all schools aims to create a standard structure, provide consensus on methods and methods, and increase efficiency in education. The basics of the program to make the aims of the course permanent; are stated under the titles of the immediate environment, collaborative teaching, subjects, and units (Cicioğlu, 1985). In this program; The history, geography, and civics lessons in the 1948 program were gathered under the title of "Social Studies", and the Natural Sciences and Agriculture lessons under the title of "Science and Natural Studies" and the collective lesson understanding was put into practice in the 4th and 5th grades. The science and natural knowledge course was changed to Science Studies afterward (Arslan, 2000). The courses in the program include

Turkish, mathematics, life studies, art, music, physical education in the 1st, 2nd and 3rd grades; Turkish, mathematics, science and nature studies, social studies, religious culture and moral knowledge, art-work, music, and physical education in the 4th and 5th grades (Çelenk, Tertemiz, ve Kalaycı, 2000).

In the 1968 program, it was stated that the collective teaching principle should be applied in all classes, and therefore the teacher should be equipped. However, the fact that teachers do not know enough about the principles expressed by collective education, that they do not consider it necessary, lack of opportunities, and excessive use of printed education tools are stated as significant obstacles to the ineffective use of the collective education system (Salı ve Arslan, 2000).

In the National Education Basic Law No. 1739 adopted on 14 June 1973, Basic education generally covers children aged 7 -14.

Purpose and duties of primary education, by the general objectives and basic principles of national education,

To provide every Turkish child with the basic knowledge, skills, behaviors, and habits necessary to be a good citizen; to educate them under the understanding of national morality;

It prepares every Turkish child for life and higher education by raising them in their interests, talents, and abilities.

Primary education schools consist of five-year first-level and three-year second-level education institutions. Primary school is given at the end of the first level, and at the end of the second level, a basic education diploma (secondary school) is given. The first and second levels of primary education institutions can be established as independent schools; Depending on the possibilities and conditions, they can also be installed together. In places with a low and scattered population, villages are grouped, and regional schools and hostels are established in central villages. In places where grouping is not possible, primary education boarding schools are established.

SECONDARY EDUCATION

In the Seventh National Education Council dated 5-15 February 1962, the problems of secondary education were discussed. It has been suggested to have four separate grades in the evaluation of success and use a single grade to evaluate failure. It is aimed to prevent the excessive demand for public high schools, the decrease in quality, and the decrease in interest in vocational schools, by suggesting a regulation in the entrance to high schools. In the 1963-1964 academic year, the high school entrance criterion was an exam, but this application was abandoned the following year. In the 8th National Education Council

dated 28 September-3 October 1970, regarding secondary education, the first stage will consist of students between the ages of 12-14, and the second stage will consist of students between the ages of 14-17. Programs in the second level of secondary education offered vertical and horizontal transition paths to higher education. It has been ensured that the general, vocational and technical education institutions are integrated, the secondary education program preparing for higher education is diversified, and the courses in these programs are determined as standard introductory, special courses, and elective courses (Dönmez, 2005).

In the National Education Basic Law adopted in 1973, secondary education; covers all general, vocational, and technical education institutions and vocational education centers that provide four-year compulsory formal or non-formal education based on primary education. Those who graduate from these schools and institutions are awarded with a diploma according to the characteristics of the program they have completed. However, vocational education center students must complete the different courses determined by the Ministry of National Education to receive a diploma. Every student who has completed primary education and has been entitled to enter secondary education has the right to continue secondary education and to benefit from secondary education opportunities to the extent of their interests, talents, and abilities. Purposes and duties of secondary education following the general objectives and basic principles of National Education,

Teaching all students a minimum standard general culture at the secondary education level enables them to recognize personal and social problems, seek solutions, and contribute to their economic, social, and cultural development.

It is to prepare students for higher education or vocational and higher education or life and business areas in line with their interests, talents, and abilities with various programs and schools.

While performing these tasks, a balance is achieved between the wishes and abilities of the students and the needs of society.

Due to the intense interest in Maarif Colleges in 1974, the Ministry of Education turned these colleges into high schools and named them Anatolian High School in 1975. (Britannica, 1993 cited in: Türk, 2015).

In the Ninth National Education Council dated 24 June - 4 July 1974; Examination of the principles that came with the Basic Law of National Education,

Students have the opportunity to grow by heading towards one of these programs in secondary education to the extent and in line with their desires and abilities,

Establishing course passing and credit order instead of passing grades in secondary education,

To give students the habit of using their spare time beneficially,

For students who want to be content with an education at the secondary education level and students who want to quit while watching the program that prepares them for higher education, organizing various programs that prepare them for life or business are the decisions taken regarding secondary education.

VOCATIONAL-TECHNICAL EDUCATION

In the 1970s, secondary education was structured as general, vocational, and technical, based on advanced countries. The Third Five-Year Development Plan (1973-1977) was prepared in this direction. It is within the scope of this plan to transform the well-equipped industrial vocational high schools into technical high schools and the others into industrial practical art schools. In 1964, the first Science High School started education through the Ford Foundation. The education period is four years. The purpose of establishing science high schools is to educate students in science and mathematics (Türk, 2015).

Apprenticeship, Journeymanship, and Mastership Law No. 2089, adopted on June 2, 1977, created the opportunity to open apprenticeship schools in state-affiliated institutions and public economic enterprises. Making all the arrangements covering apprenticeship training was the beginning of regular vocational training for students who aim to work and learn a profession. (Alkan, Doğan and Sezgin, 2001). However, the lack of financial support could not provide the desired efficiency and continued the shortage of qualified personnel (Demir and Şen, 2009).

UNIVERSITY

After 27 May 1960, many regulations were made regarding universities. One hundred forty-seven faculty members and their assistants were dismissed on the grounds of scientific inefficiency (known as the 147's Incident), and as a result of increasing reactions to this event, they returned to their duties in 1962 with Law No. 43. An amendment numbered 115 was made in the Universities Law No. 4936. As a result, the provision that the minister of national education is the head of the universities was abolished, and the senate's approval was deemed sufficient for the regulations to come into force.

Universities were included for the first time in the Hundred-Twentieth Article of the 1961 constitution.

ARTICLE 120: Universities can only be established by the State and by law. Universities are public legal entities with scientific and administrative features and public autonomy. Universities are managed and supervised by their bodies, composed of authorized faculty members elected by them. Provisions regarding State Universities established according to private law are reserved. University bodies, faculty members, and their assistants

cannot be suspended from their duties by authorities outside the university under any circumstances. University faculty members and their assistants can freely research and publish. The establishment and functioning of universities, their organs and their election, duties, and powers, supervision of teaching and research tasks by university bodies are regulated by law under these principles.

Hacettepe Child Health Institute, established in 1958 under Ankara University Faculty of Medicine, went through various stages and transformed into Hacettepe School of Health Sciences, and then Hacettepe Faculty of Medicine and Health Sciences, again affiliated to Ankara University. It turned into Hacettepe University in 1967. Hacettepe University aimed to train physicians familiar with the problems of the public who put theory into practice. Upon the transfer of Robert College High School to our country by the American Foundation (Resmi Gazete, 1354), Boğaziçi University was established with the law numbered 1487, dated September 9, 1971. Boğaziçi University, which started education with the departments of Basic Sciences, Engineering Sciences, and Administrative Sciences at the faculty level and whose first rector was appointed by the Minister of National Education, was bound to the law numbered 1750 1978 (Korkut, 2003).

With socio-economic, political, and ideological problems in many European countries in our country, university students' desire for revolution and reform in education has increased. Then came the 1968 student riots- an imbalance in income distribution, migration from village to city, etc. The Turkish Armed Forces dropped the current government with the 12 March 1971 Memorandum as the problems increased. Subsequently, the 120th article of the constitution was amended, and the autonomy granted to universities by the 1960 constitution was restricted (Turan, et al., 2014).

It was amended by Law No. 1488 of September 20, 1971 as follows:

ARTICLE 120.- University can only be established by the State and by law. Universities are public legal entities with autonomy. University autonomy is implemented within the provisions specified in this article, and this autonomy does not prevent the prosecution of crimes and criminals in university buildings and annexes. Universities are governed by the bodies elected by them, under the supervision and control of the State. Provisions regarding State Universities established according to private law are reserved. University components, faculty members, and their assistants cannot be suspended from their duties by authorities outside the university under any circumstances. The provisions of the last paragraph are reserved. University faculty members and their assistants can do free research and publish.

With the Universities Law No. 1750 on 20 June 1973, the duties of universities:

a) To conduct scientific teaching at various levels; b) To educate its students as citizens of strong character, with a strong understanding of science, with a consciousness of

national history, loyal to their homeland, customs and traditions, nationalist and sound-minded intellectuals, and well-prepared for various branches of science and expertise in professions based on higher education; c) To use its human resources and material supplies in the most rational, effective, efficient, and economical way in line with contemporary science and technology requirements and the objectives of the State Development Plan; d) To carry out studies and research that will expand and deepen the sciences in order to solve all scientific and technical problems, especially those that concern the country, and to cooperate with relevant national science and research institutions and foreign or international similar institutions in these studies; e) To present the results of all problems concerning the progress and development of the country in cooperation with the Government and institutions as a subject of education and research, to present the results to the benefit of the society, and to finalize the examinations and researches requested by the Government through the Minister of National Education and to convey their thoughts. f) To make all kinds of publications that show the results of research and investigations and ensure the advancement of science and technique; g) Disseminating scientific data that raises the general level of Turkish society and enlightens the public, verbally and in writing.

Higher Education Council: It was established to direct the field of higher education by the requirements of modern science and technology and the basic principles and policies of the State Development Plan within the understanding of the integrity of higher education. However, in 1975, this board was abolished by the decision of the constitutional court.

Interuniversity Board: It was established within the scope of higher education planning to ensure academic coordination among universities and to meet the needs of universities' faculty members.

University Supervisory Board: It has been established to fulfill the state's duty of supervision and control. Publishing of textbooks was given to faculties. The requirement for a doctorate in entering assistantship and the provision of students' fees and tuition payments was abolished by the 1975 constitutional court decision.

The faculties established in various regions of Anatolia were converted into universities after the Universities Law. The existing medical faculty, which is thought to contribute to the economy, social life, and cultural development of the South East Anatolia Region, was transformed into Diyarbakır University in 1973. In Adana, the Faculty of Agriculture, which was opened under Ankara University, and the Çukurova Medical Faculty, affiliated with Atatürk University, were merged into Çukurova University. Anadolu University was established in Eskişehir in 1973. The Law on Celebrating the 50th Anniversary of the Republic envisaged the establishment of a university in Sivas, the first faculty of which was to start education on October 29, 1973, under the name of Cumhuriyet University. Thus, Atatürk's statement, "*We laid the foundation of the Republic here*" during his visit to Sivas in 1923, would become a memorial with Cumhuriyet University on the 50th

anniversary of the Republic. Cumhuriyet University was established on February 9, 1974, with the law numbered 1788. İnönü University was established in Malatya in 1975. In 1975, Firat Universities in Elazig, 19 Mayıs in Samsun, Bursa in Bursa, and Selcuk Universities in Konya were established. In 1978, Kayseri University, which included the Gevher Nesibe Faculty of Medicine of Hacettepe University, was opened (Korkut, 2003).

INFORMAL EDUCATION

In line with the necessity of an organization covering the whole country to develop public education service, the General Directorate of Public Education was established in 1960 under the Ministry of National Education. While it was affiliated with the Ministry of Rural Affairs in 1964, it became affiliated with the Ministry of National Education again in 1967. In 1972, the Manpower Education Directorate and the General Directorate of Letter Teaching were incorporated into the General Directorate of Non-Formal Education. In 1974, the Evening Art School was attached to this general directorate (Yıldırım, 2009).

In the Primary Education and Education Law No. 222 enacted in 1961, in classes and courses complementary to non-formal education, education is given to citizens who are out of the age of primary education and could not go to higher education institutions in order to increase their general knowledge and promote themselves as better employment and learning element.

“These courses can be opened by real and legal persons, municipalities, special administrations, and the State.” In this way, equality in education has been tried to be achieved (Ada, 2005).

Activities until 1973 were carried out without the expression of non-formal education. However, in the National Education Basic Law No. 1739, our education system is organized in two parts as formal education and non-formal education. The Law’s scope, purpose, and duties are stated in Article 40, its establishment with Article 41, and its coordination with Article 42.

Article 40 – The particular purpose of non-formal education, by the general objectives and basic principles of national education, to citizens who have never entered the formal education system or who are at any level or who have left this level, alongside or outside of formal education,

To teach reading and writing, to prepare continuing education opportunities for them to complete their missing education,

To prepare educational opportunities that will enable them to comply with the scientific, technological, economic, social, and cultural developments of our age,

To provide education that protects, develops, promotes, and adopts our national cultural values,

To gain understanding and habits of collective life, solidarity, cooperation, working together and organization,

To adopt the forms and methods of nutrition and healthy living necessary to increase economic power,

Gaining the habits of using and using leisure time well,

To prepare opportunities that will enable them to acquire professions in line with the development of our economy and employment policy by applying short-term and gradual education,

It is to gain the knowledge and skills necessary to develop those working in various professions in service and their professions.

Article 41: Non-formal education is organized to complement each other with formal education, provide the same qualifications when necessary, and benefit from all kinds of opportunities of each other. Non-formal education consists of two main parts: general-vocational and technical. These sections are prepared in a way that supports each other.

Article 42: The coordination between the work of official, private and voluntary organizations in general-vocational and technical non-formal education is provided by the Ministry of National Education. The arrangement of general non-formal education programs is determined by regulation. The principles of coordination and cooperation to be provided by the Ministry of National Education between the Ministries carrying out vocational and technical non-formal education activities, autonomous education institutions, and public and private enterprises are regulated by law.

EDUCATION BETWEEN 1980-2000

The right-left conflicts that started in the 1970s separated universities and put education in a deadlock. In order to prevent turmoil and unrest in the country, the army seized power on September 12, 1980, and martial law was declared in the country. The 1961 Constitution was suspended, and the Turkish Grand National Assembly was closed. The National Security Council and the Advisory Council came together to form the Constituent Assembly. This constituent assembly was tasked to make a new constitution (Turan et al., 2014).

The title of education and “the right and duty of education” constitutes the 42nd article of

the 1982 Constitution.

No one can be deprived of the right to education and learning. Education and training are some of the primary duties of the State. According to modern science and education principles, education and training are carried out in line with Atatürk's principles, under the supervision and control of the State. Education and training places contrary to these principles cannot be opened. Freedom of education and training does not remove the duty of loyalty to the Constitution. The State takes the necessary measures to promote literacy. Primary education, the first level of basic education, is compulsory for all citizens of school age, male and female, and is free of charge in primary and secondary public schools. The State organizes and supervises general, vocational, and technical education and training by the needs of the national economy, industry, agriculture, and service sectors, in line with the goals and objectives of the development plans. The principles of private schools are regulated by law, following the level desired to be achieved with public schools. The State takes the necessary measures to make those who need special education and training due to their situation. The State provides the necessary assistance to enable successful students who lack financial means to reach the highest educational degrees.

There have also been developments that have adverse effects on education. Civil servants were prohibited from being members of associations and political parties, and with the martial law enacted, an event is known as "1402's" occurred, and many educators were dismissed from their employment. The Turkish Language Institution and the Turkish Historical Society, which were established under the leadership of Atatürk, were closed. The expected qualitative progress in education could not be achieved by bringing non-educational people to the Ministry of National Education (Okçabol, 1990).

PRE-SCHOOL EDUCATION

The decisions taken in the 10th National Education Council on 23-26 June 1981 regarding pre-school education are as follows:

Education of children aged 0-5 (0-60 months)

Taking kindergarten classes as a level that is not compulsory at the beginning but will be compulsory overtime. Objectives and duties of pre-school education

Expanding the pre-school education kindergarten in rural and shantytowns, with emphasis on Turkish education as a priority.

The Ministry of National Education cooperates with other institutions and takes legal measures that will contribute to pre-school education in these institutions in which it cooperates in the dissemination of pre-school education at the country level.

Development of teaching and game materials suitable for the programs to be implemented in kindergartens at the Ministry of National Education Course Tools Production Center

Preparing resource materials for pre-school children and their parents

Developing “Student Development File” and monitoring tools to be used in monitoring the development of pre-school children

The General Directorate of Pre-School Education was established in 1992 because pre-school education is planned and systematic (Güven, 2010).

One of the two main agenda items of the Fourteenth National Education Council dated 27-29 September 1993 was pre-school education. Some of the decisions taken at this meeting are as follows:

Kindergartens, daycare centers, rehabilitation centers for the disabled, etc., providing Pre-School Education services for 0-72 months old children. In order to develop social facilities and their structures, efforts will be made to increase State Loans and incentives and reduce taxation.

Municipalities, State Economic Enterprises, Foundations, Religious Organizations, and other private entrepreneurs will be encouraged and supported to open Pre-School Education Institutions.

In order to train parents in Pre-School Education, “ana ve baba okulu” practices will be expanded.

In the National Education Basic Law No. 1739, necessary arrangements will be made regarding Pre-School Education; Necessary studies will be carried out to enact a “Pre-School Education Law” covering all legislation related to Pre-School Education.

In cooperation with the Ministry of National Education, the Ministry of Labor and Social Security, and the Ministry of Health, a nursery school will be established in enterprises. It will also initiate the necessary legislative work to expand this scope. It will be ensured that this issue is taken into account in health reform studies.

PRIMARY EDUCATION

In June 1983, some changes were made in the Basic Law of National Education. In October 1983, the Primary Education and Education Law No. 2917 was adopted. Accordingly, primary schools consist of primary schools lasting five years and secondary schools lasting three years. A primary school diploma is received at the end of 5th grade, and a secondary school diploma is received at the end of 8th grade (Akyüz, 2016).

The compulsory education period has kept its place in Turkey's education agenda since 1973. In August 1997, eight-year compulsory primary education was implemented with the law numbered 4386, without any studies in this direction (Kıran, 2000). School names were changed from "primary/elementary school" and "secondary school" to "primary school". Along with the eight-year uninterrupted primary education, the lessons in primary schools were also regulated (Fer, 2005).

The primary school program prepared in 1997 was similar to the 1968 program, did not consider the social, scientific, and technological developments, and remained far from the era's innovations with its teaching-learning process and evaluation elements (Beyaztaş, Kaptı, ve Senemoğlu, 2013).

From the 1997-1998 academic year, individual and collective activities were added to the 1st, 2nd and 3rd grades of primary education. Traffic and first aid training for 6th and 8th grades; citizenship and human rights education for Grades 7 and 8; Foreign language lessons were given to the 4th and 5th grades (Akyüz, 2016).

SECONDARY EDUCATION

In the Tenth National Education Council dated 23-26 June 1981, it was decided to reorganize the scope of secondary education to consist of multi-purpose, high school (uniform high school with different programs) and vocational and technical schools. Regarding the right to benefit from secondary education, he has been entitled to enter secondary education by completing primary education. Reorganization to include every individual and every individual who wants to benefit from non-formal education

Reorganization of secondary education institutions. In this arrangement;

a) Secondary education will consist of schools applying different programs (multi-purpose schools) and vocational-technical schools,

b) There will be standard courses in the programs of multi-purpose schools, and in addition, various courses that will provide vocational training and preparation for professions based on local opportunities and needs will be included,

c) The multi-purpose school will implement at least one of the department programs (technical, agriculture, trade-tourism, etc.) according to opportunities and needs, together with academic programs, in order to achieve the task of "preparing for higher education and a profession at the same time",

ç) On the one hand, it has been decided to include provisions that vocational and technical schools will implement full-time and three-year vocational and technical education programs on the other hand and formal non-formal education programs of various types and levels, the duration of which varies according to objectives.

At the end of the 1980s, the restructuring of secondary education was accelerated. Due to the inadequacy and excess of buildings and classrooms, the insufficient use of laboratory equipment and libraries, and the difficulties in directing students according to their interests and abilities; In the 1991-92 academic year, the traditional “class passing system” was abolished in secondary education and a “course passing and credit system” was introduced. In the 1988 - 1989 academic year, compulsory foreign language was taught in the first grades of secondary schools and secondary schools, 2nd and 3rd grades, and high schools as an elective course. However, this practice was abandoned the following year, and a foreign language was made compulsory (Dönmez, 2005).

Fine arts high schools started to serve for the first time in the 1989-1990 academic year. The education period of these schools is four years. Fine arts high schools provide students with essential knowledge and skills about fine arts and are a source for raising qualified people in fine arts. Entrance to these high schools is carried out with aptitude tests (Türk, 2015).

One of the agenda items of the Fifteenth National Education Council dated 13-17 May 1996 is the restructuring of the secondary education system. It has been suggested to make plans for the future in line with the needs of the 21st century, to develop the programs implemented together with the European Union process, and encourage private education institutions that provide secondary education (15. MEB Council).

VOCATIONAL TECHNICAL EDUCATION

The Apprenticeship and Vocational Education Law adopted on June 5, 1986, aimed to train the human resources that our country needs by considering vocational and technical education as a whole. This law provides vocational training to students who cannot attend formal education, enabling them to work and supporting skill development with practices (Alkan, Doğan, & Sezgin, 2001). Its name was changed to “Vocational Education Law” on June 29, 2001, with Law No. 4702.

As of the 1997-1998 academic year, the secondary school section of vocational high schools was closed with the transition to eight-year uninterrupted primary education throughout the country (Akyüz, 2016).

Vocational and technical education constituted the agenda of the National Education Council dated February 22-26, 1999. Decisions were taken in line with the predominantly restructuring of vocational and technical education within the secondary education system.

The implementation of vocational and technical education programs, especially preparing for employment, in a structure that will facilitate reaching international standards, also facilitating the process of integration with Europe.

Secondary education programs should be revised entirely according to the information and technology age requirements, and contemporary trends in this subject should be considered. Accordingly, the traditional approach based on in-depth skills training in only one profession in vocational secondary education should be abandoned. Instead, to the subject; From the perspective of three main dimensions: knowledge, technology, and practice, initial modules of vocational education should be based on the development of partner-based competencies in the context of technology education (16. MEB Council).

HIGHER EDUCATION

In 1981, Higher Education Law No. 2547 came into effect.

The purpose of higher education:

In line with Atatürk's reforms and principles, the students are loyal to Atatürk's nationalism, carry the national, moral, humanitarian, spiritual, and cultural values of the Turkish nation, feel the honor and happiness of being Turkish, also the benefit of the society above their interests, are full of love for family, country, and nation, and are devoted to the State of the Republic of Turkey. Knowing their duties and responsibilities towards others and making them behave, Having the power of free and scientific thinking, a comprehensive worldview, respectful of human rights, Balanced and healthy in terms of body, mind, spirit, morals, and emotions, In order to raise citizens with the knowledge, skills, behavior and general culture of a profession that will respond to their needs and ensure their livelihood and happiness, and to increase the welfare and happiness of the Turkish State as an indivisible whole with its country and nation; To ensure that it becomes a constructive, creative and distinguished partner of contemporary civilization by implementing programs that will contribute and accelerate its economic, social and cultural development, To conduct high-level scientific studies and research as higher education institutions, to produce information and technology, to disseminate scientific data, to develop and develop nationally; To support development, become an outstanding member of the scientific world by cooperating with domestic and foreign institutions, and contribute to universal and contemporary development.

A field course on Atatürk's principles and history of revolution, Turkish language, foreign language, and physical education or fine arts has been made compulsory. Higher Education Council, inter-university board, and student selection and placement center were established for planning and coordination activities.

The academics of the lecturers, which were 6 per week, were increased to 10 hours. The thesis requirement in associate professorship and the second foreign language requirement in the transition to professorship have been abolished. It was stipulated that rotation faculty members could be promoted to professorship by being assigned to different faculties. Assistantship was abolished, and assistant professorship and research

assistant positions were introduced. Autonomy in the management of universities has been abolished. It has been adopted that academic administrators come by appointment instead of elected (Akyüz, 2016).

With Decree-Law No. 41, which was put into effect in 1982, an arrangement was made to unite faculties, academies, and colleges under the same roof. In the 1982 Constitution, universities were included in 2 articles, higher education institutions with the 130th article and higher education upper institution with the 131st article.

Article 130: To raise human resources suitable for the needs of the nation and the country in an order based on contemporary education principles; Universities with public legal personality and scientific autonomy consisting of various units based on secondary education at various levels, scientific research, publication and consultancy, and serving the country and humanity are established by law. Universities, faculty members, and their assistants may freely engage in all kinds of scientific research and publications. However, this authority does not give freedom to act against the existence and independence of the State and the integrity and indivisibility of the nation and country. Universities and their affiliated units are under the supervision and control of the State, and the State provides security services. According to the law's procedures and principles, Rectors are elected and appointed by the President and deans by the Council of Higher Education. University administrative and supervisory bodies and teaching staff; cannot be suspended from their duties by authorities other than the Council of Higher Education or the authorized bodies of universities. Higher education institutions established by foundations are subject to the provisions of the Constitution for higher education institutions established by the State in terms of academic studies, provision of teaching staff, and security, apart from financial and administrative matters.

Article 131: To plan, organize, manage, supervise the education of Higher Education Institutions, to direct the educational and scientific research activities in higher education institutions, to ensure that these institutions are established and developed in line with the purposes and principles specified in the law, to ensure that the resources allocated to universities are used effectively and to train academic staff. The Council of Higher Education was established for planning.

The Council of Higher Education is composed of members appointed by the President of the Republic and members directly elected by the President, among the candidates elected by the Universities, the Council of Ministers and the General Staff (Ministry of National Defence General Staff), and whose numbers, qualifications, and selection procedures are determined by law, giving priority to the professors who have served successfully in the rectorate and teaching positions.

The organization, duties, powers, responsibilities, and working principles of the Board are regulated by law.

While the rapid increase in the number of state universities and infrastructure problems continued after the 1980s, it was decided to establish eight more universities with the Decree-Law No. 41 on the Organization of Higher Education Institutions on 22 June 1982.

Since increasing the capacity in higher education requires significant investments, governments have resorted to more advantageous ways. The first of these was the development of open education. With Decree No. 41, Anadolu University was given the right to provide continuous and open education in 1982. In 1983, with the principle of equal opportunity in the open education system, students began to be accessed at the country level. The second solution found was to develop secondary education. Vocational high schools were included in the university system with the Decree-Law No. 41 issued in 1982.

At present, vocational schools (with Law No. 2547) continue their activities by the provisions of Law No. 4702, which was enacted on June 26, 2001. According to this law, it became possible to establish vocational schools without being bound by establishing a university. With the ever-increasing population in Turkey, the demand for education has increased. Foundation universities, which are alternatives to state universities, are operated autonomously by a foundation. Foundation universities are established by law upon the recommendation of the Council of Higher Education, and the Council makes the placement of students of Higher Education. *Bilkent University* is the first foundation university established in 1984 and started education in 1986 - 1987 (Hız, 2010).

With the law numbered 3837 enacted in 1992, 21 new universities and two advanced technology institutes were opened.

Rights and freedoms in education were violated with the decisions of the National Security Council on February 28, 1997. Head coverings (hijabs) were prohibited due to the dress code violation, and high school students could not choose outside the field with the application of in-field and out-of-field coefficients at the entrance to higher education. In addition, the number of international students decreased with the cancellation of the equivalence of diplomas from Islamic countries such as Malaysia, Indonesia, Pakistan, and Egypt. The Council of Higher Education, known for ideological movements far from scientific developments, started to change its attitude toward the changing government after 2003 (Gür, 2011).

INFORMAL EDUCATION

On June 16, 1983, Law No. 2841 on Making Illiterate Citizens Out of Compulsory Primary Education Age Literate or Ensuring Primary School Education was passed. In addition, with this law, it is stated that citizens can have many priorities in line with their literacy demands. For example, it has been allowed to give loans to higher education students who

are successful and need economic support. It was emphasized that the mothers who attend these courses should take their children to kindergartens and kindergartens. In addition, it has been announced that priority will be given to those who are literate in employment and those who are successful in these courses in the allocation of one-time seeds and fertilizers with cooperative or bank loans (Ada, 2005).

The agenda of the Thirteenth National Education Council dated 15-19 January 1990 was non-formal education. Avni Akyol, Minister of National Education at the time, in his opening speech stressed the importance of non-formal education:

“Enabling our citizens to comply with the scientific, technological, economic, social, and cultural developments of our age, especially in teaching literacy and Turkish; protecting, developing, promoting, and adopting our national cultural values; to gain the understanding and habit of collective life, solidarity, cooperation, reconciliation, working together and organization; providing opportunities for making use of their spare time, gaining skills, increasing their economic power, obtaining a profession, and developing in the profession; therefore preparing the intermediate human resources; All kinds of activities that support being a balanced, productive and healthy human and society are the duties within the scope of non-formal education. If we want to catch up with the times and not fall behind, on the one hand, we have to increase the level and quality of the education we give to our children and youth. On the other hand, we have to develop the non-formal education opportunities offered to our youth and adult population who have gone out of the formal education system and which will enable them to comply with the age requirements.”

in this Council;

Art education should be emphasized within the social and cultural course programs.

Importance should be placed on democracy and the environment.

The scope of non-formal education should be broad in terms of its target audience.

The public should be motivated to participate in non-formal education.

By determining the equivalence of the documents received in non-formal education in, formal education, horizontal and vertical transitions between the two systems should be ensured.

Measures to ensure that the knowledge and skills gained in non-formal education are functional in the daily life of the individual

In order to determine the need for non-formal education services in a realistic way,

national and local studies should be conducted.

Citizens should be informed about their understanding of non-formal education.

Public Education Centers are a place where courses are opened, and where adults gather, various social and cultural activities are carried out, and the solutions to common problems are chosen among expert personnel.

In 1992, “Open Education High School” was established in which mass media were used, and there was no age restriction (Dönmez, 2005).

In the National Education Council dated 13-17 May 1996, in order to make the physical structures of non-formal education institutions sufficient, to provide education for those who need special education in non-formal education institutions, and to ensure more participation in non-formal education; It has been decided to give importance to the opening of kindergartens classes in non-formal education institutions.

EDUCATION IN 2000 AND TODAY

As in the first years of the Republic, the governments after 1980 followed more quantity-increasing policies and some quality-enhancing policies. Due to financial resource problems, the targets could not reach the desired level. When the programs were reflected in the demographic data, they could not provide a complete solution to the problems in education. Although there is not enough share in the budget, the interest in education increases with the European Union membership process criteria and the support of non-governmental organizations. It is expected that the activities carried out will bring sustainable and radical solutions (Şahin, 2005).

With the change of government in 2002, it aimed to improve the quality of education and the quantity. Many arrangements have been made, such as the increase in schooling rates and the renewal of curricula. The effect of the politics experienced in the previous periods on education has been tried to be eliminated. Cultural and social changes have been experienced with the creation of policies in line with social needs, compliance with world standards, and the process of entry into the European Union. In the curriculum, the student was taken to the center, and many activities were carried out in line with the principle of equality in education (Gür, 2011).

With the adoption of the 4+4+4 Continuous 12-Year Compulsory Education Law No. 6287 in 2012 as of March 30, 2012, some articles of the Primary Education and Education Law No. 222 dated January 5, 1961, were amended as follows:

Compulsory primary education includes children in the 6-13 age group. This age begins at the end of September of the year the child turns five, and it ends at the last of the school

year when the child turns 13 to 14.

Primary education; It is a National Education and Training Institution consisting of a four-year compulsory primary school and a four-year compulsory secondary school established to achieve the purpose specified in the first article.

It is essential to establish primary education institutions like primary and secondary schools as independent schools. However, secondary schools can also be established together with primary or high schools, depending on the means and conditions.

Some articles of the National Education Law No. 1739 have been amended as follows:

Primary education institutions consist of four-year compulsory primary schools and four-year compulsory secondary schools that allow choosing between different programs and imam-hatip secondary schools. In secondary schools and imam-hatip secondary schools, elective courses are created according to the students' abilities, development, and preferences to support high school education. In secondary and high schools, the Qur'an and the life of our Prophet are taught as optional elective courses. Other elective courses to be taught in these schools and program options for imam-hatip secondary schools and other secondary schools are determined by the Ministry.

Secondary education includes all general, vocational, and technical education institutions based on primary education, providing four-year compulsory, formal or non-formal education. Those who graduate from these schools are given a secondary education diploma.

The Ministry of National Education initiated the FATİH project (Movement to Increase Opportunities and Improve Technology) to increase efficiency with the use of Technology in schools. A pilot trial was conducted in 2012, and the project was put into practice in the 2011-2012 academic year. Internet infrastructure has been provided to schools, and teachers have been equipped with in-service training. With this project, interactive smartboards took their place in the classroom. It was aimed to be applied to all schools at the end of 2015; however, as of January 2019, this goal has not been exceeded. Therefore, it is undeniable that the level of technology use will be beneficial to the quality of education in schools, but its effect is limited (Bozdoğan, 2019).

Education Information Network (EBA) is a social education platform created by the Ministry of National Education that enables teachers and students to produce and share content by keeping up with the developing technology. EBA was developed to enable students to access safe content; thousands of videos, educational visual content, e-Books, e-Magazines, audio content, and documents have been published. In order to ensure equality of opportunity among the students of the e-Content portal, the "e-Course" project has been implemented for 8th grade students since April 2014. Four hundred ten

acquisition-based lesson videos were prepared for seventh and 8th graders and published in EBA in this context. In addition, 70 educational applications for the effective use of tablet computers were published in the EBA Market. In addition, to highlight the social and artistic aspects of EBA; EBA Frame, EBA Caricature, and EBA Short Film Competitions were organized in order to save students and teachers from being confined to computers and to support their artistic development.

During the Tenth Five-Year Development Plan (2014-2018) period, the number of students per school was 199, students per teacher were 18, and the enrollment rate was 94.8%. It is seen that the decrease in the number of students per teacher and branch positively affects the quality of education in terms of the physical environment. However, the schooling rate did not reach 100%.

In the eleventh development plan covering the 2019-2023 period, the purpose of education is stated as follows:

By providing all individuals with access to an inclusive and qualified education and lifelong learning opportunities, they have developed thinking, perception, and problem-solving skills, have entrepreneurship and innovation features with a sense of self-confidence and responsibility, have internalized democratic values and national culture, are open to sharing and communication, have artistic and aesthetic feelings. The main goal is to raise strong, prone to technology, productive, and happy individuals. The plans can be listed as follows:

In the plan period, the sector with the highest increase in public investments will be education. At the same time, as of the 2020-2023 period, the education sector will have the largest share in the total investment programs.

As of all education levels, single education will be started.

Access to education will be provided at all levels based on equal opportunity in education.

In early childhood education, 5-year-old compulsory education will be included, and additional classrooms will be built as needed.

As of all education levels, single education will be started during the Plan period. Additional classrooms will be built for this purpose. Design and skill workshops will be established by the interests and abilities of students at all educational levels.

E-School is the system in which the works and transactions related to students and administration in schools/institutions affiliated to the Ministry of National Education are carried out electronically, and information is stored. A student file is created for each student in the e-School system in pre-school and primary education institutions. The

teacher processes the student file information into the e-School system on time and makes the necessary updates. The Development Report for the child, which is prepared in line with the Pre-School Education Program in pre-school education institutions, is processed into the e-School system at the end of each semester, and a copy is given to the parents. Non-pedagogical and confidential information is not included in the progress report (Ministry of Education, Primary Education Institutions Regulation, 2007).

PRE-SCHOOL EDUCATION

It was observed in Turkey until the pre-2005 period that families with a high level of education, working parents, and high economic income sent their children to pre-school education institutions. Therefore, compulsory pre-school education has been necessary to eliminate this inequality in education (Oktay, 2005).

The decisions taken in the Seventeenth National Education Council dated 13-17 November 2006 regarding pre-school education are as follows:

Studies should be started to make the pre-school education period covering 60-72 months of childhood compulsory.

It should be made compulsory to appoint guidance counselors to independent kindergartens.

The private sector should be encouraged to open pre-school education institutions.

In the 2007-2008 academic year, a mobile kindergarten project was implemented in places with no socio-economic status to expand preschool education. Buses are arranged. For the education of disadvantaged children, the “No Student Left Behind Project” was prepared for the 2008-2009 academic year.

The enrollment rate in pre-school education increased to 38% in 2010. The General Directorate of Pre-School Education stated that the effectiveness of pre-school education should be increased with a circular it published. In 2009 and 2010, many projects were prepared to increase the quality of pre-school education and ensure that it reaches everywhere. Some of those; “Strengthening Pre-school Education Project”, “First Step Project”, “Pre-school Parent-Child Education Program Project,” and “Summer Schools Project”, “Montessori Education Project”. Children attending pre-school education institutions within the 2006-2010 Country Program; UNICEF products (stationery and toys) that can support their mental, social and emotional development, increase creativity and encourage sharing classic games were donated and distributed for use in pre-school educational institutions. In addition, in many cities, kindergarten equipment works, kindergarten construction projects, and physical reorganization of primary education buildings continue (Altay, 2011).

Children who have low economic income and grow up far from socio-cultural activities start primary school in harmony with their peers who grow up in better conditions, and they can acquire the knowledge, skills, and gains that they do not have in the pre-school institutions. (Oktay, 1983). Females' Vocational High Schools play an essential role in the dissemination of pre-school education. Female students are trained in child development, care, nutrition, and education (Çelik and Gündoğdu, 2007).

According to the 2020-21 Ministry of National Education Regulation on Pre-School Education and Primary Education Institutions, children aged 57-68 months are enrolled in Kindergarten and practice classes at the end of September. After the registration of children residing in the registration area of the school and who will start primary school in the next academic year, 36-56 months old children can be registered in kindergarten and practice classes, and 45-56 months old children in kindergarten classes with sufficient physical means. A student file is created for each student in the e-School system in pre-school and primary education institutions. Children's teachers process student file information to the e-School system on time and make the necessary updates. The Development Report for the child, which is prepared in line with the Pre-School Education Program in pre-school education institutions, is processed into the e-School system at the end of each term, and a copy is given to the parents. Non-pedagogical and confidential information is not included in the progress report.

In line with the 11th Development Plan, it aims to include the age of 5 in the scope of compulsory education in early childhood education and build additional classrooms as needed.

According to the statistics of the Ministry of National Education for 2019-2020, there are 11,485 schools, 1,629,720 students (846,249 males-783,471 females), 56,218 teachers and 50,831 classrooms in pre-school education institutions.

PRIMARY EDUCATION

In the early 2000s, the schooling rate remained stagnant due to late enrollments and early dropouts. The inability of girls to access education was seen as a significant problem. According to the 2002 Household Budget Survey, 72.2% of children who have never gone to school are females. The "Support for Femeles' Schooling Campaign", supported by the United Nations Children's Fund, UNICEF, launched in 2003, aimed to increase out-of-school females' schooling (Derman and Başal, 2010).

On July 14, 2005, the "2005 curriculum" was accepted with the law numbered 192. This program, which was created by bringing together the education programs of different countries, the findings of international education research academic thesis, the views of non-governmental organizations; was created in line with the opinions of academicians, teachers, inspectors, students, and parents. The norms of the European Union were taken

into account, and achievements, skills, and activities were included in the program based on the philosophy of constructivism. Efforts were made to ensure integration between courses. A student-centered attitude was displayed with process-oriented assessment and evaluation, not result. However, the desired goals were not fully achieved because the schools were not in a structure suitable for the program, the number of classrooms was large, the activities could not be implemented, and the assessment and evaluation process (Fer, 2005).

Since the 2003-2004 education period, textbooks have been distributed in primary education institutions free of charge. In secondary education, this practice started with the period of 2006-2007. In addition, families who do not send their children to school to increase schooling are fined according to the relevant articles of Law No. 222. Foreign language education was also discussed in 2005. The textbooks were renewed by examining various programs, and two hours of foreign language lessons per week were added to the primary school programs starting from the second grade. During the European Union accession process, girls' schooling was ensured with the campaigns "Come on, Girls to School" and "100% Support to Education" (Bozdoğan, 2019).

In the eighteenth National Education Council dated 1-5 November 2010, the age groups and individual differences of the compulsory education students were considered. Accordingly, it was decided to organize it as 13 years, as one year of pre-school education, four years of primary education, four years of orientation and preparatory education for secondary education, and four years of secondary education, in a way to allow students to receive education in different environments. In this direction, with the "Primary Education and Education Law with the Amendment to Some Laws" in 2012, 4+4+4 to cover compulsory primary education and secondary education has been implemented for 12 years. Compulsory education includes a primary school for four years, secondary school for four years, and high school for four years. The first four years (1, 2, 3, 4th grades) of the students are a primary school, the second 4 years (5, 6, 7, 8th grades) are a secondary school, and the third four years (9, 10, 11, 12. grades) are will be named high school. Students who have completed primary education will not receive a diploma, and the diploma will be given as a "secondary education diploma" at the end of 12 years of compulsory education (MEB, 2012).

As of the 2019-2020 academic year, there are 24,790 schools, a total of 5,279,945 students (2,718,189 males - 2,561,756 females), 309,247 teachers and 261,875 classrooms in primary schools. In secondary schools, there are 19,268 schools, a total of 5,701,564 students (2,885,444 males - 2,816,120 females), 371,590 teachers and 195,134 classrooms.

SECONDARY EDUCATION

Social Sciences High Schools were opened in 2003. The education period is five years, including the preparatory class. The purpose of establishing social sciences high schools is to train students as scientists in the fields of literature and social sciences. In 2004, the sports high school was opened. The education period is four years. The purpose of establishing sports high schools is to provide students with essential knowledge and skills in physical education and sports and become a source for raising qualified people in the field of physical education and sports. Students are admitted to the sports high school with an aptitude test. Since the 2004-2005 academic year, second foreign language courses have been added to the standard courses of Anatolian High School, Anatolian Fine Arts High School, and Science High School. Foreign language courses are also applied as elective courses in other schools. As of the 2005-2006 academic year, within the context of the Restructuring of Secondary Education, it has been decided that the education period of general and vocational education institutions, including the schools, some of which are “preparatory plus three years”, will be four years without the preparatory class (Türk, 2015).

According to the statistics of the Ministry of National Education for 2019-2020, there are 6,925 schools, 3,412,564 students (1,708,914 boys - 1,703,650 girls), 186,914 teachers and 108,982 classrooms.

In line with the Eleventh Development Plan (2019-2023), it is stated that secondary education students will be able to participate in scientific activities at universities and benefit from universities’ research and laboratory facilities.

VOCATIONAL TECHNICAL EDUCATION

With the transition to the European Union, the Strengthening of the Vocational Education and Training System (MEGEP) Project, signed on July 4, 2002, started to be implemented in 2004-2005 based on socio-economic needs and lifelong learning (Gür, 2011).

With the 2005-2006 academic year, the duration of general vocational and technical secondary education was increased from 3 to 4 years, thus ensuring parallelism in the education periods of vocational and technical high schools. MoNE, YÖK, İŞKUR, municipalities, universities, foundations, unions, and private education institutions are the project coordinators of vocational education. These projects are: “School Industry Joint (OSANOR) Project”, “Vocational and Technical Education Development (METGE) Project”, “Strengthening the Vocational Education and Training System (MEGEP) Project”, “Vocational Schools Program Development Project” and the national agency’s “Leonardo da Vinci” projects. The projects aim to provide skills development and equipment through applications. However, the process’s efficiency and the target’s attainment are possible with complete control (Demir and Şen 2009).

It is expected that there will be a significant increase in the number of students and schooling rate with the secondary education period extended to 4 years from the 2005-2006 academic year. With the effect of applying different coefficients to vocational high schools in the university entrance exam in 1999, the demand for vocational education decreased. However, the number of students and the enrollment rate increased in the following years with the application of transition from vocational-technical high schools to vocational schools without examination, which was implemented in 2002. Occupational standards have been raised to the national level with the law on the vocational qualifications institution adopted in 2006 (Gür, 2011).

Institutions providing education in vocational and technical education were united in 2014 under the name of Vocational and Technical Anatolian High School, Multi-Program Anatolian High School, and Vocational Education Centers. The education period of these schools is four years. As of the 2018-2019 academic year in vocational and technical Anatolian high schools, education is provided in 199 branches within 54 fields in these institutions. Students can enter the Anatolian vocational program of these schools with an exam-free pass and local placement.

A student studying in the Anatolian vocational program takes knowledge and skills courses and general theoretical courses for a profession. Students are placed in the Anatolian technical program through a central examination. A student studying in the Anatolian technical program takes mathematics, physics, chemistry, and biology courses and knowledge and skills for a profession for four years (MEB, 2019).

In line with the Eleventh Development Plan (2019-2023), it is aimed to start the Structural Transformation and Employment Mobilization for Production in Vocational and Technical Education for vocational and technical education. In addition, during the Plan period, it was aimed to modernize the workshops and laboratories of all vocational high schools and make them suitable for today's education-employment needs. In addition, it is aimed to increase the revolving fund revenues by using the workshops within the institutions and organizations in vocational education more effectively.

According to the statistics of the Ministry of National Education for 2019-2020, there are 4,470 vocational and technical secondary education institutions (official + private + open), 1,608,081 students (1.006.523 male students-601.558 female students), 144,255 teachers and 74,720 classrooms in our country.

HIGHER EDUCATION

The rapid increase in the number of universities was between the years of 2006-2011 after 1992. Fifty state universities and 38 foundation universities were added to the number of universities, which was 77 in 2005, and consequently, this number increased to 165 in 2011. In this way, there is no city without a university. Thus, it is aimed to make the

level of social, cultural, and economic development parallel in all regions. On-site higher education service has been tried to be provided to the region's people (Sargın, 2007).

In 2018, with Law No. 7141 on Amending the Higher Education Law and Some Laws and Decrees, it was decided to divide some universities. It was decided to divide 13 universities including Istanbul, Gazi, İnönü, Anadolu, Selçuk, Erciyes universities and to establish 20 new universities. According to the law, these universities were divided, and 16 new state universities were established. In addition to these universities, four new foundation universities were also established (Ülperen,2020).

In addition to the increasing numerical developments in higher education, TÜBİTAK scientist support programs and domestic and international scholarship opportunities are offered to support postgraduate education for the importance of quality and quality (Gür, 2011).

With the developing technology, the increase in the demand for entrepreneurship and the interest in increasing the R&D studies. The number of application research centers in universities continues to increase. There are 360 R&D Laboratories at ITU. Hacettepe University ranks first with 104 research centers. Istanbul University, Dokuz Eylül University, METU, Ankara University, Ege University, Atatürk University, Boğaziçi University, Koç University, Bilkent University, ITU and Sabancı University follow this university. TÜBİTAK Technology Transfer Office and Universities have opened their technology, knowledge transfer offices/centers, entrepreneurship boards, etc. different disciplines aim at industry cooperation (Alan, 2016).

According to 2021 YÖK data, there are 209 universities in our country. One hundred thirty-one are state universities (11 technical universities, two fine arts universities, and one high technology institute's Police Academy and National Defense University), and 78 are foundation universities. Apart from universities, there are 5 Vocational Schools Vocational School. There are 3.002.964 associate degree, 4,538,926 undergraduate, 297,001 graduate and 101,242 doctoral students.

INFORMAL EDUCATION

The cosmopolitan structure of the European Union, together with democracy, is based on lifelong learning for citizens to live in prosperity without any discrimination of language, religion, race, and culture and to synthesize this into the whole society (Turan, 2005). The General Directorate of Lifelong Learning was established in Turkey in 2000 to enable all citizens to develop their personal, social and professional development through formal education and non-formal education (Güleç, Çelik and Demirhan, 2012).

With open education institutions, education is given to citizens who cannot benefit from formal education institutions due to time and opportunity.

Open Primary School: Individuals who graduated from the first five years of primary education and cannot go to the 6th, 7th, 8th grade can benefit.

Open Education High School: Individuals who have completed eight years of primary education can benefit.

Vocational and Technical Open Education School: Professional knowledge and skills are gained through distance education and face-to-face education programs (Ada, 2005).

According to the statistics of the Ministry of National Education for 2019-2020, there are 16,808 non-formal education institutions (public + private), 10,958,359 trainees (5,048,479 men- 5,909,880 women), 85,141 teachers and 109,957 classrooms.

With interest shown by our country in public education centers, the number of courses increased and continued their activities. These courses are grouped under the headings of literacy, vocational, technical, and social-cultural courses. Literacy courses consist of text literacy and computer literacy. Vocational technical courses are held with short-term certificate programs in order to train qualified personnel for the workforce. Cultural, social courses include courses in the social, cultural, artistic, and sports fields needed to keep up with the changing dynamics of the society, and these courses also provide employment. Just like the trainee who goes to the gymnastics course gets a job in the sports center (Yıldırım, 2009).

RELIGIOUS EDUCATION

In 1924, many educational institutions with different structures in the Republic of Turkey were brought under the roof of the Ministry of National Education with the Law of Unification of Education. In order to give religious education in modern schools, it was decided to open Imam-Hatip schools and train religious officials, and open Istanbul Theology Faculty to train high religious specialists. However, with the thought that the positivist thought and the new traditional understanding of religion, which were taken as a basis in the following years, could shake the foundations of the newly established state, positive developments could not be experienced in religious education. In the early 1930s, Imam-Hatip schools and the Faculty of Theology were closed, and religious education was interrupted (Kaymakcan, 2006).

In 1929, religion lessons were removed from primary school programs, and in 1939, religion lessons were abolished from the programs of village primary schools. Religious education was not included among the courses of village institutes opened in 1940. With the transition to multi-party democratic life in 1946, religion was reconsidered and included in party programs and education programs. In 1948, the Grand National Assembly of Turkey decided to introduce religious knowledge courses as optional extracurriculars for primary school fourth and 5th grades (Gündüz, 1998).

In 1949, Ankara University Faculty of Theology was opened, and its education began.

In 1949, Quran courses were opened under the supervision of the Directorate of Religious Affairs. Then, imam-hatip courses were opened to train religious service officers, for ten months, on the condition that those who graduated from secondary school and completed their military service could attend (Giorgetti and Batır, 2008).

With the changing government in 1950, many innovations were made. Religion lesson is included in primary school fourth and 5th-grade programs. However, it has been stated that those who do not want to take this course will be exempted from the exams of the courses with a family statement. Primary school teachers were obliged to teach religion. In this period, in line with the report on religious education and religious institutions published by the President of Religious Affairs, Ahmet Hamdi Akseki, it was decided to open imam-hatip schools in 1951. The first imam-hatip schools (4 years after primary school) were opened in 7 cities, namely Ankara, Adana, Isparta, Istanbul, Kayseri, Konya, and Maraş. In 1954, a 3-year high school section was added to these institutions, and the education period was arranged as 4+7 (Gündüz, 1998).

In 1956, an optional religion lesson was determined as 1 hour per week for first and 2nd-grade secondary schools. In this course, with the title of “Islamic Ethics”, many moral issues and the contributions of Turks to the religion of Islam took place (Yürük, 2010).

In 1959, it was decided to establish Higher Islamic Institutes within the scope of religious higher education, and Istanbul Higher Islamic Institute was opened. In the following years, the number of these institutes gradually increased. Religious Education Directorate was established in 1961, and imam-hatip schools and higher Islamic institutes were connected to this directorate. It was renamed the General Directorate of Religious Education in 1964 (Gündüz, 1998).

In 1967, an optional one-hour religious lesson per week was added to high schools’ first and 2nd grades. The contributions of religion to the individual and social life took place in these lessons (Yürük, 2010).

In 1971, the Faculty of Islamic Sciences was opened under Erzurum Atatürk University.

After the military memorandum in 1971, there were adverse developments in religious education. By making arrangements in imam hatip schools, institutions in the form of 4+3 years were transformed into 4+3 years, and religion courses were removed from the middle part. In 1972, it was forbidden for female students to enroll in imam hatip schools and receive an education.

In the National Education Law No. 1739 adopted in 1973, Imam-Hatip high schools were included in Article 32.

Article 32. Imam-hatip high schools are educational institutions that implement vocational and higher education preparatory programs within the secondary education system established by the Ministry of National Education to train the personnel responsible for fulfilling religious services such as imams, oratorship, and teaching the Qur'an course.

With this law, imam hatip graduates can enter some departments of universities and all high schools affiliated to the Ministry of National Education.

The 1976 secondary school religious education programs aimed to bring national and spiritual feelings, include the basic principles of the religion of Islam and gain more scientific respectful views that are far from superstitious beliefs. One thousand nine hundred seventy-six high school programs adopted individual and social values by giving national and spiritual values together (Yürük, 2010).

In 1979, a two-hour religious education course was included in the programs of educational institutes.

In 1982, with the Decree-Law No. 41 on the Organization of Higher Education Institutions, High Islamic Institutes were transformed into Theology Faculties and connected to universities. The Faculty of Islamic Sciences and the Higher Islamic Institute in Erzurum were united under the Faculty of Theology and affiliated to Atatürk University (Gündüz, 1998).

In the new constitution adopted in 1982, religious education was included in Article 24 under the title of Freedom of Religion and Conscience.

Article 24. Everyone has the freedom of conscience, religion, belief, and conviction. Worship, religious rites, and ceremonies are free provided that they do not contradict Article 14.

No one can be compelled to participate in worship, religious rites, and ceremonies or reveal their religious beliefs and convictions; He cannot be condemned or accused because of his beliefs.

Religious and moral education and training are carried out under the supervision and control of the state. Religious culture and moral education are among the compulsory courses taught in primary and secondary schools. Apart from this, religious education and training depend only on the individuals' volition and the legal representative of the minors.

Religious knowledge and moral knowledge courses were combined under the Religious Culture and Moral Knowledge course and became compulsory in primary and secondary schools. It has been decided that this course will be given two hours a week in primary

school fourth and 5th grades, 1 hour in secondary school 1st, second and 3rd grades, and 1 hour in 1st, second and 3rd grades in high schools. By emphasizing secularism, freedom of conscience, and thought in the primary education program, it is aimed to ensure that all subjects are integrated with Atatürk's principles. Values of homeland, nation, and flag were emphasized in terms of gaining national unity. The religion of Islam has been handled with its rational contemporary aspect. Since 1982, 1988, and 1992 programs were programs made after the military coup, they gave more space to national unity and solidarity (Zengin, 2017).

In 1983, those who graduated from high school and equivalent schools had the right to enter higher education institutions. In this direction, imam hatip high school graduates were also able to benefit from this right. In 1988, it was decided by the Council of Higher Education (YÖK) to open 2-year Vocational Schools of Theology. In the following years, these institutions were opened in many provinces. Many Theology Faculties were opened in 1993 and 1994. In 1998, a 4-year Religious Culture and Ethics Department were opened in Theology Faculties (Gündüz, 1998).

In line with the decisions taken by the National Security Council on February 28, 1997, the February 28 Process, known as the post-modern coup, took place. With the prohibitions brought, religious education was focused. With the 8-Year Uninterrupted Compulsory Education Law, which was put into effect in August 1997, the secondary education sections of imam-hatip schools were closed, and the high school sections were also intended to be closed. After the first level of primary education, it has become impossible for students to attend Quran courses. Students in Imam-Hatip schools were transferred to other schools. Graduates of imam hatip high schools and vocational and technical high schools institutions were prevented from entering a higher education institution with the "field coefficient" condition that was put into practice in the transition to higher education in 1999. This situation brought many psycho-social and economic problems to the students. With the Uninterrupted Education Law of 1997 and the first coefficient application in 1999, there has been a decrease in current students since there is no new student enrollment in the imam hatip high school. Along with the changing government in 2002 and the changing attitudes of the higher education institution, there has been an increase in the number of students since the 2003-2004 academic year (Yücel, 2017).

The 2000 program dealt with religion that regulates relations in a rational, critical, and respectful manner. Since 2005, student-centered education has been included in the programs instead of the teacher-based theory because of multiple intelligences and constructivism. The 2005 high school Religious Culture and Ethics program aimed to gain respect for different ideas by emphasizing the unifying aspect of Islamic thoughts, which put the Qur'an in the center by seeing sects as cultural wealth and giving place to other religions as well. In the 2006 primary school Religious Culture and Ethics, it was emphasized that the religion of Islam is above sects, and information was given about other religions. In line with the principle of secularism, students with different beliefs and

thoughts were enabled to express themselves (Yürük, 2010).

Religious Culture and Ethics Teaching programs in Theology Faculties were included in the Education Faculties with the 2006-2007 arrangement (YÖK, 2007).

In 2009, the Council of Higher Education abolished the coefficient requirement for transition to higher education (Decision No. 1266). In 2012, with the adoption of the 4+4+4 Intermittent 12-Year Compulsory Education Law No. 6287 on 30 March 2012, there was a quantitative increase in imam hatip schools. The reopening of the secondary school section of imam hatip schools has increased public interest in these institutions. With the 12-Year Compulsory Education Law, in addition to the compulsory Religious Culture and Ethics course, which has been taught from 4 to 12 grades in primary education since 1982, the Qur'an, the Life of the Prophet Muhammad, and Basic Religious Knowledge courses have been added to the programs related to religious education. (Yücel, 2017).

Article 9 of the 12-Year Compulsory Education Law covers this issue as follows.

Article 9. Primary education institutions consist of four-year compulsory primary schools, four-year compulsory secondary schools, and imam-hatip secondary schools that allow different programs. In secondary schools and imam hatip secondary schools, elective courses are created according to the students' abilities, development, and preferences to support high school education. In secondary and high schools, the Qur'an and the Life of the Prophet Muhammad, and Basic Religious Studies are taught as optional elective courses. Other elective courses to be taught in these schools and program options for imam hatip secondary schools and other secondary schools are determined by the Ministry.

TEACHER TRAINING

The 3-year village teacher schools, established in 1926, were closed in 1932 due to their inefficient operation. With the problem of teacher need in 1934, new models were sought, and the idea of teaching as a teacher was brought forward after returning those who completed their military service to their villages. In 1936, this application started to operate under the name of trainer course. It continued until 1946.

In 1937, it was decided to open village education dormitories for large villages, and village education dormitories were opened in Eskişehir Mahmudiye and İzmir Kızılcıllu. In 1940, these schools were converted into village institutes with law no. 3803. Hasanoğlu High Village Institute was established in order to train headteachers and supervisors. In 1947, the course and curriculum programs of the schools were changed, and in 1953, two types of schools providing teacher education were merged under the name of primary school-teacher training for primary schools in six years and teacher training for secondary schools in three years.

It aimed to meet the need for teachers in secondary schools with the school established in Konya in 1926 and was brought to Ankara in 1927 and named Gazi Middle Teacher's School.

Later, departments of various sciences and branches such as painting, music, and physical education were added to the Department of Educational Sciences. After the closure of the Hasanođlan High Village Institute, the duties of this institution were given to Gazi Secondary Teachers' School. In line with the new needs, it aimed to train secondary school teachers by opening a new type of teacher school called the Education Institute in 1946 (Ergün, 1987).

The teacher's profession is defined in the 43rd article of the national education fundamental law numbered 1739, adopted in 1973.

The teacher's profession is defined in the 43rd article of the national education fundamental law numbered 1739, adopted in 1973.

Teaching is a unique profession that takes the State's education, training, and related management duties. Teachers are obliged to perform these duties by the aims and basic principles of Turkish National Education.

Preparation for the teaching profession is provided by general culture, special field education, and pedagogical formation.

For them to gain the qualifications mentioned above, it is essential to ensure that pre-service teachers receive higher education regardless of their education level.

In 1974, primary teacher schools were transformed into a general education high school with "teacher high school". 2-year education institutes were opened to train teachers for the first stage of primary education.

3-year Education Institutes were established to train teachers and researchers for secondary and equivalent schools and primary teacher schools.

With the Higher Education Law No. 2547 enacted in 1981, the schools, institutes, and academies that train teachers under the Ministry of National Education and universities were gathered under the roof of the Higher Education Council (YÖK) on 20 July 1982. Two-year education institutes were transformed into education colleges on 20 July 1982 and included in universities. Since 1989, the education period of education colleges has been increased to 4 years, and they have been transformed into education faculties. Three-year education institutes were included in universities in 1982, and as of that date, they were converted into faculties of education as four years (Üstüner, 2004).

In 1997, the Faculties of Education were restructured. With the “Pre-Service Teacher Training” project under the National Education Development Project (MEGP), carried out jointly by the Ministry of National Education and the Council of Higher Education and financed by the World Bank, it was aimed to improve teacher training both qualitatively and quantitatively.

At the secondary education level, mathematics, biology, physics, chemistry, social sciences, foreign language, music, and painting; At the primary education level, it focused on the field (unique) teaching methods of mathematics, science, social studies, music, and painting lessons, and books on field-specific methods of these fields were prepared and published.

Scholarships for master’s and doctoral graduates have allowed the teaching staff of the education faculty to develop abroad. In addition, technological equipment was provided to Education faculties.

Collaboration between education faculties and practice schools was established by signing a protocol between MEB and YÖK so that prospective teacher could gain experience before starting their profession and put the theoretical knowledge they learned into practice.

The National Teacher Training Committee was established to increase the continuity and efficiency of innovations in teacher training. This committee is an advisory body that establishes national standards and communicates between the Ministry of National Education and YÖK.

Adjustments have been made in all undergraduate programs. New programs have been added to some branches, non-thesis master’s programs have been developed within the Faculty of Education (and the institute) for graduates who have completed their field education in other faculties and wish to become teachers, and the teaching formation program has been rearranged.

In 2006-2007, the education faculties were reorganized, and it was aimed to improve the negative aspects of the changes made in 1997.

Field and field education courses are 50-60%, teaching profession knowledge courses are 25-30%, and general culture courses are 15-20%.

The emphasis was placed on increasing general culture courses.

Courses such as the history of science, scientific research methods, practical communication skills, history of Turkish education, and introduction to philosophy were added to the programs to aim for the cultural-scientific-social development of teacher candidates.

With the Community Service Practices course added to all programs, it is aimed that teacher candidates examine social problems and prepare projects to solve these problems.

With the regulation made in education faculties in 2010,

The non-thesis master's program, which was applied for graduates of the Faculty of Arts and Sciences to become secondary education field teachers, was abolished as of the 2010-2011 academic year. Instead, it was decided to give two-term pedagogical formation training.

Giving pedagogical formation education to the Faculty of Arts and Sciences students is bound to specific criteria. In this direction, the requirement to have a Faculty of Education or a Department of Educational Sciences in the relevant university that wants to provide formation education and to have a sufficient number of qualified staff members in this field has been introduced.

By being included in the Bologna Process, YÖK aimed to have higher education travel and job opportunities in Europe provided to the citizens of the countries within the European Higher Education Area. In this context, studies were carried out to develop programs at universities and determine the knowledge, skills, and competencies to gain. Competence of Independent Working and Taking Responsibility, Learning Competence, Communication, and Social Competence were discussed (Güneş, 2016).

The problem of supply-demand balance in teacher training and employment policies has always been significant. There was a need for teachers in some periods, and in other periods, more than enough teachers were graduated (Özoğlu, 2010).

Alternative teacher training practices have been carried out from the past to the present and have caused criticism. Some of them can be listed as follows;

In 1960, with reserve officer teachers, graduates of high school or equivalent schools, and those who had to leave university education were allowed to do their military service as teachers in villages. With a law passed on July 26, 1963, it was ensured that they were teachers constantly.

When everyone who graduated from high school was given the right to go to university in the 1974-1975 academic year, the "Higher Education Center by Letter" was established to reduce the density of university entrance. In the summer months, teachers were trained for three years with short-term (5-week) courses. The simplification of teacher training and the training of qualified teachers has led to criticism.

In 1975-1976, thousands of students could not continue their education due to political-ideological reasons in higher education institutions. These students were enabled to

become teachers by applying for accelerated programs in a short period of 3 months in 1978. Having a teaching diploma without any practical experience has also caused criticism (Akyüz, 2016).

With the YÖK increasing the education period of the faculties that train teachers for primary schools to 4 years in 1989, the severe teacher shortage experienced in the 1996-1997 academic year was reduced to agricultural engineering, veterinary medicine, business, etc. More than 30 thousand university graduates, consisting of graduates of the departments, took office as teachers. Teaching by people who have nothing to do with the field has been subjected to many criticisms regarding the quality of education (Özoğlu, 2010).

It should be emphasized whether the faculties' knowledge, skills, and values that train teachers for educational quality can be put into practice. Skills such as learning to learn, self-development, and lifelong learning should be fully taught to teachers. Educational philosophies taken as a basis to train teachers with the quality required by today's conditions should be adapted according to the country's needs (Güneş, 2016).

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