

**Near East University
Faculty of Economics And Administrative
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**The Development
And
The Role of Education Sector
in the Turkish Republic of Northern
Cyprus**

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CONTENTS

Pages:

I- Introduction

I.1- A General View of Turkey	1
I.2- Information of Cyprus	2
I.2.A- TRNC	2

II- Material and Method

II.1- Material	3
II.2- Method	

III- Education in Turkey

III.1- Structure of Turkish Education System	4
III.1.A- Formal Education	
III.1.B- Non-Formal Education	

IV- Education in TRNC (1983- 1997)

IV.1- Five Year Development Plans	5-25
IV.2- Education in TRNC	5
IV.2.A- Formal Education	5
i- Pre-Primary Education	6
ii- Primary Education	6
iii- Secondary Education	8
a- Secondary Junior Schools	10
b- General High Schools	10
c- Vocational and Technical Schools	12
iv- Higher Education	14
a- Higher Education Institutions In TRNC	16
1- Teacher's Training College	17-18
2- Open University	
3- Nursing and Mid-Wifery High Schools	
4- Eastern Mediterranean University	
5- Girne American University	
6- Near East University	
7- University of Lefke	
8- International American University	
9- Cyprus International University	
b- General Higher Education in TRNC	20
v- Special Education	22
IV.2.B- Informal Education	24

V- The Influence of Factors to the Education in TRNC

26

Pages:

VI- Alternative Solutions

31-32

VII- Summary and Conclusion

33

VII.1- Summary

VII.2- Conclusion

Bibliography

References

CONTENTS OF TABLES

	<u>Pages:</u>
1- TABLE I: PRE-PRIMARY EDUCATION	7
2- TABLE II: ELEMENTARY SCHOOLS	9
3- TABLE III: SECONDARY -JUNIOR SCHOOLS	11
4- TABLE IV: GENERAL HIGH SCHOOLS	13
5- TABLE V: VOCATIONAL, TECHNICAL AND COMMERCIAL SCHOOLS	15
6- TABLE VI: HIGHER EDUCATION IN TRNC	19
7- TABLE VII: HIGHER EDUCATION (general)	21
8- TABLE VIII: SPECIAL EDUCATION	23
9- TABLE IX: INFORMAL EDUCATION	25
10- TABLE X: SECTORAL DISTRIBUTION OF FIXED CAPITAL INVESTMENTS (Education)	28
11- TABLE XI: GOVERNMENT'S INVESTMENTS TO THE EDUCATION SECTOR ACCORDING TO THE BUDGET AND GROSS NATIONAL PRODUCT.	29
12- TABLE XII: SUCCESS IN ÖSS AND ÖYS (Due to general high schools)	30

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I- Introduction

In the world, "education" is a very important sector. We know that this sector consists of people. Therefore if people get a better education, they will be more beneficial for this sector. So this means that the improvements in this sector will increase our satisfaction. The result will be the developments of the country with more resources (person → sector → country) .

Education is a very important sector in every society and there is no difference between Turkey and TRNC. Because of this reason I decided to prepare a thesis about the education in TRNC and after I finish this research, we will see what can we done in the future.

This thesis consist of four parts. The first part, gives some information's about Turkey and TRNC. In the second part, an explanation of education system in Turkey is given. In the third part after an analysis of the educational system in TRNC, some solutions and assumptions about the educational system in TRNC that can be improved are presented.

I.1- A General View of Turkey

Turkey is an independent republic occupying a region, partly in Europe and partly in Asia, that has played a major role in world history as a bridge connecting East and West, European Turkey, known as eastern Thrace, is bounded on the north by Black Sea and Bulgaria and on the west by the Aegean Sea and Greece. It is separated from Asian Turkey (Anatolia or Asia Minor) by the Bosphorus, the sea of Marmara, and the Dardanelles Strait. Anatolia is bounded on the north by the Black Sea; on the east by Georgia, Armenia, and Iran; on the south by Iraq, Syria and the Mediterranean Sea; and on the west by the Aegean Sea.

Turkey is one of the mere developed Middle East Countries and industrialization is in progress. Tourism, stimulated by the fine climate and the abundance of historic sites, such as TROY, Pergamum and Ephesus, is beginning to gain importance. Modern Turkey was founded on October 29, 1923 as the successor of the Ottoman Empire.

The Turkish economy consist of a mixture, on the one hand of modern industry and commerce, and on the other hand, of time-honored village agriculture and crafts. Since World War II, it has become increasingly integrated into West European economic arena, for example, as a member of OECD. The economy has improved significantly since the 1994 crisis, when the economy experienced a sharp drop and inflation hit triple digits. The crisis- sparked by the downgrading in January 1994 of Turkey's international credit rating by two US rating agencies- stemmed from years of loose monetary and fiscal policies that has exacerbated inflation and allowed public debt, money supply, and current account deficit to explode. In April 1994, then Prime Minister Çiller introduced a stabilization package that paved the way for a 950 \$ million IMF standby loan. However, because the government missed key macroeconomics targets in 1995 and the December national election produced months of political wrangling, the IMF put agreement- and release of remaining funds- on hold. The new center- right minority government that finally has emerged will find it difficult to balance need for new austerity measures and though structural reforms with the pressure for continued buoyant growth. Ankara is also likely to face internal opposition policies it must implement as part of the Turkey- EU customs union agreement- which came into force on 1 January 1996- because many industries are unfit for EU competition and much-needed revenues will decline with elimination of import tariffs and surcharges. Meanwhile, Ankara's heavy debt repayment schedule in 1996 makes it necessary for Turkish leaders to bolster the confidence of both domestic and foreign investors.

I.2- Information of Cyprus

Cyprus, is the third biggest island in the Mediterranean, after Sicily and Sardinia. It is in the Eastern Mediterranean, just 40 miles of the coast of the Turkey, 60 miles from Syria and 250 miles from Egypt. The position of Cyprus in the eastern most corner of the Mediterranean has dictated its history.

Cyprus is not a large island. From its western extremity, the Akamas Peninsula, to the eastern tip of the Karpaz it is less than 140 miles and at its widest point, between Cape Kormakiti in north and Cape Anauti in the south, it is less than 60 miles.

The forests of Cyprus are concentrated in the mountain regions. The mountain Troodos is almost completely covered by forest. Cyprus has Mediterranean climate with hot dry summer and variable winter.

In Cyprus, there are two different societies who live their boundaries Turkish Cypriot in North; Greek Cypriot in South.

I.2.A- TRNC

Turkish Republic Of Northern Cyprus declared on 15th November 1983.

The area of TRNC is 3354 square kilometers and the population is nearly 200,000. The capital city is Nicosia (North Nicosia), the official language is Turkish, another language commonly chosen English and official currency is Turkish Lira. The TRNC is a secular republic based on the principles of supremacy of democracy social justice and law.

Consequently TRNC and Turkey have cooperation their relations. TRNC policies are parallel to the Turkey's. therefore TRNC is also called " child country".

II- Material and Method

II.1- Material

If we want to find the reality information and to analyze the stages and find the values of economic, social and cultural development .We have to use the basic resources in the government offices, they are —————> State Planing Department, State Institute Of Statistics And Central Banks.

Then the researchers want to collect these information's from the Private Business Organizations.

Therefore the researchers use their observations with the research subject.

Consequently, the researcher collect their studies three parts;

- i- Government Offices
- ii- Private business organizations
- iii- Private researching

- So, the researcher find out their materials and then use them with the method.

II.2- Method

First of all, we research and find out, the historical, geographical, social, cultural and economical factors for the study. The second step we collect data, information and education sector and then to analyze and to study our subject. This means the method used to collect data. The third step, when the information and data collected, we will evaluate. In evaluating, usually use mathematical and statistical methods on tables.

In our thesis; we find our materials then we collect data and use the random sample method, then last we evaluate with the using tables.

III- Education In Turkey:

The Principles and reforms of Atatürk form the basic principles of the Turkish National Education policy and education. The principles of Atatürk on education can be classified as follows:

- 1- Education shall emphasize national principles.
- 2- Education shall emphasize republican principles.
- 3- Education shall be based on secularism.
- 4- Education shall be based on scientific bases.
- 5- Generally and equality shall be emphasized in education.
- 6- Education shall be functional and contemporary.

* Turkish National Education System comprises of "Formal Education" and "Non-formal education".

III.1- Structure of Turkish Education System

III.1.A- Formal Education

Formal education means the school system. The school system in Turkish National Education constituents of four levels.

Pre-school education

Primary education

Secondary education

Higher education

III.1.B- Non-Formal Education

One of the important components of Turkish education system is non-formal education. Non-formal education covers education, training, counseling and practice activities provided along with or beyond formal education to those who have never entered the formal education system, or are out any level of that system or have dropped out from the formal education system at a given level in conformity with general and special objectives of national education.

Structure of Turkish Education System	
Formal Education	Non-Formal Education
Pre-school Education	General Non-Formal Education
Primary Education	Vocational Technical Non-Formal
Upper Secondary Education	Vocational Courses
General High Schools	Apprenticeship Training
Vocational and Technical High Schools	Vocational Training Centers
Special Training Institutions	Technical Training Centers for Adults
Private Education Institutions	
Higher Education	

IV- Education in TRNC (1983- 1997)

IV.1- Five Year Development Plans

North Cyprus wants to develop with the Turkey's helpings. So the government must make development plans to improve. There has been three development plans. The first five year development plan started before declaration of Turkish Republic of Northern Cyprus.

The first five year development plan made for 1978-1982 time period

The second five year development plan made for 1988-1992 time period

The third five year development plan made for 1993-1997 time period

But in addition to the five year development plans, government has to make annual programs.

They provide that we have more easier to check the five year development plans.

In the 2nd five year development plan targets are:

1. With the opening of new kindergartens and starting new kindergarten classes attached to elementary schools, the number of pupils receiving education at this level shall comprise 70% of the age group and pre-schools education shall be expended on a country-wide basis.
2. The number of pupils attending elementary schools, which comprises 100% of the age group involved, shall be maintained. The number of pupils attending secondary-junior schools shall be increased to comprise 100% of the age-group.
3. In Secondary Education the aim shall be to ensure an enrollment comprising 80% of the age-group involved, with emphasis to vocational and technical education. Efforts shall be made to direct 55% of the pupils to high schools known as lycee's and 45% of the pupils to vocational and technical schools.
4. In higher education, efforts shall be made to increase the percentage of enrollment to 30%.

(93-97 Time period) In the 3rd five year development plan, the targets are:

1. Pre-school education will be spread to countries, especially cities by self-managing kindergartens. And a study for 5 year age group will be done. Education at this level shall comprise 100%.
2. In small countries and villages Centralization of schools should be done.
3. The number of pupils attending elementary and secondary-junior schools which comprises 100% of the age-group involved shall be maintained.
4. Efforts shall be made to direct 60% of the pupils to high school known as lycee's and 40% of the pupils to vocational and technical schools.
5. Government shall provide money and credits to universities in order to improve academic, economic, social and cultural aspects.

IV.2- Education In TRNC

In TRNC, all people have the right of education. By the control of state, they take educational benefits. That's why the government should check these training's. Also, the education should be contemporary with training center. The state gives the opportunity to development ourselves in according Atatürk's principles in a frame work with the national culture and moral values. Every pupil, not look at discrimination will have the right to the compulsory education until eighteen. The state should give circumstances environment to pupils who they will be useful people their societies. Also this shows that the factor of teachers are very important. Because they gave been enough qualification their subjects to bring up the pupils.

So, the education in TRNC, divided by two main parts:

- A- Formal Education
- B- Informal Education

IV.2.A- Formal Education

Formal education consists pre-school education, primary education, secondary education and higher education.

IV.2.A. i- Pre- primary education

Pre-school education is which is optional, for the education of children, at the age of 4-5. The aims of pre-school training, which is optional, to develop the physical, mental and emotional abilities of children; to help them acquire good habits; to prepare them for basic education; to provide an atmosphere of growing together for children coming from poor areas, and to help them to speak Turkish language good and true.

Pre-school education can be organized as independent kindergartens, as well as kindergartens are practicing classes, annexed to primary schools or other educational institutions.

In Table I, we show pupils became 100% in 1995-96 education period.

TABLE I

PRE-PRIMARY EDUCATION

KINDERGARTENS
(PUBLIC)KINDERGARTENS
(PRIVATE)PRIMARY CLASSES
(PUBLIC)

YEARS	NO.OF SCHOOLS	NO.OF PUPILS	NO.OF TEACHERS	PUPILS/ TEACHERS	ENROLME- NT RATIO	NO.OF SCHOOLS	NO.OF PUPILS	NO.OF TEACHERS	PUPILS/ TEACHERS	ENROLME- NT RATIO (%)	NO.OF SCHOOLS	NO.OF PUPILS	NO.OF TEACHERS	PUPILS/ TEACHERS	ENROLMENT RATIO (%)	ENROLMENT RATIO AS A WHOLE (%) TOTAL
83-84	5	571	20	28.5							26	869	26	28.9		19.0
84-85	5	628	22	28.5							33	1102	33	28.2		22.5
85-86	5	536	20	26.8							34	1088	34	27.8		27.7
86-87	4	519	22	24.71	5.6	23	780	55	13.7	8.4	64	1253	43	27.6	13.5	27.5
87-88	4	560	21	25.24	8.6	23	706	48	14.7	11.4	83	1766	83	23.7	28.6	32.0
88-89	5	613	24	25.54	10.2	27	743	55	13.5	12.4	76	2045	76	25.9	34.2	56.8
89-90	4	623	25	24.9	19.2	21	78	7	11.1	2.4	74	2195	74	29.7	67.5	89.1
90-91	4	616	25	25.9	19.9	20	68	7	9.7	2.1	85	2459	85	28.9	75.6	97.6
91-92	4	616	26	23.2	18.5	28	145	7	10.6	4.7	134	2547	134	19.0	76.8	100.0
92-93	4	626	26	24.1	18.3	20	464	37	12.5	4.5	82	2528	80	31.5	73.9	96.7
93-94	4	708	33	21.4	20.5	19	513	23	22.3	4.9	158	2454	158	15.5	71.1	96.5
94-95	5	746	36	20.7	21.4	27	440	28	15.7	4.2	89	1984	89	22.3	56.8	82.4
95-96	5	764	42	18.9	21.7	27	443	30	14.7	4.3	139	2160	139	15.5	61.5	100
96-97	6	798	41	19.5	23.7	32	684	59	11.6	6.8	86	2133	86	24.8	63.3	100

* Source: Ministry of Education / State Planning Organisation

ii- Primary Education

This generally comprises the education of children in the 6-11 age group and it is compulsory for every child. The aims and duties of primary education are provided them with the necessary basic knowledge, ability and attitude to be good citizens; and to prepare them, in line with their interests and talents, for adult life and education in institutions of higher education. This includes 5 years of primary school and 3 years of middle school. Diplomas are given at the end of the primary school and secondary school education. There are also primary schools that are private but under state control. For example EMU, NEU, IAU, CIU.

Before 1986, in TRNC the primary school was 6 years. Then it changed (the parallel of the primary school in Turkey) and the primary schools became 5 years.

ELEMENTARY SCHOOLS

TABLE II

YEARS	NO. OF SCHOOLS	NO. OF PUPILS	NO. OF TEACHERS	PUIPLS / TEACHERS	PERCENTAGE OF PUPILS IN SCHOOL (%)
83-84	165	19580	678	28.9	97
84-85	165	19960	707	28.2	99
85-86	164	20387	733	27.8	99
86-87	160	20781	751	27.7	100
87-88	158	17963	758	23.7	100
88-89	153	16862	758	23.3	100
89-90	150	16488	790	20.9	100
90-91	149	16514	823	20.0	100
91-92	148	16290	808	20.1	100
92-93	145	15964	886	18.0	100
93-94	143	16003	1046	15.3	100
94-95	97	15914	1097	14.5	100
95-96	91	15526	1103	14.0	100
96-97	92	15567	1081	14.4	100

* Source: Ministry of Education / State Planning Organisation

* The ratio of number of pupils to the number of teachers is decreased 28.9. to 14.4

iii- Secondary Education

The aims of secondary education are to provide students with a knowledge of general culture and to prepare them, in line with their interests and talents for institutions of higher education.

a- Secondary Junior Schools

The pupils are between 12-14 years old in secondary junior schools. And this school is compulsory for every children.

The entrance to the public secondary schools is free. But if some students want to enter the colleges, it is difference of the others. There is a special exam to enter for the colleges by the preparing the state. The students became who are successful the exam. These state schools are BTMK+TMK, GTMK, 19 Mayıs College and MTMK. But also there are private secondary junior schools in TRNC. For example NEU (1994), EMC (1995), Kyrenia American College (1995). There is also an entrance exam and a fee is paid each year. The private education is full day education, but in public colleges except Monday is half day education.

SECONDARY-JUNIOR SCHOOLS

TABLE III

YEARS	NO. OF SCHOOLS	NO. OF PUPILS	NO. OF TEACHERS	PUPILS / TEACHERS	PERCENTAGE OF PUPILS IN SCHOOL (%)
83-84	20	7105	393	18.0	64.0
84-85	19	7013	393	17.8	62.7
85-86	19	6888	405	17.0	61.6
86-87	22	7130	426	16.7	59.8
87-88	23	10311	477	21.6	69.7
88-89	23	11898	545	21.8	95.0
89-90	24	12626	574	20.0	100
90-91	26	11106	538	20.6	100
91-92	27	10541	615	17.1	100
92-93	27	10026	567	17.7	100
93-94	27	9448	574	16.4	100
94-95	28	9498	633	15.0	100
95-96	29	9167	668	13.7	100
96-97	29	9075	727	12.5	100

* Source: Ministry of Education / State Planning Organisation

* The ratio of number of pupils to the number of teachers is lowered from 18 to 12.5

b- General High Schools

This is at least 3-year program over and above middle school education. These high schools are educational institutions that prepare students for institutions of higher education, to acquaint them with problems of individual and communal nature and to motivate them towards finding solutions; to instill them the strength and knowledge to participate in the economic, social and cultural development of the country.

In TRNC, the entrance to the ordinary lycees are free except colleges and 20 Temmuz Fen Lisesi (TFL). We have different examinations to enter these lycees.

In 1995, 20 TFL was chosen a pilot school to try the credit system by the Ministry of Education of TRNC. after two years, it was canceled.

GENERAL HIGH SCHOOLS (ORDINARY LYCEES)

TABLE IV

YEARS	NO. OF SCHOOLS	NO. OF PUPILS	NO. OF TEACHERS	PUPILS / TEACHERS	PERCENTAGE OF PUPILS IN SCHOOL (%) (enrolment ratio)
83-84	11	3792	227	16.7	32.6
84-85	11	3839	252	15.2	33.0
85-86	11	3987	255	15.6	33.9
86-87	13	3969	254	15.6	33.3
87-88	13	4082	262	15.6	32.5
88-89	13	3965	303	13.1	45.5
89-90	14	4006	280	14.3	47.7
90-91	14	5852	408	14.3	56.0
91-92	16	6537	373	17.5	65.4
92-93	16	6406	425	15.1	65.9
93-94	15	5751	429	13.4	59.2
94-95	15	5445	394	13.8	58.1
95-96	14	5649	439	12.8	56.1
96-97	14	5512	483	11.4	54.9

* Source: Ministry of Education / State Planning Organisation

* The ratio of number of pupils to the number of teachers are decreased 16.7 to 11.4 and also percentage of pupils in school are increased 32.6 to 54.9

c-Vocational and Technical Schools

These prepare students for the professional and institutions of higher education. Vocational high schools have a 3-year program. The level of education is 15-17 age group. There are 13 schools in TRNC. For example in Nicosia Yapı ve Endüstri Meslek Lisesi, Haydarpaşa Ticaret Lisesi.

VOCATIONAL TECHNICAL AND COMMERCIAL SCHOOLS

TABLE V

YEARS	NO. OF SCHOOLS	NO. OF PUPILS	NO. OF TEACHERS	PUPILS / TEACHERS	PERCENTAGE OF PUPILS IN SCHOOL (%) (enrolment ratio)
83-84	10	1659	280	6	14.6
84-85	10	1826	260	7.0	15.6
85-86	10	1883	259	7.3	16.0
86-87	10	1817	250	7.3	15.3
87-88	10	1787	305	8.2	13.4
88-89	10	1826	229	8.0	21.0
89-90	10	1866	230	8.1	22.2
90-91	11	2447	296	8.3	23.6
91-92	12	2829	263	10.7	28.8
92-93	12	2721	289	9.4	28.1
93-94	12	2297	308	7.4	23.7
94-95	12	2498	341	7.3	25.6
95-96	11	2477	348	7.1	24.6
96-97	13	2473	359	6.9	24.6

* Source: Ministry of Education / State Planning Organisation

* The ratio of number of pupils to the number of teachers are increased 6 to 6.9

* The percentage of pupils in school are increased 14.6 to 24.6



vi- Higher Education

The purpose of the higher education system is to provide training for individuals based on contemporary teaching methods, to meet the needs of the nation and country in the fields of training and education, scientific research, press and consulting services.

Higher education system includes between 18 and 21 age-group; there are 3 public, and 6 private educational institutions in TRNC. These are:

A- Public

- 1- Teacher's Training College
- 2- Open university
- 3- Nursing and Mid-Wifery High School

B- Private

- 4- Eastern Mediterranean University
- 5- Girne American University
- 6- Near East University
- 7- International American University
- 8- University of Lefke
- 9- Cyprus International University

a- Higher Education Institutions in TRNC

1- Teacher's Training College

When the pupils graduated at the high school, the state provides a private examination who wants to work as teacher in primary school.

2- Open University

Open University was first develop in TRNC in 1982 with two faculties. In those two faculties each adult and student takes courses and starting to their education's.

3- Nursing and Mid-Wifery High School

Nursing and mid-wifery high school is the same about other two public higher education institutions in TRNC. Only the main difference is, the courses are basically related to the people's health's by the way when pupil graduate this high school, they may easily find job in the Ministry of Health.

4- EMU

EMU was established in 1979 as the higher Technological Institute in Famagusta. After seven years, by the law 16/1986, EMU attached to the North Cyprus Education Foundation. The university was fully accepted by the higher education council (YÖK) in Turkey. The basic language which is used in university is English. And the university consists preparatory school, four faculties and two high schools.

5- Girne American University

GAU, first developed as university college of Northern Cyprus in 1986. But in 1990-1991 education period, the name was changed as Girne American University. The university is in .Kyrenia and the language is also English too.

6- NEU

NEU was founded in 1988 in Nicosia. At the university, the language is English. In NEU, there are English preparatory school and 6 faculties. The social activities has improved such as swimming courses in Olympic swimming pool, navigation faculty.

7- University of Lefke

University of Lefke was founded in 1990-1991 education period. The language of university is English and it is in Lefke. In university, there are English preparatory school and three faculties.

8- International American University

IAU was founded in 1993-1994 education period. The language of the university is English and it is in Kyrenia. In this university, there are one English preparatory school and four faculties.

9- Cyprus International University

The last established university was CIU. It was founded in 1997-1998 education period in Nicosia. The language of university is English. In this university there are one English preparatory school and four faculties.

HIGHER EDUCATION IN TRNC

TABLE VI

YEARS	TEACHERS TRAINING COLLEGE	OPEN UNIVERSITY	NURSING AND MID-WIFERY HIGH SCH	EASTERN MEDITERRANEAN UNIVERSITY			GIRNE AMERICAN UNIVERSITY				NEAR EAST UNIVERSITY				UNIVERSITY OF LEFKE				INTERNATIONAL AMERICAN UNIVERSITY				
				TRNC	TR	III RD C.	TOTAL	TRNC	TR	III RD C.	TOTAL	TRNC	TR	III RD C.	TOTAL	TRNC	TR	III RD C.	TOTAL	TRNC	TR	III RD C.	TOTAL
83-84	143	—	—	214	87	3	304	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
84-85	91	180	—	224	198	35	458	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
85-86	33	568	—	275	195	93	563	7	128	—	135	—	—	—	—	—	—	—	—	—	—	—	—
86-87	188	706	—	395	513	100	1008	12	196	—	208	—	—	—	—	—	—	—	—	—	—	—	—
87-88	303	928	—	583	898	243	1724	9	153	—	162	—	—	—	—	—	—	—	—	—	—	—	—
88-89	294	1142	—	719	1122	438	2279	11	165	—	176	34	9	—	43	—	—	—	—	—	—	—	—
89-90	#	1251	—	716	180	514	3031	12	214	—	226	12	124	1	137	—	—	—	—	—	—	—	—
90-91	#	1714	—	715	2326	544	3585	14	184	8	206	117	680	5	802	23	193	3	219	—	—	—	—
91-92	#	1550	—	865	254	559	3965	15	269	8	292	182	1460	11	1653	43	370	5	418	—	—	—	—
92-93	#	1866	—	1025	2774	477	4276	12	215	3	230	281	1553	156	1990	60	406	11	477	---	---	---	---
93-94	#	3445	—	1659	3159	452	5270	14	227	4	245	312	1881	204	2397	168	569	13	750	17	90	3	110
94-95	154	2451	29	2986	3787	456	6629	20	470	11	501	417	2863	196	3476	238	586	28	852	39	148	7	194
95-96	117	2491	40	2527	4435	469	7431	58	502	16	576	592	3351	210	4153	252	385	13	650	72	516	31	619
96-97	142	2962	77	3049	5082	584	8715	88	746	27	861	535	3729	236	4500	278	538	19	835	112	878	28	1018

* Source: Ministry of Education / State Planning Organisation

b- General Higher Education in TRNC

Before 1987 there was public higher educational institutions in TRNC and by the way the majority of the students was appreciate these universities in Turkey. After developing private higher educational institutions in TRNC students and also their families start to think that “ Why do not my children take his/ her education in his/ her own country?”. Therefore, this question makes people to think on positive way. I mean the positive way is private universities became more attractive for students with their good and quality education system, good social activities and things like that.

To sum up, we can easily say that the majority of the students choose to stay in TRNC and the minority part choose to go abroad and take their education.

HIGHER EDUCATION (General)

TABLE VII

YEARS	NO. OF INST. IN TRNC	NO. OF STUDENTS STUDYING IN TRNC	NO. OF STUDENTS STUDYING ABROAD	TOTAL NO. OF STUDENTS FROM TRNC	ENROLMENT RATIO (%)
83-84	2	447	2215	2662	21.8
84-85	3	823	2304	3127	25.1
85-86	3	835	2459	3294	26.0
86-87	4	1075	2177	3252	26.0
87-88	4	1434	1875	3209	24.0
88-89	4	1618	1880	3498	26.4
89-90	5	2242	1996	4238	26.8
90-91	6	2609	1854	4463	25.7
91-92	6	2912	1796	4706	29.4
92-93	6	3534	1812	5346	34.9
93-94	7	5757	2186	7943	57.0
94-95	8	5739	2536	8275	61.0
95-96	8	6149	2783	8932	68.6
96-97	8	7243	3392	10635	69.8

* Source: Ministry of Education / State Planning Organisation

v- Special Education

The special education aims to give the children the special relation, loving, education who needs to take these helpings. These are three schools in TRNC.

1- The School for Deaf in Lapta

The assigned look after the pupils. The pupils are between 6-18 years old. At 1996-1997, there are 9 pupils and 6 teachers in it.

2- The school for the mentally Hendicaped in Girne

In 1996-1997 period, the school gives education to 33 pupils with 8 teachers.

3- The center For The Rehabilitation and Education of Spastics in Nicosia

This school gives education to spastics pupils. In 1996-1997 period, there are 21 pupils and 7 teachers.

SPECIAL EDUCATION

TABLE VIII

YEARS	NO. OF SCHOOLS	NO. OF PUPILS	NO. OF TEACHERS	PUIPLS / TEACHERS
83-84	2	51	10	5.1
84-85	2	52	11	5.2
85-86	3	67	12	5.6
86-87	3	77	14	5.5
87-88	3	96	19	5.1
88-89	3	93	17	5.4
89-90	3	115	21	5.7
90-91	3	103	27	3.8
91-92	3	113	20	5.7
92-93	3	113	19	5.9
93-94	3	95	23	4.1
94-95	3	78	21	3.7
95-96	3	77	21	3.7
96-97	3	66	20	3.3

* Source: Ministry of Education / State Planning Organisation

IV.2.B- Informal Education

This comprises education, teaching, guidance and implementations which can take place alongside formal education or outside it.

The purpose of this form of education is to teach citizens to read and write, to provide basic knowledge, to enable them to develop their knowledge and skills in order to improve their living.

So informal education is intended for children who have their compulsory education but have not yet acquired any trade.

In TRNC, there are five informal educational institutions:

- i- Practical Technical Schools
- ii- Courses for the Rural Women
- iii- Evening Courses in language and commerce
- iv- Industrial Education
- v- School at the Hotel Management

INFORMAL EDUCATION

TABLE IX

YEARS	NO. OF SCHOOLS	NO. OF STUDENTS
83-84	56	2479
84-85	55	1989
85-86	46	1703
86-87	45	1863
87-88	46	1961
88-89	49	1633
89-90	44	1485
90-91	43	1267
91-92	43	1886
92-93	41	1128
93-94	43	1264
94-95	40	1068
95-96	38	948
96-97	40	688

* Source: Ministry of Education / State Planning Organisation

V- The Influence of Factors to the Education in TRNC

There are a lot of factor to affect the education in TRNC. So I want to explain some of them.

1- Government Contribution

Distribute of percentage of budget is left for education in Table X and Table XI.

2- Education Policy

The education policy is bounded government policy. The government on the head has taken decision for the education's. So the education system may be changed by the parties which come to the head.

3- Technology for education

If we want to do in a good environment and to catch the current education, it will be related technology. So the Ministry of Education in TRNC provides to the pupils using technology, at least they will start the centers of schools. At this time there are laboratories, computer, .. but they are not enough in schools.

4- Number of Schools

The number of schools is very important to giving education. If the number of pupils in the class is 40, it is not good. The ideal is nearly 25 pupils in the class. So the second one is better than first. Because of this, the environment is more suitable to give lesson and the teacher will achieve the students more easier.

5- ÖSS-ÖYS

In the Lycee, pupils aim to enter any university. They prepare this public examination, special studding with the parallel their chosen part.

In this year, ÖSS-ÖYS was together. So students have one examination. They have to study hard and systemically. If they want to success.

6- College Exams

At the end of the elementary school, there are entrance for public and private colleges. This examination is elimination of the worst students.

7- Private Lessons

In TRNC, most of families want to take private lessons to their children's. They suppose, their children's lessons will improve. Because of this some students have been lazy and don't listen the lesson in the class. Other wise the second result, some teachers want to earn extra money, then they will not prefer to teach in the class.

8- Helping to the State

In TRNC, there are reach men who has successful firms. But I don't understand why they don't help the state for the education. Because the students are our pupils, if the managers collect their helpings and don't wait all the things by state, I think the education environment will better than at this time. For example Atleks (private sector) made a public secondary junior school.

9- Spare Times of Pupils

In spare times, students prefer to watching TV, playing computer, reading books, going to cinema...

10- Holidays

In TRNC, there are two types of holidays. First semester holiday and summer holiday. The first semester holiday is nearly 15 days. It is between the end of January and half of the February. On the other hand summer holiday is nearly three months; between end of the June and end of the September. When the summer holiday comes, it means the education year will finish. Of course, end of the semesters the pupils take their reports. And they show if they pass or fail their class.

SECTORIAL DISTRIBUTION OF FIXED CAPITAL INVESTMENTS (EDUCATION)

TABLE X

YEARS	INVESTMENT FOR EDUCATION SECTOR	TOTAL FIXED CAPITAL INVESTMENTS	(1997 PRICES, Million TL) % OF EDUCATION SECTOR INVESTMENTS
1983	17.5	737.5	2.37
1984	13.7	717.9	1.91
1985	15.4	841.1	1.83
1986	11.8	1075.9	1.10
1987	19.2	1100.7	1.74
1988	15.8	942.9	1.68
1989	21.1	937.4	2.25
1990	34.5	1064.9	3.24
1991	28.9	1018.7	2.84
1992	25.7	946.1	2.72
1993	58.0	1141.2	5.09
1994	47.7	971.0	4.91
1995	33.8	900.3	3.75
1996	55.8	1067.3	5.23

* Source: Ministry of Education / State Planning Organisation

TABLE XI

**GOVERNMENT'S INVESTMENTS TO THE EDUCATION SECTOR ACCORDING
TO THE BUDGET AND GROSS NATIONAL PRODUCT**

YEARS	(CURRENT PRICES MILLIONS TL)			
	TOTAL EDUCATION EXPENDITURES	BUDGET	GNP	TOTAL EDUCATION EXPENDITURES BUDGET(%) GNP(%)
1988	15,917.1	151,204.4	485,106.4	10.5 3.3
1989	25,107.8	257,402.2	910,058.6	9.7 2.8
1990	55,921.3	524,783.6	1,547,793.0	10.7 3.6
1991	98,155.4	891,508.8	2,236,515.6	11.0 4.4
1992	163,963.1	1,322,782.9	4,037,702.2	12.4 4.1
1993	289,389.6	2,504,274.8	6,941,224.3	11.5 4.3
1994	767,030.9	6,260,470.9	16,581,566.8	12.2 4.6

* Source: State Planning Organisation

SUCCESS IN ÖSS AND ÖYS (Due To General High Schools)

TABLE XII

YEARS	SUCCESS IN ÖSS(%)	SUCCESS IN ÖYS (%)
83-84	66.32	—
84-85	62.17	80.41
85-86	61.06	72.80
86-87	71.13	58.00
87-88	67.81	67.85
88-89	71.67	58.82
89-90	74.14	56.11
90-91	76.27	57.36
91-92	76.25	68.55
92-93	83.45	70.47
93-94	80.04	59.83
94-95	79.82	52.34
95-96	83.13	40.87
96-97	80.13	45.96

* Source: Ministry of Education

VI- Alternative Solutions

- 1- In the education sector, investments are not enough (Table X, Table XI). Therefore, there are a lot of schools in very bad conditions. For example the buildings are not suitable to get education, and in each class, there are too much students. In general, the schools do not get to benefit the technical resources. Because the government does not have enough monetary policy. Otherwise the canteens are not to be enough for pupils. And this is why, is the environment suitable to get education or not?
 - a- So the government must give more importance to education's (for each part) in order to make them more technological, more academic and more powerful.
 - b- Government must be in touch with the families and private sectors in order to improve the education sector.
 - c- If the new schools will open, the number of pupils in classes will decreased, so the average will go up.
 - d- The government must make more investments, in this poor country, then it takes more incomes and so this country will develop. We know that in TRNC the budget is always a deficit budget.
 - e- Private universities are a great source of currency. So government provides this position in every way.
 - f- Government in cooperation with other ministries and also private sectors in order to develop for TRNC.
 - g- The Ministry of Education must find the alternative solutions for the pupils and then it will put by using fast.
- 2- In the secondary education, the big problem is the examination of ÖYS. This system depends one examination in 1999. Before that there are two examinations. The first part; is called ÖSS, and the second part; is called ÖYS. But in this year, the pupils will prepare for one examination. The system is not exactly right. Because the pupil's future depends only this examination. So if someone study systematically but that day, he / she will be ill, the student will not be successful. What is the result? In TRNC, the success was not high (Table XII) . It comes down year by year. I take out two reason for this.
 - a- This education system is not suitable for these exams and must be changes with necessary knowledge.
 - b- The examination of the universities in TRNC is more easier than ÖYS. So the pupils know that and they do not affect more.
- 3- In elementary schools education depends on college exams. The pupils are prepared for multiple choice type exams, but when they come to secondary junior schools; all exams are classical. These entrance exams make pupils as robots and not learn the subjects. Also the other classical schools depends the classical exams. There are four exams in one year. And at the end of the terms, the pupils get reports. After the last semester in each year, when they get reports, they understand if they pass or fail.

VII- Summary and Conclusion

VII.1- Summary

In this thesis, I tried to give "the role of education sector in TRNC".

First of all, a general view of Turkey and some information's about TRNC given. Then I explain education in Turkey. Thirdly specially by using the five year development plans and transition period programs, I gave an analyze of education in TRNC.

After giving some information's about the education in TRNC, some of the factors which affect the education has been found.

And the end of this thesis, I tried to give some alternative solutions about these factors affecting the education in TRNC.

VII.2- Conclusion

Firstly, I mentioned at the beginning of this thesis Turkey and Cyprus have strategic importance in geographical position.

Secondly, I gave the general situation of education in Turkey.

Thirdly, the Turkish People of Cyprus found in TRNC in 1983. So during this time the education sector plays a very important role in TRNC.

We know that before, the development plans are necessary for every society.

There are six private international universities in TRNC and government should give more importance to these universities. Because they get to the country foreign currency.

In TRNC, education sector should be reconstructed, because it is not enough.

The world is globalizing, so we should catch up to date knowledge.

Bibliography

I was born in Famagusta on 29.11.1972. I finished my primary education in Şht. Ertuğrul İlkokulu in 1984. I went to Şht. Hüseyin Ruso Ortaokulu and graduated in 1987. I went to Lefkoşa Türk Lisesi and graduated in 1990. At this year I went to the University of Hacettepe in Ankara. My faculty is Faculty of Science Education. I graduated from here in 1994 as a Maths teacher. At the same year I got my first job in Erenköy Lisesi in Erenköy. The second year, I worked at Çanakkale Ortaokulu in Famagusta. In 1995-96 time period, first I started this course at the Department of Economics in EMU. After two years, in 1997, I passed to the same course in NEU. During this time, I started to work in Bayraktar Türk Maarif Koleji at 1996-97 time period and I,m still working here.

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