

**Voicing the Voice of Senior Academic
Administrators on Education System in Northern
Cyprus**

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ABSTRACT

The purpose of this paper is to introduce the perceptions of senior academic administrators in Northern Cyprus Ministry of Education on the current education system. That is to say the structure of the education system as a whole. In order to carry out this study, 14 senior academic administrators' point of view has been taken by using semi-structured interviews. There is no doubt that in qualitative research semi-structured interviewing is a flexible and powerful tool to capture the voices and the ways people make meaning of their experiences (Kvale, 2007). This study is a case study. As Yin (2009a:18) stated: *"An empirical inquiry about contemporary phenomenon (e.g., "case"), set within its own real-world context – especially when the boundaries between phenomenon and context are not clearly evident"*. Therefore, by reflecting upon the current education system in North Cyprus as a 'case', the authors tried to show the real context of the education system itself. The data collected from the semi-structured interviews were analyzed by using content analysis. According to the findings of this research study, the current education system must be re-constructed considering the curriculum, strategies in teaching and learning approaches, building up collaborative and student-centered classrooms, applying active learning strategies and voicing the voice of the senior academic administrators during the decision-making process.

Keywords: Perception; Education System; Ministry of Education Senior Academic Administrators (MESAA); Active Learning, Voice

ÖZ

Bu çalışmanın amacı, Kuzey Kıbrıs Eğitim Bakanlığı'ndaki üst düzey akademik yöneticilerin mevcut eğitim sistemine ilişkin algılarını ortaya koymaktır. Yani bir bütün olarak eğitim sisteminin yapısı. Bu çalışmanın gerçekleştirilebilmesi için yarı yapılandırılmış görüşmeler kullanılarak 14 üst düzey akademik yöneticinin görüşü alınmıştır. Nitel araştırmalarda yarı yapılandırılmış görüşmenin, sesleri ve insanların deneyimlerini anlamlandırma biçimlerini yakalamak için esnek ve güçlü bir araç olduğuna şüphe yoktur (Kvale, 2007). Bu çalışma bir vaka çalışmasıdır. Yin'in (2009a:18) belirttiği gibi: "Özellikle fenomen ve bağlam arasındaki sınırlar açıkça belli olmadığında, kendi gerçek dünya bağlamı içinde belirlenen çağdaş fenomen (örneğin "vaka") hakkında ampirik bir araştırma. Bu nedenle yazarlar, Kuzey Kıbrıs'taki mevcut eğitim sistemini bir 'vaka' olarak yansıtarak, eğitim sisteminin kendisinin gerçek bağlamını göstermeye çalışmışlardır. Yarı yapılandırılmış görüşmelerden toplanan veriler içerik analizi kullanılarak analiz edilmiştir. Bu araştırma çalışmasının bulgularına göre, mevcut eğitim sisteminin müfredat, öğretme ve öğrenme yaklaşımlarındaki stratejiler, işbirlikli ve öğrenci merkezli sınıflar oluşturma, aktif öğrenme stratejilerinin uygulanması ve kıdemli akademisyenin sesini duyurması dikkate alınarak yeniden yapılandırılması gerekmektedir.

Anahtar Kelimeler: Algı; Eğitim Sistemi; Milli Eğitim Bakanlığı Kıdemli Akademik Yöneticileri (MESAA); Aktif Öğrenme, Ses

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LIST OF ABBREVIATIONS

EMU	Eastern Mediterranean University
MESAA	Ministry of Education Senior Academic Administrators
STAKEHOLDERS	Administrators in the Ministry of Education

Chapter 1

INTRODUCTION

The literature on school Academic Administrators roles and responsibilities, their relative importance in improving the education system subjected to considerable debates. However, most of the studies in the education field have only focused on school's academic administrators and existing accounts fail to view Senior Academic Administrators working in the ministry of education (MESAA) as another axle which can play a significant role in transformation and enhancement of education system. MESAA members are competent experienced scholars whom their long-term experience with ongoing education system able them to identify critical problems and offer fundamental solution for them. According to Pont, Nusche and Moorman (2008:16);

“Policy makers need to adapt school leadership policy to new environments by addressing the major challenges which have arisen over the past decades. There is a growing concern that the role of school principal designed for the industrial age has not changed enough to deal with the complex challenges schools are facing in the 21st century. Countries are seeking to develop new conditions for school leadership better suited to respond to current and future educational environments. As expectations of what school leaders should achieve have changed, so must the definition and distribution of tasks, as well as the levels of training, support and incentives.”

Owing to this, it can be said that far too little attention has been paid to leverage and opportunity that MESAA could bring to the educational field and their voice and perception has been neglected in the bureaucratic and constitutional system. In this research, the main purpose is to reflect the voice of the MESAA (Ministry of

Education Senior Academic Administrators) voices during the decision-making process and at the same time their perceptions regarding the current education system in Northern Cyprus.

Today's expeditious world is becoming progressively characterized more and more by its educational and intellectual advancements. Regarding historical backgrounds, technological enhancement, and political-economic situation; each country has a different strategy toward their schooling system. The first thing that needs to be emphasized here is that the education field afflictively needs innovation and improvement in time. Traditional learning methods while still being favorable by many instructors and educational institutions, are not a suitable fit for present-day. Furthermore, current research indicates that Booie and Khuzwayo (2019:2);

“Faculties of education struggled to design qualification programmes and to develop academic content knowledge for the broad-field curriculum which is characterized by melding or hybridisation of two or more related subjects, because they lacked philosophical and conceptual knowledge, theoretical principles and the knowledge of pedagogical approaches”.

Such verity is not hidden to many MESAA members considering Northern Cyprus case. Like many other European countries (EU) such as UK, USA, Finland, China, France, Italy and so forth, reform and improvement of the current educational system in Northern Cyprus is the main goal to be achieved by the senior academic administrators. According to Franks (2015:325);

“Education is the area directed with a focus of schooling, but with implications that stretch beyond school's boundaries”.

Therefore, it is possible to say that the education given should not only be applicable to the inside classroom but also outside the school and in student's everyday life where

they can learn hands on experience. According to Sjoberg (2010:487);

“The nature of knowledge should, according to Piaget, be studied empirically where it is actually constructed and develops. This can be done either through the historical development of knowledge, as it is found in well-established sciences (in particular, physics and mathematics), or may be studied in the growth and development of an individual. We may therefore say that Piaget’s study of the development of children was in effect only to get empirical access to his epistemological research question: the growth of knowledge and the development of logical thinking.”

Constructivist theory is based on the type of knowledge, which is actively constructed by the learner, not passively received from the outside, learning is seen as something done by the learner, not something that is imposed on him, learners come to the learning situation with existing schemas about many phenomena and some of these ideas are ad hoc and unstable; others are more deeply rooted and well developed.

Furthermore, learners have their own individual ideas about the world, but there are also many similarities and common patterns in their ideas. Some of these ideas are socially and culturally accepted and shared and are often part of the language, supported by metaphors, etc. They also often function well as tools to understand many phenomena as Vygotsky proposed in (1990). According to constructivism, knowledge is represented in the brain as conceptual structures, and it is possible to model and describe these in some detail. In teaching and learning process, teachers have to take the learner’s existing ideas seriously if they want to change or challenge these although knowledge in one sense is personal and individual, the learners construct their knowledge through their interaction with the physical world, collaboratively in social settings and in a cultural and linguistic environment. Student-centered education entails teachers act only as a mentor and advisor, while students are independent, self-learning and active. Over the past decade, most research in education enhancement

has emphasized on the importance of the use of student-centered models in the classrooms. Stupiansky (1997:6);

“Students in a constructivist-dominated classroom are treated like experts who investigate, discover, and construct their own meaning. This sounds appealing because the end of all contemporary education seems to be the accrual of skills and competencies that will be relevant to their future work. In such active learning environments and through the process of self-discovery of information it is argued that the motivation to learn is intrinsic to the child and not in need of teacher’s external influences on that motivation”.

As mentioned above, in student-centered education constructivist theory lies. Likewise, constructivism student-centered approach develops individual contacts, gives an opportunity for the students to share their opinions, increases their creativity and compensate for their personal needs with the guidance of their teacher. According to Krahenbuhl (2016:6);

“When utilizing constructivist pedagogy and compelling our students to construct their own meaning teachers should use caution because constructivist learning theory points us to deficiencies students have that directly impact their learning. Students lack the experience and knowledge to apply disciplinary skills effectively, they have limited space in their mind to grapple with issues, and furthermore, their constructed meaning may or may not correspond with reality. Much of their success may depend on the degree of guidance they receive.”

Therefore, in student-centered classrooms it is not only enough for the students to be motivated to construct their own knowledge but the teacher’s scaffold for the students also plays significant role.

In this research through reflecting upon the 14 senior academic administrators perceptions at the Ministry of Education and Culture of Northern Cyprus, issues concerning generally the structure of the current education system such as whether it is based on traditional type of teaching and learning or student-centered, the role of

the administrators during decision making process that is to say to what extent their voices can be heard is presented through the results of semi-structured interviews in the findings and discussions. In the following part of the research paper literature review on the current education systems of other EU countries, constructivism, students-centered education, and decision making will be discussed.

There are many kinds of educational models in the world. After many experiences according to the economic and technological development of the world, the experts started to plan new educational models for their communities because if they don't innovate new models this will affect the future of the communities as well. Changing is a very difficult development and stakeholders who work at the ministry of education carry lots of responsibilities during these changes. Before talking about stakeholders' responsibilities let's talk about the educational systems and then talk about the stakeholders' attempts in changing or revolutionizing education system in any country or in our country. Below we will handle some main models and we will also propose some solutions at the end.

What is Education?

Education is related with "individual growth and development". It also continues from "birth" to "death". During this period, it helps a person to be experienced and change his life. At the end of education process, a person not solely want to change his individual needs but change all "economic and social obligations" (Cooper, 1931, 324). For Paulo Freire education is like a life organ based on "social justice" deriving "social character, values and ideologies" (Byrne, 2011, 48). According to him education also effects the moral structure of a community. Educators can continue or

prevent the dominant ideology”. He also describes education as “political or constructive nature” (Byrne, 2011, 48).

Owing to this, in this research the researcher tries to enlighten the following questions:

1. What are the perceptions of MESAA members on the current education system?
2. How can the current education system be enhanced and improved?
3. What are the roles of MESAA during decision-making?
4. What kind of leadership qualities MESAA should possess during decision making?

1.1 Statement of the Problem

Since the central structure of Education System, Politicians can interfere the decisions taken by the stakeholders. The research that is done in here was written after the views of the stakeholders working at the Ministry disclosed their views. The Problem in here is that the existing education system doesn't work. I am a retired teacher who have worked for 37 years at primary schools. Researching about voicing the voices of the stakeholders I have combined my experiences and the information I have taken from the stakeholders and derived lots of solutions for the education system. These solutions will help promoting education system while implementing changes.

1.2 Purpose of the Study

The research was done because after getting the views of the stakeholders, it was decided what kind of adjustments could have been made. It was also found out what kind of changes could be made. It was seen that the education was directly led to decentralization.

1.3 Terminology

Centralisation: Concentrate (administration) at a single center (Procter, 1980, 166).

Decentralization: Reorganise (a centralized institution, organization etc.) based on greater local autonomy (284).

Stakeholders: A person with an interest or concern in something, especially a business (1085).

Distance education: Distance education or long-distance learning is the education of students who may not always be physically present at a school. Traditionally, this usually involved correspondence courses wherein the student corresponded with the school via post. Today it involves online education (Woodford, 2005, 188).

Online learning: Online learning is a way of studying for an internationally recognized qualification without needing to attend classes on campus. It is aimed at those who wish to study for a post graduate qualification alongside work or other commitments (221).

Lifelong education: “Lifelong learning. (Education) the provision or use of both formal and informal learning opportunities throughout people’s lives in order to foster the continuous development and improvement of knowledge and skills needed for employment and personal fulfilment (Procter,1980,633).

Constructivism: Constructivism is a philosophy of learning founded on the premise that by reflecting on our own understanding of the world we live in. Each of us generates our own “rules” and “mental models”, which we use to make sense of our

experiences (235).

1.4 Settings of the Study

This research took place at the Ministry of Education and Culture and involved 14 stakeholders. One of them rejected to participate in the semi-structured interview. Hence 14 stakeholders responded to the questions about the Turkish Cypriot Education System.

1.5 Theoretical Framework

This research was set up on the theories of constructivism and pragmatism. According to Goldkuhl “Pragmatism is concerned with action and change and interplay between knowledge and action. This makes it appropriate as a basis for research approaches intervening into the world and not merely observing the world” (Goldkuhl, 2012, 136). For Goldkohl Pragmatism can also help to promote “research alternatives for a qualitative researcher” (137). Pragmatism is related with “action and change and the interplay between knowledge and action” (136). It is not only observing the life but also intervening it (136). Goldkohl sets up bridges with constructivism and writes like this: “Interpretivism is dependent on constructivist ontology. This is explicated by Orlokowski & Baroudi (1991, p.14); ‘ontologically, interpretive information systems research assumes that the social world (that is, social relationships, organizations, division of labors) are not “given”. Rather the world is produced and reinforced by humans through action and interaction’. The authors explicitly refer to ‘social relationships, organizations, division of labors’ as elements of the world; that is letting relations be the essential parts” (Goldkohl, 2102, 138).

Pragmatism and interpretivism are the basics of qualitative research. Interpretivism usually influences qualitative methods. And it is quite clear that interpretivism effects

all of the research. Pragmatism is a very important element which interconnects with interpretivism and positivism (Goldkohl, 136, 2012). Like constructivism pragmatism is also related with action (136). It is between knowledge and action. This specialty makes it useful for researchers. It doesn't only observe the world but also intervenes into it (Goldkohl, 136, 2012).

Besides, Pragmatism is a philosophy that helps people find out the best useful ways to succeed (Ozmon & Craver, 1995, 121). In this philosophy human experience is very important. Modern science has changed human lives, many things have been changed (123, 127), "The social problems resulting from this scientific advance have been of central concern to pragmatism" (127). Dewey thought that schools could have been helpful for social problems. "Dewey defined individuality as the interplay of personal choice and freedom with objective conditions" (135). In his ideas Dewey always supported the importance of freedom in human life (135). Pragmatism was one of the best elements of progressive education and was also identified "with radical social reform" (Ozmon & Craver, 1995, 144).

Bodner explains the constructivist model like this: "This constructivist model can be summarized in a single statement: Knowledge is constructed in the mind of the learner" (Bodner, 1986, 1). For Bodner "...Learner's construct understanding. They do not simply mirror and reflect what they are told or what they read. Learners look for meaning and try to find regularity and order the events of the world even in the absence of full or complete information" (4). For Bodner the things that we derive in our minds are affected by our experiences "and they survive in a pragmatic or instrumental sense only as long as they are useful" (Bodner, 1986, 6). Considering these, in this research by looking in depth into the stakeholders' perceptions through

semi-structured interviews the researchers tried to construct their views from their perceptions regarding the current structure of education system. As the nature of constructivism relies much heavily upon the natural setting of the human beings' own produced actions and thoughts, the researcher also created an atmosphere during the semi-structured interviews with the stakeholders to express their own thoughts and actions.

Furthermore, the other theory which this research supports is Pragmatism. As Goldkohl (2012) stated the theory of Pragmatism gives the chance for the qualitative researcher other routes or alternatives to research in depth. Likewise in this research, the researcher had the opportunity to question the stakeholders from different dimensions such as the influence of politics on education, difference between private and government schools, teachers' professional development, lifelong learning etc. during the semi-structured interviews. In the nature of Pragmatism there is 'action and change'. Throughout the research, the researcher based his theory on these two concepts 'action and change'. That is to say by focusing on the stakeholders' perceptions their actions towards the current education system was investigated. Additionally, the stakeholders were asked to suggest or express their perceptions regarding the changes in the education system they were in. Therefore, as the nature of the Pragmatic theory demands, you have to be the part of the system in order to reflect upon it. The researcher followed up interpretivist paradigm based on constructivist ontology. Interpretivist researchers understand "the world of human experience" (Cohen & Manion, 1994, 36). Consistent with Cohen & Manion's view, Creswell (2003) and Yanow & Schwartz-Shea (2011) claim that interpretivist researchers discover reality through participant's views, their own background and

experiences.” Owing to this in this research the researcher also aimed to interpret the stakeholders’ perceptions from their view, background, and experiences during the semi-structured interviews. What is more, the characteristic of interpretivism, in terms of adopting qualitative methods to approach reality, contrasts with the positivist paradigm because Interpretivist researchers seek methods that enable them to understand the relationship of human beings to their environment in depth and the part those people play in creating the social environment of which they are a part (McQueen, 2002, 17).

Constructivism is also defined as a powerful element for teaching and learning. It is also regarded a very effective learning and teaching way to strengthen student success. It takes place in Cognitive learning and teaching philosophy. This approach encourages students to take active role in the classroom. Whenever students take active role in the classroom they can learn very easily (Cruickshank et al., 2003, 242). Due to the active roles of students, their understanding of topics or gaining knowledge is very high in a classroom (242).

Constructivist learning uses group learning and this kind of learning help students take new information and help them understand new information (Cruickshank et al., 2003, 248). The importance of constructivist model is that before teaching and learning students have to be aware that there is a problem and it has to be explained (Bodner, 1986, 12).

Constructivism involves social sciences and international relations as well (Adler, 1997, 320). This philosophy is based on “collective understandings” (Adler, 1997, 322) and even experience and understanding are the elements of this educational field

(322). This philosophy also builds up bridge between “international theory” and “empirical theory” which is related with scientific experiment (325). For constructivism “collective knowledge” (322) is very important and the first objective of this philosophy is to find out “empirical explanations” for social events (Adler, 1997, 325).

1.6 Delimitations and Limitations

Considering the delimitations and limitations, this issue can be taken as limitation or delimitation, as the number of stakeholders working there was limited (only 14 in total) therefore this affected data gathering. On the other hand, it gives the researcher the opportunity to look in depth as a case study into the perceptions of the stakeholders. Another limitation is that this study can also be carried out on the Greek side of the island however, due to political issues necessary permission from the Ministry of Education on their side couldn't be obtained.

1.7 Organisation of the Study

To start with, from the university which the researcher carrying out the PhD studies Eastern Mediterranean University to be able to start the research process ethical concerns must be completed so this had been carried out and approximately lasted 3 months to receive the approval from the university's Ethics Board. Then, a formal letter was sent to the Ministry of Education to get permission for the semi-structured interviews. All the necessary documents were also attached for their consideration. After all these, approval from the Ministry and the Ethics gave the chance for the researcher to start the organization of the semi-structured interviews with the stakeholders to gather the necessary data.

Chapter 2

LITERATURE REVIEW

The right kind of education is not concerned with any ideology, however much it may promise a future utopia: it is not based on any system, however carefully thought out, nor is it a means of conditioning the individual in some special manner. Education in the true sense is helping the individual to be mature and free, to flower greatly in love and goodness. That is what we should be interested in, and not in shaping the students according to some idealistic pattern. The highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole. As Aspin and Chapman (2000:7) also emphasized,

“Lifelong education’ stands for a programme to reconceptualize education totally according to the principle that education is a lifelong process... for a complete overhaul of our way of thinking about education, for a new philosophy of education and... for a programme of action (Faure 1972; Lengrand 1975; Dave, 1976; Cropley, 1975)... as the ‘master concept’ for all educational planning, policy-making, and practice... Their ambition was that the word education would eventually become synonymous with lifelong education in people’s minds... (Today’s) world... requires a lifelong education which is a ‘constant reorganizing or reconstructing of experience’ (Dewey 1966: 76).

Therefore, it can be said that at the heart of lifelong education in learning constructing knowledge through experience lies. As an example, if we as researchers reflect upon today’s education systems from various EU countries, we can see that their system is based on constructivism and student-centered approaches. To start with, the education system in the UK is divided into four main parts, primary education, secondary education, further education and higher education. Children in the UK have to legally

attend primary and secondary education which runs from about 5 years old until the student is 16 years old. The education system in the UK is also split into "key stages" which breaks down as follows: Key Stage 1: 5 to 7 years old, Key Stage 2: 7 to 11 years old, Key Stage 3: 11 to 14 years old and Key Stage 4: 14 to 16 years old.

Generally key stages 1 and 2 will be undertaken at primary school and at 11 years old a student will move onto secondary school and finish key stages 3 and 4. Students are assessed at the end of each stage. Although students are assessed at the end of each stage, teachers also give importance on hands on experience. The most important assessment occurs at age 16 when students pursue their GCSE's or General Certificate of Secondary Education. Once students complete their GCSE's they have the choice to go onto further education and then, potential higher education, or finish school and go into the working world. Considering Finland, education is one of the cornerstones of the Finnish welfare society. They pride themselves on an educational system that offers equal opportunities for education for all. Education from pre-primary to higher education is free of charge in Finland. Finnish teachers are highly educated and strongly committed to their work. The Finnish education system consists of: early childhood education and care which is provided for children before the compulsory *education* begins, pre-primary education which is provided for children in the year preceding the beginning of compulsory education, nine-year basic education (comprehensive school), which is compulsory, upper secondary education, which is either general upper secondary education or vocational education and training, and higher education provided by universities and universities of applied sciences. Furthermore, adult education is available at all levels. Moreover, education in Italy is compulsory from 6 to 16 years of age and is divided into five stages:

kindergarten (scuola dell'infanzia), primary school (scuola primaria or scuola elementare), lower secondary school (scuola secondaria di primo grado or scuola media inferiore), upper secondary *school* (scuola secondaria di secondo grado or scuola media superiore) and university (università). Education is free in Italy and free education is available to children of all nationalities who are residents in Italy. Italy has both a private and public education system. Likewise, in Finland and UK in Italy has a large and international network of public or state-affiliated universities and schools offering degrees in higher education. State-run universities of Italy constitute the main percentage of tertiary education in Italy and are managed under the supervision of Italian's Ministry of Education. Within the structure of all three EU countries higher education is at utmost importance. At all levels, key issues such as lifelong learning, learning by doing and student-centred education are emphasized in order to reach the standards of 21st century's demands in education.

Another significant issue which needs to be discussed is the 'leadership' qualities of the stakeholders within schools. According to Day (2004:426);

“In order to counter the possibility of fragmentation of effort and energy as the 'managers' focus upon fulfilling their accountabilities and responsibilities, it seems that successful headteachers are those who encourage the development of communities of learning, supporting a strong mutually supportive, collective service ethic” (McLaughlin & Talbert, 2001).

Considering leadership whether in the school or in the classroom, care and compassion are essential features of becoming and remaining connected to students and colleagues. Teachers and students alike work better when they are cared. It is difficult to envisage a passionate leader without such professional integrity and whose first priority is not 'connectedness' with pupils, colleagues and self. Without this, motivation, trust and enthusiasm cannot be nurtured. Leading well over time is a struggle and it takes

passion to continue to encourage oneself and others to continue to lead and learn in changing and challenging times. Furthermore, teachers are the key factor in teaching considering their pedagogical and content knowledge which is central to their effectiveness. According to various research studies, at the classroom level student learning varies as a consequence of class size, student-grouping practices, the instructional practices of teachers, and the nature *and* extent of monitoring of student progress. At the school level, school mission and goals, culture, teachers' participation in decision making, and relationships with parents and the wider community as potentially powerful determinants of student learning.

In the light of these, in North Cyprus the current education system unlike the EU is a centralized and teacher centered education system. Within the current system stakeholders as heads or managers do not have the spirit of building up 'collective learning communities. Leadership qualities such as care, compassion, connectedness lacks within the stakeholders as they are in a vicious circle of the current education system itself. In comparison with the EU countries education systems, there is a huge gap between North Cyprus and EU countries as mentioned above UK, Finland and Italy. In order to overcome *these*, the education system itself needs to be reconstructed based on constructivist approach, student centered education and leadership qualities where students, teachers, colleagues collaborate with each other in order to build the spirit of 'collective learning communities.

As discussed above, there are many kinds of educational models in the world. After many experiences according to the economic and technological development of the world the experts started to plan new educational models for their communities because otherwise if they didn't innovate new models this would affect the future of

the communities as well. Changing is a very difficult development and stakeholders who work at the ministry of education carry lots of responsibilities during these changes. Before discussing stakeholders' responsibilities let's talk about the educational systems and then, talk about the stakeholders' attempts in changing or reforming education system in any country or in our country. Below we will handle with some main models, and we will also propose some solutions at the end.

2.1 What is Education?

Education is related with "individual growth and development". It also continues from "birth" to "death". During this period, it helps a person to experience and change his life. At the end of education, a person not solely want to change his individual needs but change all "economic and social obligations" (Cooper, 1931, 324). For Paulo Freire education is like a life organ based on "social justice" deriving "social character, values and ideologies" (Byrne, 2011, 48). According to him education also effects the moral structure of a community. Educators can continue or prevent "the dominant ideology". He also describes education as "political or constructive nature" (Byrne, 2011, 48).

2.1.1 Pre-Elementary Education

Generally, the pre-school project starts at age 3 till 7 in the world. If children don't follow the pre-school process, they have to get an additional course at primary (Sammons et al., 2008).

According to the studies 'home' children or pupils who attended less effective pre-schools benefited to a greater extent than other children if they subsequently went on to attend a more academically primary school" (Sammons et al., 2008, iii). A pre-school experience gives "a protective effect" to children who followed the pre-school process (Sammons et al., 2008, iii). The pre-school process shows its effect at the end

of primary school. Especially the development of Math's skills (Sammons et al., 2008, iii). For this reason, whenever stakeholders plan the curriculum and education system, they should never ignore pre-school process.

2.1.2 Primary (Elementary Education)

“Primary education and elementary education are typically the first stage of formal education coming after pre-school and before secondary education” (https://en.wikipedia.org/wiki/Primary_education). During Primary education and teaching teachers should forget the past and renew themselves with educational courses, readings, studies, and experiences. They should prepare themselves for the subjects, planning and they should think about the new curriculum, “paying particular attention to the balance of subject and topic teaching techniques like explaining and questioning”. They should also find alternatives to use the” teaching time” very beneficially (Alexander et al., 1992, 54).

Secondary education is like a “crossroad” which determines the future of many “young” generations” (Power, 2015, 99). The secondary education is very important because most of the differences and abilities of the young people are discovered and because of these the teachers can give them directions which effects their lifetime. “Changes in the sequences and contents of learning should help break down the hierarchy between vocational and academic learning and give second and third chances to everyone” (Power, 2015, 99).

Secondary education is considered in the rest of the world. “Level 2 or lower secondary education (less common junior secondary education is considered the second and final phase of basic education, and level 3 (upper) secondary education is the stage before tertiary education” (https://en.wikipedia.org/wiki/Secondary_education). In

everywhere of the world “basic education” is very important. After secondary education the higher education, vocational education or employment come. In most of the countries secondary education is obligatory (https://en.wikipedia.org/wiki/Secondary_education).

2.1.3 Higher Secondary Education and University Education

Higher education is for the benefit of all people. For this reason, it is titled as a “public good”. For Kant higher education was for a public good and played a great role. With higher education “national technological progress through developing human capital increase individual employability”. This step of education is in relation with “the promotion of social justice through increasing social mobility. The definition of public good in relation to education has shifted over time” (Williams, 2016: 619).

The title of “public good” involves enlightened people living in democracy, a contemporary society with better knowledge respecting each other. In the framework of public good “the timescales and (the act of gaining knowledge or the knowledge gained) the purpose to which knowledge is put (instrumental or as an end in itself; economic or social)” (Williams, 2016, 622). For Kant faculties were “smaller societies” and these societies were the centers of learning. According to him, these centers were looking for truth and without freedom the universities couldn’t have been the places for criticism and democracy. Also, he defended philosophy based on independence and “with the reason of truth” it would have been very beneficial (Williams, 2016, 620).

Universities should have the responsibility to teach “new knowledge”. Whoever has this knowledge has capability to obtain rewards. At the end of the higher education, the ones who realize and continue this education will reach good end (Williams, 2016,

625-626). Higher education helps expand knowledge in a community. There are four traditional functions of higher education: Teaching and training, research and innovation, community service and international cooperation between wealthy countries and poorer ones” (Power, 2015, 99). If the countries share these values, they can help each other. Beforehand there should be debates and talks at universities about these subjects (Power, 2015, 99).

2.1.4 Distance Education

Distance education is very changeable in education. It is seen very “innovative”. It is also regarded as means for providing adult education. Educators can create systems through video, telephone, interactive audio, and computers (Faibisoff & Willis, Spring 1987, 223-224).

For Zigerell distance education “is form of instruction characterized ‘by the physical separation’ of teacher from student, except for the occasional face-to face meeting allowed for some projects” (Faibisoff & Willis, Spring 1987, 224). During the online courses %80 of the knowledge is taught online (Allen & Seaman, 2007, 5).

Mobile education which is more useful in higher education showed us the effectivity of distance education in classrooms. With this Innovation, students’ use “wireless devices” and get in touch through internet, hence, teachers and students work together online (Mwandosya & Montero, 2017, 881).

With mobile devices, pupils can share knowledge and even “while promoting collaborations among the students and teachers create understanding and enhance learning” (Mwandosya & Montero, 2017, 882).

Learners can see the results immediately online. Meanwhile, it is easy for teachers to lead the materials according to the students' demands. Even materials according to students' demands. Also, materials can be designed to get the conclusions according to their desires (Ally, 2004, 4).

During online education students should be given an opportunity to join "learning materials". "The amount of information transferred to working memory depends on the amount of information transferred to working memory..." (Ally, 2004, 8).

2.1.5 Centralized and Decentralized Education

Centralization was always discussed in education. Federal government in the USA is restricted to intervene states, districts, and academic institutions. Whenever American system became more centralized, it became more coherent, equitable and productive (DeBoer, 2012: 511). Decentralized and centralized structures in education came out because of the needs of countries in different periods. Decentralization is a kind of interaction between the old and the new systems. Some groups influence the decentralization systems and prevented the educational changes in the framework of politics." decentralized systems do not have stop-go pattern because polity directed changes are usually modified by internal initiation and external transactions which maintain a flow of small, localized changes" (Tang& Bray, 2000,469-470).

2.1.6 Teacher and Student-Centered Education

According to some authors, student- centered education is a "participation in decision making about their education, their interests, their developmental levels, or their development of individual potential" (Sak et al., 2016, 1185-1186). For some teachers, student- centered education means asking questions freely, discovering and explaining

new thoughts, being creative, taking responsibility, making selections, and becoming more active in the classroom (Sak et al., 2016, 1185-1186).

While learning about the student- centered education; students should be aware that the teaching course is about the student- centered education. For this reason, teachers should prepare them (Pierce & Kalkman, 2003, 127). Students should “experience learning from modeling”. They should always be aware that every subject can have different teaching model and can’t be useful for the others (Pierce & Kalkman, 2003, 129). During the student- centered education, students meet with the “explore procedure”. This method can give opportunity to students to be productive (Pierce & Kalkman, 2003, 129). This kind of education increases many of the techniques among students like examining opinions, creating pairs, listening, organizing, researching, and evaluating (Pierce& Kalkman,2003,129). Teacher- centered education creates passive classroom. However, Student- centered classroom develops active learning and makes children more active in the classroom (Mtika & Gates, 2009, 396). Moreover, students obtain “creative intelligence, critical thinking and problem-solving techniques (Mtika & Gates, 2009, 396).

Whenever teacher- centered education is used in the classroom very small steps are there to be followed. Teachers who implement student- centered education in their classrooms “articulate what society expects pupils to learn, design educational experiences to advance their learning and provide educational experiences to advance their learning and offer opportunities for them to demonstrate their success in achieving societal expectations” (Mtika & Gates,2009,397).

The instructors implementing the learner-centered education do their best and realize “problem solving and creativity”. By teaching “critical learning” they help them solve many of their own problems as well. “This pedagogical theory and practice grow out curricular decisions and in-class strategies which encourage pupil interaction with the subject contents and with one another facilitates the learning process” (Mtika & Gates, 2009, 397).

2.1.7 Comparative and International Education

People have been looking for new innovations and inventions since the prehistoric times. When the people found out “unknown” things and made them “known” that made them very pleased. Comparative and International Education gave opportunities to the people to compare and build up ties with the “known and unknown” instruction. This kind of education that gives lots of opportunities to the various kind of nations creates multi-perspectivity and gives them chance to make comparison with their education systems, disciplines and subjects and educational facilities in their countries with the other countries. Yingjie writes: “Comparative educators must assume the responsibility to promote comparison, a basic epistemological approach in educational approach in educational studies, to review all educational issues by comparison, to explore and discover and construct new theories, principles, or ideas in education by comparison” (Yingjie, 2013, 66).

2.1.8 Democratic Citizenship Education

Democratic Citizenship education aims to teach democratic values; “rights responsibilities and roles of the citizen, locally, nationally and globally and on the concept human independence” (Harris, 2005, 1). Additionally, this education wants to educate “active citizens” the people who have influence, critical abilities and can speak freely in society” (Harris, 2005, 1). Lifelong Education has been discussed since 1960s

and 1970s. It is considered as a “broad policy consensus” (Field, 2001, 3). This education came out as “humanistic” and “radical”. “But since the 1990s, it has become increasingly economic and conservative” (Field, 2001, 3).

This kind of education was spoken very broadly in 1990s “Through the intergovernmental debating chambers”. Below while informing some European Education systems much more detailed definitions will be given about “Citizenship Education and Lifelong Education”.

2.1.9 The Turkish Cypriot Education after the Ottoman Conquest

When the Ottomans conquered Cyprus in 1571, they implemented a very divert policy. The fireman warned the Ottoman commanders to win the hearts of the people; this policy never derived problems for them (İnalçık, 1971, p.59). The conquest of the Ottomans of Cyprus increased the mosaic of Cyprus, so, the Turkish Cypriots started to be settled in Cyprus and they found up their lives near the Greek Cypriots. Within the nationhood system the communities established their religious autonomies in the wide Ottoman provinces (Kızılyürek, 1990, 20-21). After the Turkish Cypriots settled in Cyprus, the Ottoman Government started to apply its own education system there. Then, the Ottomans found up their own institutions like they organized in their provinces. From the beginning of 1571 to 1878, during the Ottomans, education was organized based on religious principles and its starting period was 4 (Çakmak et al.,2013,800). Among these schools there were Sıbyan and Medreses (Süha,1971, 235).Furthermore, mekteps were preparing the staff for the courts, army and for the other institutions. Up to the XIX century, the government never showed any responsibility in this field. Vakfs played a great role in educating the civil servants,because of this, students, teachers and school caretakers were paid by these

vakfs. Usually the “Cadi”s registered these “Vakf”s, and the Cadi’s were appointed by the government (Süha,1971,236).

2.1.9.1 The Effects of European Enlightenment on Ottoman Education

The French Revolution started lots of discussions and new developments around the world including France and the other countries like Russia and Ottoman Empire. Among many countries comparisons and competitions were initiated and that’s why many countries started to modernize their education systems (Fortna,2002,84). Somel cultivates and assesses this situation in his book like this:

“The history of the Ottoman reforms and modernization has been mostly understood in terms of positivistic Westernization, where open or sometimes hidden struggles took place between the reformist bureucratic cadres against the obscurantist and reactionary Islamic elite of the ulema in order to achieve material progress. According to this view, the process of the ninetenth century Ottoman modernization has been linear one, where the ideals of the European Enlightenment increasingly penetrated during the tanzimat period, the period of the “reorganizations” among the educated Ottoman Muslim bureaucratic elite” (Somel,2001,1).

After the French revolution, most of the non- Moslem communities or nations revolted against the Ottomans. So, the effect of French Revolution increased their demands to establish their national states, in this way, the Ottomans realized that they were in the backwards and this problem caused to lose their provinces they governed before 1789. This enforced the Ottomans to stop these rebellions and they realized that they needed to make reforms in education system because the changes in Europe especially in military field made the Ottomans defeated in the wars (Gündüz, 2009,191-192). “The “schools” were considered Charitable institutions and thus open to the children of people in all walks of life, whilst education was taken by ferman of Mahmoud II in 1824” (Süha,1971,236).Under Mahmud II. (1808-1839) education was accepted as compulsory (Çakmak et al.2013,800).

2.1.9.2 The Ottoman Schools and Reforms in Cyprus

The Ottomans transferred two important institutions to Cyprus which were called “Sibyan” schools and the “Medrese”s. When the children were “4 years, 4 months and 4 days old” they went to Sibyan schools. The Sibyan school started by a ceremony which was: “Amen parade for children was a term used for the ceremony practised for the children who started school on time. “Amen” , which was a Syriac becoming Arabic, means “God, accept it, let it be”. Let it be protected from all the troubles in the earth. For the sake of the greatness of God, Amen (by Baki)”(Özcan, 2015, 1609). At the Elementary school, boys and girls were taught together. They were between the ages 5/6 and 11/12. The main lessons were “reading-writing, Quran and calculation”. Most of the teachers at the Elementary schools were the graduates from Medreses. The violent punishment was always implemented in order to establish discipline at these schools and the traditional behaviour of the teachers is defined in the poem below:

“The children would rush into my school
I would teach them Quran
I would make them pray
Just these would concern me
I would neither interfere the gossips of the public nor spend time with them”
(Özcan, 2015, 1610; Irkad, Ağustos 1997, 15-16).

In this period teachers instructed children individually. Those who wanted to continue their education, they could be permitted to continue their education up to ten years old. After this period, some of the families sent their children to Medrese, the poor ones sent their children to “an apprenticeship in crafts or commerce”. Girls were educated by a very special instruction at home. The lessons at the Sibyan schools were Alphabet, handwriting, reading, Quran and arithmetic. This curriculum was valid in all the schools. “The main object of these schools was religious instruction, and they generally had a Hoca (Master), a kalfa (Assistant), and a Hademe (caretaker) “

(Süha,1971,237). Teachers of Ottoman primary schools were a part of social life and they were very distinguished people among the community (Özcan,2015,1609). In the Ottoman period, the starting times of the school classes in Cyprus began shortly after sunrise and the kids went to the house at lunch time. After one hour, they had to come back to school till the end of the afternoon and weekends started on Thursday afternoon, until Saturday morning (Irkad, Ağustos 1997, 16).

2.1.9.3 The Ottoman Medreses

The Ottoman medreses were all found up by the rich Turkish Cypriots. Medreses were higher religious schools with Islamic principles. When they were founded up, they served under mosques and, then they continued their educational functions in different places. At Medreses, Arabic and Turkish were taught to students. In the beginning, the textbooks were written in Arabic. Contrastly, the lectures were in Turkish (Boyacıoğlu, 2015,652).Özcan defines the medrese like this: “Madrasas were educational institutions which had a certain programme and were open to public. The ones founded by Sultans were called “Sultanic” and the ones founded by statesmen or ulema as a foundation were called “private”. During the Ottoman Empire, the people taught at madrasah were called “mudarris” the students of madrasas were called “aspirant” which meant “someone who looks for wisdom” or “suhte (burnt) which meant someone who burnt for the sake of truth”(Özcan,2015,1610-1611). The education of Sibyan Schools and Medreses in Cyprus was never prevented or restricted. The most famous one was the “Büyük Medrese” in Nicosia and as it is clear that these schools were instructed the Turkish Cypriot students till 1939-1940 (Süha,1971,239). During the Ottoman period, educational activities played a very important role in order to show the rulers’ prospections for the future (Özgüven, 2004,34). The Ottomans also showed a great importance during the constructions of the new schools. In the

framework of modernization attempts, they built up new school buildings in the rest of the Ottoman Empire. Even, they gave a great importance to women in education (Özgüven, 2004,34).

Between the years (1839 to 1876) Tanzimat Reforms showed the modernization efforts of the Ottomans. They were the reflections of Western Enlightenment and were declared in these years in order to guarantee good conditions for all the citizens living in the Ottoman provinces (Tauris, 2012,5). “In the field of education this meant that the newly envisioned state schools were to offer a Western-style curriculum with courses on such subjects as chemistry and French to be taught in buildings based on plans imported from Paris”(Fortna,2005,24). In the 19th century, Ottomans lost many of their provinces because of the war with Russia. They lost one-third of their territory and one fifth of their population. In order to prevent their casualties, they had to use the alternative of Westernization (Fortna,2005,24). In the 19th century, the Ottoman State began to concern in education especially Sultan Mahmud II was very keen on this field . The Ottomans also wanted to centralize all of the schools in this century (Tauris,2012,5). Although there were state schools in the Ottoman Empire, they were very few and were governed without “administrative coordination”. Later, many problems came out in these schools (Tauris,2012,6-7). Despite the attempts of the Westernization, the Ottoman Education confronted with a very strong opposition against these reforms. In conclusion the pioneers of these reforms accused by these dissidents of being “anti-modernist and reactionary”(Tauris,2012,8). Taurus explains this arguments as:

“This focus on reforming or replacing Muslim primary schools derived from several factors. In the nineteenth century, the Islamic religious establishment opposed many of the centralizing reforms that the Ottoman state initiated. As a consequence, leaders within the state commonly perceived and depicted the

religious establishment as anti-modernist and reactionary. Ottoman reformers thus endeavored to depict the empire as-and to function eventually as- the ideal provider of primary education for its Muslim children, a job previously in the hands of the traditional religious establishment. In characterizing the religious establishment as backward, the state conversely empowered itself to define its own educational plans and its schools as “progressive” or, more commonly, as “scientific” alternatives”(Tauris,2012,8).

2.1.9.4 The Changes in Education

Sultan Mahmud II changed primary education to compulsory. Even the changing efforts continued till Abdülhamid II. The attempts of centralization was very important for the Ottomans in order to set up control on the other non-Moslem communities (Tauris,2012,17). At the end of 1860s, the Quran Schools were considered as Primary schools. According to the “Regulation of Public Education” (1869) the Quran Schools and medreses under the ulema stayed in legal structure by the government secondary schools (Somel, 2001,15).

Some of the methods of the Medreses have continued for centuries in the society and in the schools that opened after Tanzimat. These were the thoughts claiming that science could only be made in Arabic. Once the teachers of the primary schools and Medreses were going outside. Over time, new graduates took their place and Muslim schools in Cyprus tried to adapt themselves to the conditions in Istanbul. In the 19th century, the most valuable teachers of Cyprus came from Cami'ül Esver in Egypt. Those who educated at this school learned and spoke French, Arabic, Turkish and even English very well. Famous Ottoman Grand Vizier Yusuf Kamil Pasha also graduated from Egypt and went to Istanbul. Cypriot Grand Vizier Mehmet Kamil Pasha and Sabit Efendi from Gomikebir, one of the most famous teachers in the 19th century, also graduated from the same school. As it is known, from the Ottoman state sultans II. Mahmut and Grand Vizier Mustafa Reshit Pasha realized that the Ottomans were more

backward than the developments in Egypt and they started the Tanzimat Reforms (Irkad, Ağustos 1997, 14-15).

2.1.9.4.1 The Changes in Cyprus after 1860s and Ottoman Modernization Efforts Under the British Rule

The Roushties were among the institutions opened in Nicosia in 1852. According to the decision of “Mejlis-i Vala” or “Eminent Council” these schools were increased. They transported class system and the children began using desks and blackboards, also, Natural Sciences, Algebra and Turkish have been taught to them in the classroom. After 1862, the Roushties until 1923 increased to 20. In 1934-35 they were changed to “Elementary Schools” (Süha, 1971, 239-240).

In 1878, the British found three of schools inherited by the Ottomans. They were Sibyans, Roushties and Medreses. The administration of these schools was under the control of Evkaf. In 1883, there were 22 schools in Nicosia, 8 in Larnaca, 5 in Limassol, 16 in Paphos, 13 in Famagusta and 6 in Kyrenia. The total number of the Turkish Cypriot teachers employed in these schools were 114. Some of them about 47 financed by the Ottoman Government, the other 47 of them by Evkaf; and the other 20 were financed by the people (Süha, 1971, 240).

In 1880s, the Ottomans realized the importance of European education and they tried to come to this point with the new reforms. Their main goal was to enrich the curriculum with the national identity and initiated to establish Rushdie and İdadi institutions (Özgüven, 2004, 37). The modernization efforts of the Ottomans reflected to Cyprus in the 19th century during the British rule. The Ottomans left the island because of the Russian threat and they gave up of their rights to the British

Government. Despite of this, their concern was continued to the Turkish Cypriot community (Özgüven, 2004, 42).

In 1914, when the First World War came out the Ottoman Empire and Britain confronted with each other. Britain annexed Cyprus to England and Turkish Cypriots found themselves in the worst condition (Özgüven, 2004 ,43). In 1933, the British Government decided to organize the Muslim schools. In those years, also, the Medreses were all closed in Turkey as well (Süha,1971,224).

Despite the modernizations in Turkey, British Government continued to look at the Turkish Cypriots as if they were under the religious influence (Özgüven, 2004, 43).

“Replacing the ‘Islamic Council’ the support of education was realized through the charitable foundations. Cypriot-Turkish schools were constructed on the waqf estates, which enabled to endure the connection between the waqf system and the modern school formation. Among the Turkish schools of the early twentieth century were the Primary School, the Rüştîye, the Moslem school, the three schools for women, besides a school of languages and a professional school” (Özgüven, 2004, 43).

2.1.9.4.2 The New Ottoman Schools under the British Rule

Under the British Government with the decision of the Education Council, 21 Rüştîyes and the I’dadi higher secondary school were opened. The I’dadi’s name was changed to ‘Moslem School’ (Özgüven, 2004, 43-44). During the beginning of the British Rule, the “School starting age was increased from 4 to 6” (Çakmak et al., 2013, 800). From 1878 to 1905 children had to go to the elementary school about 2 years. Then, the duration was extended to 5 years from 1905 to 1935. In 1935 the British administration increased the year to 6. In this year boys and girls started to go to the same classroom (Çakmak et al., 2013, 800).

2.1.9.4.3 Turkish Cypriot Education under British Colonial Regime

When British came to Cyprus, they found a very miserable and backward country abandoned by the Ottomans. The system they implemented to Cyprus reflected to the society continuing to live in Cyprus today (Ozmatyatli & Ozkul, 2013, 2). In the first day, when the British came to Cyprus, the population was approximately 186,000. The Greek Cypriots were 137,000 and the Turkish Cypriots were 45,000. In this year it was found out that there were 83 Greek and 65 Turkish Cypriot elementary schools. Unfortunately, the hostilities between the two communities started during this period (Bilsel & Dinçyürek, 2017, 396). Under the British Rule it can definitely be said that Turkish Cypriot education system was much more influenced by Turkish and English Education System (Çakmak et al, 2013, 800). British Colonial Regime imposed education policy which was based on the different identities in Cyprus (Özmatyatli & Ozkul, 2013, 2). It is also known that in the beginning of the British Rule in Cyprus Imams were the teachers at the village schools (Ozmatyatli & Ozkul, 2013, 2-3). During the initiation of the British Rule education, the education was controlled by the Evqaf. “Moslem Board of Education” was founded up in 1884. The board was comprised of 9 people, chaired by “the Qadi (the judge)” and “the Mufti (Religious Head)”. This organization took the responsibility of all the Turkish Cypriot schools throughout the island. The appointments and the salaries of teachers were determined and paid by the organization. In those years the Ottoman Government gave up of sending 531 Pounds and the organization started to pay the teachers’ salaries from its own budget which consisted of 200 pounds. In 1896, the Board opened “The Idadi” a five-year institution, the equivalent of the present Lycess, on the 14th of November 1896” (Süha,1971,241).

2.1.9.4.4 The Private Schools during the British Rule

At the end of Ottoman Empire, there were attempts to improve women's position in Cyprus. 'Islam Inan Sanayi Mektebi' was opened and later this school was renamed as Victoria School. The curriculum for this school was prepared to teach the Koran, "writing and English lessons". The financial support was provided by the rich people of the island. The British government started to help this school in the beginning of 1900s. It has been declared that some of the female directors from Istanbul were appointed to Victoria School in the beginning of 1900s, specifically 'between the years 1907-1924' (Özgüven, 2004, 48-49).

The famous Pafian Dr Hafız Cemal also opened some "alternative" schools in Cyprus during the British Rule. "Kıbrıs Sanayi Mektebi and "Osmanlı Lisan Mektebi" were opened in 1906. English, Turkish, Arabic, Persian, Greek and French were taught at the "Osmanlı Lisan Mektebi" (Özgüven, 2004, 52-53). Unfortunately, because of being one of the famous opponents of Sultan Abdulhamid, Hafız Cemal was prevented to continue his attempts and was enforced to leave the island very early (Fedai, 1997). According to Bryant, at the end of 1800s under British Rule religion was very effective at the elementary schools (Bryant, 2001, 587). The official report given to the government in 1884 written that the Greek language taught at the school was useless and the same textbooks used at the schools were Arabic and Persian despite of the fact that children couldn't understand these languages (Bryant, 2001, 587).

2.1.10 Education Laws in 1895- 1897 and 1920-1929; The Centralization of the Education System

According to the Education Laws of 1895 and 1897, the villagers had to pay taxes in order to compensate education. Also, the same Laws ordered the urban people to pay

taxes for the District Committees of the towns. After 1914, the British Government centralized the education by accepting the Education Law in 1920. For the Law of 1920, the teachers' financial problems and their appointment were solved by the British government and the teachers' positions were different from each other from one to the other. This mechanism continued till 1929 and the centralization was completed in this year due to the new law which made the government gave them the opportunity "to appoint, promote, punish and dismiss schools' teachers". All of the budget of education was compensated by the British Government. Despite the centralization, the preparation of the curriculum was given to the Boards of Education. In 1929, the Turkish Cypriots were still importing their books from Turkey (Süha, 1971, 242).

2.1.11 The Effects of 1931 Greek Cypriot Rebellion in Cyprus

In 1931 because of the Greek Cypriot Rebellion, the British Government prevented the freedoms. Another Education law was made since centralization was already completed. According to this, law textbooks would be supplied by the government, the members of education and district committees would be nominated by the British Government (Süha, 1971, 242). In the same period the British Government put the lessons about "world histories and European literatures" in order to prevent nationalism (Özmatyatli & Özkul, 2013, 3). In 1949, the same curriculum was used, and the details of 1935 Law was implemented for both communities. The same arrangements were used during the foundation of the Cyprus Republic. Mr Süha continued and said: "Turkish Education found no scope for development in the field of secondary education for a long period during the British administration. After the establishment of the Idadi in 1896, the most important step forward in this field has been the opening, in 1901, of a girls' secondary school named after Queen Victoria.

The opening of this school was made possible by monetary and land contributions of various benevolent Cyprus Turkish Citizens. The Government contributed a small amount towards the construction of the school building and in return for this, put forward a condition that it should be named “Victoria”, which was then accepted” (Süha,1971,243). According to him, from 1901 to 1953 the government didn’t implement any education policy in this field. In 1935’s law, there was a big change in the education history in Cyprus because British Government obtained lots of privileges to control Turkish Cypriot Schools like Nicosia Boy’s Lycee and Victoria Girls’ Lycee (Süha,1971,243). During the westernization of the Turkish Schools and putting new principles in 1930s by the British government İ’dadi renamed as the ‘Moslem School-Islam Erkek Lisesi’ dedicated to boys (Özgüven,2004,47).

2.1.12 The Opening of the New Modernized Schools in 1940s

The opening of the secondary schools in Famagusta, Limassol, Paphos and Polis in Paphos District was the turning point and a good development in 1944. In 1949, in Lefka, Knodhara, Galatia and Larnaca the secondary schools were opened. “At first these schools were under the administration of the Nicosia Boys’ Lycee, and their graduates were compelled to continue their studies in Nicosia” (Süha,1971,243).

According to the Government Law in 1952, the schools were invited to use Public aids. Many of the schools received and began to use these aids. With this Law, the Government would have provided all of their financial needs. There were lots of objections against this Law in those years. Some of the Schools in Famagusta area continued to take financial support from Turkey (Süha,1971,244).

According to Persianis in the first 50 years of British Rule there was an ‘adapted education’ in Cyprus. This policy was complied in all the British colonies. The elements of this policy were below (Persianis,1996,52):

- 1) Motivation for improvement through a kind of payment by results.
- 2) Insistence on primary education.
- 3) Discouragement of the literary academic model of education
- 4) Promotion of industrial education (trade schools) and informal agricultural education
- 5) Preference for communal schools.
- 6) Emphasis on the teaching of English and gardening (Persianis,1996,52).

This policy was suggested by Talbot and Cape who were very famous experts in England (Persianis,1996,53). Both of the experts visited Cyprus in 1912. According to their reports prepared for Cyprus;

“The official justification was that the needs of Cyprus in secondary education are more than fully satisfied (as cited in Persianis in 1996; Cyprus, CR 1253,1924, p.42) and that secondary education was more than fully satisfied (As cited in Persianis,1996, Cyprus CR1253, 1924, p.42) and that more secondary education would result in more emigration or when this was impossible, in employment ‘a position of affairs which is both economically and morally unprofitable (As cited in Persianis,1996, Cyprus CR1313,1925, p44)” (Persianis, 1996, 53).

2.1.13 The British Research on Cyprus Education

British government made many researches about education and it was found out that fifty percent of the Turkish Cypriot children and forty three percent of the Greek Cypriot children were unsuccessful. Their proposal was to call up schoolmistresses for these students because for the women “were fitted “by their nature” to look after small children. “But throughout their report a rather different problem consistently emerged: namely, that both communities were concerned with the finished product of

elementary schooling and placed a little value on “a sound general education” (Bryant, 2001, 593).

The experts brought to Cyprus by the British government were advised by the Muslim leaders that more special students aged 11 and 15 should have special classes (Byrant, 2001, 593). They decided what the male students needed were Turkish and arithmetic. For them there had to be organized an “Analytical Programme” (Bryant, 2001, 593). After this report, the British government changed the curriculum and prepared a secular curriculum (Bryant, 2001, 593). The schools were changed into the British system proposed by Foucault. Reading, writing, arithmetic and history lessons were included in the new British based curriculum (Bryant, 2001, 593).

The changes made in Cyprus influenced by the philosophy of European “Enlightenment and Post-Enlightenment ‘epistemology’” (Byrant, 2001, 594). This ideology aimed to educate “perfect human reason by perfecting human development” (Byrant, 594). These experts who prepared the new Cyprus curriculum were all effected by the philosophers like Kant, Rousseau and other philosphers who contributed to French Revolution. “Indeed, by the late nineteenth century, ‘disciplining the mind’ and ‘learning how to think’ were the accepted goals of a European educational ideology that no longer saw thought as a movement of the soul given by God” (Byrant, 2001, 594).

During the observation and research, the experts appointed to Cyprus for education and approved that “the reading books” should be related with students’ social life. Even the Scottish headmaster of the Turkish Cypriot Lycee started to criticise the curriculum that it was not giving any hope for the future (Bryant, 2001, 592-595).

Also, the pedagogy in the curriculum was complained because it was emphasizing memorization (Bryant, 2001, 595-596). During these observations British government in Cyprus found out two main factors effecting the education system.:

- (1) Of centralization of powers; and
- (2) Of seniority within the system” (Pashiardis, 2004, 659).

According to this system, inspectorate was very important and consolidated it. So, the elements of education had to show their respect to the authority. Between 1878 and 1959, the education system was maintained between “centralization and decentralization”. In the beginning, education was decentralized and that’s why the committees appointed teachers and gave salaries by themselves. The Councils determined the education and it was divided among the communities untill 1931. When the new law was imposed the Government took the control of the whole education system (Pashiardis, 2004, 659). Despite the problems in 1936 a “teachers’ College for agricultural education” was built up at Morphou. In 1939, the British governor emphasized the importance of agriculture in Cyprus (Given, 1997,71).

2.1.14 Education during Communal Chambers

On 9 June 1959, the British Administration transferred the Turkish Cypriot Educational Organization to the Turkish Community (Çelebi, 2008, 72). During the independence of Cyprus Republic for the Zurich Agreement “two separate Communal Chambers” were founded up (Ioannidou, 1997, 397). For the Cyprus constitution in “article 8, paragraph (b)” all the educational responsibilities and privileges were given to the Turkish Cypriot communal chamber. Thus, the appointment of teachers, the disciplinary procedures and the determination of their salaries, the construction and maintenance of the school buildings were within the scope of the authority of the

Turkish Community Chamber (Çelebi, 2008, 73). The constitution also gave the right to the communal chambers “to levy personal taxes and duties” in order to provide educational budget. Besides Turkish Government in Turkey compensated the needs of education with financial aid (Süha, 1971, 244-245). Unfortunately, the British Education system never aimed to diminish separations or segregations because of this the public schools in Cyprus implemented nationalist education in order to consolidate “the individual ethnic identity of each community” (Ioannidou, 1997, 397).

The Turkish Cypriot community, who was trying to develop various secondary education institutions between the years 1952-60 had transformed to the Cyprus Republic with 217 primary schools, 5 high schools, 7 secondary schools, 1 girl institute, 2 art schools and 1 teacher college (Çelebi, 2008, 72-73). There were two ethnic separated education systems in 1960 under Cyprus Republic, but both were centralized in themselves (Pashiardis, 2004, 659; Çelebi, 2008, 72).

2.1.14.1 Education after 1963

The Turkish Cypriot community was getting 400,000 Cyprus pounds as “An annual grant” from the Cyprus Republic, unfortunately, whenever the intercommunal clashes came out this aid was interrupted (Süha, 1971, 245). This aid was a whole assistance to the Turkish Cypriots. In 1961 “the educational budget” was more than half a million. Most of it was compensated by the Turkish Republic of Turkey (Süha, 1971, 245).

As of December 21, 1963, Turkish Cypriot education had suffered material and moral damages and losses in a large scale. The fact that the Turkish Cypriot people and the Turkish Cypriot students living in the settlement areas, migrated to more confident regions as a result of the events that have taken place, have created congestion in such regions (Çelebi, 2008, 73).

According to Süha (1971, 245): "The events of 1963 have slowed down greatly the tempo of progress of education. The five-year plan of development envisaged for the years 1962-67 has not been realised for this same reason. The number of Elementary Schools which was 217 on the establishment of the Republic in 1960, came down to 157, 60 Elementary Schools were thus left behind in abandoned villages or Turkish Quarters of Towns. As opposed to this, an increase of two, is noticeable in the number of secondary schools. In 1960 there were 5 lycees, 2 colleges, 1 girls' and 2 boys' technical schools and 14 middle schools; whereas in 1969 there are 5 lycees, 2 commercial lycees, 2 colleges with instruction in English, 2 Girls' Technical Schools, 2 Boys' Technical schools and 16 Middle Schools".

After the events that started on December 21, 1963, some Turkish schools were abandoned. The number of schools in Nicosia Quarter is from 66 to 25, from 25 to 13 in Limassol District, from 20 to 10 in Larnaca, from 13 to 4 in Girne, from 44 to 36 in Famagusta, From 50 to 22 in Paphos (Irkad, 1997, 68).

Since 1963, Turkish Cypriot community's expenditures related to all education services had been covered by Turkey. After the events of 1963, social committees had been formed in Nicosia in order to help children of martyrs, missing and immigrants immediately. These extraordinary administrative situations continued until 1968 since the foundation of the Turkish Cypriot administration. With its establishment, the 'Turkish Ministry of Education' had been transformed into a membership. The Affairs of Education and Training Authority had been authorized to make all kinds of circulars and regulations related to the identification and execution of the Turkish Cypriot Educational Policy. In 1971, it made a regulation of the Board of Education. To the

Board of Education and Training a president and three members had been appointed in 11.04.1972. Thus, the Board started to work like this (Çelebi, 2008, 73).

Mr Ali Süha explained the Turkish Cypriot Education system in his article submitted in 1971 (245): “Elementary Education is completely free, whilst Secondary School students pay an annual school-fee of 6 CP. This is a fixed amount and is not in any way related to the financial standing of the students’ parents. The allocation of scholarships was hitherto limited 20% of the number of students, but to-day (after 1963, in 1970s,u.1.) it has no limit. This proportion, for example, turns up to 75% of the number of students, as in the case of Gechitkale (Kophinou) secondary school. Any Turkish student who is in need can be awarded a scholarship.

Under the Educational System of today a Turkish Child attends a Nursery School between the ages of 4-6, an elementary school from 6 to 12, a Middle School from 12-15; and from 15-18 either a Lycee, a Technical School, a School of Commerce or an Agricultural College.

Further education is pursued outside the Island after the age of 18, mainly by going to Universities in Turkey and England” (Süha,1971,245).

2.1.14.2 Education after 1974

After 1974 the “First Education Shura” was organized and determined in North Cyprus in the basics of “the national education system”. Between 1979 and 1986 “High Technology Institution” had changed into the Eastern Mediterranean University and this school became the first university that set up in the North Cyprus. Especially after 1979 apart from Eastern Mediterranean University, many universities began to instruct in the North (Cakmak et al., 2013, 800) .

2.1.14.2.1 The Positions of Schools After 1974

At Present instruction initiates “with preschool” but it was not obligatory in the North. Primary Education was Obligatory. It involved the children “from 6 to 11”. Secondary education was obligatory involving the age of 12 and ends when they reach to 18. Secondary education included secondary schools that instructed students for general and vocational schools (Çelebi, 2008 as cited in Cakmak et al, 2013) and higher secondary schools that teach students for the university accession.” Students who graduate from one of the high schools have the right to attend universities on the condition of higher education board (Erdoğan, 2002 as cited in Cakmak et al.,2013)” (Cakmak et al., 2013, 800).

Teacher Training College had still been instructing teachers. Before 1986-87 period, teachers had to graduate from the college in three years. In this education term, the College became 4 years and the name of the College has changed to “Ataturk Teacher Training Academy”. The Academy was giving the education for pre-school children but in 2010 also Near East University started to graduate pre-school teachers, as well. On the other hand, the ones who want to teach at secondary or high schools are required to graduate from education faculties of universities in Turkey or in other countries. “Additionally, four-year university graduates that have Pedagogy Certificates can also teach at secondary or high schools (Teachers Law,25/1985). Although there are several problems, all the universities in TRNC along with the Atatürk Teacher Training Academy maintain the function of teacher training successfully” (Cakmak et al., 2013, 802).

2.1.14.2.2 The Problems in Higher Education

Usually there is no precise care for the “admission criteria at higher institutions”. The authorities had to show a great attention about this case (Cakmak et al., 2013, 802). There should be a control system and unsuitable candidates should be eliminated. The successful students who passed the exams “should pass the Placement Centre. The ones, who are successful in the exam of Student Selection and Placement Centre, could become teachers after getting trained at one of the education faculties”(Cakmak et al., 2013, 802-803).

After 2004, the new coalition government started to renew the system. The system was exemplified from the other EU countries. It was also told that the government was inspired by “a modern public education system”. Pupil centered learning would have been implemented. Unfortunately, North Cyprus was not the member of EU and she didn't take part in all its organs. Unless she had taken part, she wouldn't have been successful because the member countries were financed by EU as long as they took parts in the organ (Ozunlu & Thomson, 2009, 102).

The responsables of education in North Cyprus should determine their aims and goals and the variety of people they have to educate. They should find the way to reach knowledge and find out the solutions. Besides, they should educate them with capability of doing these. Pupils should obtain the real knowledge about their country. Without the local knowledge nothing can be done.

The most important thing is to reach knowledge. We should accept that the world is changing rapidly. Information is absorbed day by day. People can overcome or solve the problems with knowledge. People living in the rest of the world are investigating

what kind of knowledge they need and they are clarifying that knowledge (Ozunlu&Thomson, 2009, 102-103).

In North Cyprus, there should be reforms to restore educational system otherwise the problems will not be solved in a short time and they will continue to effect the whole system. The negatives existing in education are all the reflection of bad policies. There should be researches about education institutions and “systemic problems to inform their allegations about past failure and present need” (Ozunlu & Thomson, 2009,103).

“The well-known prevention is public servants and senior government officials who must address whether the public sector has the capacity to make their policy vision a reality. The public sector is not working well. Official justifications cannot be provided for individual demands or requests. Recruitment and human resources management practices where merit is not dominant should be implemented.” (Ozunlu & Thomson, 2009,103). Another biggest problem in education in North Cyprus schools was children were listening to the teachers in a classroom without doing anything. “Student-centered learning (SCL) had emerged as a reaction to TCT (Teacher Centered Learning) to enhance the quality of instruction offered in schools (Aliusta et al.,2015,77-78). By implementing student centered learning in schools students will have the skills of “critical thinking, effective communication, collaboration, creativity, productivity and problem solving”. With small changes in the curriculum, putting student centered learning in it students will have many skills and will be able to understand their lessons better than the past (Aliusta et al., 2015,79).

National Education Law (1986), which guides the Turkish Cypriot National Education System consisted of two main parts: formal education and non-formal education. Formal Education includes pre-school education, primary education, secondary education and higher education. (Çelebi, 2008, 84).

2.1.14.2.3 Pre-School Education

The number of schools in state kindergartens increased from 18 in 2004-2005 academic year to 20 in 2005-2006 school year. In these years, the number of students had increased from 1440 to 1499; while the number of teachers dropped from 193 to 106. As a result, the student / teacher ratio increased from 7.4 to 14.1. The schooling rate was 20.4% in the 2004-2005 academic year and 20.2% in the 2005-2006 academic year. There are 20 kindergartens in 2005-2006 school year, 9 in Nicosia, 5 in Güzelyurt, 3 in Famagusta, 2 in Girne and 1 in Iskele (Çelebi, 2008, 85).

The number of private schools increased from 30 to 204 during the academic year of 2005-2006. In these years, the number of students had decreased from 1,225 to 1,127 and the number of teachers had decreased from 154 to 111. As a result, the student / teacher ratio increased from 7.9 to 10.1. While the schooling rate was 17.4% in the 2004-2005 school year, it was 15.2% in the 2005-2006 school year (Çelebi, 2008, 85).

During the period of the program, the numbers of the branches were 88 in the 2004-2005 education years, increased to 114 in the 2005-2006 school years in the kindergartens depending on the primary schools. In these years, the number of students had increased from 2,067 to 2,263; the number of teachers had increased from 88 to 114, while the ratio of students / teachers had decreased from 23.5 to 19.8. The schooling rate was 60.4% in the 2004-2005 school year, while it was 30.5% in the 2005-2006 academic year (Çelebi, 2008, 85).

2.1.14.2.4 Primary Education

Primary education covers the education and training of children who have completed the age of six; before 31 December of that year, up to age 11. Compulsory primary education begins at the beginning of the academic year following the last day of August of the year in which the child turns six years old. According to the National Education Law No. 17/86 in the TRNC, in the primary education level covering 7–11-year-old group, and the total schools were 95 in the 2004-2005 school year and 102 in the 2005-2006 academic year of study. In these years, the number of students had increased from 16,327 to 16,997, and the number of teachers had increased from 1270 to 1274. In these periods, student / teacher ratio was 13 and schooling rate was 100% (Çelebi, 2008, 86).

2.14.2.5 Secondary Schools

Students are prepared for general high school or vocational high school, which is a higher education institution, in line with the general objectives and principles determined at the stage of education, covering 12-14 age group. In the 2005-2006 school year, in the TRNC, there were a total of 24 secondary schools, including 1 Fine Arts Secondary School, 1 College, 13 independent secondary schools and 9 secondary schools affiliated to the Ministry of National Education and Culture. Also, there were 4 private colleges and 2 independent private secondary schools within the universities. The number of secondary schools were 28 in the 2004-2005 school year and was 30 in the 2005-2006 school year. In the mentioned periods, the number of students increased from 9,712 to 9,956 and the number of teachers from 1,104 to 1,214. The student / teacher ratio dropped from 10 to 8. The schooling rate, which was 100% in the previous period, was 100% in the 2005-2006 school year (Çelebi, 2008, 87).

2.1.14.2.6 Higher Secondary Schools

High school, secondary school and three-year programs that implement various programs and are named according to the programs consist of general high schools affiliated to the General Secondary Education Department and vocational high schools affiliated to the Vocational Technical Education Department. This education level covered 15-17 age groups. The aim was to train students in the direction of General Purpose and Basic Principles which were included in the National Education Law. In General, High School, the number of schools were 22 in 2004-2005 school years, and it was 22 in 2005-2006 academic years. In the general high school, the number of students decreased from 6,133 to 6,319, while the number of teachers increased from 694 to 796, and the number of students\teachers decreased from 9 to 8. The schooling rate was 67% in the 2004-2005 school year and 70% in the 2005-2006 academic year (Çelebi, 2008, 88).

2.1.14.2.7 Vocational Technical Education

It covered the planning and research of vocational and technical services with industry, agriculture, and service sectors. Vocational and technical education activities in the TRNC were carried out by the Ministry of National Education and Culture to a great extent. Vocational technique, formal education as well as formal and apprenticeship education were also conducted under the same umbrella. This education period covered the 15-17 age group and applied the three-year programs above junior high school, in the 2004-2005 academic year; 3 Industrial Vocational High School, 4 Commerce High School, 3 School High School, 3 Industry Practical School and 2 Practical School of Art activities. In Vocational Technical Education, the number of schools which were 13 between 2004-2005 school years is measured the same for 2005-2006 school year. Over the years, the number of students had decreased from

2,480 to 2,265, while the number of teachers has decreased from 511 to 462. The student / teacher ratio is 5. The rate of schooling was 27% in the 2004-2005 school years, compared to 25% in the 2005-2006 school year. At the high school, when a general situation assessment was made, it was seen that 94% of the total enrollment rate in high school and vocational high schools in 2004-2005 school year was 95% in 2005-2006 (Çelebi, 2008, 88-89).

2.1.14.2.8 Higher Education

Students who have successfully completed any high school have the right to benefit from these institutions which is parallel to the conditions of higher education institutions. In 2008, there were nine higher education institutions in the TRNC, including two foundations, three universities, five private universities, an Open Education Faculty affiliated to Anadolu University, the Atatürk Teacher Academy conducted by the government and the Nursing High School affiliated to the Ministry of Health (Çelebi, 2008, 90). These figures have recently changed to newly opened universities.

2.1.15 The Educational Changes in Various European Countries

Belgium, Spain, Soviet Russia, or Ireland have been chosen as an example specifically as these countries among the other EU countries, have significant influence on the revolution of education system. For example, Belgium is the first country which started modernised and contemporary education and other countries took Belgium's education system as an example. Spain has revised its education system according to the immigrants, Soviet Russia is an excellent sample for classical education system and to teach the basics in education such as Arithmetic, English, and Philosophy etc. they are superb because they have different viewpoints in teaching the basics within their education system. Finally, regarding Ireland's education, its system resembles

Northern Cyprus Education system because it is dominated by the UK education system. When we reflect upon our own education system, we are dominated by Turkish education system. So, we have similarity in this respect with Ireland.

2.1.15.1 The History of Belgium Education

The education system in Belgium is regulated in 1831. Article 17 in 1931 stated that: “There shall be freedom of education; any measure preventing such freedom is prohibited; penalisation of infringements shall be governed by law. Public education paid by the State shall also be governed by law”. Ever since 1831 this article has been subject to numerous interpretations; each different version has been at the root of the subsequent luttés scolaires or ‘schools struggles’ (Daele & Poucke, 1984,386). The article 17 determined in 1831 states again that “the provinces, the towns and municipalities, and the so called ‘free’ institutions of which the Roman Catholic Church is by far the largest. As a result, here are several parallel networks of education in Belgium and competition and rivalry between them is a constant phenomenon” (Daele & Poucke, 1984,386). According to Belgium Education system, the municipalities had also right to found up schools. In addition to this, the constitution gave right to every citizen to set up a school (Daele & Pouche, 1984,394).

Belgium had been approved as a federal state for 25 years. Flemish, French, and German communities live in this country. They are obliged to concern about education, culture, and social functions. Flanders, Wallonia, and Brussels are the regions in the governing body. Those regions had privilege to concern over territorial problems and employment. The French community is responsible in Wallonia and Brussels; The Flemish Community rules Flanders and Brussels; The Flemish Community rules Flanders and Brussels. The German-speaking Community had influence in “German

linguistic region” like Wallonia (Sagesser, 2017, 240). After a long period in the history, the Belgian state changed its system from the strong centralized form to a “federal system”. In this system the “regions” were given autonomies.

“The Flemish, French and German-speaking communities were responsible for culture, education, media and social services. The Flemish, Brussels and Wallon regions all deal with matters related to territorial issues, such as economic development, housing, environment and transport” (Rynck, 2005, 485).

“Indeed, the conflict between the Flemish and French communities came to a head in the 1960s, a period which also saw the rise of regionalist parties. In the 1970s, national parties split themselves into fully separated regional organizations. This exacerbated the linguistic divide, pushing the conflict even higher up the agenda previously, the regional cleavage was tempered by the fact that class-or religion-based interests united political and social actors from both sides of the linguistic border. Polarization around the latter two dimensions dwindled in the 1960s, following the rapid expansion of the social security system in the 1958 School Pact that appeased a century long conflict between the Catholic Church and the state on the delivery of education”(Rynck, 2005, 486). Fouding a new system in Belgium didn’t take a long period. Reforms aimed to solve inter-communal conflicts among the Flemish and French communities in the parliament. There were lots of problems between the regions and the various religions even between the political parties. Then, the new reforms also solved lots of problems (Rynck, 2005, 486). Besides the provisions in the constitution gave the feeling of equality to all of the citizens and created trust to all of the “pupils, parents,school personnel and school bodies” that they were equal citizens although there were some disagreements among the parties (Rynck, 2005, 490).

2.1.15.2 How the spoken Languages used in Education

In Belgium there are two dominant languages and cultures. “Germanic (in the north) and Romance (in the South)” (Wielemans, 1991, 167). Since its foundation in 1830 to 1970s the country stayed the same. The state was constituted on unity and government. The constitution was comprised of three important values that finalized the unitary system and started “complex federal system” (Wielemans, 1991, 167). The communities were regions and cultural entities in this system. “The communities and regions are political entities within the national system: They have the power of decree exercised by an Executive with its own administrative departments and financial resources. Community or Regional decrees are distinct from national laws; they have the same legal view, but different concerns on different matters” (Wielemans, 1991, 167).

The constitution of Belgium included French, Dutch and German speaking communities. There were three “Geographical Regions” (Wielemans, 1991, 167-168). In 1988 and 1989 there were revisions in the constitution. (Wielemans, 1991, 168). “The educational facilities organized by the public authorities (the state, the provincial and local authorities) were known as ‘official schools’”(Wielemans, 1991, 168) had to submit ‘neutral’ education (Wielemans, 1991, 168) and this ‘neutral’ education (Wielemans, 1999, 168) had to regard “The philosophical or religious opinions of the parents” (Wielemans, 1991, 168). Meanwhile the other opportunities arranged by different people or by organizations were known as ‘free schools’ (Wielemans, 1991, 168).

In 1950s, the demands for change were so high and the government increased contributions to the schools. “First with a Christian democratic government increasing

subsidies to Catholic schools and imposing some limitations on state school expansion” (Rynck, 2005, 487). “The school Pact” was approved in 1958. The students could attend to these schools freely. In these years there was a compromising in Belgium for allowing the public and private schools to benefit from public money. All of the sides gave up from the “educational monopoly”. The authorities gave importance to “internal pluralism” (Rynck, 2005, 487).

According to Belgium Constitution many reforms were based on this decision below:

“Constitution (art.24):

Belg. Const.art.24

1. Education is free; any preventative measure is forbidden; law or decree only governs the repression of offences.
 - a. The community offers free choice to parents.
 - b. The Community organises neutral education. Neutrality implies notably respect for the philosophical, ideological or religious conceptions of parents and students. The schools organised by the public authorities offer, until the end of compulsory education, the choice was made between the teaching of one of the recognised religions and non-confessional moral teaching.
2. (...)
3. Everyone has the right to education with respect for fundamental rights and freedoms. Access to education is free until the end of compulsory education . All students of school age have the right to a moral or religious upbringing at the Community’s expense”(Franken,2017,234). After such new revisions Belgium improved itself in education and now the country is exemplified by the other countries.

2.1.15.3 The Schools in Belgium

The central government had to found up many state schools. “Furthermore, the Pact said that central government would pay the wages of nearly all private school staff on an equal basis with public school staff and foresaw subsidies for operating expenditure. A similar regime applied to schools organized local government” (Rynck, 2005, 487). Compulsory school system was implemented in Belgium in 1914. The children had to go to school from 6 to 14. It was extended to 12 years in 1983. The students have to go to school from 6 to 18 years of age.” Compulsory schooling is full time until the age of 15 or 16 and includes primary education (normally six years, though pupils may repeat) and at least the first two years of secondary education” (Wielemans, 1991, 167-168). According to this system, pupil can be instructed at home as well. As it can be seen, there are two distinctive educational systems in Belgium (Wielemans, 1991, 167-168).

In the beginning of 20th century liberal “mertocratic model of equality” was very famous. With some educational tests personal cleverness could be explored. “Instead of the undemocratic factors of social class, economic and socio-professional background and the power of personal relations” (Wielemans, 1991, 168). According to the evidences the eradication of social problems don’t let equality in education. There are many problems that have to be solved as well (Wielemans, 1991, 168).

This renewal gave opportunity to the organizations in education and made them very strong elements in 1960. In 1955, the government spent much more money than 1965. The Pact caused the increasing school population in 1960s. Catholic schools accepted 300,000 additional students (Rynck, 2005, 488). Teaching in Belgium had enriched pupils’ abilities in speaking, good academic environment, “the

encouragement of independence and active learning”(as cited in Ramsden 1988b,1991), students are encouraged to “use deep, holistic approaches (as cited in Ramsden 1988a)”(Gilis et al., 2008,532).

Educational renewments were mostly connected on the changes done by the rulers. According to Article 24 in the Constitution, gave right to all students to get “moral or religious” lessons. “It also commanded schools organised by public authorities to offer, until the end of compulsory education, the choice between the teaching of one of the recognised religions and non-confessional ethics (Sagesser, 2017, 240). “Catholicism, Protestantism, Judaism, Anglicanism, Islam and Orthodoxy” are the religions in Belgium and some of them were recognised in the 19th century. SchoolPact accepted in 1959 and was organized the Religious education in 1959. Religious education was compulsory in primary and in secondary schools. The French Community decreased religious education in Public Schools to one hour and put Citizenship and Philosophy course instead two hours (Sagesser, 2017, 240). So far the educational system in Belgium had been dependent to the state decisions. For many years, public and Catholic schools had been competing for attracting the pupils. “Religious education is further organised by the School/Pact law, adopted in 1959, to pacify a conflict between Catholic and public schools” (Sagesser, 2017, 240). There were several “networks” in the French Community in Belgium. Public Schools were regarded together. Private schools generally regarded as Catholic Schools. In Belgium there were Jewish, Protestant and Islamic schools as well, but they were very few. These schools were also regarded as “private schools”. They were funded by the community. The teachers were also paid by the community as well. Most of these schools speak foreign language “as their primary language of instruction”. These

schools take “Catholic Religious education” (Sagesser, 2017, 240-241). Whenever the religious courses were demanded they did allow them. The percentage of these courses was 98%. This right is constitutionally recognised by the government.

“Nowadays, people wonder about the consequences the recognition of Buddhism or Hinduism would have on the organisation of religious education; it should be noted that such a recognition is a competence of the Federal Authority (Belgian House of Representatives) that would have consequences, including budgetary impact, on a Community matter” (Sagesser, 2017, 241).

The secondary education in Belgium had got different types or periods in Belgium. The first type was the observation period, “a common syllabus” is taught with “trial activities”. They are called as “optional activities. In the second period the students select “optional subjects “including “four or six periods per week”. The students who confront problems in the lessons “an adapted syllabus” was compensated. “A parallel vocational training course starts in the second year, alongside the common year but with a different syllabus” (Wielemans, 1991, 169). For the second period different syllabuses are implemented for the students who pass “the general academic technical or artistic sections” certificates were given. Even in order to measure the students’ ability for work different tests were used. During the third period, the pupil selected their subjects. “Lower and higher secondary school certificates and diplomas certifying aptitude for higher education are awarded on the responsibility of the school itself” (Wielemans, 1991, 171). Many kinds of groups set up by different people from society award these certificates (Wielemans, 1991, 171). The structures of Secondary schools and catholic Schools comprise of traditional type. “Secondary schooling is divided into two three-year cycles. The four sections are general academic, either classics (Latin plus Greek or Mathematics) or modern technical and vocational...” (Wielemans, 1991, 171).

Mostly Catholic schools were selected due to a good education, school atmosphere and society. Even the school identity was important. Catholic schools were selected because there was a restriction for the other people who had different religions. For this reason, these schools were called the schools for a dialogue (Franken, 2017, 235). Unfortunately, it was still observed that there is “the problem of segregation in state schools” and the federal government of Belgium tries to prepare a new curriculum which “religion, ethics, philosophy and citizenship” will be dominant since 2009 (Franken, 2017, 237).

2.1.15.4 The Conflict at Schools

After the new constitution, the authorities made research on the ethnic groups living in Belgium and found out that segregations and racism caused problems at schools (D’hondt et al., 2015, 686). If there was a segregation at any school there were “more behavioral problems, or more depressive symptoms” (D’hondt et al., 2015, 686). Also, these studies proved that “victimized students have lower levels of overall peer bending lower number of friendships, a weaker sense of school belonging, and experience less teacher support than students who do not experience victimization at school” (D’hondt et al., 2015, 688). Even these kinds of problems can cause accusations in the humiliated students and conclude negative reflections (D’hondt et al., 2015, 691). It was also proved that even the pupils’ educational future was affected by the segregation or racist problems (Teney et al., 602, 2013).

When there was such a problem “social support” among the same “ethnic peers” creates a very positive effect. Whenever the students share their experiments “social support by other ethnic minority-students allows students to share the experience of victimization and confirm that they do not have to take it personally (Mellor, 2004).

Hence, this sharing helps students to keep their senses of control” (D’hondt et al., 2015, 691). Solidarity among the same students can eradicate the “negative impact” (D’hondt et al., 2015, 691). “Ethnic victimization” organized by the schools can decrease the problem (D’hondt et al., 2015, 698). It must be admitted that the School Pact system gives more freedom to schools in Belgium while weakening central regulation and planning. (Rynck, 2005, 489).

The new education policy in 1988 gave the regions more rights for “autonomy” (Rynck, 2005, 489). The regionalization created distrust among the Flemish and French community (Rynck, 2005, 489). In order to diminish distrust, the five party's compromise introduced new provisions in the policy options. Negotiations amongst the party leaders extended the single paragraph of the 1830s. The new 1988 Constitution safeguards minority rights in both Communities and defined the framework of budgetary allocation to different types of schools, the basics of the new reform depended on the “linguistic boundary” created in 1963 with two parts; both languages were used in the Northern and Southern parts and in Brussels (Rynck, 2005, 490). (Rynck, 2005, 490). The history showed us that every ten year the education in Belgium was improved in order to serve all of the citizens systematically. In this period, the new constitution protected the minority and individual rights in the country (Rynck, 2005, 490). Also, subsidies for education were put in the education in order to finance every citizen educating in Belgium (Rynck, 2005, 490). Meanwhile, their education expenditures were guaranteed (Rynck, 2005, 490). In 1988, the freedom of education for the minority groups was legalized in the new constitution. After ten years in 1998, the independent structure and the greater autonomy was granted to the schools in order to strengthen more decentralized education (Rynck, 2005, 492). A 1998

reform created “much stronger local autonomy” and created differences between the schools. After this reform state schools lost their “integrated characters” and this created “depoliticized central decision making” (Rynck, 2005, 492).

“At the supra-local level, power is shared between a council and a general director, who chairs a body with all local school directors. The general director is accountable to a ten-member board, which has a majority of six members elected by the local councils (parents and civil society), in addition, three directly elected members from a list submitted by school principals.. This board is the organizing authority of the schools and can dismiss the general director” (Rynck, 2005, 492).

2.1.15.5 How the Problems Solved

The educational revision in 1998 Constitution consolidated the parents’ participation to the “control mechanism” in the schools and helped the decentralization of the public schools. This change also increased the roles of the professional educators (Rynck, 2005, 493). This change secured cooperation and responsibility among the schools (Rynck,2005,493).”In line with decentralization, human resource policy introduced stronger flexibility”(Rynck, 2005, 493). After the new changes in the education system in Belgium, student centred teaching started to be implemented (Gilis et al., 2008, 534). The friendships in the schools were much more improved. The interethnic friendships between the immigrant and native students made them respect the other minority or community members (Houtte & Stevens, 2009, 233-234). As the immigrants increased in Spain they needed to revise their current education system. Therefore, Spain is a good example for this.

2.1.16 The History of Education in Catalonia, Spain

The dictatorship in Spain during the 20th century brought the permanent instability. This political regime affected “the country’s sociolinguistic development”. The current system was started to affect the country in 1978 (Ferrer, 2000, 187). Wikipedia informed us about Catalonia like this: “Catalonia of Spain located on the northeastern

extremity of the Iberian Peninsula. It is designated as a nationality by its Statute of Autonomy. Catalonia consists of four provinces: Barcelona, Girona, Lleida and Tarragona. The capital and largest city is Barcelona, the second most populated municipality in Spain and the core of the seventh most populous area in the European Union. Catalonia comprises most of the territory of the former Principality of Catalonia (with the remainder Roussillon now part of France's Pyrenees-Orientales). It is bordered by France and Andorra to the north, the Mediterranean Sea to the east, and the Spanish autonomous communities of Aragon to the west and Valencia to the South. The official languages are Catalan Spanish, and the Aranese dialect of Occitan" (<https://en.wikipedia.org/wiki/Spain>). During the Franco era (1939-1975) all of the democratic freedoms were banned. "In Catalonia it also meant, yet again the annulment of the Statute of Autonomy, the banning of the whole specifically Catalan institutions" (<https://en.wikipedia.org/wiki/Catalonia>). Franco's death brought the "democratic transition" and during this period Spanish Constitution and liberties were all restored. Although the new system was better "but less in terms of the systems of justice and public order". In this period Catalan language was recognized. On 23 January 2013, parliament of Catalonia demanded more freedom"Justice, better aspects of the financing, the status of the Catalan language or the references of Catalonia as a nation". This Region of Spain declared its independence on 27 October 2017 (<https://en.wikipedia.org/wiki/Catalonia>). In Spain, Catalan language is the majority language in Catalonia. Mostly the children insist on learning or choose Catalan language at schools (Sanz, 2000, 26). In 1980s, the authorities of Catalan "autonomous government" established "the General Secretariat for linguistic policy". This attempt was done because the government wanted to change the language situation (Sanz, 2000, 28). The problems came out from Catalonia because of the

language problem. In 1980s, after 40 years, the national oppressions of Franco eliminated, Catalonia obtained some significant rights of implementing self-rule powers. These powers gave them the right to use Catalan language in “public education” and “mass media broadcasting”. “These two areas produced a positive impact in terms of making the language more publicly available and speaking the knowledge of it amongst those groups in the population who did not speak it as a home language for whom Catalan was at the time absent from their immediate sociolinguistic environment” (Carbonell et al.,2016,1). These people came to Catalonia from the different provinces of Spain (Carbonell et al., 2016, 1) .It is claimed that, during the 20th century about 1 million Spanish people were settled in Catalonia and this intensification in the population living in Catalonia also created a great problem (Carbonell et al., 2016,1).The main problem in Catalonia was that currently many various ethnic groups arrived to Catalonia and there were many people also from EU countries. Because of the increase in the population Catalans started to get worried about their culture and language as well (Carbonell et al, 2016, 1-2). Unfortunately, political issues between Spanish and Catalan governments had climbed. However, in the last ten years “The new Spanish Education Law (LOMCE) has solved many language problems.” In debates that led to the approval of the law, Minister of Education called for the need to ‘hispanicise’ (sic) Catalan pupils and for them to feel as proud of being Catalans as of being Spanish (as cited in El Pais,2012). This was seen as necessary by the Minister in order to prevent the growing pro-independence support in Catalonia. One of the most polemic items of the law was the provision, that contained in relation to the possibility for families to choose the school for their children on linguistic immersion in Catalonia, which avoided segregation of students for linguistic reasons”, and due to the lack of spanish goverment to linguistic demands

was always negative (Carbonel et al, 2016, 2). The constitution gave stable statute to Catalonia and “this statutes, in accordance with the Constitution, lay down the specifics regarding the structure of the regional organs what will be the organs of authority, their areas of competence,etc.” (Ferrer, 2000, 187).

2.1.16.1 The attempts of Solving Educational Problems

The new constitution recognized the “indivisible structure of the country, the regions, the human rights of all ethnic groups and provinces to autonomy and solidarity among all”(Ferrer, 2000, 188). The Autonomous regions were legalized in 1980s in order to satisfy the separatists (Ferrer,187). The new constitution emphasized that “Varying degrees of autonomy among regions: Despite the assumption of uniformity among autonomous communities, autonomy has proceeded only gradually, and at varying rates in each of the regions. Autonomous communities in which demands for self-government have historically been greatest-Catalonia have attained higher degrees of self-government and in a shorter period of time compared to other regions (Jouvenel, Roque, 1993, 275)” (Ferrer, 2000, 188). According to the Spanish constitution education system in Catalonia it was regarded as part of a single, national system (Ferrer, 2000, 188). In the constitution all minority languages are co-official and Spanish language is compulsory. Spanish became the dominant language of classroom instruction “And the only students truly bilingual in Spanish and Catalan were native Catalan-speakers. Native Spanish-speaking students were overwhelmingly monolingual, and exhibited serious deficiencies in Catalan”(Ferrer, 2000, 193). It sounds that the pressures by Spanish state to impose its language made some national problems in terms of intensifying in Catalonia due to the lack of “democracy,equality, tolerance, culture and respect for each person’s fundemantal freedoms caused the uprisings in Catalonia (Gil et al., 2017, 310). The resaearches also proved that

multilingualism is highly enriched the European identity in Catalonia (Sanz, 2000, 26). In Catalonia a multiculturalism was one of the elements which motivated success at the schools (Tarabini et al., 2016,7).

In 1990, 40 % of the students continued their education in Catalan speaking schools. Most of the graduates of high schools could speak Catalan. “Today, a goal of the educational system is to provide students with equal proficiency in both languages. Spanish, was the major language, and its literature is taught in Spanish for 8 hours a week. English is taught for 4 hours per week”(Sanz, 2000, 29). Since 1980, the Spanish state had given all of the responsibilities and privileges in official education to the “regional government”. After this decision, the Catalan government schools “with the Spanish general who gives a global organizational framework and decides about 40% of the curriculum, reshaping elements of governance, nuances and enactment, and 60 percent of curriculum content. For 35 years, the curriculum (history and language) was prepared in Catalan and Spanish” (Sabe, 2017, 143).

After the renewal in education system in 1980s, the Catalan authorities implemented a French State model at the schools with accession exams, “school inspection corps” and a very different structure like pyramidal. They developed two principles-“hierarchy/ bureaucracy and freedom of choice” (Sabe, 2017, 143-144). In 1980s, the Catalonians implemented collective project” that was better than ‘power or leadership’. “To be a head teacher for some years was becoming something quite usual thing for permanent because the ownership of the school (often related to a catholic religious order) meant that the head teacher was chosen by the owner directly, and in those schools the head teacher had a more hierarchical role with control over pedagogy, but also over staff and working conditions”(Sabe, 2017, 144). In 1988, after the new

educational act and reforms which families were encouraged to send their children to the small schools or poor areas in order to increase the number of the students in these areas. During the renewal also secularization of the schools were realized (Rynck, 2005,488). Minority and majority communities started to set up their own schools but the state didn't take any responsibility except the public schools (Rynck, 2005, 489). In 1995, "With the LOPEG law" the model was changed more than the old model. According to this law, the headmasters in both state and private schools were given more responsibilities and more security and safety in relation with academic results (Sabe, 2017,144). "The former head teacher model has been deconstructed and replaced by a new model of professionalisation: head teachers' practices, rules, responsibilities and identity have been slightly but significantly changed (as cited in Vinao,2004)" (Sabe,2017,144). The teachers didn't have enough courage to be headmasters due to the increase in their responsibility according to this law (Sabe,2017,144).

2.1.17 The History of Irish Education

The Irish problem had been continuing for many centuries. Even the education problem started in the sixteenth century."This interest deepened over the course of the ensuing centuries culminating in the establishment of a national system of elementary education in 1931" (Fleming & Harford, 2016, 169-170). When it was decided that protestantism and English language and culture would be dominant in 1800, the Irish Parliament abolished the problems aroused in 1831 and the British Government didn't concern about domestic affairs and English was not eager to reform in education (Fleming & Harford, 2016, 169-170). Early in the 19th century the primary education in Ireland was not systematic. Very few students were going to official schools and majority of the students were paying the private schools (Fleming & Harford, 2016,

170). In 1824, a significant inquiry was made and nine reports were prepared from this inquiry and they had been published in 1825. According to this inquiry, Catholic and Protestant children would be taught together; unfortunately “Catholic Hierarchy” put some restrictions. “They further noted that the appointment of Catholic teachers was a matter for the Church authorities. Furthermore, any books to be used in school for religious instruction would require the approval of the local Bishop” (Fleming & Harford, 2016, 174-175). In 1831, most of the students were still going to hedge schools (Fleming & Harford, 2016, 170).

In 1926, during a meeting of Catholic Association “O’Connel proposed a motion that Parliament should be petitioned to establish Catholic schools under the auspices of the Catholic prelates”. The authorities started to look for an education system for Ireland. These suggestions were repeated in the other conferences organized in Dublin. The aim was “to bind Hierarchy into any discussions around the establishment of a national education system” (Fleming & Harford, 2016, 174).

In the Irish history, it had been approved that O’Connel’s attempts to reshape the educational system in Ireland is very important. In the Irish education the changes between January 1826 and September 1831 were very important. “O’Connel persuaded the Catholic Association that the development of education policy was a matter for the bishops and then established a pattern whereby the role of the politician was to bring the ideas of the Hierarchy fruition”. This sounds contradictive for a person who definitely aimed to separate the Church and state. “It is very likely that this was, to a large extent, a political decision taken in the light of a broader strategic agenda” (Fleming & Harford, 2016, 186). The problem in Ireland was not the people living in this country, or the individuals who supported common schools. The problem was the

rights that the political elites and the other groups benefited from the permanent social differences and statusquo affiliated with the division of the Protestant and Catholic groups through the lack of free determination or democracy (Irwin, 2005, 3).

Unfortunately, for 300 years Northern Ireland was very separated country with a restricted intergroup relation between Protestants and Catholics. Since 1998, the groups started to establish contact and reconcile with each other. This procedure had been observed very positively (Moesohberger et al., 2005, 199-200). The conflict lasted for 300 years in the Ireland and the authorities organised “flexible learning programmes. This kind of programme could bring more flexible routes of progression and transfer, and more flexible working arrangements”. (Flannery & McGarr, 2014, 419). This programme can contribute and create entry to enlightenment in education (Flannery & McGarr, 2014, 419). Also, another very significant model was lifelong learning which could develop “Social inclusiveness and democratic understanding; economic progress, personal development and fulfilment”(Flannery & McGarr, 2014, 420). According to the programme makers “there has been a significant priority shift so that democratic and personal functions are currently subordinate to a dominant economic focus”(Flannery & McGarr, 2014, 420).

2.1.17.1 Attempts of Solving the Educational Problems in Ireland

In order to tackle the Irish problem and prevent the violence continuing for many years “The Independent Democracy Commission was established. The commission was established to be “inclusive, participatory and egalitarian in the twenty first century” (Harris, 2005, 47). Mostly the youths under 25s and marginalised ones were selected for dialogue (Harris, 2005, 47). The authorities who were eager to finish the violence and initiate peace in Ireland focused on “Democratic Citizenship Education”. This

education focused on the human interdependence with human rights, justice and democracy. One of their aims was defined like this: “For people to think themselves as active citizens, willing, able and equipped to have an influence in public life and with the critical capacities to weigh evidence before speaking and acting; to build on and to extend radically to young people the best in existing traditions of community involvement and public service and to make them individually confident in finding new forms of involvement and action among themselves” (Harris, 2005, 47-48). In 1998, the majority of the Northern Island voted in favour of the peace agreement and the activities for dialogue showed their significance at the end (Arlow, 2001, 38). The precautions taken in the previous years played a very proactive role. During 1980s the Irish government accepted very useful policies (Arlow, 2001, 39).

The new education system avoided the debates that divided the Irish people (Arlow, 2001, 39). The university of Ulster School of Education took the responsibility to teach about “pluralism, school justice, democracy, human rights principles and then it sought to help them to narrow the gap between the reality of today and the ideal of their perfect world (Arlow, 2001, 41). After the trainings, the children and the community came to the point of maturity and development in education. A “forgiveness of intervention “ was started to be cultivated. Many workshops were organized on this topic. With the “Lifelong Learning” even the adults were trained. This kind of education should be pursued in Cyprus as well (Johnson, 2007, 18). In teaching the students how to live peacefully “School policy and procedures should reflect democratic principles and inclusive practices as a means of modelling the larger world outside” (Johnson, 2007, 28-29).

It should be confirmed that, in the conflict areas like Ireland or Cyprus there must be eagerness for peace without force (Jones, 2014, 47). Many ways and alternatives can be found in order to give opportunity for the researchers to produce views for solving the conflicts (Tomlinson & Benefield, 2005, 3-4).

2.1.18 Education System in Former Soviet Russia

If we have a look at the former Soviet Russia, we could find that the education was free for all the citizens living in this country and besides it was compulsory up to 15. According to Article 121 of the Soviet Constitution: “Citizens of the USSR have the right to education. This right is ensured by the universal, compulsory elementary education; by the fact that education, including higher education, is free of charge; by a system of State scholarships for the overwhelmingly majority of students in higher educational establishments by instruction in the native language and by the organization of free vocational, technical and agronomic training for the factories, State farms, machine and tractor stations and collective farms” (Webb, 1941, 1). After 1917 during the Russian Revolution the system was consisted of the values of Socialist system “locally controlled Public schools which would offer a secular and free education to all children regardless of class” (Cox, 2011, 19-20). The instructional design in the USSR was highlighted nearly “a ten year elementary-secondary program” systematized for a 4-3-3 arrangement. The schools were classified as three types:” ... four-, seven-, and ten-year schools”. All of the students followed the same lessons, and every student was taught the same subjects “in every grade of the ten-year system (Ross, 1960, 539-540).

The main aim of Soviet system was to realize “economic and political” changes. This aim gave opportunity to the Soviet Union to develop “in science and technology

education” continuing the Soviet ideology (Cox, 2011, 5). Although there was “totalitarian regime” fortunately the regime destroyed the “illiteracy” and established a very strong education in science and technology. Most of the Soviet children continued their education “at the school geographically designated to them, excepting a small minority who attended to special or national minority schools” (Cox, 2011, 7). All the schools offered “the same education” and this created equality among provinces and all of the educational institutions became the “central goal” of the regime (Cox, 2011, 7).

2.1.18.1 The Quality of Education in Soviet Russia

During the education at schools, lessons were taught in the native language of the different Republics in the USSR. Female and male students were always taught together in the same classrooms. From the age of fifteen students were given opportunities to continue their higher education. All of them were given scholarships. Most of the scholarships were sufficient and helped students to maintain their education. Industrial training was free as well. Learning was not closed in the classrooms even for young people. It was part of the people. The principle was a part of real life. The children were prepared to be workers and useful members of community and education had to give them all the facilities for the future (Webb, 1941, 1).

The students were also financed by many organizations, or the services were given to them very cheaply. For example, railway prices for the students were so cheap. Laundries, libraries, and restaurants were very cheap or free for them (Webb, 1941, 1).

The Soviet Union had been regarded as a “nation student”. In order to wipe out illiteracy among adults led on to the education of the educated people. “Through all

sorts of study and discussion circles in factories and farms, through the wireless, the Press, the cinema wall newspapers, etc.” This was continued. Those who wanted to improve themselves had to continue “correspondence courses” and attend evening schools. They might follow “general cultural subjects, hobbies, or some other technical course which they wanted for their work” (Webb, 1941, 1). The education in the Soviets as aforesaid was shaped on the basics of industrialization and economy. For producing industrial tools and machinery the regime increased the training of engineers. “The organization of collective farms and State farms which created good prerequisites for introducing new machinery in agriculture, raising labor productivity and mechanizing labor consuming jobs, demanded steep increase in the training of specialists for agriculture both in old lines and new (mechanization of agricultural production, etc.).

The higher school had to consider the prospects for the development of science, education the public health services and culture increasing the training of personnel correspondingly” (Prokofiev et al., 1961, 6).

2.1.19 The Researcher’s Reflections

By researching about the countries and having seen the changes in their education system towards more peaceful life, I have found some good indications for Cyprus. As it is clear, we, the Cypriots, have been looking for a solution in our country. For this reason, researching about the similarities or positive sides which will contribute to Cyprus settlement brought into my mind that the education is free, and the community which organized neutral education in Belgium also became interesting and applicable for me. The changes focused on cooperation and responsibility can also be exemplified for Cyprus as well. First, we have to accept that dividing the country in several regions

gave lots of opportunities to Belgium to govern the education system very easily. Dividing the country into small parts helps control the education very carefully as well. When the governing body is divided into small areas it is easy to solve the problems before expanding to the whole area and you can do this attempt in its own place. For this reason, French Community is responsible in Wallonia and Brussels, the Flemish Community has influence in “German linguistic region” like Wallonia (Sagesser, 2017, 240). These implementations are also good examples for Cyprus and shows the accomplishment of Federal system proposed for Cyprus. It is very remarkable that whenever a problem came out, the different communities living in Belgium found solutions and reconciliations with each other because of mutual understanding. This behavior should also be considered and pursued in Cyprus by both communities.

In Belgium during the conflicts the people living in the country approved a new constitution which gave the feeling of equality to all the citizens and created trust to all pupil, parents, school personnel and school bodies. Despite the disagreements, these values were permanently emphasized.

Catalonia can't be a good example for us because this country hasn't solved its problems yet and Spanish State is still very oppressive and wants to implement its dominant demands like Spanish language. In this region of Spain, even the education problems have never been solved yet because of the central government and its policies of not recognizing the linguistic rights of the minority communities. In Catalonia Region, the formal language is Spanish and Catalanian language was recognized as the second language. The lack of democratization and oppressing the educational and cultural demands of the Catalans was always ignored. The response of the Spanish government to linguistic demands was always negative (Carbonell et al., 2016, 2-3).

Despite the provisional rights in Spanish Constitution, the Spanish Government tried to be dominant in Catalonia. The education system in Catalonia was regarded as part of a single, national system and this attitude was confronted very disappointedly by the Catalans. The language impositions by Spain caused and created lots of conflicts and that's why the Catalan Problem emerged out and it is continuing. For this reason, Catalonia is a very negative example for Cyprus and its educational system can't be proposed. Even if it is exemplified right now this kind of attitude for not recognizing the other rights can derive problems and reconciliation in Cyprus can be undermined.

Whereas the North Ireland is a good model and the communities on this island compromised and excluded the violence from their lives. Now both communities created a harmonious life without violence. The education models implemented in Ireland can be good examples for a future Cyprus. Despite the continuing political problem in Ireland the eagerness of reconciliation in this country found a compromising among the conflictual communities. Starting to establish contact and reconciliation with each other since 1998 enriched the Irish experience. Without a solution the programs like "flexible learning" and "lifelong learning" which developed "Social inclusiveness and democratic understanding; economic progress, personal development, and fulfillment (Flannery & McGarr, 2014, 420) should be studied and followed in Cyprus in order to give the communities trust and secure re-approaching. Meanwhile, "Democratic Citizenship Education" can also be recommended for Cyprus because in Ireland the results of this lesson are very positive. Cross-visits and exchange visits of Irish pupils can also be exemplified in order to promote peace in Cyprus.

Although the Soviets was wiped out in the history, it can be a good model and the equality in society and education can contribute to a resolution of the problems in Cyprus as well. Looking at the history of Soviet Russia, we find out that the education was free for all the citizens in equality. Article 121 of the Soviet Constitution declared that the right of education is compulsory and even the higher education was free. In Soviet education all the students were taught the same subjects (Ross, 1960, 539-540).

The Soviet System aimed to realize economic and political changes and this aim brought success to the Soviet Union to promote “in science and technology education” (Cox, 2011, 5). There were no discriminations and because of this there were no objections or demands in implementing educational reforms. In Cyprus, the same educational values can be applied for a solution and the same policies can be made.

Chapter 3

METHODOLOGY

3.1 Introduction to Qualitative Research

Qualitative research can't be limited in data accumulation. Methods and methodologies are not sufficient, and they are supported by theoretical considerations, and they should strengthen "Formulation of theories" (Flick et al., 2004, 63). In qualitative research the purpose is very important. The researchers aim is to obtain "understandings" and "experiences" of the group they are interviewing (Devers et al., 2000, 264). Many strategies can be used in research. The researcher is like "an instrument" and in all qualitative research "development, maintenance, and eventual closure of relationship with research subject and sites" (Devers et al., 2000, 265). In this type of research, researchers should demand help from the responsible of the selected groups" (Devers et al, 2000, 266). For social research, social theories are needed. For any social research there should be "Functionalism", "behaviorism", "symbolic interactionism" and "ethnomethodology" are essential. Concepts and theories are the supportive elements of any social research (Silverman, 2001, 3). Furthermore, Silverman says: "In many qualitative research studies, there is no specific hypothesis at the outset. Instead, hypotheses are produced (or induced) during the early stages of research. In any event, unlike theories, hypotheses can and should be tested. Therefore, we assess a hypothesis by its validity or truth" (Silverman, 2001, 4). A methodology is related with "cases to study", "methods of data gathering" and "forms of data analysis". "Like theories, methodologies cannot be true or false, only

more or less useful” (Silverman, 2001, 4). According to Marshall “improved understanding of complex human issues is more important than generalizability or results” (Marshall, 1996, 524). Qualitative research has got relations with various fields and philosophies. This variety expands from “sociology via psychology, to cultural studies, education and economics” and many more fields (Flick et al., 2004, 3). Also, it can reply and give definite answers of the individuals who are concerning in social issues (Flick et al., 2004, 5). With interviews, coding, content analysis, observation, media and recording of interactions the collected knowledge can be assessed by “means of discourse or conversation analysis” (Flick et al., 2004, 6).

Silverman highlights on four methods:

- Observation
- Analysis, texts, and documents
- Interviews
- Recording and transcribing” (Silverman, 2001, 11).

These methods can be united between each other. Observation cannot be a trustful method continuously. There can be different observations by different observers (Silverman, 2001, 12).” Interviews are commonly used in both methodologies. Quantitative researchers administer interviews or questionnaires to random samples of population; this is referred to as ‘survey research’, ‘Fixed-choice’ questions (e.g. ‘yes’ or ‘no’) are usually preferred because the answers they produce lend themselves to simple tabulation, unlike ‘open-ended’ questions which produce answers which need to be subsequently coded”(Silverman, 2001, 12-13). For Pinch (as cited in Silverman, 2001) in qualitative research studies are usually defined in political terms not in scientific terms (Silverman, 2001, 13). Also, interviews give detailed information. This

model gives trustful and true relation between the results (Silverman, 2001, 18). In fact, in qualitative studies the people can't learn the feeling and senses of the society but in qualitative research there is this possibility (Silverman, 2001, 26). "The methods used by qualitative researchers exemplify a common belief that they can provide a 'deeper' understanding of social phenomena than would be obtained from purely quantitative data" (Silverman, 2001, 32). At the end of the qualitative research the researchers can obtain very useful social results and these data can be broadened very effectively (Silverman, 2001, 33). In these studies, exploration and descriptions are very effective as well: "These reservations have some basis given the fact that qualitative research is, by definition, stronger on long descriptive narratives than on statistical tables..." (Silverman, 2001, 33). In this research validity is very significant issue and the researcher should prove this value with their interpretations (Silverman, 2001, 34). Additionally, questions prepared by interviewer during the interview proves reliability of interviewer. In sociolinguistic research transcriber reliability is not often remembered. If the questions are prepared by two people, the difference can be found among the transcriptions (Kvale, 1996, 163). Even reliability check can be implemented between the transcriptions (Kvale, 1996, 163). During typing also many differences may come out (Kvale, 1996, 164). "Listening again to the tape might show that some of the differences are due to poor recording quality and mishearing" (Kvale, 1996, 164). There can be differences in the details. For example, emotional aspects can create lots of problems as well (Kvale, 1996, 164). Therefore, to sustain both reliability and validity in social research studies is a difficult task to be achieved by the researcher. The researcher in this research tried to sustain the reliability and validity of the research by piloting the semi-structured questions with the half of the interviewees before the actual interviews had taken place. A consent form (Appendix

C) was given in advance to each interviewee before the actual semi-structured interviews applied. By the researcher everything was explained to them once again that their participation is a voluntarily basis which is also explained in the consent form. They also can cooperate into this research and during the interview they can drop off anytime they wanted to. Owing to these, the researcher tried to seek out the following research questions in this research:

3.1.1 Research Questions

1. What are the perceptions of stakeholders on the current education system?
2. How can the current education system be enhanced and improved?
3. What are the roles of stakeholders during decision-making?
4. What kind of leadership qualities stakeholders should possess during decision making?

3.2 Rhetorical Structure

3.2.1 Case Study

Case study is a kind of research related with social science research. Generally, in case studies” how” or “why” questions are being asked, and these are used. “When the investigators have little control over events” (Yin, 1994, 1). Whenever the highlight is on a daily problem “explanatory” and “descriptive” case studies are used (Yin, 1994, 1). In this kind of study “Regardless of the type of case study, investigators must exercise great care in designing and doing case studies to overcome the traditional criticisms of the method” (Yin,1994,1).

The case study is used for “policy, political science, and public administration research, community psychology and sociology, organizational and management studies...” etc. (Yin, 1994, 1). In order to use the case study, the different research

studies should be known (Yin, 1994, 3). “A common misconception is that the various research strategies should be arrayed hierarchically. We were once taught to believe that case studies were appropriate for the exploratory phase of an investigation that surveys and histories were appropriate for the descriptive phase, and that experiments were the only way of doing explanatory or causal inquiries. The hierarchical view reinforced the idea that case studies were only an explanatory tool and view not be used to describe or test propositions” (Platt, 1992a as cited in Yin, 1994, 3).

In case study different strategies can be appropriate to use. Different strategies can be used in one research as well (Yin, 1994, 3).”-Explanatory, descriptive or explanatory”. If research questions begin with “what” these kinds of questions can be explanatory. Other kinds of what questions can be archival strategies. At the same time some “what” questions, “who” and “where” questions are related with archival records and economic research. “These strategies are advantageous when the research goal is to describe the incidence or prevalence of a phenomenon or when it is to be predictive about certain outcomes” (Yin, 1994, 6).

At the same time some “what” questions, “who” and “where” questions are related with archival records and economic research. “These strategies are advantageous when the research goal is to describe the incidence or prevalence of a phenomenon or when it is to be predictive about certain outcomes” (Yin, 1994, 6) “How” and “why” questions are explanatory and they are used in case studies (Yin, 1994, 6).

This research is a case study as it tried to explore stakeholders’ perceptions on the current education system and at the same time their role during decision making process. The researcher used semi-structured interviews with the interviewees to reflect their views and looked into deeply to each interviewee as a separate case as a

non-participant researcher to elicit their answers during the semi-structured interviews. Likewise, Yin 1994 emphasized there are different strategies which is suitable for case studies and as a researcher I would state that both explanatory and descriptive strategies are used vice versa in this research. Depending on the type of questions sometimes interviewees explained in detail and sometimes described their experiences.

3.2.2 Semi-structured Interviews

Semi-structured interview (Appendix A) is prepared in the framework of qualitative research (Schmit, 2004, 233). The skills used for these kinds of researches based on the objectives that will be used for this research are categorized (Schmidt, 2004, 253).

There are five stages due to be followed in semi-structured interview:

- 1-Material categories
- 2-Analytical guide
- 3-Analytical and coding guide
- 4-Case overviews
- 5-Single-case analyses” (Schmidt, 2004, 253).

During the research these stages give information to each other and there are links between each other. It is very important to find out meanings of the terms and where they are coming from (Schmidt, 2004, 254). The real explanations are not taken in during the interviews but they are taken in a different context (Schmidt, 2004, 255). The results are taken after all the data are found out. At the second stage analytical categories are collected “into a guide of analysis and coding” (Schmidt, 2004, 255). The things that are collected and coded are used for explaining the result. During the third stage every interview is evaluated “In order to be able to compare the cases with

regard to dominant tendencies, the quantity of information has to be reduced at this stage of the analysis”(Schmidt, 2004, 258). In the fourth stage the results are presented in the tables (Schmidt, 2004, 257). During the fifth stage the new hypotheses” is found out (Schmidt, 2004, 257).

If a researcher wants to hear special stories told by interviewees, he/she has to select semi-structured qualitative method. Before doing this researcher he/she has to read more. About the “Conceptual and theoretical discussions” (Rabionet, 2009, 563). The interviewers who want to ask some special questions they have to select the semi-structured interview (Rabionet, 2009, 564). “A completely un-structured interview has the risk of not eliciting form the junior researchers the topics or themes more closely related to the research questions under consideration” (Rabionet, 2009, 564). During the interviews the main concern is to collect many understandings, changes and misunderstandable arguments. Interviewer should be very careful to derive “active questioning and probing, careful argumentation and the construction of possible counter-arguments” (Hopf, 2004, 204) . Applying the coding process every interview is evaluated and categorized in the guidance of the analytic categories. They are the prepared categories which are derived from the tools in the previous process. In this stage there can be some casualties and it continues in the interpretation (Schmidt, 2004, 256).

The researcher in this research also preferred to use semi-structured interviews with the participants as they give more flexibility to the researcher during the semi-structured interview, it is not unstructured or too rigid. As a researcher I was able to narrow down some areas or topics that I want to ask to the stakeholders. A completely un-structured interview has the risk of not eliciting form the stakeholders the topics or themes more

closely related to the research questions under consideration. There are some specific topics that I would like to cover, but at the same time I want to hear their stories. Consequently, I used the format of an opening statement and a few general questions to elicit conversation.

3.3 Study Group

The selected group was from the Ministry of Education and Culture and they were headmasters and assistant headmasters working there. They were 14 people unfortunately one out of 14 people rejected to be interviewed. The selected method was semi-structured method because we had special questions and we would have made categories among their responses in order to explore or discover the issues due to be solved in education system. According to the categories and questions from them we would have prepared a report and would have submitted the solutions. There was no limitation or restriction according to the genders and ages among the group and they were not allocated according to these factors.

3.4 Data Collection

As aforesaid the semi-structured method was implemented. All the semi-structured interviews were recorded by the researcher. Suitable time and date was arranged according to the participants and one by one the semi-structured interviews were carried out. Semistructured interviews are an effective method for data collection when the researcher wants: (1) to collect qualitative, open-ended data; (2) to explore participant thoughts, feelings and beliefs about a particular topic; and (3) to delve deeply into personal and sometimes sensitive issues. Additionally, Semi-structured interviews are conducted with a fairly open framework which allows focused, conversational, two-way communication. The interviewer follows a guideline but is able to follow topical trajectories in the conversation that may stray from the guide

when it seems appropriate. For these reasons, in this research the researcher decided to use semi-structured interview method. Moreover, according to the research questions, the collected responses from the participants were all categorized and put into the tables. Then themes were deducted from the categorised responses for further analysis.

3.5 Data Analysis

The objective of content analysis is the organized control of communicative instrument. Content analysis is a skill that produces from “communication sciences”(Mayring, 2004, 266). “The principal focus then was the systematic analysis of large quantities of textual data from the growing mass media (radio and newspapers)” (Mayring, 2004, 266). Even today this kind of analysis is “exemplary”(Mayring, 2004, 267). The special “systematic” structure of content analysis based on its own ruling (Mayring, 2004, 267). This analysis has got a capacity to assess itself (Mayring, 2004, 267). Content analysis preserves “essential contents”(268). With this analysis categories can be developed at the end of interviews (268). “Additional material has to be collected to make these textual locations intelligible”(Mayring, 2004, 268). The prior aim in this analysis is “controlled collection of explanatory material” (268). This systematic analysis creates coding and cross section in order to explain the issues (Mayring, 2004, 269). With content analysis researchers establish link with results and their context or with the environment they were created (Bengtson, 2016, 9). First of all the researcher should decide what he/she wants to find out (Bengtson, 2016, 9). The research questions should be answered correctly. In this planning the aim is very important (Bengtson, 2016, 10). The details about the interviewees should be known. Content analysis can be made with various kind of written materials (Bengtson, 2016, 10). Content analysis has got qualitative

and quantitative methods. Quantitative research has got ties in media research and qualitative content analysis has got links in social research (Bengston, 2016, 10). Ethical aspects of research should be considered in order to protect the interviewees. During the data collection the researcher can find out understandings from the research because of the respect to ethical principles (Benston, 2016, 10). Qualitative researcher doesn't use statistics contrastly he needs other methods. The main aim in this method is to increase credibility of the research (Bengston, 2016, 13).

In addition, content analysis is a kind or method which investigates specially group relations (Silverman, 1999, 123). "In content analysis, researchers establish a set of categories and then count the number of instances that fall into each category" (Silverman, 1999, 123). In this research, the researcher used content analysis by firstly categorising the responses from the semi-structured interviews according to the research questions, secondly after categorisation common themes were deducted from the categorised responses as Silverman (1999) stated in content analysis the researcher looks into the number of instances for each category. Thirdly, according to the overall themes deducted from the categories the researcher tried to come up with with an overall conclusion regarding the voice of the stakeholders during decision making from their own perception reflected during semi-structured interviews..

3.6 Ethical Concerns

Ethical Concern is the most important part of the research. This process starts to get trust among the interviewees a letter was sent to the Ministry and explained to stakeholders about the goals . Furthermore, the interview questions were asked and gave them an opportunity to think and prepare themselves. Meanwhile a letter was sent to the Ethics Board of the University (Appendix D) and requested them to proceed the

research. After receiving the approval from the university's board of ethics and ministry of education, the researcher started to organise and plan the research. Furthermore, in order to ensure the reliability, validity and ethical concerns in this research; a consent form by the researcher was given to each participant as the participation for this research is on voluntary basis. As a researcher I had to take into consideration ethical and moral issues. The chapter entitled, "Ethical Issues of Interviewing" in Kvale's *Doing Interviews* (2007), provided an excellent guideline and a useful list of aspects to consider throughout different stages of the interview. I used these points to discuss the research with the stakeholders.

Approaching the more advance stages of research design from a moral and ethical stance will facilitate my interaction with the interviewees. Rabionet describes the importance of this process like this: "Approaching the more advance stages of research design from a moral and ethical stance will facilitate my interaction with the interviewees. Issues of purpose, consequences, consent, identity, relationships, confidentiality and protection became central in the process..." (Rabionet, 2009, 564).

3.7 Timeline

Permission to begin research with the participants was granted by the Ministry of Education March 2017 (Appendix B). Data collection took place over one month from March till May 2018. Initial piloting the interview questions were conducted face to face, with follow up semi-structured interviews during this period. The participants were all stakeholders that is to say in an administrative position at the Ministry of Education. By May 2018, most of participants had completed their semi-structured interviews for this case study. Data analysis began in June 2018, after all participants had reviewed and approved the interview transcripts.

Chapter 4

FINDINGS

4.1 Research Question 1: What Are the Perceptions of Stakeholders On The Current Education System?

According to research question 1, out of 14 stakeholders 13 of them only participated into this research study. One of them as stated above was not volunteered to take part in. Therefore, according to the 13 stakeholders' views the current education system is not efficient. One of the 13 stakeholders said it was neither efficient nor inefficient. The following tables are from 1-18. Under each table there is a category and themes derived.

Table 1: Education System

Categories	Themes
Rather than learning through learning by doing, students learn through memorization	Readymade education system/Spoon feeding
One-way system where the politicians without being aware of what's going on rule the whole education system.	Political influence on the current education system
Education system is ineffective due to the fact that politicians try to control and protect the right of teachers.	Due to politics education can not reach its goals

Categorie 1-Theme 1: Ready made education system and spoonfeeding of the students: 12 out of 14 stakeholders supported the view that within the current education students were not given the chance to express their own ideas and feelings that is to

say learning is not constructed from the students' perspective but rather teachers Quotation.

SA: "It's not a system that I fully embrace in my personal sense, it learns more with a memorizing structure than learning by living with children's knowledge".

SK: "Education cannot catch the contemporary age now. A renewal is a must in the whole system"

Categorie 2-Theme 2: The political influence of the current education system, due to the central education system and political parties, has affected the functioning of schools: 13 out of 14 stakeholders supported the view that politics influence the way schools' function.

SB: "The education system in the TRNC is unconsciously under the control of politics. It is a system that does not walk with the steps".

SE: "It is an inefficient structure because politicians protect the rights given, which prevents you from going to the targeted spot".

Categorie 3-Theme 3: Due to politics, education cannot reach its goals: 13 out of 14 stakeholders supported the view that the politics prevent educational goals.

SG: "At the end of the day, the decision is given by political authorities and ministers".

SI: "We are setting a goal, and this goal is not part of something big, Education is not part of the politics. We are targeting parts. As a whole When we target, we can go up to higher levels".

Table 2: Education Programs and Role of Unions

Categories	Themes
Our education programs and related textbooks, and even teacher manuals, which we have prepared together with the basic education program development project, have been prepared within the framework of a certain mission, and this system will be passed on with a gradual transition.	System and construction is necessary
It is unions that provide tradition. The education system should create certain values. To educate individuals who are sensitive to human rights, they must touch the curriculum in the form of professional ethics and make corrections in the education system	Structure of the system, curriculum and substructure of education need to be changed.

Categorie 1-Theme1: System and construction is necessary: 13 out of 14 of the stakeholders supported the view that the system and construction is necessary.

SC: “It is absolutely necessary to appoint teachers from four branches in all our primary school”.

SD: “The training system is actually a competitive training system
Example: Entrance of college exams, Anatolia Schools...”

Categorie 2-Theme 2: “Structure of the system, curriculum and substructure of education need to be changed”: 13 out of 14 of the stakeholders accepted the importance of “Structure of the system, curriculum and substructure of education need to be changed”. They also defended the importance of new reforms in order to catch the contemporary world education.

SN: “In the administrative sense, without centralization, localization should be given importance”.

SI: “The education system is a system that has many opportunities in terms of horizontal and vertical transitions.”

Table 3: Education System and Its Reflections

Categories	Themes
The training system is actually a competitive training system.	Competitiveness in Education brings many difficulties.
The implemented education system works for colleges and its efficiency is discussed.	There are many problems and absences in the education system.
The education system is not efficient. I have never seen an education system in the TRNC.	The system doesn't work.

Category 1-Theme 1: “Competitiveness in education brings many difficulties”: 12 out of 14 stakeholders supported that competitiveness in education brings many difficulties. Instead of those individuals who attempted in teaching, others defended cooperative learning and group education.

SA: “Removal of the College exams can't be Successful because parents direct their children to the private schools.”

SD: “The training system is actually a competitive training system
Example: Entrance of college exams, Anatolia Schools”

Category 2-Theme 2: There are many problems and absences in the education system: 13 out of 14 stakeholders supported that there were many problems and absences in the education system. According to them the education system has got many problems and these problems can be solved with reforms and the intention of change and planning.

SE: “Due to the classical approach to education, there is no education system that can make any new changes”

SF: -“The education system does not work. I do not think it is hundred percent efficient, and There are many things to do”.

Categorie 3-Theme 3: The system doesn't work: 12 out of 14 supported that the system doesn't work and there are many problems as well. Among these problems are the effects of politics, teacher-centered education and lack of supervision.

SC: “It is not the training that maintains this system. It is the training directorate. There are disadvantages in the lower courts. All teaching

curriculum for the academic year is prepared for schools. However, the staff is missing. Teaching and dressage should be converted into an academic committee”.

SD: “Project based education system can’t be seen rather some classes are teacher centered and some are student centered. We need to focus on cooperative learning type of education system in which both teachers and students are active. Learning by doing type of teaching models should be fostered in the system”

Table 4: The Reliability Of Education

Categories	Themes
Basic education must be under the state-control and free.	Structure of education should be planned by the state
Education and training should be academic and institutionalized. Academic studies and cooperation with foreign countries should be done.	The importance of planning in education should be perceived.

Categorie 1-Theme 1: “The structure of education should be planned by the state”:

13 out of 14 accepted that structure of education should be planned by the state. They also supported that planning in education is very important.

SF: “The education system does not work. I do not think it is hundred percent efficient since there are many things to do”.

SG: “There is a traditional structure and system. It is also the unions that provide tradition. The education system should create certain values such as to educate highly sensitive young people”.

Categorie 2-Theme 2: The importance of planning in education should be perceived:

12 out of 14 stakeholders accepted that the importance of planning in education should be perceived. They also emphasized that without planning nothing could be done.

SF: “The politics and approaches of the ministry are important. It is possible to plan institutional meetings every semester to eliminate both deficiencies and disruptions for education system at the ministry of education. So that they can exchange their opinions”,

SI: “First, a training strategy plan needs to be put forward. This strategic plan needs to improve step by step to reach the related targets”.

Table 5: Active Learning

Categories	Themes
There should be cooperative learning type of education system where both teachers and students are active.	Changes are needed to be done in the system itself.
Education should be designed according to the needs of the learners.	Unfortunately, there is political effect on education.

Category 1-Theme 1: Changes are needed to be done in the system itself: 13 out of 14 stakeholders supported the view that the system needs to be changed. They also approved the necessity of changes and agreed on the idea that without changes the education system would not be promoted.

SK: “We need to make a change in the entire education system. We need to stop raising one type of person in schools. After making the necessary changes children will be able to improve their creativity and hey should be trained in these fields”.

SL: “We need to make changes in every field in the education system. A doctor must be a profession that needs to be carefully chosen. For this reason, we will search for qualified teachers from the kindergarten to the university.”

Category 2-Theme 2: Unfortunately, there is political influence on education: 9 out of 14 stakeholders accepted that there was political influence on education, and they supported democratic education.

SF: “The politics and approaches of the ministry are important. It is possible to carry out institutional meetings every semester to eliminate both deficiencies and disruptions for education system at the ministry of education. So that they can exchange their opinions”

SG: “At the end of the day, the decision is given by political authorities and ministers. Managers only do the application”

Table 6: Effectiveness of The System

Categories	Themes
The Education System does not work with its full capacity. There must be a lot to do.	There is a lack of effectiveness in the learning Process analysis.
Despite the negativeness of the system, there is a communication among the staff. Nevertheless, human resources are not enough	There are negativities in the hierarchy.
There is a lack of centralism and there is no educational planning.	There is lack of educational planning and organization.

Category 1-Theme 1: “There is a lack of effectiveness in the Learning Process analysis”: 13 out of 14 stakeholders supported this idea. Most of them emphasized the importance of planning in education.

SD: “Full-time training should be applied, but firstly, it is necessary to make some change in the areas of science, arts and sports where children will be more actively engaged”.

SF: “The education system does not work. I do not think it is hundred percent efficient, and There are many things to do”.

Category 2-Theme 2: “There are negativities in the hierarchy”: 10 out of 14 accepted that there were negativities in the hierarchy and due to this so many problems in education have increased.”

SD:” The most important feature of a leader is to make a good observation. Then, to recognize the student at school and know the teacher very well. His attitude and behavior must be fair and equal. A leader acting as a participant will result in successful decisions”.

Category 3-Theme 3: “There is lack of educational planning and organization”: 13 out of 14 supported that there was a lack of educational planning and organization. Even they claimed that inadequate planning and organization can lead to disadvantages in the education system.

SI:” First, a plan for training strategy needs to be put forward. This strategic plan will help us to make progress step by step to reach the related targets”

SN: “We can plan and program TRNC education in the light of using them”

Table 7: The Structure of Education System

Categories	Themes
The education system is a system that recognizes that it has many opportunities in terms of horizontal and vertical transitions.	There is a limited educational system and movement.
It is an inefficient structure because politicians protect the rights given.	It is not effective; there is political effect on education which prevents you from going to the targeted spot.

Category 1-Theme 1: “Education system and movements that can be done are limited due to its structure”: 13 out of 14 claimed that unless these problems are solved, there couldn’t be any solution to make the necessary implementation for education.

SE: “This shows that the agenda of qualified workforce and its protection has not been developed in the country yet.

However, the education system can also be done in this way. Every job needs people with different qualities and different training. So, by marking techniques, economics is not strong and with this structure the state cannot survive”

SI: “The education system has a lot of possibilities in terms of horizontal and vertical transitions that the system allows. If these transitions are provided, education can increase its efficiency. So, in this respect, it may actually turn to be efficient, and we cannot say that it is very unproductive”.

Category 2-Theme 2: “It is ineffective; There is political effect on education which prevents you from going to the targeted spot”: 12 out of 14 defended that education system is ineffective because political effect on education is higher so that it can prevent you from reaching to the targeted spot and they also claimed that the existence of disadvantages can be a handicap for the education system.

SJ: “It is an inefficient structure because politicians protect the rights given, which stops you from achieving your own goals”.

SB: “It needs to be done with radical decisions in all areas.”

Politics cannot decide; “It should be a system integrated into Europe.”

Table 8: The Goals in Education System

Categories	Themes
Current education system is far from educating happy people with the tragedies that they give to the children, because success is hidden in happiness.	Goals don't match with the upbringing of the children.
Whether an education system works efficiently or not it is better to control it. However, we do not like the idea of inspection. For this reason, education is not efficient.	The significance of inspection should be admired by everyone.
Definitely not efficient. I am not an idealist, but as it is a great radical decision, we may not be able to make changes, but at least see the small ones.	There should be a problem solving capacity in education
Neither efficient nor inefficient. We can plan and program TRNC education in the light of using them	There should be educational planning according to the statistical data.

Category 1-Theme 1: “Goals don’t match with the upbringing of the children”: 13 out of 14 stakeholders defended that goals didn’t match with the upbringing of the children and they said that it is necessary to establish goals while planning the education system. For them, education should bring happiness to society, not discomfort.

SH: “The main aim is to raise individuals who are in conformity with the constitution, system and who can catch up with the ages.”

SI: “We are setting a goal, and this goal is not part of something big. Education is not part of politics. We shouldn’t be aiming for parts. Once, we set goals, we can reach higher levels.

Category 2- Theme 2: “The significance of inspection should be admired”: 6 out of 15 stakeholders defended the significance of inspection and they claimed that taking control over education system could be beneficial. They also stated that education would not be efficient under these conditions.

SD: “We will set the school's quality rules and control them, but there must be studies and reports. We have serious shortcomings in terms of supervision.”

SL: “We do not like ourselves as a society. Whether an education system works efficiently or not, it is better to check. We do not like the inspection for this reason, education is not working efficiently”.

Category 3-Theme 3: “There should be a problem-solving capacity in education”: 13 out of 14 stakeholders accepted that there should be a problem solving capacity in education and there should be radical changes in education as well.

SC: “The Education and Training department maintains education and training within itself. Its job is to check and find out whether everything is on the right track or if there is something missing”.

SM: “Definitely not efficient. I'm not an idealist, but by taking big radical decisions we may not be able to change anything, but at least we can change the small ones.

Category 4- Theme 4: “There should be educational planning according to the statistical data”: 13 out of 14 stakeholders defended that there should be educational planning according to the statistical data. They also emphasized the importance of educational planning.

SG: “We need to make changes in accordance with the conditions of the day We'll have a plan first. According to me, the environment, and human resource should be planned”.

SH: “Both the central organization is very weak and there is no planning in education”

4.2 Research Question 2: How Can the Current Education System Be Enhanced and Improved?

According to research question 2, as aforesaid out of 14 stakeholders 13 of them only participated in this research study. As stated above, one of them was not volunteered to take part in. As they stated below they continued to complain and criticise the system as it is based on memorisation. Therefore, according to the 14 stakeholders' views the current education system was not efficient. The information was collected as a qualitative data through semi-structured interviews and analysed which could be seen in the following tables from 1-18. Under each table there is a category and themes

derived on the tables. The answers received from them showed us that the education system doesn't work perfectly. Most stakeholders focused on fundamental changes in education, cooperative learning, student-centered education, decision making and restructuring. Research question 2 includes interview question 3 as follows: **What changes can be made in the education system? Specifically, in which areas?**

Table 9: The Need of Revolutionized Education

Categories	Themes
We should convert the other schools into the levels of the colleges. Teaching to children should be done at primary level without being competitive. For the time being the prepared curriculums are higher level than the level of primary level of students'.	There should be cooperative learning rather than individual learning. Plus, student centered learning should be implemented.
The education system must be restructured and radical changes must be made. Without intervention by any politician the European Education System should be integrated to North Cyprus	Decision-making, restructuring and freedom in politics must be realized.
Physical education, music, PDR and painting must be assigned first to the schools as a branch and this is the most important point of the essence. For this reason, we should train classroom teachers as branch teachers at the academy. Thus, we do not train specialist teachers in these fields. It is necessary to appoint teachers from four branches in all our primary schools. There should be a strict system when teachers are recruited to State Colleges.	Constructivism must be applied and the assignment system needs to be changed.

Category 1-Theme 1: "Instead of individualistic learning there should be cooperative learning. Plus, student centered learning should be implemented": 7 out of 14 stakeholders defended this view. Besides these teachers said that cooperative learning has a very effective contribution to education.

SD: “There is no project-based education system, although some classes are teacher-centered and some are student-centered. We need to focus on cooperative learning type of education system in which both teachers and students are active. Learning by doing type of teacher models should be encouraged in the system.”

Category 2-Theme 2: “Decision-making, restructuring and freedom in politics must be realized.” 12 out of 14 stakeholders argued that the idea of freedom in decision-making, restructuring and politics should be realized. Besides, they stressed the importance of changes in the education system.

SD: “It is a component connected with the school administration.

“When those people who are in the process make the right decisions, they will be able to make orientations for the benefit of others.”

SE: “Certain decisions must be transferred to the ministry.

There should be a chain”.

Category3-Theme 3: “Constructivism must be applied, and the assignment system needs to be changed”: 13 out of 14 supported constructivism and the elements setting up the education system. In addition to this, they took a stance in favor of student-centered education. For them, without cooperative learning students can’t be motivated to their lessons.

SK: “We should not be closed. We will be open to different ideas and differences with these ideas. We must find the right methods”.

SC: “Education should be planned with a basic education program development project.”

Our programs, related textbooks and even teacher manuals were prepared within the framework of a certain mission. This project will be completed in 3-5 years. With a gradual transition, this system will be alive.”

Table 10: The Quality of Education

Categories	Themes
The quality of the teachers should be increased. We should accept that the quality of education in one country is equivalent to the quality of the teacher. Teacher bar scores in the education faculties of our current universities have problems in the conditions of acceptance of teachers to the Ataturk Academy. Teachers should have a good position like Singapore and Finland, and they have to get higher than all. This criterion of selection and grading of education faculties should start changing.	Quality of education in one country is very important. Therefore, educational areas need to be revised.
The inspection is not enough, and it is also important to implement the inspection system. Without inspection, the education system cannot function properly. Education is a very serious activity to spend a lot of time. What is the input-output qualifications? Education is dynamic. We are always seeking for new areas in our professional life.	There is a lack of inspection. Perception of education and lifelong learning is essential.
The basic education process is very important. This process is primarily concerned with students' personal development process and analysis. The correct analysis and determination in this process is important. These should be identified and directed as the system needs it. Especially, during the basic education phase it needs to be developed.	The needs analysis, personal development and learning should be planned.

Category 1-Theme 1: “Quality of education in the country is very important.

Educational areas need to be changed”: 12 out of 14 stakeholders focused on the quality of education and educational areas.

SD: “The quality of education in one country is equivalent to the quality of the teacher bar scores in the education faculties of our current universities have problems in the conditions of acceptance of teachers to the Ataturk Academy.

“Teachers should have a good position like Singapore and Finland, and they have to be at a higher level than them. This criterion of selection and grading of education faculties should start changing.”

Category 2-Theme 2: “There is a lack of inspection. Perception of education and lifelong learning is essential”: 13 out of 14 stakeholders defended that there was a lack of inspection and perception of education and lifelong learning is essential.

SE: “Education is a very serious activity to spend a lot of time. First, it has to be thought. What is the quality in our country in opening the university?

What is the input-output qualifications”?

SH:” The main goal is to train individuals who are fit for the constitutional system and catch up with the ages”.

Category 3- theme 3: “The needs analysis, personal development and learning should be planned”: 13 out of 14 stakeholders defended the necessity of needs analysis, personal development and learning.

SE: “When we look at the world education systems, it's important to get out on the plan. However, with this way we constantly fail to gain and eliminate productivity”.

SF: “The basic education process is very important. This process is primarily concerned with students' personal development and with the correct analysis and determination. These will be identified and directed. There has to be a system, especially during the basic education phase it needs to be developed.”

Table 11: Changes and Planning in Education

Categories	Themes
There is a need to make changes in accordance with the conditions of the day. To overwhelm the problems, we'll have a plan. First of all, the environment, and human resource should be planned. Currently, we have a country with a lot of inbound and outbound, and if we do not make these plans, there may be more socio-economic and social conflicts in the future.	There should be up to date changes. The education system needs educational planning and human resources. There are disadvantages of wrong planning, and this can result in social conflict.
There are many problems in the field of education system. For Example: Teacher motivation, productivity, competence etc. These are seen in the field of education. For this reason, there is a need for change. Education strategy plan must be made.	Educational planning has many disadvantages regarding the education system and the productivity of teachers. These are seen in the field of education. Therefore, qualifications of teachers, rules and regulations, curriculum and all the other needs should be changed.
First, a training strategy plan needs to be put forward. Then, we need to improve ourselves step by step to reach the connected targets. We are setting a goal, and this goal is not part of something big. Education is not part of the politics. We are aiming for parts. When our aim is to reach the whole, we can go up to higher levels.	There should be an integration of strategic planning, goals, objectives, and education policy in education.

Cetagory 1-Theme 1: “There should be up to date changes The Education system needs Educational Planning and Human resources.

There are disadvantages of wrong planning, and this can cause social conflict”: 13 out of 14 stakeholders supported the changes and the necessity of educational planning and human resources. They claimed that unless the disadvantages are not eliminated there could be social problems.

SG: “We need to make changes in accordance with the conditions of the day. We'll have a plan first. According to me, the environment, and human resources should be planned”

SH: There are many problems in the field of education system. For Example: Teacher motivation, productivity, competence etc.

These are seen in the field of education. For this reason, there is a need for change.

Category 2-Theme 2: “There are lots of disadvantages for educational planning, education system and teachers’ productivity. These are seen in the field of education. For this reason, qualification of teachers, rules and regulations, curriculum, all needs to be changed”: While 13 of the 14 stakeholders focused on the disadvantage of education planning, the education system, and the importance of teachers' efficiency, they also emphasized teachers' qualifications, rules and regulations, curricula and all the needs that needed to be changed.

SC: “It is not the training that maintains this system. It is the training directorate.

The entire teaching syllabus for the academic year is designed to prepare curriculum for schools. However, the staff is missing. Teaching and dressage should be converted into an academic committee”.

SF: “The education system does not work. I do not think it is hundred percent efficient, and There are many things to do”.

Category 3-Theme 3: “In education, there should be strategic planning, objectives, education policy, and integration with the goals.13 out of 14 stakeholders accepted that in education there should be strategic planning, objectives, educational policy and integration with goals. They were also concerned about the efficiency and deficiency of education.

SI: “We are setting a goal, and this goal is not part of something big, Education is not part of the politics. We are aiming for parts. Once we aim for the whole, we can reach to higher levels”.

SL: “If we disregard our personal interests and concentrate on the education system as a whole our education system will be actually perfect”.

Table 12: Reconstruction in Education System

Categories	Themes
A change in the framework of the National Education System brings an understanding.	Focusing on student- centered learning can show us understanding.
We need to make a change in the entire education system. We should stop educating single type of human at schools.	Reconstruction is essential.
There should be a reform and change at the Ministry.	Change, Quality and Standards are essential in the education system.

Category 1- Theme 1: “Focusing on Student- Centered learning can show us understanding”: 13 out of 14 stakeholders defended the view that student centered learning and focus could show us understanding. Plus, they also demanded reconstruction and quality standards for education

SD: “Project-based education system is not mostly seen in Turkey. Some classes are teacher centered and some are student centered. We need to focus on cooperative learning type of education system in which both teachers and students are active. Learning by doing type of teacher models should be fostered in the system”.

SA: “Kids should not go into a race”.

Category 2-Theme 2: “Reconstruction is essential”: 13 out of 14 stakeholders supported this view and they also defended the fundamental and basic change in education.

SD: “Teachers should have a good position like Singapore and Finland and they have to be at a higher level than them. This selection criteria and grading of education faculties can begin to change”.

SK: “We need to make a change in the entire education system. We have to stop raising one type of human in schools.”

Category 3-Theme 3: “Change, Quality and Standards are essential in education system”:13 out of 14 stakeholders defended the necessity of change, quality and standards. They also highlighted rapid reforms due to their very rapid implementation.

SD: “- To increase the quality of the teacher.

- The quality of education in one country is equivalent to the quality of the teacher.
- Teacher bar scores in the education faculties of our current universities have problems in the conditions of acceptance of teachers to the Ataturk Academy.
- Teachers should have a good position like Singapore and Finland and they have to be very much above them. This selection criteria and grading of education faculties can start changing.
- Full-time training should be applied and it is necessary to make changes in the areas of science, arts and sports where children will be more prominent.
- We will control them by setting school quality rules.

Studies must be done, and reports must be kept. We have serious shortcomings in terms of supervision.

-Instead of accepting direct theoretical knowledge which is human-centered, more qualified, and targeting high quality of education, we must choose a model in which we can learn.”

Table 13: The Change in Education System

Categories	Themes
Of course, the education system goes on, and experts say that radical changes do not happen in one day. It would be wrong if long-term investment and working time were given on education.	Lifelong learning should be the target and change in education should take place in the process of teaching.
In the administrative sense, without centralization, localization should be given more importance.	Education can be shaped whenever there is a need.

Category 1-Theme 1: “Lifelong learning should be the target and change in education taking place in the process of teaching”:13 out of 14 stakeholders supported lifelong learning and change in education takes place in the process of teaching. They also emphasized the necessity of change in education.

SE: “Education is dynamic. We are always looking for new areas in our professional life”.

SH: “Service in the field of life-long education. There is a structure that takes action with understanding”.

Category 2-Theme 2 “Education can be shaped whenever there is a need”: 13 out of 14 accepted this view supported localization instead of centralization.

SF: “The basic education process is very important. This important process is primarily concerned with students' personal development with the correct analysis and determination. These will be identified and directed, and it needs to be a system, especially during the basic education phase, to be developed”.

SH: Schools have a presidential system. So, the managers are the authorities. Nevertheless, the important thing is to be influential in the decisions taken. The assistant managers are unable to announce their voices.

4.3 Research Question 3: What Are the Roles of Stakeholders During Decision-Making?

Research question two involved the interview question **4: How can the stakeholders “voice their voice” during the decision making process?** Most of the participants answered this question and majority of them demanded implementation of inspection, problem solving ability, leadership, self-critique and self-awareness, quality in education and cooperative group work for the education system. It sounds that the interviewees are eager for new reforms which will change the current system. The same responses or answers can be seen on the tables.

Table 14: Decision Making

Categories	Themes
The mechanism of inspection, the relations between the working staff at the school with school administration (stakeholders) and responsibility among the staff should be organized and promoted. Inability of carrying these out and a problem of English-speaking students should be solved.	System default in education pedagogy, academic knowledge, school administration dynamism among stake holders and teaching staff are very important. There shouldn't be irresponsibility. To overcome these problems self- awareness and academic wisdom should be fulfilled. For this reason, self-criticism is essential.
The state should also have an influence on planning education. Staff, teachers, and other administrators should always work collaboratively.	Important pedagogical and academic knowledge should generally be maintained. School administration dynamism between stakeholders is very important.
There should be board decision here, not alone. In consultation with the Board, giving your opinion and doing the right thing ... One of the important things is your own attitude.	Collaborative group work-academic committee and self-reflection awareness are very important in decision making.
Decision making is an element connected with the school administration. Those people who are in the process of making the right decisions will be able to orientate. A good manager can voice comfortably.	School Administration can play a good role in decision making. While deciding on the effective leadership-qualities, good administration should be realized.

Category 1-Theme 1: “Important pedagogical and academic knowledge should generally be maintained. There shouldn't be irresponsibility. In order to overcome these problems self- awareness and academic wisdom should be fulfilled. For this reason, self-criticism is essential: 13 out of 14 stake holders mentioned that self-criticism in the education system is needed and they supported fundamental changes in the system as well.

SA: “Inability of English-speaking students to speak English”.

SB: “Another example is that speaking foreign language is very important today.

Awareness has been launched in the 1st and 2nd classes today, but a student who has completed at least 10 years of Education in this course can't speak this language.”

Category 2-Theme 2: “Important pedagogic and academic knowledge should usually be continued.

School administration dynamism among stakeholders is very important”: 13 out of 14 supported the existence of school administration, dynamism and they defended that this should be the main element in stakeholders’ opinions.

SA: “Can you do the courses with the staff, students and administrators in the school in the desired frame?”

SB: “Their relationships with staff, teachers and other administrators are always together.”

Category 3-Theme 3: “In making decisions, cooperative group work, and academic board and-self-reflection awareness are very significant”: 13 out of 14 defended these values in education and told that they were all very significant.

SA: “Inability of English-speaking students and inability to speak English are the great problems in the current education system.”

SC: “There is a board decision here, not alone. In consultation with the Board, giving your opinion and doing the right thing are important... One of the important things is your own attitude.”

Category 4-Theme 4: “School Administration can play a good role in decision making”: Good management must be applied when deciding on effective leadership-qualities. 12 out of 14 stakeholders supported the view that the school administration can play a good role in decision making process while deciding. Effective leadership qualities and good administration should be realized. They also defended that if stakeholders have these privileges, they can voice their voices.

SA: “We are the ones who will open the way for education “

SD: “It is an element connected with the school administration and with the people who are in the process. When they make the right decisions, they will be able to orientate”.

Table 15: The Decision-Making Process

Categories	Themes
Whatever you do, you must protect the legal ground in education. Certain decisions must be communicated with the Ministry. Hierarchy is like a chain.	The schools should have rules and regulations and before taking a decision the stakeholders should be informed.
The politics and approaches of the ministry are important. It is possible to plan and carry out institutional meetings at the Ministry every semester to eliminate both deficiencies and disruptions for the education system. They can exchange their opinions during the meetings.	Communication is inevitable among the stakeholders.
-At the end of the day, the decision is given by political authorities and ministers. Managers only do the application. Unfortunately, there is no institutional decision-making mechanism. While taking decisions Stakeholders' ideological views are important.	Decision making mechanism can help voicing the voices of the stakeholders.
Schools have a presidential system. So the managers are the authorities. However, the important thing is to be influential in taking decisions. The assistant managers are unable to announce their voices.	Stakeholders are the ones who are in charge. However, they need to be effective in decision making process.

Category 1-Theme 1: “The schools should have rules and regulations and before taking a decision the stakeholders should be informed...”: 12 out of 14 stakeholders agreed with this view and they also supported communication between the stakeholders and the Ministry.

SE: Whatever you do, you have to protect the legal ground. Certain decisions must be transferred to the Ministry.

SH: There are many problems in the field of education system. For Example: Teacher motivation, productivity, competence etc.

These are seen in the field of education. For this reason, there is a need for change.

Category 2-Theme 2: “Communication is inevitable among the stakeholders”: 13 out of 14 stakeholders accepted and defended this view and they also emphasized that a good communication between the stakeholders and the ministry is needed.

SF: “The politics and approaches of the ministry are important. It is possible to plan and do institutional meetings to eliminate both deficiencies and disruptions for education system at the ministry of education. In this way, they can exchange their opinions”.

SG: “People working together communicate among themselves. Sit back in time. Perhaps the rules are not very positive for the statutes, or the hierarchy is not very positive. There is an established culture with certain initiatives. In some cases, this system is efficient. I can tell you that it works, but I have to find so many human resources”.

Category 3-Theme 3: “Decision making mechanism can help voicing the voices of the stakeholders”: 13 out of 14 stakeholders defended this view and they cared about the importance of decision making in order to voice the voices of stakeholders.

SG: “At the end of the day, the decision is given by political authorities and ministers. Managers only do the application”

SH:” Schools have a presidential system. So the managers are the authorities, but the important thing is to be influential in the decision making process.

The assistant managers are unable to announce their voices”.

Category 4-Theme 4: “Stakeholders are the ones in charge. However, they need to be effective in decision making”: 13 out of 14 stakeholders defended that stakeholder were the ones in charge to be effective in decision making. They accepted that there should be communication between the stakeholders and the ministry.

SB: “It needs to be done with radical decisions in all areas.”

SE: Certain decisions must be transferred to the Ministry.

Table 16: Cooperation Between Stakeholders

Categories	Themes
Without cooperation stakeholders can't voice their voices.	There should be cooperation between the stakeholders.
If they can prepare the plus-minus conditions and conditions in the entire system, the time they can hear their voices for interaction will be enforced.	There are Positive and Negative sides of the system and by obtaining experience they will have a lot to do...
Stakeholders' job should be a teamwork. That is, not all units are hierarchical. We need collective work to reach goals because education can't be handled piece by piece.	Cooperative work can help stakeholders voice their voices.
Stakeholders will raise their voices when there is a reform and policy change in the ministry.	Change and reforms will help them realize their goals.
Commands can't be effective. The only principle in voicing voices is trust and if it is done, they will have their voice heard to the other side.	Confidence and determination will help stakeholders succeed.
Stakeholders should produce projects and contribute to education.	Reforms should be project based.

Category 1-Theme 1: “There should be cooperation between stakeholders”: 13 out of 14 stakeholders accepted this view and they accepted cooperation and cooperative work among the stakeholders and ministry.

SB: “We should cooperate with civil society organizations and work together.”

SC: “You need to share something you want with your superiors.”

Category 2-Theme 2: “There are Positive and Negative sides of the system and by obtaining experience, they will have a lot to do...” 13 of 14 stakeholders supported this view and they also clarified this situation into two parts like they said during the interview. According to them, experience is very important in education.

SJ: “If they can prepare the plus-minus conditions and the conditions in the whole system and time they can hear their voices for interaction”.

SL: - It's a beautiful system. We have to invest more in training.

Category 3-Theme 3: “Cooperative work can help stakeholders voice their voices”:13

out of 14 stakeholders agreed this view and they also defended cooperation and exchange of views between the ministry and stakeholders.

SC: “There is a board decision here, not alone. In consultation with the Board, giving your opinion and doing the right thing is the best to do... One of the important things is your own attitude.”

SK: “I think this job should be a teamwork. That is, not all the units are hierarchical. We need to do collective work”.

Category 4-Theme 4: “Change and reforms will help them realize their goals”: 13 out of 14 stakeholders accepted this view and they emphasized the need for reforms as well.

SD: “Project-based education system is not seen as some classes are teacher-centered and some are student-centered.

We need to focus on cooperative learning type of education system in which both teachers and students are active. Learning by doing type of teacher models should be encouraged more in the system”.

SI: “We need to improve step by step to reach the related targets “.

Category 5-Theme 5: “Confidence and being decisive will help stakeholders succeed”: 13 of 14 stakeholders emphasized this value and they also insisted that if the stakeholders trusted themselves, they could voice their voices.

SM: “There should be trust dialogue and intention among the stakeholders”.

Category 6-Theme 6: “Contributing to reforms should be project based”:12 out of 14 stakeholders supported this view and according to them, these kinds of works will help realization of goals.

SN: “They should bring projects and contribute to reforms in the direction of their educational goals”.

4. 4 Research Question 4: What Kind of Leadership Qualities Stakeholders Should Possess During Decision Making?

This was the last question related to the interview question “**What is the most effective approach/es that can be used in decision making process for the stakeholders “voicing their voice/s”?**”. Majority of the stakeholders who answered this question supported cooperation with unions and criticized the political effect on the stakeholders. They also focused on the importance of research, motivation, and quality assurance in education. We can observe the results from the table below.

Table 17: Approach by Doing

Categories	Themes
The most important feature of a leader is to make a good observation. Then, recognizing the student at school and knowing the teacher very well. His attitude and behavior must be equal and fair. A leader acting who acts as a participant will make successful decisions.	A teacher should approach to students by doing and his/her attitudes and behaviors are very important.
If your argument is supported by a scientific approach the boosts and the excuses can be revealed, there is no doubt that your voice can not be heard. The things that are affecting motivation should be removed from the system. The agenda of skilled labor and its protection is underdeveloped in the country. Every job needs people with different qualities and abilities. Therefore, the education system can also be done in this way.	The functions of government bodies can be used to provide motivation and cooperation. The quality of education can be increased by functional organs.
Contact is very important in communication.	The importance of communication and a collaborative approach can create common ground.
It is not difficult to reject the views of the minister against his decisions. Perhaps this is the most fundamental point in this matter. There is a problem with the system itself. The system is in	It can be effective to have stakeholders' voices heard in the decision-making process. The system does not work properly due to the influence of politics and bureaucracy

such a bureaucracy that this poses a problem.

Category 1-Theme 1: “A teacher should approach to students by doing and his attitudes and behaviors are very important”:13 out of 14 stakeholders agreed with this view and they even told that group learnings were very beneficial. If the teachers organize their classrooms according to group studies that can be very useful.

SD: “Project based education system can’t be seen rather some classes are teacher centered and some are student centered. We need to focus on cooperative learning type of education system in which both teachers and students are active. Learning by doing type of teacher models should be encouraged in the system”.

SA: “Everyone should be treated equally”.

Category 2-Theme 2

“Functions of government bodies can be used to provide motivation and cooperation. Quality of education can be increased by the functional bodies” 13 out of 14 stakeholders supported this view and they also maintained that the reforms and changes should be implemented through teamwork. Even stakeholders can make their voices heard through group work and teamwork.

SE: “What kind of politician are you? Education ministers are sensitive to voices and questions in this direction. It is important to reduce the severity of government institutions. Things that are affecting motivation should be removed from the system. This demonstrates that the agenda of skilled labor and its protection is underdeveloped in the country. Every job needs people with different qualities and abilities. Therefore, the education system can also arranged in this way. Education must be marketed in the right way. However, marketing techniques and economics is not strong in our country and with this structure it is unlikely for the state to survive”.

Category 3-Theme 3: “The importance of communication and a collaborative approach can create common ground.” 13 out of 14 stakeholders supported this view and they also proposed common ground is very important among the stakeholders and the ministry.

SF: “Contact is very important in communication and stakeholders need a theme”.

SK: “I think this job should be a teamwork. That is, not all of the units are hierarchical. We need collective work”.

Category 4-Theme 4: “It can be effective to have stakeholders' voices heard in the decision-making process. The system does not work properly due to the influence of politics and bureaucracy.” 13 out of 14 stakeholders supported this view and due to the existence of bureaucracy with cooperation and joint work, they can voice their voices quite comfortably.

SB: “Managers within the Ministry are purely politically appointed people.”

SC: “Different bodies in the system state their opinions and listen to each other as a key to start with.”

Table 18: A Significant Political Status

Categories	Themes
The director and the deputy director are political authorities. While proposing a reform a stakeholder should be strong and should prepare his/her equipment well.	There is significant political status power among stakeholders.
The stakeholder's views should not be closed to external factors They should be open to different ideas and differences. With these ideas they must find the right methods and techniques.	The stakeholders should be open minded and open for new things, and they should have constructive thinking approach.
There should be trust, dialogue, and intention among stakeholders.	Two-way communication and a good intention are the key elements of success.

Category 1-Theme 1: “There is significant political status power among stakeholders”: 12 out of 14 stake holders agreed with this view and they told that if the stakeholders used this power they could overwhelm the educational problems.

SB: “Managers within the Ministry are completely involved in political parties because they represent the political party they work under supervision”.

SG: “Stakeholders' ideological views are important.”

Category 2-Theme 2: “The stakeholders should be open minded and open for new things and they should have constructive thinking approach” 13 out of 14 stakeholders accepted this view and they also proposed to be trustful and cooperative during the decision making approach.

SC: Training in education should be done with a basic curriculum development project in programs related textbooks and even with teacher's manuals. It must be prepared within the framework of a certain mission. This project should be completed in 3-5 years. With a gradual transition, this system can be alive.”

SK: “We should not be closed to external views. We should be open to different ideas and differences. With these ideas we must find the right methods and techniques.”

Category 3-Theme 3

“Two-way communication and a good intention are the key elements of success”: 13 out of 14 stakeholders accepted and defended this view and they also supported being confidence and decisive while trying to make their voices heard.

SM: “We will trust ourselves and will be sure that we can make our voice heard to the other side. There should be trust, dialogue and intention among the stakeholders”

Chapter 5

DISCUSSION OF THE FINDINGS AND CONCLUSION

According to the research Q-1 the perception of stakeholders on the current education system who participated during the semi-structured interviews said that students learn by memorizing readymade education like spoon-fed. Students learn by memorizing rather than constructing their knowledge. However as discussed above in the literature review, Pierce and Kalkman (2003) emphasized that students should experience learning from modelling. Additionally, they said that education system is ineffective because politicians try to control the right of teachers. Also, the education system could create certain values to educate individuals who are sensitive for human rights. At the same time in literature review Freire (Byrne, 2011) defended the same opinion and said that education impacts the moral structure of a community and educators can prevent the dominant ideology. According to the literature review, the educational model that Freire talks about is “constructive nature”.

During the interview with the stakeholders, in the framework of research Q-1 the stakeholders talked about the political influence of the politicians due to the centralized education system. 14 out of 15 stakeholders supported this view. They also stressed that the TRNC is unconsciously under the control of politicians. If we look at the literature review, we learn that the model or the system of centralization was always discussed in the USA. It is written that the Federal government in the USA is prevented to intervene the education system by centralization. According to Deboer (2012), after

the system centralized in the USA it became “more coherent, fair and productive”. Oppositely, in the TRNC because of the centralization the politicians influence the education system.

As stated in Research Q-1, according to the responses of the stakeholders, it was concluded that the education system needs to be changed. All materials, the textbooks, the teacher manuals, and education program should be changed in a gradual transition. This should involve the structure and substructure of the education system. There should be a construction in the system. For example, the teachers should be appointed from four branches in the primary schools. The competitive training system should end. As aforesaid in the literature review constructivism is a very strong philosophy and this kind of learning and teaching intensifies student capability to be active in the classrooms.

Furthermore, during the research it was found out that there were many problems and deficiencies in the education system. This conclusion was clarified by 14 out of 15 stakeholders. According to these participants, these problems can be overcome with reforms and willingness to change and good planning. Most of the participants accepted that the education system is not efficient. In the beginning of the research, it was agreed that the problem in existing education was the system that didn't work. Again, on the same page, it was agreed that there should be changes and that education would lead directly to decentralization.

The stakeholders insisted on the importance of education and training. Besides, they also defended the institutionalization of these structures. They also insisted that the studies and cooperation with the foreign countries should be done to make our existing

education system better. Meanwhile, they focused on the importance of planning in education. As it was described in the literature review teachers have to get rid of the past and develop themselves with courses, readings, studies and experiences. They should also focus more on the subjects, planning and curriculum. They should plan their “teaching time” very precisely. As stated in the literature review, many examples of teacher education from other countries and in these countries are given above. These examples should also be applied to us. One of the responses given in the framework of the research Q-1 was about centralism. It was emphasized that there is a lack of centralism, no adequate educational planning and organization in the education system in the TRNC.

One of the questions under Research question Q-1 was about the education system. When the stakeholders’ mentioned their views on the education system in North Cyprus, they emphasized that the current education system is sufficient, but on the other hand, they stressed that the staff and the teachers don’t like to be supervised because they feel that they are controlled or judged by the others.

Under the same research question, one of the questions was about reconstruction and interventions of politics. During the interviews with the 14 stakeholders, most of them also defended reconstruction of education system without political intervention and they also demanded the integration with European Education system. 12 out of 15 stakeholders approved this opinion and supported it. Williams (2015) expresses the importance of international cooperation between the underdeveloped and developed countries (p.14). If countries share educational innovations among themselves, this can be of great help to the underdeveloped countries. (Power, 2015).

One of the interview questions of Research Question, Q-2, was about the cooperative learning. The benefit of cooperative learning is being recommended. It is said that 7 out of 15 stakeholders praised cooperative learning. Meanwhile, student centered learning is said to be suitable for cooperative learning as well. The benefits of group education is explained. In this section or part, it is said that group working is useful in student-centered pedagogy. Plus, in this part, it is emphasized that cooperative or collaborative learning intensify individual success. However, Launer (2015) advice group training and says that this type of training has many benefits in influencing various types of learning. Mtika and Gates (2009) claimed that group learning enhances students' abilities and helps them realize their social ideals.

The Research Q-2 involves the interview question about quality of the education. Meanwhile, the interviewed stakeholders talked about the quality of education, and they said that the quality of education in one country depends on the quality of the teacher. 12 out of 15 stakeholders supported this stance and agreed with it. They also focused on the urgent change in the system. Thus, in the introduction, it is written that education involves the change in life.

One of the interview questions related with Research Q-2 was about "Basic education process". 14 out of 15 stakeholders supported this idea. Following the interviews of Research Q-2 the stakeholders talked about the teachers' productivity, qualification, rules, and curriculum that needed to be changed. Also, in their responses they declared that strategic planning, goals, educational policy integration needed to be changed. 13 out of 15 stakeholders expressed their sympathy and support for this view. It has been expressed that the system doesn't work. Moreover, it is emphasized that there should be changes. "Radical social reform" is also defined in the framework of pragmatism.

Goldkohl (2012) emphasized that this philosophy gives opportunity to the researcher to solve or find solutions during the research (p.7). On page 8, he gave information about constructivism and stated that this philosophy increases teaching and learning facilities in the classroom (p.8). Furthermore, in the literature review we mentioned that changing is very hard and the presence of stakeholders brings with it the responsibility to carry out reforms. Deciding on the subjects to be taught, making a good plan, the efficiency of the newly designed program, teachers' demand in teaching and applying new methods and techniques and teaching strategies are defined as important features of education.

For this reason, the importance of topics, planning and new curriculum are highlighted. Meanwhile the necessity of change and discovery is also emphasized.

The findings of the Research Q-2 demonstrate that reconstruction, change, quality and standards are essential in the education system. Out of 15 stakeholders, 14 indicate that they are positive in their questions and thoughts. On page 3, Freire talked about these elements (Byrne, 2011). For Freire education is "political or constructive" in nature (Byrne, 2011). The necessity of reconstructing, change, quality, and the importance of standards were emphasized in depth. In addition, information was given about the effects of politics on education, differences between" schools, individual development of teachers and lifelong learning. It is noted that constructivism plays an important role in education and training as an effective element. Also, it was pointed out that the students had an active and transformative restructuring mission while applying this model.

The findings of Research Q-2 reflect that lifelong learning is important. 13 out of 15 stakeholders supported and showed their agreement on this opinion. The importance of lifelong education is significantly expressed, and we learnt that this education is related with “humanistic” and “radical” changes. “Lifelong Learning” even played a great role in solving the communal conflict in Ireland. In Northern Ireland, "Democratic Citizenship Education" training (Arlow, 2001) and "Lifelong Learning" started an unresolved era, but violent issues of violence and intercommunal violence stopped (Johnson, 2007). Lifelong Learning contributed greatly to the peace process with the participation of older citizens. Besides, Life-Long Education was discussed in the countries in which there were political problems in 1990s (Field, 2001). For Dewey (Ozmon & Craver, 1995) schools could have played great roles in solving the political problems (p.6).

The findings of the Research Q-3 are related to the importance of pedagogical and academic knowledge, and the dynamism of the school administration is clearly expressed among the stakeholders. 14 out of 15 stakeholders supported this view. Goldkohl (2012) defined that pragmatism is emanated from action and change. Dewey supported this model as the “interplay of personal choice and freedom with objective conditions” (Ozmon & Craver, 1995). Moreover, for Bodner, constructivism is the source of the mind (Bodner, 1986). All these models help education create dynamism in schools as well.

At the same time, it has been explained that while deciding, the cooperative group work, the existence of academic board and self-reflection awareness are very important. 12 out of 15 stakeholders focused on this view and expressed their importance. During the interviews the stakeholders’ concentrated on the structure of

the education system. The significance of constructivist model is broadly defined, and it is said that it can be promoted by “collective understanding” (Adler, 1997). In this philosophy “collective knowledge” is very strong. The elements of changes and sequences, vocational and academic learning are said to be very important. For this reason, the effectiveness of academic learning is explained. The necessity of cooperation and collaborative work among the stakeholders are also pointed out. Other important features like pedagogical theory and practice are emphasized. The benefits of group work have been informed. Also, group working is introduced as “a dynamic phenomenon” and for Gil (2017) it involves “individual”, “organizational” and “institutionalization”. According to this information, in group works, members can change the functions of the groups according to the reform process (Gil, 2017). It was also explained that the constructivist learning group had many contributions to the students (Cruickshank et al., 2003).

According to the research Q.3 the stakeholders’ answered the interview question about the “Decision Making Process” that whatever has been implemented the legal ground should be protected and the decisions should be discussed at the Ministry like a hierarchical chain. 12 out of 15 stakeholders approved and supported this view. In this framework, they defended that they should have principles and during the decision-making process the stakeholders’ should be enlightened. Meanwhile, these organizations and their functions help stakeholders’ make their voices heard. The mechanism and the necessity of being heard as stakeholders’ and how this can influence the education system is explained. Furthermore, the importance of collective attempt cooperating with the Ministry was also defined. Also, in the introduction, implementing reforms and their responsibilities were informed, too. While

emphasizing the aim of the working group, that is doing collective and collaborative work together and understanding how valuable it is to produce as a group should also be attributed to the stakeholders' because they need to work in a group and implement training planning, projects and make reforms jointly.

According to the research Q-3 the stakeholders' expressed their views about making their voices heard at the Ministry and they proposed that cooperation is essential among the stakeholders'. For them, without cooperation they can't make their voices heard. 14 out of 15 stakeholders accepted this view and expressed their support. While discussing lifelong education according to the knowledge given there were cooperation among the stakeholders' and this experience proves us that the importance of cooperation among the stakeholders' is essential. Under the British Rule in 1860s, we know that there was cooperation between the Turkish Cypriot stakeholders and British Government in implementing reforms in Cyprus. Even the changes were made after the 1940s due to the cooperation between the British and Turkish Cypriot stakeholders.

Due to these contacts in the Ottoman and British periods, reforms were implemented in the 18th century (Irkad, 1997), and in the British Period, after 1860 (Süha, 1971). What is more, it is known that new education system has been put into practice because of these contacts and cooperation in the English Period (Özmatyatlı & Özkul, 2013). Reforms of 1895-1897 and 1920-1929 were also implemented with the cooperation and communication of stakeholders (Süha, 1971).

According to the Research Q-4, the stakeholders' disclosed their views about the most effective approach that can be used in decision making process for the

stakeholders “voicing their voices” (127). 14 Out of 15 stakeholders approved this attitude and they emphasized the importance of communication and the cooperative approach in creating common development. We realize that there are many problems in the Turkish Education System since higher education is not recognized with the EU, there is no communication and cooperation, and we are not a member of this organization. We also see that there are communication and cooperation problems in implementing changes in Turkish Cypriot Education System. Despite the problems the significance of “critical thinking, effective communication, collaboration, creativity, productivity and problem solving” have been proposed (Aliusta et al., 2015). Moreover, there have been proposals on changing and reconstructing the education system in Northern Cyprus (Ozunlu & Thomson, 2009). For Özünlü and Thomson there should be reforms to construct or restore the system and according to these researchers without reforms educational problems will never be solved. Both authors recommended institutionalizing education and preventing failures (Özünlü & Thomson, 2009). Aliusta et al. (2015) also proposes student centered learning and claims that this kind of model is suitable for making a change in North Cyprus. The implementation of the reforms in the European countries including Belgium and Ireland shows us the importance of communication and the cooperative approach in creating common development. Also, the education system in former Soviet Russia has been a good example as it has been implemented by the stakeholders’ leading the Soviet Education in Soviet Russia.

Within the framework of the research Q-4, the stakeholders’ responded the question about the talents and skills of the stakeholders, they drew attention to the necessity of

being open-minded and open to innovation. They also cared about having a constructive thinking approach.

Freire's definitions of education and her contributions to education for moral structure reinforce the importance of having an open mind for stakeholders'. She also defines education as being "political or constructive" and strengthens stakeholder's responses. Also, other claims about the teachers prove that they have to be open minded. The student-centered, group instructional teaching models proposed by Williams (2016) and Power (2015) are models that should be utilized and implemented by teachers' and stakeholders, and those who will implement them must have an open mind.

The name of the thesis is "Voicing the voice of stake holders in the Ministry of Education and Culture in Turkish Republic of Northern Cyprus; Reflections on Education". This research was done with the semi structured model which is based on the pragmatist, perspectivist and constructivist philosophy. This model was selected because it was very easy to understand the feelings and catch implications and cues in the responses. For this reason, we can say that this interview gave us lots of cues to find out the questions in the education system. In the meantime, we began to investigate five questions under the main questions and with the answers we received from these questions, the charts have been prepared with the results. In the beginning, we learned that the basic meaning of education is to bring social and moral values to human life, to protect people from the active ideology in the country and to give them more moral and democratic values. Before studying with stakeholders in the Ministry of Education, we have examined the educational systems of Belgium, Catalonia, Ireland and former Soviet Russia, and the consequences of how changes and reforms are made in these countries.

Furthermore, in this research we tried to learn how the stakeholders in the Ministry of Education can make their voices heard in the education process. In general, all stakeholders' participating in the research, pointed out that the education system in the TRNC is not efficient. Therefore, they suggested that it is necessary to leave the existing teacher-centered system and engage in reconstructive work in order to be efficient. Moreover, all students could participate in group work or work together collectively and engage in collaborative group work to produce new ideas together with the logic of contributing to their own development. Considering the hierarchical situation in solidarity, sharing and information exchange with each other in order to make the voices of the stakeholders heard, we came to the conclusion that education can make a big change in the system by becoming more productive and creative.

While discovering the problems of education in Northern Cyprus, we have found out that we can find solutions to the problems in education by means of Constructivist, Reconstructivist, perspectivist and pragmatist approaches, and it is possible to overcome many problems of education by cooperative, collaborative, and collective group works among stakeholders. During semi-structured research we learned that education system is not working in our country because politicians are making unnecessary interventions and unfortunately, education is becoming a political tool.

As a result, we learnt that education in the TRNC should be student-centered, group work could be given more importance in classrooms or schools, stakeholders could trust each other more, and in the same way they could contribute to the reforms together with their superiors by working in a group with democratic understanding and maturity. Again, the inspection system, which has not been operated until now, needs

to be placed on a more democratic basis and turned into a student-centered mechanism in order to be a useful mechanism for education based on contemporary norms.

As a researcher, I believe that students, teachers, and stakeholders could be free to make changes. Student centered approaches could be implemented. Teachers, stakeholders' and all the governing bodies must be devoted to lifelong learning. Furthermore, education in Northern Cyprus should be planned and reflected in schools without the interference of educational policies.

Regarding this research, although the data has been gathered earlier no difference has been seen in the findings. As it has been emphasized above in the literature review, our education system is governed by the Turkish education system. Therefore, we cannot talk about homogeneous education system. As a result, not all schools on the island are equal.

Additionally, due to the increase of the universities there are a lot of graduates from the same major. Therefore, they have difficulty in finding a job after graduation. We need to open thematic universities in Northern Cyprus otherwise the quality of education will decrease as in Singapore.

Chapter 6

RECOMMENDATIONS

- Politics should not interfere with education systems. Because of the effect of politics educational goals cannot be achieved and lifelong learning cannot be beneficial.
- It is essential to restructure the curriculum, its function, mission, vision and in short, the system as a whole in the current education system of Northern Cyprus.
- Educational system of Northern Cyprus should be planned according to each district's (Nicosia, Famagusta, İskele, Güzelyurt and Karpaz) needs. The importance of planning in education should be perceived by the stakeholders.
- The significance of supervision could be fostered into the education system in order to guide both teachers and administrators in the education system. To do this “self and peer reflection, observation and constructive feedback” must be cultivated within the current education system.
- There could be communication and cooperation among the stakeholders' and the Ministry. In addition, group work may also be recommended.
- For further research, the education system of the Greek side can also be looked into and a comparative study can be carried out.

All these will make our education system better and fulfill the needs of the educators', teachers', and students'.

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APPENDICES

Appendix A: Semi-Structured Interview Questions with Stakeholders

Dear Stakeholders,

The purpose of this semi-structured interview is to collect data about the voice of stakeholders in the Ministry of Education in Turkish Republic of North Cyprus on the current education system during the decision-making process and if necessary, propose them new solutions to reorganize the educational system. Within this scope this research aims to answer the following interview questions as listed:

- How can the education system in TRNC be summarized in general terms?
- How does the current Education System work? Efficiently / Not?
- What changes can be made in the education system? Specifically in which areas?
- How can the stakeholders “voice their voice” during the decision-making process?
- What is the most effective approach/es that can be used in decision making process for the stakeholders “voicing their voice/s”?

As a researcher, I would appreciate if you participate into this research. This is completely confidential, and the findings of the research will be discussed to reflect further suggestions where necessary.

Thank you very much for your contributions.

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Appendix B: Permission Letter to The Ministry of Education and Culture

12.10.2017

Milli Eğitim ve Kültür Bakanlığı

Lefkoşa

Ulus Irkad

046019

DAÜ Doktora Öğrencisi

Konu: Kuzey Kıbrıs Türk Cumhuriyeti'nde Eğitim Bakanlığı'ndaki paydaşların eğitimdeki eğilimlerini seslendirmek konusunda bakanlığa bağlı müdür ve müdür yardımcılarıyla mülakat yapmak.

Yukarıda konusunu belirttiğim araştırmamı tamamlamak için Bakanlık bünyesinde bulunan müdür ve müdür yardımcıları arasında yapacağım mülakatlar için gereken iznin kısa bir sürede verilmesi için sizi bilgilendirir gerekenin yapılmasını istirham ederim.

Ulus Irkad



**KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLÎ EĞİTİM VE KÜLTÜR BAKANLIĞI**

Sayı: MEB. 0. 00- 2013 - 17 / 1162

Lefkoşa, 9 Kasım 2017

Konu: DAÜ Doktora Öğrencisi Ulus İrkad'ın Talebi hk.

Sayın Ulus İrkad,
Doğu Akdeniz Üniversitesi
Doktora Öğrencisi,

İlgi: 12 Ekim 2017 tarihli yazınız.

İlgi yazı ve ekinde sunulan belgeler Bakanlığımıza bağlı Talim ve Terbiye Dairesi tarafından incelenmiştir. Yapılan inceleme doğrultusundaki değerlendirme aşağıdaki gibidir.

Yapılan incelemede çalışmanın gizlilik ve gönüllülük ilkelerine riayet edilerek uygulanması uygun görülmüştür.

Bilgi edinilmesini ve çalışma sonucunun Talim ve Terbiye Dairesi'ne iletilmesi hususunda gereğini saygı ile rica ederim.


Rauf ATAÖV
Müsteşar


AÖİ
Tel: (0392) 218 2100
Fax: (0392) 218 2100
E-mail: meb@mebncs.net


Lefkoşa-KIBRIS

Appendix C: Consent Form for the Semi-Structured Interviews with The Stakeholders

“Kuzey Kıbrıs Türk Cumhuriyeti’nde Eğitim Bakanlığı’ndaki Müdür ve Müdür Yardımcılarının Eğitimdeki Eğilimlerini Seslendirme”

Araştırması

Bilgilendirilmiş Onam Formu

Bu araştırmanın amacı “Eğitim Bakanlığındaki Müdür Ve Müdür Yardımcılarının Eğitimdeki Eğilimlerini Seslendirmesi” konusunda müdür ve müdür yardımcılarının görüşlerini alarak eğitimde ne gibi yeniden yapılandırmaya yönelik konularda katkı koyabilmektir. Araştırma Milli Eğitim ve Kültür bakanlığında gerçekleştirilecektir. Yarı yapılandırılmış mülakat soruları yukarıda da belirtildiği gibi müdür ve müdür yardımcılarının “Eğitimdeki Eğilimlerini Seslendirmesi” amaçlı müdür ve müdür yardımcılara pilot çalışma yapıldıktan sonra katılımcılarla istişare ederek uygun saat de araştırmacı tarafından ses kaydı ile uygulanacaktır. Bu araştırmaya katılımınızdan ve koyacağınız katkılardan dolayı teşekkür ederim.

Ulus Irkad
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Bu araştırmada gönüllülük esasına bağlı olarak yer almayı ve eğer istekli değilsem katılmayabileceğimi veya katılırsam bile herhangi bir zamanda çekilebileceğimi, yarı-yapılandırılmış mülakatdaki soruları cevaplamayı ve araştırmacıyla araştırma konusuyla ilgili bilgimi paylaşmayı kendi isteğimle kabul ettiğimi bildiririm.

Katılımcı:.....

İsim ve Soyadı:.....

İmza:.....

Tarih:...../...../.....

Appendix D: Ethics Committee Approval Letter

 Doğu Akdeniz Üniversitesi "Üniversitesi Karşın İste"	Eastern Mediterranean University "For Your International Career"	PK: 99628 Gazimağusa, KUZey Kıbrıs Famagusta, North Cyprus, via Mersin-10 TURKEY Tel: (+90) 392 830 1000 Faks/Fax: (+90) 392 832 2010 başkan@emu.edu.tr
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Etik Kurulu / Ethics Committee

Sayı: ETK00-2018-0089

13.03.2018

Konu: Etik Kurulu'na Başvurunuz Hk.

Sayın Ulus İrkad
Eğitim Bilimleri Bölümü
Doktora Öğrencisi

Doğu Akdeniz Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulu'nun **26.02.2018** tarih ve **2018/54-12** sayılı kararı doğrultusunda, ***Voicing the Voice of Stake Holders in the Ministry of Education in Turkish Republic of North Cyprus Reflections on Education*** adlı tez çalışmanızı, Yrd. Doç. Dr. Bengi Sonyel ve Doç. Dr. Hamit Caner'in danışmanlığında araştırmanızı, Bilimsel ve Araştırma Etiği açısından uygun bulunmuştur.

Bilginize rica ederim.



Doç. Dr. **ŞUKRU FUZMEN**
Etik Kurulu Başkanı

ŞTİsky.

www.emu.edu.tr