The Education System of Europe: 73-89

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Although the youth issue is the foremost issue of the second century, there are some significant changes in the field of education and science in Europe. Educational reforms and the promotion of new educational approaches are essential for the development of the European education system.

The European Union, in collaboration with the Council for Science and Education (CISE), promotes educational reforms and the promotion of new educational approaches in Europe. The focus is on improving the quality of education and science in Europe, with the aim of creating a more sustainable and competitive European Union.

In Turkey, the education system is undergoing significant reforms to align with the European Union's educational standards. These reforms aim to improve the quality of education and increase the participation of students in European Union educational programs.

In conclusion, the history of the educational development of school education in Europe is marked by significant reforms and changes in the field of education and science. These reforms have been driven by the need to improve the quality of education and create a more sustainable and competitive European Union.
aim was to educate the young to be devout followers of the Turkish nation state. These young people, oriented towards Western civilization and secularism, were to subscribe to nationalism and republicanism. Co-education of men and women, introduced in 1926, stresses the equality of the two genders. Western kinds of sport and music as well as foreign-language teaching – in Western languages as opposed to the previously taught Persian and Arabic – emphasize the orientation towards the West. In addition, the practice of Islam was strictly banned to the private sphere. Therefore, until the re-introduction of religious instruction on a voluntary basis in 1948, there was no Islamic religious instruction (R.I.), no schools for the training of Imams and Preachers, and also no theological faculties at the University of Ankara (İlahiyat Fakültesi). The attitude of the State towards religion changed only very gradually during the first years of the Republic; the first theological faculty at the University of Ankara was opened in 1949, and Imam and Preacher schools were not re-established until 1951. The change, therefore, in the education and teacher-training system from a religious to a secular basis is one of the essential cultural factors of the development of the Turkish education system. The specific understanding of secularism in Turkey, where the State takes responsibility for the religious affairs of Muslims, and civil servants can be holders of religious office, is also reflected in the way in which religious expression in state institutions is dealt with. For example, people in positions of responsibility in schools and universities, as well as in Parliament, are not allowed to wear religious symbols such as the headscarf (for women) or the beard (for men). Since the late 1980s, this has repeatedly generated great controversy between the Kemalistic state elite and the religious establishment concerning the permission to wear a headscarf or beard, especially with regard to university students. In 2004 a female student took the matter to the European Court of Human Rights to appeal against the law that allowed her to take up her studies only under the condition that she did not wear her headscarf. The court, however, dismissed the case with reference to the principle of secularism which is anchored in the Turkish Constitution.

One particular political issue in the pedagogic debate in Turkey is religious education carried out in state schools. Since 1982, the Department for Religious Affairs (Diyanet İşleri Başkanlığı), which is directly accountable to the Prime Minister, has planned, co-ordinated, and monitored compulsory instruction in religious studies and ethics, which only members of recognized ethnic-religious minority groups are not obliged to attend. The curriculum for the R.I. lessons can be described as an Islamic norm with a leaning towards the Sunni-Hanif tradition while claiming to be scientifically based. The aim of these lessons is to convey Islam as the unifying element of Turkish culture. The Koran courses, which take place before or after school hours in state mosques, are carried out under state supervision. The Department for Religious Affairs develops, co-ordinates, and supervises the curricula for courses in and out of school. At present, the Koran courses are organized in accordance with a state decree (published in the Official Journal on 16 November 1990, under the Number 20697). Apart from this, private Koran courses (sometimes forbidden and sometimes tolerated, depending on the government's attitude towards Islamic teaching) organized by religious orders and organizations enjoy considerable popularity.

The Kemalites' wish to create an education system open to all social classes, and oriented towards the needs of the young state of Turkey, led to the planning and creation of 'village institutions' (Köy Enstitüleri) in 1936. They arose from the desire to establish primary school education all over the country, and thus reach every village, regardless of the size of its population. This notion of primary education was closely connected with new pedagogical concepts, and was based on the German Reformpädagogik i.e. reformed educational approach. The aim of these institutions, which were integrated into village life, was a form of education that was close to practical life and that would meet the needs of the rural population. As part of this teaching programme, modern agricultural methods and technologies were also to be taught. Due to their low salaries, teachers were forced to work in agriculture and were thus a role model for their pupils. During the Cold War era, these schools had the reputation of fostering left-wing intellectuals who did not support the official view of the nation; as a result, they were converted into village teacher training colleges. The ambitious system of village schools was thus ultimately an historical interned in Turkish education policy.

Reforms and innovations

Until 1997, five years of primary school (İlkokulu) education were followed by a three-year period of middle school (Ortaokulu). Pupils could then add a further three- to four-year period at an upper secondary school (Lise). This tiered system had been introduced gradually. When the Republic was founded in 1923, five years of primary education for six- to eleven-year-olds became compulsory and, hence, free. It was not until 1951 that middle schools were introduced throughout the country; middle school education did not become compulsory until 1982. Middle schools, like upper secondary schools, were subdivided into general, vocational, and technical school forms. This structure is reflected in autonomous curricula, school buildings, and school uniforms, and also in individual teacher training courses.

The school reform of 1997, which came into force in 1998, resulted in the abolition of both the five-year primary school and the three-year middle school as independent school forms. Instead, eight-year uniform primary schools (İlkokul Eğitim Okulu) were established. It was only at this point that the length of compulsory schooling reached eight years in practice, although it had been officially introduced much earlier. This was an important step in adjusting the school system to European standards. Since then, the vocational and technical school forms have no longer existed in lower secondary but only in upper secondary education (Ortaöğretim Okulları). Even before the reform, there were schools that combined middle and upper secondary education, such as the Anatolia upper secondary schools (Anadolu Lisesi). At present, they only exist in the secondary education sector, although there is a transitional stage until 2006 for those pupils who were already in the former system in 1998. In these secondary schools, a high percentage of the lessons are taught in a foreign language, mainly in English, but also in French, German, or Italian. There are special provisions for children of re-migrants, i.e. for the children of
The importance of community in education (Archer 1999, p. 70) is that community, and parent and student involvement for the next generation An active community is shown to have a positive effect on education outcomes, seen through research and experience. In schools where families and community members are actively involved, students tend to have higher academic achievement and better behavior. This is because a strong sense of community can provide a supportive and engaging learning environment. The involvement of community members can also help to bridge the gap between schools and the wider community, making education more relevant and meaningful to students. Overall, the role of community in education is crucial for creating a more effective educational system.  

In education, the importance of community cannot be overstated. The involvement of community members can have a significant positive impact on student outcomes. For example, community involvement in schools has been shown to improve academic achievement, reduce dropout rates, and increase graduation rates. Community members can also provide additional resources and support for schools, such as funding, volunteer services, and mentorship programs. This can help to create a more inclusive and supportive learning environment for students. Additionally, community members can act as a bridge between schools and the wider community, helping to ensure that education is relevant and meaningful to all members of the community. Overall, the role of community in education is crucial for creating a more effective and equitable educational system.
The social position of the teaching profession.

In the 1970s, there was a move to improve the status of teachers in many countries. The profession of teaching was recognized as a profession with high status and respect. In some countries, teachers were given the same status as doctors and lawyers, and they enjoyed high salaries and benefits. This recognition was seen as a way to attract more people to the profession and to improve the quality of education. Teachers were also given the opportunity to participate in the decision-making process in schools, which was seen as a way to improve the quality of education and to give teachers a voice in the direction of the profession.

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The need for educational reform is pressing on every level of society. The current curriculum of the NED is constrained by the rigid structure of educational institutions.

However, the demand for educational reform is not yet realized. The NED has been criticized for its rigid curriculum and standardized testing.

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In the vocational sector, the preparation of students for the apprenticeship training in the trade is an important component of the education system. The aim is to ensure that students are well-prepared for the labor market and have the necessary skills and qualifications. The training courses are offered in various fields such as mechanics, construction, and IT. The curriculum is designed to provide theoretical knowledge as well as practical skills through hands-on training. Students are also encouraged to participate in internships to gain real-world experience.

In the secondary schools, the focus is on providing a comprehensive education that prepares students for higher education or the workforce. The curriculum includes a wide range of subjects such as science, mathematics, language, and arts. Students are also given the opportunity to specialize in areas of interest through elective courses.

In the elementary schools, the emphasis is on foundational skills such as reading, writing, and mathematics. The curriculum is designed to foster critical thinking and problem-solving skills. Teachers use a variety of teaching methods to cater to different learning styles and ensure that all students are engaged and motivated.

In the central education authorities, the role is to develop policies and guidelines for the education system. They also provide support and resources to schools and teachers to ensure high-quality education. The authorities ensure compliance with educational standards and conduct regular inspections to assess the performance of schools.

The education system is continuously evaluated through surveys and assessments to identify areas for improvement. The feedback is used to make necessary adjustments in the curriculum and teaching methods. The goal is to provide an education that is relevant, engaging, and prepares students for a successful future.

In conclusion, the education system in the country is well-structured and designed to cater to the diverse needs of students. It provides a comprehensive education that prepares students for various career paths and lifelong learning. The government and education authorities are committed to continuously improving the system to ensure that all students receive a quality education.
The primary school system in Kentucky is designed to provide a strong foundation in early education. The school system is divided into two main levels: elementary and secondary. Elementary schools, which typically serve students from kindergarten through fifth grade, focus on developing basic skills in reading, writing, math, and science. Secondary schools, which include middle and high schools, build on these foundations by offering more specialized courses and accreditation standards. The state of Kentucky has a well-established system of schools that are designed to meet the educational needs of students and help them achieve their full potential. Kentucky, like many other states, has a commitment to improving its education system and ensuring that all students have access to high-quality education.
...
Apart from the above-mentioned problems, there is also the problem of the population's high emigration rate. The number of people has increased by 58%, the population increase in the last ten years. The number of students is also increasing significantly.

Current problems and perspectives for development

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