Examining the Programs of Political Parties in terms of the Structure of the Turkish National Education System

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Abstract

Education systems are largely shaped by the policies of political parties. Political parties try to express their policies regarding the structure and functioning of the education system through party programs. As in all countries, policies regarding the education system have an important place in party programs in Turkey. The aim of this study is to examine the programs of political parties in Turkey in terms of the structure of the Turkish National Education System; the aim is to present their views on "Pre-School Education", "Primary Education", "General Secondary Education", "Vocational Technical Secondary Education", "Higher Education" and "Non-Formal Education-Adult Education-Continuous Education". In this context, it is important to express the similarities in the objectives of the political parties regarding the structure of the Turkish Education System. In this study, the qualitative research method was used. The data of the research were collected through document analysis. The study population consisted of all the political parties in The Grand National Assembly of Turkey (GNAT). The sample of the study consists of five political parties selected according to the criterion sampling method, which is one of the purposive sampling methods. These political parties can be listed as follows according to the number of members: 1.Justice and Development Party (JDP), 2.Republican People's Party (RPP) 3.Peoples' Democratic Party (PDP) 4.National Movement Party (NMP) 5.Good Party (GP). The data sources of the study are the party programs of political parties. The documents regarding the party programs were taken from the official websites of the parties. In the context of suitability for the purpose of the study, the documents were analyzed by the content analysis method. The findings of the research are given without adding the researcher's comment, according to the themes and codes created. According to the findings, there are quite a lot of statements about the structure of the Turkish National Education System in the programs of political parties. As a result of the analysis, it has been determined that there are many similarities in the programs of the five parties, although there are many differences in the objectives of the parties regarding the structure of the Turkish Education System.

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Introduction

Political parties are indispensable elements of democracies. The construction and maintenance of democracies depends on political parties. "Strong political parties are essential to open, competitive democratic politics, particularly in emerging democracies" (Johnston, 2005). The primary role of political parties is to set the political agenda and policies. It is in this process of representing the opinions of citizens and acting as the agencies of people"s political participation that political parties perform the role of intermediaries, facilitating the relationship between citizens and institutions of the states (Chandra, 2021). According to Kurniadi (2019), the political parties as the drivers of the upholding of democracy are means for citizens to participate in the process of managing the state.

Political parties are critical institutions through which citizens organize themselves to participate in public life, among which they choose at elections, and through which elected officials cooperate to build and maintain the coalitions that are the hallmark of democratic politics. They are vital to the realization of representative democracy (European Commission For Democracy Through Law [ECfDTL], 2020). Political parties are organizations that mediate between citizens, civil society and the state (Veljanovska, 2021). According to Özbudun (Esen, 2012), political parties are political communities with a permanent and stable organization that aim to seize and control the government mechanism by gaining the support of the public. The majority of people living in democratic countries around the world believe that political parties are necessary (Holmberg, 2003).

According to the law on political parties (Prime Ministry, 1983), in accordance with the Constitution and laws; they are institutions with legal personality, which aim to reach the level of contemporary civilization in a democratic state and social order by ensuring the formation of national will through their works and open propaganda in line with the views determined in their statutes and programs, through the elections of the president, deputies and local administrations, and which are organized to operate throughout the country.

The first regulation regarding political parties in the Republic of Turkey took place in the 1961 Constitution. As in every country, political parties in the Republic of Turkey derive their power from the people. Therefore, political parties are very sensitive to the needs and demands of the people. One of the most important issues for the public is undoubtedly education. Political parties have to produce policies to meet the needs and demands of the people regarding education. These policies are of great importance in terms of the functioning of the state, the socio-economic development of the country, science, technology, and manpower education.

Benjamin Franklin famously noted that "an investment in knowledge always pays the best interest" (Rauh, Kirchner & Kappe, 2011). In contemporary societies, information plays a primary

role in human activities. (Tataj & Kola, 2021). In fact, a country's endowment with human capital is an important source of economic prosperity. (Rauh, Kirchner & Kappe, 2011). For these reasons, investing in human resources is a must, and education policies play a key role in this process. In this context educational policies must be adapted to the new needs that arise in society as a result of economic, technological, and social developments. (Tataj &Kola, 2021). Education policies have long been understood as the putative domain of the nation state. Sociologists and political scientists, beginning with Max Weber, Emile Durkheim, and John Stuart Mill, recognized that national educational systems arose as part of the apparatus of modern government in the Western world. The discursive and organizational structures of educational policy have importantly and rather steadily shifted to a global level in recent decades (Mundy, Green, Lingard & Verger, 2016).

Political parties are regarded as agents of political socialization. Political socialisation is a process in which people are familiarised with the political culture, political norms and values of their country and these virtues are transferred from one generation to another generation. Public opinion-making is primarily a democratic function of political parties (Chandra, 2021). Party programs have an important effect on these functions. Educational policies are generally perceived as a part of political socialization in the field of education and political science. Political parties integrate different ideas or concerns of general public into a political project, and campaign them in order to check the feedback from the majority (Sirivunnabood, 2016). Party programs are effective in these campaigns.

Turkey has an education system structure that is both relatively large and highly centralized, encompassing more than 1 million teachers and 18 million students in 2018/19 (OECD, 2020). Therefore, as in every country, the education system is of great importance for both the state and society in Turkey. Being aware of this situation, political parties attach great importance to the Turkish Education System and create their education policies accordingly.

Making education policies is considered as one of the main steps for the development of the country (Tataj & Kola, 2021). For over a century, Turkish political parties have reflected both the profound changes and the underlying continuity in the country's political history (Heper & Landau, 2016). This situation has affected the policies of political parties regarding the Turkish Education System.

According to Durkheim (1968), the determination and application of education policies are considered as an important step in society's development (Eren, 2020). It is accepted that party programs directly reflect the processes of determining and implementing policies regarding education.

The programs of political parties are official political documents and are valuable resources in examining the policy priorities and preferences of the parties. There is a historical and universal relationship between politics and education (Varış, 1998). Political parties, which assume the

authority and responsibility of the government, deal with the problems related to the structure of the education system through the policies they determine in their programs; when they come to power, they try to solve it. "Every nation has its own education system. This system is established and developed in accordance with the social, cultural, political and economic characteristics of that society" (Duman, 1991). The education system of a country is the most important indicator of how that country defines itself and what kind of future it prepares for itself (MoNE, 2006). Education systems vary from country to country, depending on the historical background of that country, the educational philosophy prevailing in the country, and cultural and political factors (Türk, 2015)

As in every country, education and politics have always been in a relationship in Turkey. The "Turkish National Education System" was enacted with the National Education Basic Law dated 14 June 1973 and numbered 1739. Since then, the educational policies of political parties have been the subject of constant debate. However, in the literature review, no study was found among the available sources, both abroad and domestically, on the subject of examining the political party programs regarding the general structure of the "Turkish National Education System". However, a limited number of studies examining the programs of political parties related to some educational issues and educational levels have been found in Turkey.

Aydın (1997) has a study called "Education, Teaching and Teachers in Political Party and Government Programs". In the study, the views of the political parties operating from 1908 to 1997 on education, training and teachers in their programs were discussed. In Berber's study "Political Parties and Education Policies in Turkey" (2001), it was researched how and in what form the political parties would try to make educational arrangements in their programs. Güneş and Güneş (2003) in their book "Educational Policies and Civil Society in Turkey" tried to reveal the views on education in the programs of major political parties between 1980 and 2003 and their results in general. In his book titled "Education in the Programs of Political Parties in Turkey", Yılmaz (2007) brought together only the sections related to "education" of the programs of the political parties that were able to take part in the Grand National Assembly of Turkey between 1923-2007. On the other hand, he gave place to how the parties defined themselves, again based on their own programs. In the study "Primary Education in Political Party Programs" by Bulut and Güven (2010), the regulations aimed by the political parties regarding Primary Education are included. In Tok's study titled "Education Discourses and Policies of Political Parties in Turkey" (2012), when the political parties come to power, what kind of educational activities will carry out for the public, what policies they adopt in the field of education, and what kind of solutions they will produce for current problems are examined. Toprakçı and Güngör (2014), in their study "Educational Policies of Political Parties in Turkey", tried to show comparatively how often the political parties participating in the 2011 general elections in Turkey included concepts embodying education policies or phrases and expressions that characterize them. In his study "Educational Policies According to Political Party Programs", Usta

(2015) examined political party programs in terms of education, and after determining the characteristics of education policies, he included comparisons in terms of basic elements of education. Büyükboyacı (2015), in his study "The Echoes of Educational Policies and Practices in the Turkish Press of the Period of Süleyman Demirel (1965-1971)", revealed what the policies regarding Primary Education and the teaching profession were in the party programs during the Demirel Period (1965-1971). In his study "Educational Policies in the Programs of Political Parties in the Grand National Assembly of Turkey between 1923-1960", Yılmaz (2016a) examined how the political parties that were in the Grand National Assembly of Turkey during the period from the proclamation of the Republic to the 1980 military intervention handled the education-training issue in their programs. In another study titled "Educational Policies in the Programs of Political Parties in in the Grand National Assembly of Turkey between 1983 and 2015", Yılmaz (2016b) examined what the educational policies were in the programs of the parties that took place in in the Grand National Assembly of Turkey after 1980. Erol and Çetin (2020), in their study "Current Education Policies of Political Parties in Turkey", after determining the education policies of political parties in their programs, they tried to reveal the level of implementation of the education policies of the current ruling political party.

Party programs are a road map that includes the policies that the political parties that form the link between the state and the nation want to carry out when they come to power. It is natural that one of the most important topics in party programs in Turkey is "educational policies" (Erol & Çetin, 2020). Countries have their own educational policies. Education policies are aimed at creating a decisive framework for the structure and functioning of the education system. Education policies are important in terms of determining how the education system of a country will be shaped in the future and what should be done about education in that country (Aypay, 2015; Uluğ, 2018).

Government programs are effective in the regulations regarding the Turkish Education System. The foundations of government programs are the programs of the parties that came to power. The programs of political parties in Turkey have been the subject of many academic studies. However, in terms of the general structure of the Turkish Education System (Figure 1), no research has been found in which party programs are examined comprehensively.

In this research, the programs of the political parties that were in the top five in terms of the number of members in the Grand National Assembly of Turkey and had a group in the Grand National Assembly of Turkey in 2021 were examined in terms of the Turkish Education System, and the similarities in the objectives of the parties regarding the structure of the Turkish Education System were tried to be revealed.

In the current situation, this study is important in that it covers the programs of the parties that are in the first place in the government and the Turkish Grand National Assembly, and that these

programs are examined in terms of the general structure of the Turkish Education System, and it is hoped that it will contribute to the researches on education policies.

Purpose of the Research

The aim of this study is to examine the programs of political parties in Turkey in terms of the structure of the Turkish National Education System. Within the framework of this purpose, this study sought to answer the following questions:

1.What are the views of political parties on

a.Pre-Primary Education (Kindergarten and Nursery),

b.Primary Education,

c.General Secondary Education,

d.Vocational and Technical Secondary Education,

e.Higher Education,

f.Non-Formal Education, Adult Education, Continuous Education?

2.What are the similarities in the objectives of the political parties regarding the structure of the Turkish Education System?

Method

In this study, qualitative research method was used. "Qualitative research is an approach to discovering and understanding the meaning individuals or groups attach to a social or human problem" (Creswell & Creswell, 2018). In qualitative research, naturally occurring events are studied in all their complexity (Fraenkel, Wallen & Hyun, 2012).

The data of the research were collected through document analysis. Document analysis includes the analysis of written materials containing information about the phenomenon or cases that are aimed to be investigated (Yıldırım & Şimşek, 2018). In this framework, the programs of political parties were examined as documents. In this study, four main stages were followed in document review: 1)Access to documents, 2)Checking originality, 3)Understanding the documents, 4) Analyzing the data, 5) Interpretation of data.

Population and Sampling

The study population consisted of all the political parties in The Grand National Assembly of Turkey (GNAT). The sample of the research consists of five political parties.

The sample of this study was determined by using criterion sampling described by Patton in purposive sampling. The logic of criterion sampling is to review and study all cases that meet some

predetermined criterion of importance. This approach is common in quality assurance efforts (Patton, 1990; Patton, 2014).

The main criteria for the selection of the political parties that constitute the sample of this study:

1. To be in the top five in terms of the number of members in the GNAT,

2. To have a group in the GNAT in 2021.

These political parties can be listed as follows according to the number of members:

1. Justice and Development Party (JDP)

2. Republican People's Party (RPP)

3. Peoples' Democratic Party (PDP)

4. National Movement Party (NMP)

5. Good Party (GP)

Data Sources

The data sources of the study are the party programs of political parties (JDP, 2021; RPP: 2021; PDP, 2021; NMP, 2021; GP, 2021). The documents regarding the party programs were taken from the official websites of the parties.

Data Analysis

In the context of suitability for the purpose of the study, the documents were analyzed by content analysis method. According to Kuckartz (2014), qualitative content analysis focused on discovering the meaning within texts and analysing their communicative content. In general, content analyses within the social sciences should be considered as a method of analysis, and not as a method of data collection. During the content analysis, long-term and repeated reviews were made.

When the programs of the parties that make up the sample of the research are examined, it is seen that all of them, except PDP's Program, have parts related to "education". For this reason, while the content analysis of only the sections related to "education" in the programs of other parties was carried out, the content analysis of the entire program of PDP was made.

While determining the themes and codes, the following documents were used:

1. The scheme prepared by the Ministry of National Education [MoNE] (2021) for the Turkish National Education System (Figure 1),

2.Concepts related to the "General Structure of the Turkish National Education System" in the Basic Law of National Education [MoNE] (2020),

3.Statements about the education system in party programs.

The basic process in content analysis is to gather similar data within the framework of certain concepts and themes and to interpret them by arranging them in an understandable way (Yıldırım & Şimşek, 2018). Coding is the fundamental analytic process used by the researcher (Corbin, & Strauss, 1990). The resulting codes (concepts) and the relationships (themes) between these codes guided the explanation of the facts underlying the data (Yıldırım & Şimşek, 2018). In order to ensure validity and reliability in qualitative research, all stages of the research should be expressed clear and precise by being consistent in the processes of data collection, data analysis and data interpretation (Özdaş & Çakmak, 2018). In order to ensure reliability in the content analysis process, the principles of stability, reproducibility, and accuracy were followed (Weber, 1989). The findings of the research are given without adding the researcher's comment, according to the themes and codes created. Digitization of research data was used to increase reliability, reduce bias, and make comparisons between coding and themes.
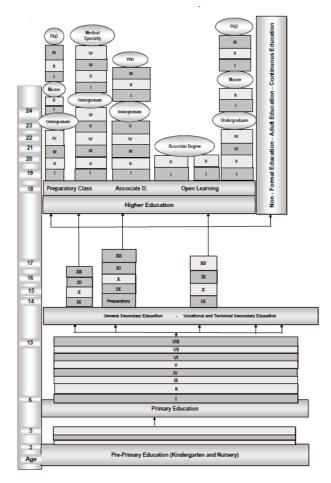

Figure 1. Turkish National Education System (MoNE, 2021)

Information on the themes and codes to be used for content analysis is presented in Table 1.

Table 1.Themes and Codes

Themes	Codes
Pre-Primary Education	Pre-school Kindergarten Nursery Class
Primary Education	Primary School Basic Education
General Secondary Education	Secondary Education, High School Academic High School Teacher High Schools Science and Technology High Schools Anatolian High Schools Imam-Preacher High Schools Imam-Preacher Training
Vocational (and) Technical Secondary Education	Vocational Education High Schools (Providing) Vocational Technical Education Formal Vocational-Technical Education Non-Formal Vocational-Technical Education Vocational (and) Technical Education Vocational and Technical Vocational Schools Vocational High School Private Vocational High Schools Vocational-Specialty High Schools Vocational High School Education Private Technology Vocational High Schools
Higher Education Associate Degree Open Learning	Vocational Colleges
Undergraduate	College Faculty Teacher Academies Teacher Training Schools
Master	
PhD	
Medical Specialty	
Non-Formal Education	
Adult Education	
Continuous Training	Continuing Education for Adults

As seen in Table 1, there are 14 themes and 30 codes related to the structure of the Turkish Education System.

In the findings of this research, as Saldana (2013) stated in his study, the themes were tagged with bold type and underlining, while codes were tagged with italics and underlining.

Findings

In this part of the study, the findings related to the research questions are presented under separate headings. In political party programs, statements regarding the structure of the Turkish

Education System are included under the titles of education stages. Then, the similarities between the arrangements that the political parties aim to realize regarding the Turkish Education System are presented under separate headings.

Statements Regarding Pre-Primary Education

The status of the statements regarding Pre-Primary Education (Kindergarten and Nursery) in the programs of the parties is presented in Table 2.

Table 2. The status of the statements regarding Pre-Primary Education (Kindergarten and Nursery)

Theme	Code	JDP f	RPP f	PDP f	NMP f	GP f	Total F
Pre-Primary Education		1	4		1	5	11
	Pre-school			1		2	3
	Kindergarten		1				1
Total		1	5	1	1	7	15

As seen in Table 2, the number of statements related to Pre-Primary Education (Kindergarten and Nursery) is 15. These statements are included in the parties' programs as follows:

Justice and Development Party

Pre-Primary Education, which is at a very insufficient level in Turkey, will be expanded throughout the country by the public and private sector.

Republican People's Party

RPP sees **Pre-Primary Education** as a condition for a healthier development of children in terms of mental, physical and emotional aspects and as a compulsory step of the modern education approach

In order to prepare our children for the education process before Primary Education, 2-year **Pre-Primary Education** will be made compulsory throughout Turkey.

In **Pre-Primary Education**, priority will be given especially to the regions of the cities that are insufficient in terms of social development, to the children of working women, civil servants and laborers; in addition to the direct responsibility of the public, it will be ensured that enough children's homes and Kindergartens are opened with the leadership of local governments and the contributions of voluntary organizations.

In the transition period, participation support payment will be made to those who send their children to **Pre-Primary Education** for 2 years from families within the scope of the Citizenship Right payment.

People's Democratic Party

Our party, which has adopted the basic principle that the education system should be scientific, democratic, and egalitarian and libertarian, and that *Pre-school* should be compulsory along with Primary and Secondary Education, advocates that transitions at all levels of the education system should be without examination.

Nationalist Movement Party

Our main goal is to increase the duration of compulsory Basic Education by expanding **Pre-Primary Education**, to include Secondary Education within the scope of compulsory education by creating the necessary physical infrastructure and manpower capacity, and to direct students to areas suitable for their abilities by making effective guidance at all levels of education.

Good Party

Pre-Primary Education staff and physical facilities will be provided by the state, private schools and parent initiative will be encouraged by cooperatives.

The methods applied in some countries that are very successful in **Pre-Primary Education** will be researched and quality education models will be added to the system by making use of the experiences of private schools that implement them.

Pre-Primary Education will be organized by taking into account the possibilities of the child's family and the environment in which the child lives, and the working status of the mother, and non-working mothers will be contributed in this regard.

The schooling rate will be increased above the average of OECD countries, the physical conditions of the institutions will be improved, and the **Pre-Primary Education** programs will be rearranged according to age levels in the context of preparation for life.

In order to ensure the healthy mental, emotional and physical development of children and to prepare them for life and the education process, **Pre-Primary Education** will be carried out with modern methods under the support and supervision of the state.

Education, including *Pre-school* and Higher Education, will be provided with a dynamic and flexible structure that will provide a balance between the welfare of the society and the changing demands of the economy.

Guidance orientation services will be provided to all children, especially parents, starting from *Pre-school.*

Statements Regarding Primary Education

The status of the statements regarding Primary Education in the programs of the parties is presented in Table 3.

Table 3. The status of the statements regarding Primary Education

Theme	Code	JDP f	RPP f	PDP f	NMP f	GP f	Total F
Primary Education		1	5	1			7
	Primary School					1	1
	Basic Education	4	5		1	7	17
Total		5	10	1	1	8	25

As seen in Table 3, the number of statements related to Primary Education is 25. These statements are included in the parties' programs as follows:

Justice and Development Party

In **Primary** and Secondary Education, apart from religious culture and ethics lessons, elective religion lessons will be provided depending on the consent of the parents.

The Basic Education curriculum will be reconstructed according to the requirements of the age, our needs and the equipment that the students will gain.

The provision of *Basic Education* services will be transferred to the provincial units of the central administration and local administrations through pilot applications.

Basic Education will be provided free of charge by the public.

Starting from the fifth grade of *Basic Education*, "elective courses" will be introduced and students will be directed to General and Vocational Education according to their interests and abilities.

Republican People's Party

In order for the **Primary Education** and High School System to reach the targeted level of success, the economic, technological and educational support needed will be primarily provided by the state, and the public and private resources transferred to education will be used in the most efficient way in line with the National Education Policies.

It will be aimed to increase the number of Regional **Primary Education** Boarding Schools (RPBS) (until the inter-regional development gap is eliminated) especially in the Eastern and Southeastern Anatolia, especially in rural areas, in regions where the poor are dense.

In order for our students to have an ideal *Basic Education* process; Uninterrupted and Compulsory *Basic Education* (**Primary Education**) will be increased from 8 to 10 years, and the necessary studies for this will be completed rapidly throughout the country.

It will be ensured that the religious culture and moral knowledge course given in **Primary** and **Secondary** Education institutions is given with a curriculum suitable for the purpose stipulated by the Constitution.

In order to prepare our children for the education process before **Primary Education**, 2-year Pre-school Education will be made compulsory throughout Turkey.

To implement the Basic Principles of Turkish National Education as contained in the *Basic Education* Law, completely, uninterruptedly and in integrity.

In the 9th and 10th grades of *Basic Education*, a 2-year "Vocational Orientation Program" will be implemented, which takes into account regional characteristics, focuses on vocational promotion, ability measurement and orientation to the profession.

At the end of the 10-Year *Basic Education*, students who will go to Multi-Program Academic High Schools in line with the results of the General Evaluation Exam, giving special attention to Turkish teaching, choosing fields such as Social Studies, Science, Mathematics, Information and Information Technologies, Foreign Language, Art and Sports, will continue within the framework of the programs.

People's Democratic Party

Our party, which adopts as a basic principle that the education system should be scientific, democratic, egalitarian and libertarian, and that **Primary Education** and Secondary Education should also be made compulsory, advocates that transitions at all levels of the education system be exam-free.

Nationalist Movement Party

Our main goal is to increase the duration of compulsory *Basic Education* by expanding Pre-school education, to include Secondary Education within the scope of compulsory education by creating the necessary physical infrastructure and manpower capacity, and to direct students to areas suitable for their abilities by making effective guidance at all levels of education.

Good Party

A new curriculum will be adopted, including life-related topics such as basic computer programming, financial literacy, political/legal literacy, rhetoric, manual skills, and coding and programming courses at all levels starting from *Primary School*.

Academies will be structured for *Basic Education* levels and the needs of vocational and technical teachers.

The point where our students with *Basic Education* are in the international PISA exams is worrying for our education system. Necessary measures will be taken to put an end to this bad course.

Twelve years of compulsory and uninterrupted *Basic Education* will be brought to a level that can compete with developed countries.

The *Basic Education* curriculum will be re-evaluated, and it will be transformed from a knowledge and acquisition-oriented structure to a skill-oriented, creative, inquiring and questioning structure.

Basic Education is based on examination, observation and experiment, especially the High School and Vocational Education curriculum; it will be reshaped with a transformation in which sports, arts and cultural activities aiming to increase the spiritual and physical development of students are more involved, prompting free thinking, taking into account individual differences and transitions between programs.

High School and equivalent school programs of *Basic Education* and Higher Education programs will be made to complement each other.

A guidance teacher will be assigned to every 200 children in all *Basic Education* institutions.

Statements Regarding General Secondary Education

The status of the statements regarding General Secondary Education in the programs of the parties is presented in Table 4.

Table 4. The status of the statements regarding General Secondary Education

Theme	Code	JDP F	RPP f	PDP f	NMP f	GP f	Total F
General Secondary Education							
	Secondary Education,	1	1	1	3		6
	High School	1	5	1		2	9
	Academic High School		6				6
	Teacher High Schools					2	2
	Science and Technology High Schools					1	1
	Anatolian High Schools					1	1
	Imam-Preacher High Schools					1	1
	Imam-Preacher Training		1				1
Total		2	13	2	3	7	27

As seen in Table 4, the number of statements related to General Secondary Education is 27. These statements are included in the parties' programs as follows:

Justice and Development Party

Apart from the religious culture and ethics courses in Primary and *Secondary Education*, elective religion courses will be provided depending on the consent of the parents.

The current practice produces results that are unfair and reduce students' motivation. The distortions of this practice will be addressed first, and equal opportunity will be provided to all *High School* and equivalent school graduates in the university entrance exams.

Republican People's Party

It will be ensured that the religious culture and moral knowledge course given in Primary and *Secondary Education* institutions is given with a curriculum suitable for the purpose stipulated by the Constitution.

In order for the Primary and *High School* System to reach the targeted level of success, the economic, technological and educational support needed will be primarily provided by the state, and the public and private resources transferred to education will be used in the most efficient way in line with the National Education Policies.

Every *High School* student will learn at least one foreign language. Qualified education will be provided to those who have graduated from *Academic* or Vocational *High Schools*, at a level that will enable them to know at least one foreign language well.

Student Selection Exam (SSE) will be abolished: Students who want to attend Higher Education institutions after *Academic High School* will have the right to go directly to Higher Education according to the results of the exams to be held within the scope of *High School* success and Talent Assessment and Evaluation System. The "Abilities Assessment and Evaluation System" exams, which will be held during the 2-year *High School* education period and students will be given the right to participate 4 times, will have two options as "Thinking, Problem Solving, Language Skills Exam" (PSLSE) and "Field Preference Exam" (FPE).

Students will be directed to Colleges and Universities at the *High School* stage within the framework of the total and department quotas to be determined by the universities under the coordination of the Council of Higher Education.

Students will be directed to the 2-year *Academic High School* or Vocational High School based on the results of A General Assessment Exam to be held at the end of the 10th grade and on the basis of success scoring.

It will be ensured that *Academic* or Vocational *High School* Education is provided in a qualified and effective manner.

2-year Multi-Program *Academic High Schools* will be the bridge for the transition to Higher Education: At the end of the 10-year Basic Education, students who will turn to Multi-Program *Academic High Schools* in line with the results of the General Evaluation Exam, with special attention to Turkish teaching, Social Studies, Science, Mathematics, Information and Information Technologies, Foreign Language, Art and Sports. They will continue their education within the framework of the programs they prefer by choosing amaong fields.

Imam-Preacher Training will be organized within the framework of the need for the number of religious officials.

People's Democratic Party

Our party, which adopts as a basic principle that the education system should be scientific, democratic, egalitarian and libertarian, and that Primary and *Secondary Education* should also be made compulsory, advocates that transitions at all levels of the education system be exam-free.

It struggles to overcome all the obstacles that restrict the freedom of expression and association of young students in *High Schools* and universities by democratizing universities.

Nationalist Movement Party

Our main goal is to increase the duration of compulsory Basic Education by expanding Pre-school Education, to include *Secondary Education* within the scope of compulsory education by creating the necessary physical infrastructure and manpower capacity, and to direct students to areas suitable for their abilities by making effective guidance at all levels of education.

The share of Vocational Education, which increases employability, in *Secondary Education* will be increased.

Secondary Education; it will have a structure that is based on the type of program, allows horizontal and vertical transitions, and provides an effective transition to the university system with modern guidance and guidance services.

Good Party

Basic Education, mainly *High School* and Vocational Education curriculum, is based on examination, observation and experimentation; it will be reshaped with a transformation in which sports, arts and cultural activities aiming to increase the spiritual and physical development of students are more involved, prompting free thinking, taking into account individual differences and transitions between programs.

High School and equivalent school programs of Basic Education and Higher Education programs will be made to complement each other.

Teacher High Schools will be modernized and restored to their former identity.

Teacher High Schools will be restored to their former identity. For the graduates of these schools, Teacher Academies or Education Faculties will be the next level of education.

Emphasis will be placed on opening *Science and Technology High Schools* and *Anatolian High Schools* that teach certain courses in a foreign language.

The education level of *Imam-Preacher High Schools*, which will be evaluated within the scope of Vocational High Schools, will be increased and it will be ensured that they train people who are professionally equipped.

Statements Regarding Vocational and Technical Secondary Education

The status of the statements regarding Vocational and Technical Secondary Education in the programs of the parties is presented in Table 5.

Table 5. The status of the statements regarding Vocational and Technical Secondary Education

Theme	Code	JDP f	RPP f	PDP f	NMP f	GP f	Total F
Vocational (and) Technical Secondary Education					1		1
	Vocational Education	3			1	5	9
	High Schools (Providing) Vocational Technical Education		2				2
	Formal Vocational-Technical Education				1		1
	Non-Formal Vocational-Technical Education				1		1
	Vocational (and) Technical Education		1		1	1	3
	Vocational and Technical					1	1
	Vocational Schools	1				1	2
	Vocational High School		2			4	6
	Private Vocational High Schools		1				1
	Vocational-Specialty High Schools					1	1
	Vocational High School Education		2				2
	Private Technology Vocational High Schools					1	1
Total		3	8	0	5	14	31

As seen in Table 5, the number of statements related to Vocational and Technical Secondary Education is 31. These statements are included in the parties' programs as follows:

Justice and Development Party

Starting from the fifth grade of Basic Education, "elective courses" will be introduced and students will be directed to general and *Vocational Education* according to their interests and abilities.

Special importance will be given to *Vocational Schools*, and pre-university education will be made more qualified to provide a profession beyond giving diplomas. Together with the chambers of industry and commerce and the non-governmental organizations established by businessmen, the need areas of the business world will be determined and dynamic and *Vocational Education* programs will be developed that meet the needs of the day. Organizations that provide short-term *Vocational Education* will be established for those who are unable to attend long-term school programs.

Republican People's Party

A National Occupational Standards Institution will be established for the approval of the diplomas of *High Schools providing Vocational Technical Education*.

Students who will be placed in *Vocational Technical High Schools* will have the right to pass to two-year Vocational High Schools without examination.

In order to ensure the relationship between *Vocational and Technical Education* and employment, Advisory Boards will be formed with the participation of the representatives of the Ministry of National Education, Council of Higher Education [CoHE] and Chambers of Industry, Commerce and Tradesmen, to guide the subjects of course programs, trainers and internships.

Qualified education will be provided to those who have graduated from academic or *Vocational High Schools*, at a level that will enable them to know at least one foreign language well.

Students will be directed to the 2-year Academic High School or *Vocational High School* based on the results of a General Assessment Exam to be held at the end of the 10th grade and on the basis of success scoring.

Students who receive *Vocational High School Education* will be covered by full-time insurance for 2 years for incentive and support purposes, and their premiums will be paid by the state. Half of the premiums will be covered by the relevant educational institution and the other half by the state in this incentive insurance practice, which will also include *Private Vocational High Schools*.

It will be ensured that academic or *Vocational High School Education* is provided in a qualified and effective manner. As a result of the evaluations and referrals to be made during 2 years, it will be aimed that approximately one third of our students will be directed to universities and the others to Vocational Schools.

People's Democratic Party

The party's program does not include any statement on Vocational and Technical Secondary Education.

Nationalist Movement Party

Program integrity will be ensured between **Vocational and Technical Secondary Education** institutions and Vocational Schools. Relationship, communication and interaction between business life and *Vocational and Technical Education* will be developed.

The share of *Vocational Education*, which increases employability, in Secondary Education will be increased.

Formal and Non-formal *Vocational-Technical Education* and skill-building education will be emphasized, and education programs will be rearranged based on occupational standards.

Good Party

Basic Education, mainly High School and *Vocational Education* curriculum, is based on examination, observation and experimentation; It will be reshaped with a transformation in which sports, arts and cultural activities aiming to increase the spiritual and physical development of students are more involved, prompting free thinking, taking into account individual differences and transitions between programs.

The private sector will be encouraged to open schools in the field of *Vocational Education*. International partnerships and technology transfers of such schools will be supported.

Vocational Education will be encouraged, *Private Technology Vocational High Schools* will be expanded, and establishment of *Vocational Schools* in factories and industrial zones will be supported. English preparatory classes will be placed in these schools.

The quality of *Vocational Education* will be increased and strong need-based *Vocational Education* will be provided. In this context; *Vocational High Schools*, Vocational Schools and Undergraduate level education planning will be reviewed.

Academies will be structured for Basic Education levels and the needs of *vocational and technical* teachers.

Software Department will be opened in *Vocational High Schools* and the transition of students studying in these schools to Higher Education will be facilitated.

Within the scope of *Vocational High Schools*, schools related to Agriculture and Livestock will be activated, and Turkey will be self-sufficient in agriculture again.

The education level of Imam-Preacher High Schools, which will be evaluated within the scope of *Vocational High Schools*, will be increased and it will be ensured that they train people who are professionally equipped.

Employment of the young population will be increased by ensuring that the skills gained in *Vocational and Technical Education* match the demands of employers.

Vocational High Schools; machinery parks will be renewed with their programs and practices and will be made suitable for training human resources for technical fields needed by the labor market.

If students who graduated from *Vocational-Specialty High Schools* choose the relevant departments according to their specialization in their school, they will be given additional points.

Statements Regarding Higher Education

The status of the statements regarding Higher Education in the programs of the parties is presented in Table 6.

Table 6. The status of the statements regarding Higher Education

Theme	Code	JDP F	RPP f	PDP f	NMP f	GP f	Total F
Higher Education		3	5		2	14	24
Associate Degree							
	Vocational Colleges	1	2		1	1	5
Open Learning							
Undergraduate						1	1
	College		2			1	3
	Faculty		2			2	4
	Teacher Academies					2	2
	Teacher Training Schools	1					1
Master						1	1
PhD			1			1	2
Medical Specialty							
Total		5	12	0	3	23	43

As seen in Table 6, the number of statements related to Higher Education is 43. These statements are included in the parties' programs as follows:

Justice and Development Party

Most of our educational institutions, including **Higher Education** institutions, raise unemployed with diplomas, far from a realistic understanding. For these reasons, our party will embark on a radical reform movement in the field of education.

Higher Education in Turkey has made great progress in terms of quantity, but the same success has not been achieved in terms of quality. There is a need for a radical reform in **Higher Education**.

Vocational Colleges established to meet the need for intermediate staff will be subject to a new regulation within a program, and these institutions will be provided to train qualified intermediate staff.

An education approach that develops participatory, free thinking and analysis habits, encourages the ability to make independent decisions and produces, presents pluralistic values, raises the awareness of being a citizen, and teaches contemporary developments and technologies will be adopted. In this transformation, the experiences of democratic and developed countries will also be benefited from, *Teacher Training Schools* will be restructured according to this understanding, and existing teachers will be subjected to in-service training according to the new system.

Republican People's Party

2-year multi-program Academic High Schools will be the bridge for the transition to **Higher Education**: At the end of the 10-year Basic Education, students who will turn to Multi-Program Academic High Schools in line with the results of the General Evaluation Exam, with special attention to Turkish teaching, Social Studies, Science, Mathematics, Information and Information Technologies, Foreign Language, Art and Sports. They will continue their education within the framework of the programs they prefer by choosing amaong fields.

Student Selection Exam (SSE) will be abolished: Students who want to attend **Higher Education** institutions after Academic High School will have the right to go directly to **Higher Education** according to the results of the exams to be held within the scope of *High School* success and Talent Assessment and Evaluation System. The "Abilities Assessment and Evaluation System" exams, which will be held during the 2-year High School education period and students will be given the right to participate 4 times, will have two options as "Thinking, Problem Solving, Language Skills Exam" (PSLSE) and "Field Preference Exam" (FPE).

In the structuring of **Higher Education**, the EU's Bologna process and the OECD's autonomy criteria will be taken into account.

The task of coordinating between universities and developing **Higher Education** strategies will be transferred to the Interuniversity Board.

It will be ensured that Academic or Vocational High School education is provided in a qualified and effective manner. As a result of the evaluations and referrals to be made during two years, it will be aimed that approximately one third of our students will be directed to universities and the others to *Vocational Colleges*.

Students who will be placed in Vocational Technical High Schools will have the right to pass to 2-year *Vocational Colleges* without examination.

In order to train high-level clergy to meet the religious needs of minorities, *Colleges* may be opened within the framework of the general principles of education, affiliated to the theology *faculties* of the relevant state universities.

Students will be directed to *Colleges* and Universities at the High School stage within the framework of the total and department quotas to be determined by the universities under the coordination of the Council of Higher Education [CoHE].

University rectors will be elected by university Faculty members: In these elections candidates' abilities will be taken as a basis, and in no way will their internal policy choices be allowed to be effective. The same principles will be valid in the selection of Deans, Institute Presidents and other *Faculty* administrators.

Additional support will be provided to students who will complete their postgraduate education in Turkey and abroad; every year, our young people will be fully supported with public resources so that they can receive **PhD** education in the new disciplines, branches and sectors of our age; the education and development of these students will be closely monitored.

People's Democratic Party

The party's program does not include any statement on Higher Education.

Nationalist Movement Party

The **Higher Education** system will have a more democratic and productive structure, and the necessary cooperation and harmony will be ensured between students, institutions and academic staff. It will be ensured that the education expenses of the children of martyrs and veterans at all levels will be covered by the state and a quota will be allocated for them when they enter **Higher Education**.

Program integrity will be ensured between Vocational and Technical Secondary Education Institutions and *Vocational Colleges*.

Good Party

Education, including Pre-school and **Higher Education**, will be provided with a dynamic and flexible structure that will provide a balance between the welfare of the society and the changing demands of the economy.

High School and equivalent school programs of Basic Education and **Higher Education** programs will be made to complement each other.

Software Department will be opened in Vocational High Schools and the transition of students studying in these schools to **Higher Education** will be facilitated.

The centralized structure of the **Higher Education** system, the physical inadequacies brought about by rapid universityization, the scarcity of teaching staff, and the politicized understanding of appointment and administration have caused universities in Turkey to lose their feature of being academic institutions where universal knowledge is freely produced. Career planning in **Higher Education** did not give the expected result in many universities, and unemployment rates of educated young individuals increased rapidly.

Higher Education will be planned based on the principles of academic and scientific freedom, institutional autonomy, diversity, transparency, accountability, participation, competition and quality.

The Turkish **Higher Education** Council will be established to regulate the establishment, duties, education-training, research, working procedures and principles of **Higher Education** institutions, as well as the academic and administrative staff working in **Higher Education** institutions and the students of **Higher Education** institutions. This board will be responsible for standard setting, planning and coordination, universities will be academically and administratively autonomous and free.

Turkish **Higher Education** Council, by ending the uniform universityization; It will diversify in *faculties, Colleges,* institutes and research centers, departments and programs, taking into account the needs of the country and the region, in a way that can compete with its stakeholders in developed countries.

All kinds of political influence, pressure and restrictions on academic studies will be removed and a free and autonomous **Higher Education** eco-system will be created for academic studies, research and development activities and innovative initiatives.

A Science and Technology Strategy Center and a National Information Bank will be established in the Turkish **Higher Education** Council.

Brain drain will be prevented by establishing a scientific and technological environment, and the **Higher Education** system will become a center of attraction for international students and Faculty members.

The quality of Vocational Education will be increased and strong need-based Vocational Training will be provided. In this context; Vocational High Schools, *Vocational Colleges* and **Undergraduate** level education planning will be reviewed.

Teacher High Schools will be restored to their former identity. For the graduates of these schools, *Teacher Academies* or education *faculties* will be the next level of education.

A new beginning will be made in teacher training by opening *"Teacher Academies"*, which will train teachers who are well-educated in their fields, know a foreign language to the extent that they can watch the world, have internalized democratic values, art and sports as a philosophy of life, and are passionate about their profession in order to transfer their knowledge to their students.

Master's and **PhD** students will be selected on the basis of objective criteria and merit, and their performance will be monitored through a central network to be established and supported with scholarships.

Statements Regarding Non-Formal Education-Adult Education-Continuous Education

The status of the statements regarding Non-Formal Education-adult education-continuous education in the programs of the parties is presented in Table 7.

Table 7. The status of the statements regarding Non-Formal Education-adult education-continuous

Theme	Code	JDP f	RPP f	PDP f	NMP f	GP f	Total F
Non-Formal Education					1	4	5
Adult Education			1				1
Continuous Training			1				1
	Continuing Education for Adults		2				2
Total		0	4	0	1	4	9

As seen in Table 7, the number of statements related to Non-Formal Education-adult education-continuous education is 9. These statements are included in the parties' programs as follows:

Justice and Development Party

The party's program does not include any statement on Non-Formal Education-adult education-continuous education.

Republican People's Party

Continuing education opportunities for adults will be expanded: A *continuing education* program will be implemented *for adults*, which will be carried out in cooperation with relevant universities and municipalities, in order to provide **adult education** who have not had the opportunity to receive adequate education in the normal education age or who are not in a literate position.

A "framework law" will be enacted, covering all principles regarding the **Continuous Training** of teachers, employment, appointment and personal rights.

People's Democratic Party

The party's program does not include any statement on Non-Formal Education-adult education-continuous education.

Nationalist Movement Party

All kinds of **Non-Formal Education** opportunities, including e-learning, will be developed within the framework of life-long learning, and activities for young people to gain skills and acquire professions will be expanded.

Good Party

An effective **Non-Formal Education** program will be implemented by giving importance to the education of women.

Other **non-formal** and formal **education** opportunities such as student exchange programs will be increased for Turkish children living abroad to preserve and develop their cultural identities.

Information and communication technology infrastructure will be developed in formal and **Non-Formal Education** institutions, and students' and teachers' ability to use these technologies will be increased.

All kinds of **Non-Formal Education** opportunities, including e-learning, will be developed with the understanding of lifelong learning, and maximum effort will be made for all individuals to acquire skills and acquire a profession.

Similarities in the targets of political parties regarding the Turkish Education System

The similarities in the targets of the political parties regarding the Turkish Education System are presented in Table 8.

Table 8. Similarities in the targets of the parties regarding the Turkish Education System

Parties	Themes	Parties JDP	RPP	PDP	NMP	GP	Total
JDP	PPE		1		1	1	3
	PE						
	GSE						
	VTSE		1		1	1	3
	HE						
	NFE, AE, CT						
	Total		2		2	2	6
RPP	PPE	1		1	2		4
	PE						
	GSE						
	VTSE	1				1	2
	HE						
	NFE, AE, CT						
	Total	2		1	2	1	6
PDP	PPE		1				1
	PE						
	GSE						
	VTSE						
	HE						
	NFE, AE, CT						
	Total		1				1
NMP	PPE	1	1	1			3
	PE						
	GSE						
	VTSE	1				1	2
	HE						
	NFE, AE, CT						
	Total	2	1	1		1	5
GP	PPE	1					1
	PE						
	GSE						
	VTSE	1	1				2
	HE						
	NFE, AE, CT				1		1
	Total	2	1		1		4
Grand Total		6	5	2	6	4	23

PPE: Pre-Primary Education
PE: Primary Education
GSE: General Secondary Education
VTSE: Vocational (and) Technical Secondary Education

HE: Higher Education
NFE: Non-Formal Education
AE: Adult Education
CT: Continuous Training

As seen in Table 8, the number of similarities in the targets of the political parties regarding the Turkish Education System is 23. These statements show a distribution according to the parties as follows:

Regarding the concept of Pre-Primary Education, the parties that show similarities are JDP, RRP, NMP and GP. Examples of similar statements by these parties:

Pre-Primary Education will be expanded throughout the country by the public and private sector (JDP)

Enough *Kindergartens* will be opened and Pre-Primary Education will be made compulsory (RPP)

Pre-school education will be expanded and included in the scope of compulsory education (NMP)

Pre-school will be made compulsory (PDP)

Pre-Primary Education will be encouraged by private schools and parent initiative cooperatives (GP)

Regarding the concept of Vocational and Technical Secondary Education, similar parties are JDP, RRP, NMP and GP. Examples of similar statements by these parties:

Vocational Training programs will be developed (JDP)

Vocational High School education will be provided in a qualified and effective manner (RPP)

Formal and non-formal Vocational-Technical Education and skill-building education will be emphasized, and education programs will be rearranged based on occupational standards (NMP)

The quality of Vocational Education will be increased and strong need-based Vocational Training will be provided. In this context; Vocational High Schools, Vocational Schools and Undergraduate level education planning will be reviewed (GP)

Regarding the concepts of Non-Formal Education-adult education-continuing education, the parties that show similarities are NMP and GP. Examples of similar statements by these parties:

All kinds of Non-Formal Education opportunities, including e-learning, will be developed within the framework of lifelong learning (NMP)

All kinds of Non-Formal Education opportunities, including e-learning, will be developed with a lifelong learning approach (GP)

Discussion, Conclusion and Recommendations

In this section, the results of the statements related to the structure of the Turkish Education System in the political party programs are presented according to the education stages. Then, the

results regarding the similarities between the arrangements that the political parties aim to realize regarding the Turkish Education System are given. These results of the research are discussed with the results of different studies in the relevant literature. At the end of the section, suggestions are given in order to contribute to the literature.

Statements about education stages

Statements regarding Pre-school education are included in the programs of all political parties. However, in terms of the number of statements, GP (f=7) takes the first place, while RPP (f=5) takes the second place. Other parties (JDP, f=1; PDP, f=1; NMP, f=1) are in the third place.

Statements related to Primary Education are included in the programs of all political parties. However, in terms of the number of statements, RPP (f=10) takes the first place, while GP (f=8) takes the second place; JDP (f=5) takes the third place. PDP (f=1) and NMP (f=1) take the fourth place

Statements related to General Secondary Education are included in the programs of all political parties. However, in terms of the number of statements, RPP (f=13) took the first place, while GP (f=7) took the second place; NMP (f=3) takes the third place. In the fourth place are JDP (f=2) and PDP (f=2).

Statements regarding Vocational and Technical Secondary Education are included in the programs of all political parties except the PDP. In terms of the number of statements, GP (f=14) takes the first place, while RPP (f=8) takes the second place; NMP (f=5) takes the third place. In the fourth place is JDP (f=3).

Statements regarding Higher Education are included in the programs of all political parties except the PDP. In terms of the number of statements, GP (f=23) takes the first place, while RPP (f=12) takes the second place; JDP (f=5) takes the third place. NMP (f=3) is in the fourth place.

Statements on Non-Formal Education-Adult Education-Continuing Education are included in the programs of all political parties except JDP and PDP. In terms of the number of statements, GP (f=4) and RPP (f=4) take the first place, while NMP (f=1) takes the second place.

In general, the general structure of the Turkish Education System; when the political party programs are evaluated in terms of education stages, the following results can be expressed:

The statements related to "Pre-school", "Primary Education" and "General Secondary Education" are more or less included in the programs of all political parties.

The statements related to "Vocational and Technical Secondary Education" and "Higher Education" are more or less included in the programs of all political parties except the PDP.

Statements regarding "Non-Formal Education, Adult Education, Continuing Education" are more or less included in the programs of other political parties, apart from JDP and PDP. This general result shows that political parties have different education policies regarding the general structure of the Turkish Education System and education stages.

According to all these results, it has been determined that the statements about the structure and educational stages of the Turkish Education System are included in the programs of all political parties. Büyükboyacı also expresses this result in his study (2015). However, when the party programs are ranked in terms of including statements, the GP is in the first place; RPP in second place; third place is JDP; NMP ranks fourth and PDP fifth. In this case, the fact that the ruling party is in third place is an issue that draws attention. Toprakçı and Güngör (2014) found it interesting that the ruling party ranked third in their studies in terms of including the concepts embodying the education policies.

When the programs of the parties were evaluated in the context of the similarities in the objectives of the Turkish Education System, the following results were obtained:

All political parties focus on Pre-school Education, "encouragement, dissemination, making it compulsory and increasing the number of institutions". This result coincides with the result of Tok's (2012) study, which stated that "all parties should include Pre-school Education within the scope of compulsory education", although there are more or less differences. Berber (2001) also states in his study that all parties attach importance to Pre-school Education and try to systematize it. According to Bulut and Güven (2010), all political parties whose programs were examined aim to increase compulsory education. However, Usta (2015) stated in his study that "the education policies of political parties contain some contradictions" and gave the following example: "While it was stated that Pre-school Education would be compulsory in RPP program, on the other hand, it was stated that working mothers would be given priority".

Except for PDP, the subject that all political parties focus on regarding Vocational and Technical Secondary Education is "giving emphasis to Vocational Education, increasing its quality and developing its programs". In the program of PDP, there is no statement about Vocational and Technical Secondary Education. In the study conducted by TEDMEM (2018), it was stated that PDP does not have any policy regarding Vocational and Technical Secondary Education.

In terms of the objectives of Non-Formal Education, Adult Education and Continuing Education, similarities were found only in the programs of NMP and GP.

The fact that the political parties have no similarities in terms of the objectives of Primary Education, General Secondary Education and Higher Education shows that the education policies

regarding the Turkish Education System are different from each other. Korkmaz (2018), Berber and Aslan (2017) also found in their studies that there are differences in the policies of the parties regarding the realization of education. In fact, they stated that these differences between the parties were also reflected in the grading of education. Tok (2012) also found similar differences in his study. Toprakçı and Güngör (2014), in their study, concluded that, in addition to the differences in the comparisons they made about the party programs in terms of the concepts embodying the education policies, they committed to make similar arrangements on some issues. However, as Toprakçı and Güngör (2014), Bulut and Güven (2010) stated in their studies, political parties are committed to making some changes, regulations and practices in many areas. In his study, Yılmaz (2007) stated that the fact that almost all of the political parties included education and training in their programs, starting from the single-party period in Turkey to the present, is one of the indicators of how important the education issue is for the political institution. However, at the conclusion of their study, Bulut and Güven (2010) stated that there are many regulations that the political parties whose party programs are examined are required to make and how these are carried out is far from consistent. Gürsoy and Balcı-Karaboğa (2015), Erol and Çetin (2020) have stated in their studies that the factors that determine their political ideologies and identities are effective in the similarities or differences in the views of political parties on education.

Depending on the results of the research, the following recommendations can be made:

Political parties should include education policies in their party programs to cover the general structure of the Turkish Education System and all education stages.

Political parties should refrain from including education policies in their programs regarding the structure of the Turkish Education System and the existing practices related to the educational stages in this structure.

Political parties should adopt an expression style that is far from populist and ideological approaches while determining their policies regarding the education system.

Political parties should review their own party programs, taking into account policy documents such as development plans, government programs and national education councils.

Since political parties will implement practices that will affect the whole society when they come to power, they should include education policies that will ensure broad consensus in their party programs.

It is important for political parties to determine their education policies by taking into account the technological, social and cultural changes in the world and the developments in Turkey's European Union harmonization process.

Political parties should include not only short-term but also long-term and sustainable education policies in their party programs.

It is important for political parties to review each other's programs in terms of education policies and to pay attention to similarities and differences while organizing their programs.

Political parties need to update the statements about education policies in their party programs in many respects. In this process, support can be obtained from experts in the fields they need, especially education policy and language experts.

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