

**NEAR EAST UNIVERSITY  
FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES  
GRADUATE STUDIES**



**THE IMPORTANCE  
AND  
THE ROLE OF EDUCATION SECTOR  
IN THE TURKISH REPUBLIC OF NORTHERN CYPRUS**

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## CONTENTS



### **I. INTRODUCTION**

**1-3**

- I 1. A GENERAL VIEW OF CYPRUS AS A WHOLE
- I 2. HISTORY OF CYPRUS
- I 3. TRNC

### **II. EDUCATION IN TRNC (1983-1997)**

**4-22**

#### **II 1. FIVE YEAR DEVELOPMENT PLANS**

#### **II 2. EDUCATION IN TRNC**

##### **II 2 A. FORMAL EDUCATION**

- i) PRE-PRIMARY EDUCATION
- ii) PRIMARY EDUCATION
- iii) SECONDARY EDUCATION
  - a) SECONDARY-JUNIOR SCHOOLS
  - b) GENERAL HIGH SCHOOLS
  - c) VOCATIONAL AND TECHNICAL SCHOOLS
- iv) HIGHER EDUCATION
  - a) HIGHER EDUCATION INSTITUTIONS IN TRNC
    - 1) TEACHER'S TRAINING COLLEGE
    - 2) OPEN UNIVERSITY
    - 3) NURSING AND MID-WIFERY HIGH SCHOOLS
    - 4) EASTERN MEDITERRANEAN UNIVERSITY
    - 5) GİRNE AMERICAN UNIVERSITY
    - 6) NEAR EAST UNIVERSITY
    - 7) UNIVERSITY OF LEFKE
    - 8) INTERNATIONAL AMERICAN UNIVERSITY
    - 9) CYPRUS INTERNATIONAL UNIVERSITY
  - b) GENERAL HIGHER EDUCATION IN TRNC
- v) SPECIAL EDUCATION

##### **II 2 B. INFORMAL EDUCATION**

### **III. MEDHOT AND MATERIAL**

**23-24**

#### **III 1. MATERIAL**

#### **III 2. METHOD**

- III 2 1. THE METHOD USED TO COLLECT DATA
- III 2 2. THE METHOD USED IN EVALUATING DATA

### **IV. FACTORS AFFECTION EDUCATION IN TRNC**

**24-29**

### **V. ALTERNATIVE SOLUTIONS**

**29-31**

### **VI. SUMMARY AND CONCLUSION**

**32**

#### **VI 1. SUMMARY**

#### **VI 2. CONCLUSION**

**BIBLIOGRAPHY  
REFERENCES**

## CONTENTS OF TABLES

### Pages:

1) TABLE I: PRE-PRIMARY EDUCATION	6
2) TABLE II: ELEMENTARY SCHOOLS	8
3) TABLE III: SECONDARY-JUNIOR SCHOOLS	10
4) TABLE IV: GENERAL HIGH SCHOOLS	12
5) TABLE V : VOCATIONAL ,TECHNICAL AND COMMERCIAL SCHOOLS	13
6) TABLE VI : HIGHER EDUCATION IN TRNC	15
7) TABLE VII: HIGHER EDUCATION (general)	18
8) TABLE VIII: SPECIAL EDUCATION	20
9) TABLE IX: INFORMAL EDUCATION	22
10) TABLE X: SECTORAL DISTRIBUTION OF FIXED CAPITAL INVESTMENTS (Education)	26
10) TABLE XI: GOVERNMENT'S INVESTMENTS TO THE EDUCATION SECTOR ACCORDING TO THE BUDGET AND GROSS NATIONAL PRODUCT.	27
11) TABLE XII: SUCCESS IN ÖSS AND ÖYS (Due to general high schools)	28



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## I. INTRODUCTION

The world is globalizing and all over the world knowledge is very important. We are in the knowledge age and education plays a very important role all over the world. In order to be up to date, in knowledge, we have to give big importance to EDUCATION.

Education is a very important sector in every society and it is the same for TRNC. This is necessary in order to catch up to date knowledge.

Because of these purposes I decided to prepare a THESIS about education in TRNC and see what can we do at the future.

In the first part information about TRNC will be given, then in the second part an analyze of education in TRNC and then in the third part some problems and solutions about education, how it can be improved.

### 1. GENERAL VIEW OF CYPRUS AS A WHOLE:

Cyprus, is the third biggest island in the Mediterranean, after Sicily and Sardinia. It is in the Eastern Mediterranean, just 40 miles off the coast of 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. Like Constantinople it became a point of confrontation between east and west.

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

The result of those cataclysmic earth movements millions of years ago when molten rock broke through the sea-bed to form our islands and continents. The contours of Cyprus bear witness to such an eruption: the central massif of the Troodos rising to over 6,400', the Kyrenia range in the north rising to over 3,300'.

Between the two mountain ranges lies the plain of Mesaoria that originally, as part of the sea, divided the land masses.

The forest of Cyprus are concentrated in the mountain regions. The Troodos is almost completely covered by forest.

Cyprus has Mediterranean climate with hot dry summer and variable winter.

### 2. HISTORY OF CYPRUS

The history of Cyprus goes to the Stone Age. In the Stone Age (7000-3900 BC) first settlers came from Anatolia and Syria. This is the age of the foundation of the first cities. The copper tools first appeared in (3900-2600 BC) Copperstone Age. In the early Bronze Age (2300-1850 BC) new immigrants came from Anatolia. In the Middle Bronze Age (1900-1600 BC) Cyprus became important for export of copper, building of castles against the Hyksos invasion. In the late Bronze Age (1650-1050 BC) Hyksos' power was declined, Egypt empire reborn. Cyprus' trade expanded and archaic colonization began. The Phoenician colonization began in the Dark Age (1050-750 BC). In the Archaic Age (750-475 BC)



Cyprus belonged to the Assyrian empire for 40 years and was later integrated into the Persian empire. In the Classical Period (475-325 BC) there was an uprising against the Persian Empire which was destroyed by Alexander the Great. In the Hellenistic Period (325-58 BC) Cyprus involved in the struggle amongst Alexander's Generals for the division of this empire. Ptolemaios won and ruled over Cyprus. In the Roman Period (58 BC-330 AD) Cyprus became part of the Roman Empire. Christianity under Paulus and Barnabas began. In the Byzantine period (330 AD-1191) Islam founded and Arab invasions took place. In the Lusignans period (1191-1489) Richard the Lion Heart conquered Cyprus on his way to Jerusalem during the third crusade and handed it over to his vassal, Guy de Lusignans, who established his Kingdom. In the Venetians Period (1489-1571) Venice took over but there was always the fear of the Ottomans Empire.

The Ottomans conquered Cyprus (1571-1878) which became part of the Ottoman Empire. Settlers from all over the Ottoman Empire came to Cyprus.

The Ottomans rented Cyprus to Britain (1878-1918).

1914-1960: Cyprus became part of the British Colonies following the Lausanne Treaty (1923). In 1918, headed by the orthodox clergy, the Greek speaking population started to claim Enosis, an idea brought forward by the Orthodox Church since 1878.

In 1950 the Orthodox Church launched a campaign for the union of Cyprus with Greece (Enosis) amongst the Greek speaking population who were asked the petition for Enosis in their churches.

The Greek Cypriot population is only Greek by languages and certainly not from an ethnic point of view. Greece is in fact the only Mediterranean nation which never had the occasion to invade and/or dominate the Island of Cyprus. The link between modern Greece and the Island of Cyprus has always been the Orthodox clergy. Therefore the idea of "enosis" has other reasons than that of an ethnic root. Moreover the exclusive character of the Orthodox church, which has always headed and supported this idea has deepened this dualistic division.

Under the Ottoman Empire, the Orthodox clergy gained a very strong foothold in Cyprus and the Archbishop was more a political rather than a religious figure.

The Turkish Cypriots, descendants of the Ottomans, have always strongly opposed the idea of "enosis" as this would, for them, mean only to substitute a foreign occupying nation, Britain, with another, Greece, which would leave them without future. Their fears and worries were more than justified as the successive events proved and it were these worries which made the Turkish Cypriots Representatives to ask for the protection of Turkey.

In 1955 EOKA (Cypriot National Partisan Organisation) was formed under the leadership of Greek Col. Grivas whose activities reached its peak in 1958. Since its formation, this organisation turned to be an active Greek unit. Its actions were not directly solely against the occupying nation, England, but also against the Turkish Cypriot Community and Greek Cypriots who did not share its ideas.

In 1959, the treaty of Zurich, to which Turkey was also part in order to protect the Turkish Cypriot Community, was prepared and signed in London in 1960.

The treaty established the conditions for independence; definitely abandoning the idea of "enosis" by the Greek speaking population and forbidding the division of the Island, but providing political and administrative powers to the two different religious, cultural and linguistic communities.



In 1960 ,the Republic of Cyprus was founded with its own constitution.The President a Greek Cypriot , the Vice-President a Turkish Cypriot , 50 parliamentaries , 35 of which were to be from the Greek Cypriot Community and 15 from the Turkish Community.Each community electing its own Representatives.Three ministries to the Turkish Cypriot Community:Defense ,Agriculture and Health under the triple guarantee and protection of England,Greece and Turkey.

However with the advent of independence , the dualistic division grew still stronger with a clear plan of the Greek speaking majority to get rid of the Turkish speaking minority (The Akritas' plan .see Mr. G. Klerides' book 1972).This complex situation was made still worse with the interference of Greece through EOKA.

The internal tension reached its highest point in 1963.

The Island is particularly split in two as a result of Arch. Makarios' attempt to change in favour of the Greek speaking Community thirteen articles or the Constitution: in particular those governing the division of the political and administrative powers in open violation of the treaties.Arch. Makarios undertook other steps against the Constitution ,such as disarming the Turkish Cypriot police ,establishing the National Greek Cypriot Guards etc.

Cruel criminal attempts and civil war started. The United Nations sent its troops trying ,in vain , to stop bloodshed.The creation by the U.N. of the "Green Line" dates back to this period.The period from 1958 to 1974 is certainly the most tragic and dramatic in the history of Cyprus.

On the 15<sup>th</sup> July 1974 , the Greek regime ,who had already transported its troops to the Island in violation to the U.N. resolution , and whose image in Greece was at its minimum level ,tried to regain its prestige by a military cop , in conjunction with the officers of the Greek Cypriot National Guard ,whose final aim was annexion of Cyprus to Greece (enosis) a dream which in fact was never abandoned.

On the 20<sup>th</sup> July 1974 , Turkey after consultations with England , in exercise of the power of guarantee given by the treaties , intervanted militarily to protect the Turkish Cypriot Community.

On 13<sup>th</sup> February 1975 , the Turkish Federal State of Cyprus , in North Cyprus is founded.

After 1974 , Turkish Cypriots tried a lot in order to get peace two nations but couldn't manage.

### 3.TRNC

Then the Turkish Republic of Northern Cyprus founded on 15<sup>th</sup> November 1983.

The Island today enjoys a great intrenal tranquility even if the economic development of Northern Cyprus is slow ,hampered as it is by the embargo enforced by Greece and the Greek Cypriots on the Northern part of the Island.

The area of TRNC is 3,354 squire kilometres (1,295 squire miles). Its population is nearly 200,000 .Its capital city is Nicosia (North Nicosia).Its flag is white with red crescent ,star in the middle of two parallel lines in red.The Official language is Turkish but English is commonly spoken.The official currency in North Cyprus is Turkish Lira (TL)

The Turkish Republic of Northern Cyprus is a secular republic based on the principles of supremacy of democracy,social justice and law.



## **II. EDUCATION IN TRNC (1983-1997)**

### **II.1. FIVE YEAR DEVELOPMENT PLANS:**

Cyprus is a devolving country and government makes development plans in order to organise ,improve development.

The first five year devolpment plan made for 1978-82 time period.

The second five year devolpment plan made for 88-92 time period.

And the last , which is the third five year development plan made for 93-97 time period.

And in addition to these five year development plans ,each year, government makes transition period programs for development.

In the development plans education is taken as a sector and in each development plan, there are targets for education , like all the other sectors.

(88-92 time period ) In the 2<sup>nd</sup> 5 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 involed, 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 enrolment 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 increse the percentage of enrolment to 30% .

(93-97 Time period) In the 3<sup>rd</sup> 5 year development plan ,the targets are:

1. Pre-school education will be spreaded to countries,especially cities by self-managing kindergartens.And a study for 5 years 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 schools 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.

In this thesis , an analize of these targets will be done if these targets are reached or not.



## **II.2. EDUCATION IN TRNC:**

The constitution of the Turkish Republic Of Northern Cyprus give right to education and training (Article 59) That is:

- (1) No person shall be deprived of the right of education and training.
- (2) Every Kind of educational and training activity under the supervision and control of the state shall be free.
- (3) No educational and training centres which contrary to the principles of contemporary science and education shall be opened.
- (4) It shall be one of the primary duties of the State to provide for the educational and training needs of the people. The state shall carry out this duty in accordance with the principles and reforms of Atatürk , within a framework embellished with national culture and moral values , and in such a planned manner as to meet the demands of the age and of technological progress as well as the demands and the needs of the individual and the community.
- (5) Every child , irrespective of sex , shall have the right to compulsory education until the age of eighteen.
- (6) The state shall take the necessary measures for bringing up children , who , owing to their circumstances , are in need of special training or education within or outside a school , in such a way as to render them useful to the society.
- (7) The state shall give the necessary assistance , through scholarships or otherwise , for the purpose of enabling succesful pupils who lack financial means to receive the highest level of education.

According to these rules , the education in TRNC consists of two main parts , namely , formal education and informal education.

Formal education aims to impart certain knowledge and skills to children of certain age group within a specified period. It comprises pre-school education , primary education, secondary education and higher education.

Informal education covers all education activities besides and outside formal education.

### **II.2.A) FORMAL EDUCATION**

#### **i) PRE-PRIMARY EDUCATION:**

Pre-primary education is concerned to be the education of children that is not at the age of primary education. It is for the children at the age 5-6 , according to the National Turkish Education Rule.

Due to the restructuring of the education system , pre-primary class is made compulsory. According to this , percentage of pupils in pre-primary education became 100% in 95-96 education period (Table I).

Pre-primary education is given by the public and private kindergartens are attached to the primary schools some of them seperated. Teachers graduated from Atatürk Teacher's Training College or other universities work in these schools.

**PRIMARY CLASSES  
(PUBLIC)**

**KINDERGARTENS  
(PRIVATE)**

**KINDERGARTENS  
(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



## **B) PRIMARY EDUCATION**

According to the Turkish Education System Rule , (No:17 / 1986) elementary schools is between the ages of 6 and 11 and it is compulsory for every child in TRNC.

Elementary schools was 6 years before 1986.In 1986-87 education period , primary schools became 5 years , as in Turkey.Because of this reason number of students lowered in 87-88 education period.

In 94-95 education period , because of the centralization of schools ,number of schools lowered. This means that small schools in very small areas closed and the students there are taken to the bigger schools in bigger areas.According to this ,the technology and optimum capacity of schools in bigger areas is shared by more children.(Table II).

All the election exams for colleges or science school is cancelled according to the IIIrd National Education Council held in June 95.

But this decision was cancelled next year , because of the change in politics.

And in 96-97 election exams again took place.

There are private primary schools in Nicosia , Famagusta and Kyrenia on behalf of the universities.These are EMU , NEU , IA.

## ELEMENTARY SCHOOLS

YEARS	NO. OF SCHOOLS	NO. OF PUPILS	NO. OF TEACHERS	PUPILS / 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



## **ii) SECONDARY EDUCATION**

### **a) SECONDARY JUNIOR SCHOOLS**

This level of education is intended for children between the ages of 12 and 14.

Secondary junior education is made compulsory for every child in TRNC from 89-90 education period.

In spite of public secondary junior schools there are private secondary junior schools in TRNC. These are Near East College (1994), Eastern Mediterranean college (1995), Kyrenia American College (1995) and International American College.

There are 30 secondary junior schools in TRNC. Some of them are with Lycees but some of them are separated.

In 89-90 education period percentage of pupils in schools became hundred percent and it is the same now. (Table III). The ratio of pupils to teachers is lowered from 21.8 to 13.7.

The entrance to the public secondary-junior schools is free, according to their settlement places. But for the colleges this is not the same. The entrance to the public colleges is available with an entrance exam. Each year an entrance examination is made at the end of the primary schools and taken to the public colleges. These are BTMK+TMK, GTMK, Kyrenia 19 MAYIS C, MTMK.

For private colleges, there is also an entrance exam and a fee is paid each year.

In private colleges education is made from 8.30 to 16:00, but in public colleges except Monday education is made from 8:00 to 13:00.

## SECONDARY-JUNIOR SCHOOLS

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



### **b) GENERAL HIGH SCHOOLS (ORDINARY LYCEES)**

This level of education is intended for the 15-17 age group.

There are 14 public ordinary Lycees and 4 private colleges in TRNC.

The entrance to the ordinary lycees are free except colleges and 20 TEMMUZ FEN LİSESİ. Each year an entrance exam is made for the 20 T FL. Also one for the lycee part of the colleges for the pupils in private colleges who want to pass to the public ones.

20 T FL was chosen as a pilot school in order to try the credit system by the education council held in 1995. But this system didn't work and cancelled.

The enrolment ratio is raised from 33.3% to 60% and the ratio of pupils to teachers lowered from 16.7 to 12.8. (Table IV).

### **c) VOCATIONAL AND TECHNICAL SCHOOLS:**

This level of education is intended for the 15-17 age group.

There are 12 commercial schools attached to the ministry education. The Nursing and Midwifery school attached to the Ministry of health was a vocation and technical high schools but in 1995 with a law it is changed as an university.

Enrolment ratio is raised from 14's to 50's .(Table V).

# GENERAL HIGH SCHOOLS (ORDINARY LYCEES)

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



# VOCATIONAL TECHNICAL AND COMMERCIAL SCHOOLS

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

iv) HIGHER EDUCATION:

At this level of education which is intended for the 18-21 age group; 3 public and 6 private educational institutions are operating in TRNC. These are:

1- Teacher's Training College	←	Public
2- Open University	←	
3- Nursing and Mid-Wifery High School	←	
4- Eastern Mediterranean University	←	Private
5- Gime American University	←	
6- Near East University	←	
7- University of Lefke	←	
8- International American University	←	
9- Cyprus International University	←	

Table VI shows the number of students in the higher education institutions in TRNC.





## 40. HIGHER EDUCATION INSTITUTIONS IN TRNC

### 1) TEACHER'S TRAINING COLLEGE:

Teacher's Training college is a public institution attached to the ministry of education. Students graduated from this college work as teacher in elementary schools.

### 2) OPEN UNIVERSITY:

Open university, first begin with two faculties in TRNC in 1982.

In this faculty both adults and normal students receive education.

### 3) NURSING AND MID WIFERY HIGH SCHOOL:

Nursing and mid-wifery high school is attached to the Ministry of Health.

The number of students which receive education in this institution is due to the needs of The Ministry of Health .

### 4) EASTERN MEDITERRANEAN UNIVERSITY:

Eastern Mediterranean University was originally founded in 1979 as the higher Technological Institute (HTI) in Famagusta. At that time, it comprised of an English Preparatory School and the Institute, which offered a three year course leading to a diploma in Technical Engineering. Students who completed this course were then able to complete a final year's study at a university abroad to obtain a B.Eng. degree. By the law 156/1986, EMU attached to the North Cyprus Education Foundation. The university was then fully accredited by the higher Education Council (YÖK) in Turkey.

The common language at the university is english. It is comprised of an English Preparatory School, four faculties and two high schools.

### 5) GIRNE AMERICAN UNIVERSITY:

Girne American University, first developed as University College of Northern Cyprus (UCNC) in 1986. At that time, UCNC gave trade and business courses.

In 1990-91 education period UCNC is changed as Girne American University. It is a private University. The common language at the University is English.

### 6) NEAR EAST UNIVERSITY:

Near East University founded in 1988 in Nicosia. It is a private University.

The common language at the university is english. It is comprised of an English Preparatory School and 6 faculties. One of the faculties which is Faculty of Law opened in 97-98 period.

### 7) UNIVERSITY OF LEFKE:

University of Lefke founded in 1990-91 education period in Lefke.

The common language at the university is english. It is attached to the Cyprus Science Foundation. It is comprised of an English Preparatory school and three faculties.



#### **II. INTERNATIONAL AMERICAN UNIVERSITY:**

International American University founded in 1993-94 education period in Girne .It is a Private university.

The common language at the university is english.It is comprised of an English Preparatory School and four Faculties.

#### **III. CYPRUS INTERNATIONAL UNIVERSITY:**

Cyprus International University founded in 1997-98 education period in Nicosia.

The common language at the university is english. It is a Private university. It is comprised of an English Preparatory School and four Faculties.

Nearly 150 student received education in the 1997-98 education period.

#### **IV. GENERAL HIGHER EDUCATION IN TRNC:**

In addition to these institutions , student from Trnc receive higher education in Turkey and in third party states.

The majority of students , in TRNC receive their education in Turkey up to 1987. With the opening of private universities in TRNC, the majority changed and most of the students receive their education in TRNC universities.

In addition to this , enrolment ratio raised from 20%'s to 70%'s . (Table VII)

# HIGHER EDUCATION (General)

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:**

In this field of education which aims to educate children who are in need of special education , there are three schools operating in the TRNC(Table VIII).

##### **1) The School for Deaf in Lapta:**

The school for deaf is intended for the 6-18 age group , with 9 pupils and 6 teachers in 96-97 education period.

##### **2) The School for the Mentally Handicaped in Girne :**

It is on boarding school that gave education to 33 pupils with 8 teachers in 96-97 education period .

##### **3) The Center For The Rehabilitation and education of Spastics in Nicosia:**

In the center 21 pupils educated with 7 teachers in 96-97 education period.

# SPECIAL EDUCATION

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

**TABLE VIII**



## **II 2 B. INFORMAL EDUCATION:**

Informal education is intended for children who have their compulsory education but have not yet acquired any trade.(Table IX)

Informal education is given by the following educational institutions:

- Practical Technical schools.
- Courses for the rural women
- Evening courses in language and commerce
- EEVM (Industrial Education)
- OTEM (School of the Hotel Management).

# INFORMAL EDUCATION

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

**TABLE IX**



### **III . METHOD AND MATERIAL:**

#### **III 1. MATERIAL:**

The reliable and accurate data and information are the basic need , in order to see ,to understand and to discover and then to analyze and evaluate the stages of economic , social and cultural development and growth in a society.The main sources of these reliable and accurate data and information are the government offices , such as State Planning Department, State Institute of Statistics and Central Banks.The reliable and accurate data and information enable researchers to prepare precise reports on their research studies.

The researchers also use data and information collected from the Private Business Organisations , in case where the government offices were not able to provide sufficient documents(data and information).

The researchers also use , their observations and interviews made randomly in relation with the research subject.

Therefore , the maintance used in this research study has been collected from three main sources indicated above . Namely government offices , private business organisations and interviews made by the researcher randomly.

#### **III 2. METHOD:**

##### **III.2.1 THE METHOD USED TO COLLECT DATA:**

Whole area in TRNC has been taken as the research area for this study.First emphasis has been given on , to study historical ,geographic, climatic,demographic,social,cultural and economic structure of TRNC.Then these factors , which shows the general situation of a country , analyzed and summarized in related sections.

Second emphasis has been given on the collect data and information and an education sector , in order to see , to study and to analyze our subject , which is Education , in this research study.

Consequently relavant information and data has been gathered from related government offices and private sectors by Random Sample Method.

##### **III.2.2 THE METHOD USED IN EVALUATING DATA:**

The information and data collected from the whole area in TRNC and from public and private sectors ,is studied and analyzed as the first step of evaluation.Then all of these examined and analyzed information and data has been shaped in take forms,Tables has been made with these information as the second step.Then in analyzing and evaluating those tabels Mathematical and Statistical Methods has been used,as the third step.

Finally all of the collected information,data and cosequently produced tables has been evaluated individually and then comparision made presenting with an outcome which allowed for comments as this research results.



#### **IV . FACTORS AFFECTING EDUCATION IN TRNC:**

There are many factors that affect education in TRNC but a few of them, which are the most important , are going to be analyzed in this thesis.

##### **1- GOVERNMENT CONTRIBUTION:**

In the budget each year education is taken as a sector and a percentage of budget is left for education. Table X and Table XI shows these percentages.

##### **2- COLLEGE EXAMS:**

At the end of the elementary school there are entrance exams for the public and private colleges. The elementary schools give education due to these entrance exams. These exams are all multiple choice type. The education system makes pupils memorize and to use the shortest practical way , but in Secondary-Junior schools all of the exams are classical.

##### **3- ÖSS-ÖYS:**

In the secondary education the aim of pupils is to enter a university. So in high schools , education is based on this factor. Again like in elementary schools pupils memorize and enter to multiple choice exams. The success in ÖSS and ÖYS is shown in table XII.

##### **4- NO. of SCHOOLS:**

No. of schools is not sufficient. There are many peoples in classes. For example in Nicosia , in many schools each class consists of nearly 50 pupils where the ideal is nearly 20 pupils.

##### **5- UNSUFFICIENT SCHOOLS (TECHNOLOGICAL):**

As we are in the knowledge of computer age , pupils must be educated with computers laboratories. But schools in TRNC is not sufficient for these. In some schools there are laboratories but because of the population of schools they are used as classes.

##### **6- EDUCATION POLICY:**

Education policy is taken as a government policy. It depends on the political ideas. It is not a country policy. For example , three years ago in 1995 government cancelled all entrance exams to colleges and put an English package program in all secondary-junior schools. But the next year , when the government changed the entrance exams to the colleges again took place.

##### **7- PRIVATE LESSONS:**

Most of the pupils , whether their lessons are good or bad , take private lessons . Instead of learning their lessons in schools they prefer to learn them in private lessons. They don't listen their teachers in schools but in private lessons. On the other hand some of the teachers do not teach their lessons in classes in order to make student to take a private lessons from them.



## **8- HOLIDAYS:**

There are too much holidays in each semester and a very long summer holiday (nearly four months). For 23<sup>rd</sup> April Childrens' Day all elementary schools spend nearly one month without doing any lessons. For 19<sup>th</sup> May Youth and Sport Day all secondary schools spend nearly 1 month without doing any lessons. This year because of the strike of teachers nearly one month is spent without education. For the first time because of this reason students spent their half term holiday without getting their reports.

## **9- AID FROM PRIVATE SECTOR:**

Some of the private sectors make schools. For example Atleks made a public secondary junior school.

## **10-SPARE TIMES OF PUPILS:**

In their spare times pupils prefer to watch TV instead of reading books, studying or dealing with up to date technology. Pupils also went discos, pubs in their spare times.

## **11-GLOBALIZATION:**

The world is globalizing and because of TV cultures are mixed up. Pupils prefer to consume instead of the produce. These are because of the foreign films and programs. Also because of the TV programs relations between families are very poor. In TRNC the culture of families are changing rapidly.

## **12-POOR ECONOMY OF FAMILIES:**

Because of inflation the economy of families becoming poor and poor in the long-run.

## **13-GOVERNMENT CONTRIBUTION TO HIGHER EDUCATION:**

There are 6 private universities in TRNC. They aren't enough government aid for them. Government doesn't give enough importance to these universities.

## SECTORIAL DISTRIBUTION OF FIXED CAPITAL INVESTMENTS (EDUCATION)

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 X**



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

(CURRENT PRICES MILLIONS TL)

YEARS	TOTAL EDUCATION EXPENDITURES		TOTAL EDUCATION EXPENDITURES		
			BUDGET	GNP	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

**TABLE XI**

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

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

**TABLE XII**



## V. ALTERNATIVE SOLUTIONS:

- 1) For the education sector , which is one of the most important sector for TRNC ,investments are not enough (Tables X,XI). Too many schools are in very bad conditions . The building are not suitable for up to date technology and also not suitable for children. There is not enough place for them for the break-times. Canteens are not enough. There aren't enough schools for them so there are too much pupils in each class.

Because of all these reasons government contributions must be heighered.

Government must be in touch with the families and private sectors in order to improve the education sector.

Government in cooperation with families and private sector , must provide up to date technology to the schools(pupils).

Government also by lowering inflation will provide pupils a better life standart. So families will give the best to their children.

The opening of new schools number of pupils in classes will be lowered , so the standart will go up automatically.

These all depend on investment , and this is real fact that our country is a developing country and is a poor country. Our budget is always a deficit budget. Some solutions can be find for investments of education. For example an education tax can be taken from each person in TRNC , and some tax from private sector for education.

These all can be done cooperation of families , government and private sector.

Also there is a similar problem in higher education. Government must give more importance to universities in order to make them more technological , more academic and more powerfull.

Private universities are a great source of foreign currency. So government contributions must be heighered with the similar methods mentioned before.

- 2) In elementary schools education is depended on college exams. The pupils are prepared for multiple choice type exams , but , when they come to secondary junior schools all exams are classical. This is a very big problem for the pupils. The system of entrance to the colleges must be changed. These entrance exams make pupils as robots and also make them very unhappy if they don't win. This is depended only to one day exam. This is quite wrong.

Three years ago a system called "English Package Program" tried but again it contained some mistakes. This system can be improved and then tried.

Instead of one day entrance exam , the success of pupils in elementary schools can be taken. This may be according to the graduate degree of the elementary school.



- 3) Like in elementary schools , there is a great problem in high schools.Pupils are prepared for the ÖSS and ÖYS exams all through their secondary education.

The system makes pupils to memorise and be hurry according to the type of exams.

The system is again wrong. We said that education is depended on ÖSS and ÖYS in secondary schools. So the success must be very high. But if we look at Table XII this is not like that . The success in ÖYS was 80% in 84 but it was 45% in 96. It comes down year by year. So this means that education system is not suitable for these exams and must be changed.

In Europe or all over the world this is not the same . For example in England , each university take their students by looking their GCE grades . GCE is an exam type for all lessons known all over the world. Students choose their universities and jobs and then take these GCE exams. They don't have to take all of the GCE, but just the ones that they need . If the result is not sufficient for them, for example in Maths, they take this exam again. (Nearly these exams take place two times a year.)

This system with some changes can be used in TRNC too. So with a similar system pupils will not study all the lessons but the ones that they need for their jobs. So they decide their jobs at the beginning of their secondary education and know what to do.

- 4) In TRNC education policy depends on the politics, government. The education policy is not a country policy.

In every country education must be a country policy instead of a government policy. It shouldn't change from elections to elections. It must be a country policy for TRNC.

- 5) The private lessons are quite a big problem in TRNC. The pupils take too much private lessons. But this is again because of the education system. There are too many pupils in classes and pupils can not learn their lessons or pupils do not feel them sufficient for entrance exams to either colleges or universities so take private lessons.

This comes back the government contributions. If education is made full-time pupils will not need to take private lessons or if we lowered the number of pupils in classes they will learn their lessons and will not to take private lessons.

Private schools are full-time .They begin at 8 and stop at 4. They have their lunch at their schools. In the afternoons they do their homework's with their teachers and also a lots of sportive and social activities.

If enough investment is made for public schools, this system can be used.

- 6) In each year there are too much holidays. In elementary schools for 23<sup>rd</sup> April Children's Day Celebrations and in secondary schools for 19<sup>th</sup> May Youth and Sports Day Celebrations a lots of time are spent. There must be solution for these celebrations. A lot of time is spent for the preparations. These days must be lowered. The Ministry of education should solve this problem. For example the type of celebrations can be changed, including a few days preparations. These celebrations may be a Fun Fair for example without any distinct rule or if it is necessary to make a distinct sailor type celebration, the preparations can be done in the afternoons all through the year. So the time is then can be used for education.



7) The world is globalizing and the cultures are mixed up with the TV programs. Most of these programs are not suitable for the children and people in the TRNC. So government must control these programs and avoid them.

8) The youth and children of TRNC spent their spare times by watching TV or by going To pubs and discos. Most of them do not deal with technological or social happening all over the world.

The youth and children must be aware of the things happening around them. The publications and TV programs must mention these. Again government plays the most important role.

### 1.2. Conclusion

As I mentioned at the beginning of the thesis Cyprus has a strategic importance and because of this reason all world countries look to it.

The Turkish People of Cyprus joined TRNC in 1982. It is a developing country and its development education plays an important role.

In undeveloped society it is impossible to be sufficient development plans. Because of this reason education is the most important factor in every society.

There are six private universities in TRNC and they bring a lot of foreign currency to our country. Government must give more importance to these universities and support them.

The level of education is not higher, within the country but the government has to make a plan to raise the level in a short and the system should be restructured.

The most important thing is to give more importance to the state universities.

Education is a country's spring of government.

## VII. SUMMARY AND CONCLUSION:

### 1. SUMMARY:

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

First of all , a general view of Cyprus and some information about TRNC is given. Then specially by using the five year development plans and transition period programs, I have an analyse of education in TRNC as a whole.

After giving the general situation of education in TRNC, some of the factors that affect education are given.

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

### 1.2. CONCLUSION:

As I mentioned at the beginning of the thesis Cyprus has a strategic importance and because of this reason different countries rule it.

The Turkish People of Cyprus found TRNC in 1983. It is a developing country and its development education plays an importance role.

In uneducated society it is impossible to do sufficient development plans. Because of this reason education is the most important sector in every society.

There are six private international universities in TRNC and they bring a lot of foreign currency to our country. Government must give more importance to these universities and support them.

In education both of the side is not happy , neither the consumers nor the producers. Education should be taken as a whole and the system should be reconstructed.

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

Education should be a country policy instead of government policy.



## **BIBLIOGRAPHY**

I was born in Nicosia on 10.10.1971. I finished my primary education in Gönyeli Primary School in 1983. I went to T.M.K in 1983 and graduated in 1989.

I did my higher education in University of Gazi in Turkey. My faculty is Faculty of Science Education. I graduated from here in 1993 as a Maths teacher. I get my first job in Şht. Zeka Çorba secondary school at same year. worked there for two years. Then in 1995 I started to work in BTMK and still I'm working there.

In 1996 I started to get a master degree from Near East University.

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