

LIFE
INTERNATIONAL
EDUCATION REPORT 2021

AZERBAIJAN – BOSNIA HERZEGOVINA – EGYPT
LEBANON – QATAR – TURKEY – TRNC

ISTANBUL – DECEMBER 2021



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PREFACE

We live in a world where we are getting closer to each other every day. Borders are weakening, lifestyles and cultures are getting closer together. The flow of labor, capital and goods is increasing. Interaction between people, societies, institutions and cultures offers new possibilities.

The phenomenon of education, educators and educational institutions are the intersection point of this interaction. Education, with its individual, social, economic and political dimensions, forces all individuals, institutions and states to think more together and strengthen them.

Leading Innovation and for Educators (LIFE) is an emerging civic initiative to transform this closeness and interaction into a culture of solidarity, sharing and collaboration. LIFE, whose foundations were laid at the 1st International Conference of School Administrators in 2019, is on its way to a civic institutional structure in which many countries are represented today.

LIFE aims to be a global platform that will increase the interaction between educators and educational institutions. For this purpose, it prefers a structure in which countries, institutions and individuals can be represented.

One of the primary purposes of LIFE is to bring the similar and differentiating problems of educators and educational institutions in different countries and geographies to the agenda and to enable them to share the innovative solutions they have produced for these problems.

LIFE has prepared this report based on this principled purpose. In the report prepared with the participation of nine countries (Azerbaijan, Bosnia and Herzegovina, Egypt, Lebanon, Qatar,

Turkey, TRNC,) for now, the representatives of the countries summarize the current problems they face in their own countries and explain their strategies to deal with these problems.

Thanks to this report, which is planned to be published every year, we will have the opportunity to mutually monitor and understand what is happening in the relatively closed and conservative education field in the world of increasing interaction. There are many reports prepared by many international institutions and published in different periods. This report, prepared by LIFE, offers a different perspective from other reports as it directly includes the views of teachers who are practitioners in the field of education, school administrators, representatives of educational institutions, profit and non-profit organizations or academics working in the field. With this feature, it aims to reach more practitioners and aims to reach results that have direct reflections in practice.

I would like to thank the countries and their representatives who contributed to this report, the first of which we prepared. I would also like to thank my multi-faceted educator friends who developed the network of the report and the team that supported the organization, editing and printing processes.

It is our greatest wish to contribute to the equal and fair educational opportunities of children all over the world.

Dr. Ibrahim Hakan Karatas

LIFE Founder

Istanbul, 2021

EXECUTIVE SUMMARY

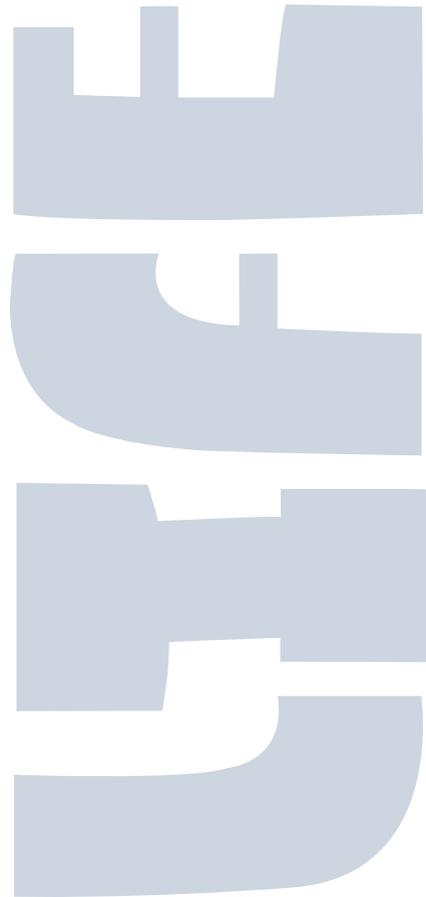
There are different definitions of “education” made by many different people, but can we find the best one or can we make a restriction about those? What about education systems? Do educational systems that change every day, new rules and methods are added into them, have a certain pattern? What are the components of the education system of the countries, which countries are behind in this field, and which countries have what kind of problems in the field of education?

The answers to many questions that can be asked in the name of education will be given by the valuable educators of Leading Innovation for Educators. In addition to the fact that each country has a unique education system, so problems and solutions are also unique.

In this report, brief information about the education systems and problems in their countries, especially the problems they experienced during the Covid-19 period, were discussed by our country representatives. With this report, it is aimed to have information about the current educational situations of Azerbaijan, Bosnia and Herzegovina, Egypt, Lebanon, Qatar, Turkey, TRNC countries. It will be seen in the reports written by our country representatives that some countries have certain problems that we can call key problems, while other countries have problems in many areas of their education systems. Our educators also offer some superficial solutions to these problems.

LIFE aims to continue its reports containing up-to-date information on the educational status of countries. It is hoped that this report will assist teachers who are practitioners in the field of education, school administrators, educational institutions, profit and non-profit organizations or academics working in the field in their work and in gaining knowledge about

the educational situation of countries. As LIFE, we hope that the small framework we have drawn on the education status of our member countries in this report will help in obtaining information on this subject, and we declare that this framework will expand and our next works will be more inclusive with more countries and more information.



AZERBAIJAN

Education in Azerbaijan

Dr Fatima Samadzade

Azerbaijan University of Languages

Education in Azerbaijan is regarded as an area of activity that constitutes the basis for the development of the society and the state. The right to education is the fundamental right of citizens of Azerbaijan. This was established in the Constitution and in the Education Law of the Republic of Azerbaijan. Since gaining Independence Azerbaijan has worked on restoration and improvement of general education. A number of programs and projects have been implemented to make educational reforms: Joint projects with the World Bank, UNDP, UNICEF.

UNICEF assisted the Azerbaijani government to launch the first inclusive school. Professionals and teachers were trained on a model of special education. In addition, the Teacher Training Institute introduced an innovative training program for teachers called TEMEL (Foundation). This institute supported the implementation of strategy on developing the teaching capacity of primary teachers from 352 schools. In 2015, the government launched structural reforms to efficiently involve children with disabilities in education.

Nevertheless, there are some problems with the development and implementation of inclusive education in schools. There is a need for social changes and for better understanding of the problems limited ability/disabled children face with. Center for Inclusive Education (CINE) has been founded on the basis of Azerbaijan University of Languages aimed to provide support to children and their families, to develop projects for raising

awareness about the problems of disabled children in society. In these terms 5 main directions are considered to be promoted:

1. To organize work with children:

- to meet children's specific needs,
- to provide diagnostics,
- to develop specific diet,
- to organize rehabilitation,
- to arrange leisure activities.

2. To work with parents:

- to provide psychological support
- to develop joint plans for kid's development
- to provide effective long term cooperation

3. to train specialists in:

- psychology,
- pedagogics,
- speech therapy,
- physical education,
- sand therapy.

4. To provide social education:

- social equality balance in society,
- to publish brochures to raise awareness in society,
- to create connections with media,

□ to provide systematic integration of the rehabilitated kids with normative ones.

5. International cooperation:

- to invite international specialists for seminars
- peer learning
- conferences, webinars, video meetings
- trainings.

Based on the principles and the objectives of the LIFE it can support the “CINE” being involved in joint projects, research, seminars, trainings, counseling and publishing. Thus the “LIFE”’s work will be of great value for inclusive education in Azerbaijan in general and for the activity of the “CINE” in particular.

BOSNIA HERZEGOVINA

Current Problems in Bosnian Education System

Dr Amra Imsiragic

JU Center for Listening and Rehabilitation and Education and Rehabilitation

Although the education system in Bosnia and Herzegovina is at a poor level, I must emphasize the inclusion of children with special needs. Children with only hearing impairment attend regular schools. Education of children e.g. hearing impairment in the conditions of inclusion does not respect the rights of children with special needs. A child with a hearing impairment does not have an adequate textbook in sign language, does not have a hearing and speech rehabilitation, and must have one in order to learn to speak. There are specialized institutions. Defectologists work two days in school. Although they should be with a hearing-impaired child every day.

There are big mistakes in educating children with special needs. In the media, representatives of the Ministry of Education point out that children with special needs are at the center of inclusion. In practice, it is not. They do not have sign language translators. In regular schools, children with special needs are just a number. According to Pedagogical Standards 1 child with special needs = 3 children without any difficulties. So many teachers keep their jobs. Although they are not educated to work with children with special needs. A child with special needs is left to himself. Now I will introduce you to just some of the small problems in the education system of Bosnia and Herzegovina. The problems are big and I could write a lot about the problems, the omissions of the Ministry of Education, the Pedagogical Institute. School principals are elected by the party. For example, in a special institution for the education of students, the principal is a teacher, and not a special education teacher, a deaf and dumb

audiologist who knows the problems of students with hearing impairments.

Education in Bosnia and Herzegovina is based on the theoretical knowledge of students in regular schools (primary and secondary schools, and faculties). He has very little practical knowledge. I believe that 90% of students acquire knowledge only theoretically without practical skills. In school bags, for example, 9th-grade elementary school students carry 12 kilograms. In the school bag are textbooks, worksheets for each subject. Eg. There are no chemicals for chemistry in most public schools, although laboratory exercises are an integral part of the curriculum. All students adopt theoretically without respecting the principle of obviousness.

The Ministry of Education does not allocate money to improve the teaching process in schools. These teachers emphasize the acquisition of knowledge on theory, students learn definitions and unnecessary terror. They learn about chemicals, acids ... Students learn theoretically, not practically. This is just one of the weaknesses of Bosnia and Herzegovina's poor education system. Great freedom was given to the parents of the students and parents complain about every well-deserved grade: the inspection, the Ministry of Education. Teachers often write statements to principals because of poor grades. Although they realistically assessed knowledge. Another problem is the education of students with special needs in regular schools. The problems in Bosnia and Herzegovina are great. I believe that together we will change education in Bosnia and Herzegovina for the better. We are proof that a small group of people can change the world for the better.

EGYPT

School Challenges in Post-COVID World

Dr Mohammad M. Baghat

SeGa Group

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Harvard University

The Tale of Two Pandemics

In the aftermath of COVID, many dysfunctional local and global systems were laid bare as they were unable to redress the mounting challenges that left many feeling incapacitated and helpless. As an institution that runs along the lines of industrial capitalism, the school has been one of the many arenas that was taken by the storm of the pandemic. Faced by unprecedented challenges that threatened its educational mission, many schools were forced to exit the black box of traditionalism and experiment with innovative strategies and practices. However, due to the suddenness and traumatic nature of the changes, in addition to infrastructure limitations, budget and time constraints, some of the exerted efforts were thwarted by the overwhelming predicaments that the school met.

Due to the identical nature of both the challenges and the institution structure of modern-day schools, many of the following challenges could arguably be commonly experienced by schools in different locations and contexts:

1. Due to the original and precedent lack of focus on spiritual, emotional and social wellbeing, many schools were unable to deal with the challenges of COVID in the realm of mental

health. Accordingly, elevated levels of stress and depression among students and staff members were recurrent and seldom addressed. Social- emotional learning therefore receded to a bleak background.

1. The Covid pandemic has revealed deep limitations of the industrial capitalist mode of schooling. For example, it has proved that schools themselves had to LEARN from horizons away from its entire system. In other words, it has been revealed that schools are actually not at the epicenter of education. Education is a bigger set and schools are subsets. Due to this viewpoint, schools and their examinations should essentially aim at empowering learners for life-long learning and whole human development instead of the current practices of price-tagging students as industries do to commodities. The lack of focus and interest in empowering students for the future through *character building and habits of mind and heart* should be addressed (learning for the exam versus learning for life)

1. Overall concern with mandatory content versus learner-centric approaches and pedagogies

1. The age-old pandemic of standardised assessments in national and international educational systems has reached its zenith of failure in the last two years as many of its shortcomings and limitations were revealed. The obsession of fulfilling the grade journey to its very end has rendered the process as a learning fiasco, particularly with the underlying official and non - official emphasis of assessment over learning. This educational façade has created ripples of undesirable ramifications such as the school's overestimation of grading, turning a blind eye to professional benchmarking and statistical data and propagating an unethical culture of laissez-faire malpractice.

1. Due to the essential capitalist nature of modern-school institutions, there has been a perceptible increase in layoff and

downsizing of teachers and school employees in a number of schools. This phenomenon could be ascribed to the prevalent prioritizing of profit over people. Furthermore, the already dehumanized workplace currently offers little support to the well-being of its employees.

1. Another challenge that affects the schools from time immemorial, but the drift is more devastating during the current pandemic is the lack of feedback loop for teachers. In practice, learners are receiving rather faint and often irregular feedbacks about Teaching and Learning processes, however, that is a seldom privilege for teachers. In this case, teachers are apparently mere victims of the current system.

1. The focus of educational leaders on day-to-day management rather than transformative and human-based leadership.

1. The technical challenges in relation to infrastructure and technology.

1. The digital overload of the online Learner eXperience has challenged educators in their impossible mission to keep students engaged, motivated and attentive.

1. Overemphasizing the technical role of the teacher as a deliverer of knowledge rather than a mentor, guide, guru or *murrabi*.

1. The learning curve has been impacted.

After displaying these challenges, the call appeals to reason, in an apparently radical stance that if the schools will keep selling sand scoops in the sand beach, the society will finally abandon the system altogether. That will not be a surprise whatsoever since we are witnessing the same fashion of abandonment from mainstream media to social media, from traditional post offices to online mailing platforms and the list is growing up.

“Never waste a good crisis”

The power of transforming threats into open opportunities

These aforementioned challenges are nothing but opening holes for progressive change, disruptions that will create ruptures for a much-needed transformation that otherwise would have been quite impossible to emerge. In the proverbial words of Churchill, “never waste a good crisis”, we are in the throes of a very good crisis that should not be wasted. Despite the overwhelming and somehow traumatic-like consequences of the COVID pandemic, many schools experienced post-Covid growth and whole human development. What posed itself as a threat became now an opportunity. Let us examine some of these double-sided coins of threats-transformed opportunities:

Disruptive Innovation: Challenge as Change

Schools are complex adaptive systems that constantly demand quick responses to the ever-changing milieus to flourish and survive the present moment. Borrowing the terms of Kurt Lewin’s model of change theory (1951), the COVID pandemic “unfrozen” the factory-model education pandemic that has not only been normalized and deeply embedded in the collective consciousness of people all around the world but it was also stagnantly resistant to change for more than two centuries despite the unfolding trials and tribulations that it continued to face across the years.

Change is often, if not always, resisted. According to Lewin’s theory, “individuals and groups of individuals are influenced by restraining forces, or obstacles that counter driving forces aimed at keeping the status quo, and driving forces, or positive forces for change that push in the direction that causes change to happen. The tension between the driving and restraining maintains equilibrium” (Wojciechowski, Pearsall, Murphy &

French, 2016). This model consists of three steps:

1. Unfreezing, or creating problem awareness, making it possible for people to let go of old ways/patterns and undoing the current equilibrium (e.g., educating, challenging status quo, demonstrating issues or problems)

1. Changing/moving, which is seeking alternatives, demonstrating benefits of change, and decreasing forces that affect change negatively (e.g., brainstorming, role modeling new ways, coaching, training)

1. Refreezing, which is integrating and stabilizing a new equilibrium into the system so it becomes habit and resists further change (e.g., celebrating) (Lewin 1951; Manchester, et al., 2014; Vines, et al., 2104).

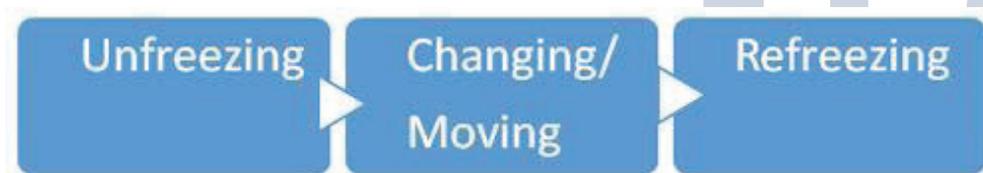


Figure: *Lewin’s Three-Step Model for Planned Change*

In change management, a status quo must first be unfreezed before new changes are introduced, deployed, mainstreamed and then standardized and “refreezed”. The Lewin’s Model and other change management theories often necessitate that change is administered over a long period of time to overcome resistance through continuous training, whole human development and support. However, openings for change and innovation can ideally and idealistically happen through disruptive change.

Indeed, the first arduous step of “unfreezing” the stagnant educational reality was spearheaded and accelerated by the advent of COVID and its disruptive impact, particularly on traditional teaching and assessment. By way of example, many teachers had no choice but to use more interactive material, videos and visual material in their teaching to mitigate the impact of digital and information overload, and the consequent difficulty of students processing the amount of information one consumes online. Flipping learning in this sense automatically and organically a more student-centered learning model whereby didacticism and rote learning are replaced by mutual engagement and active deep learning. In the school I work in, for instance, we created an interactive platform in Mathematics and Science through Moodle to present a comprehensive, smooth, and independent learner eXperience through explanatory videos, visuals, PowerPoint presentations, interactive assessments, 3D models and simulations.

In relation to assessments, many teachers, schools, and administrators discovered that there are different ways of assessing student learning in addition to end-of-term and end-of-year exams. Many experimented with different formative and summative assessments. For example, last year, the MoE introduced the project/research idea as an assessment which could have been a progressive change to be capitalized upon were it not for the unethical misuse of the idea by many stakeholders. Essentially, the downside of such a shift was, again, revealed in the overestimated grades given to students, especially in secondary university-entrance level grades. This has primarily been driven and strengthened by parental pressure on many schools.

Transfer of Ownership: Active deep learning

As schools were forced to shut down their premises, many teachers were suddenly, and without any prior warnings, deprived of their comfort-zone spaces, aka classrooms. A sense of chaotic panic, an uncontrollable frenzy of confusion occurred as teachers lost control of the learning process as traditional delivery modes of instruction become inapplicable. At that moment of transition, a power shift naturally occurred. The ostensible unbalance that occurred in teacher power ironically and dramatically allowed the student to reclaim ownership of the learning process.

Growing Pains and Growth Mindset: Development of skills and expertise

In studies related to chronic pain, research asserts that disruptions occur in the communication between brain cells, sometimes leading to personality changes due to a reduction in the effectiveness of their processing ability. Likewise, emotional pain is often an instigator of change as it leads us to embark upon journeys of self-discovery and awareness. Pain pushes the borders of what we conceive we can do to show us what we are truly capable of. These growing pains have been incrementally witnessed in teacher and school staff growth. One could argue that there was a perceptible increase in resilience, growth mindset as well as IT/technical skills that occurred in a very short time span. The scale of such a development would have taken years in normal and unchallenging circumstances. Because people either change in the presence of pain or gain, trainings and professional development programs held this year had a more transformative effect than in previous years because, simply, they were put into practice.

Learner eXperience: Freedom and Pursuit of Learning:

In a number of conducted interviews with a group of G6 students in an international school in Egypt, they reported that, in the aftermath of their online learning experience, they felt they had more time to pursue their passions, hobbies and even discover new talents. Some even commented on the “relaxedness” of the day and the fact that they saved transportation time in doing other things, as they did not spend the whole day in school and studying. This reported sense of freedom was also felt primarily by some of the teachers and parents in the early days of the lockdown when the rushed nature of modern life came to a sudden halt, inviting everyone to reconsider their priorities and ways of life.

Flexibility, Empowerment and Escaping the Black box of the Factory-School Model: Redesigning the Whole Journey

Flexitime, or flexi-working, has been on the rise in pre-COVID year in some avant-garde and innovative institutions. However, schools were always assumed to be structured institutions that defy the logic of flexitime. By definition, flexitime is a working schedule which allows employees to choose when to start and end their workday in accordance with their individual needs. In the aftermath of COVID, many proponents of structured 8-hour schedules began to realise that other options are possible, that new “normal” realities could be normalized. The online learning experience and the extreme levels of flexibility manifested through working-from-home options opened up new imaginings for recreating a more flexible learning and working environment for students and teachers, as it mitigated the drawbacks of time-consuming transportation for example.

Some institutions in 2020 already began to consider adopting a 4-day week. It is expected that what started out as a threat

could soon become a transformative opportunity for a new reality in which work-life balance is maintained. As evidenced by some of the students’ reflections, they felt a sense of relaxed freedom and empowerment, having more time to discover and pursue their own passions.

COVID is an opportunity to escape the black box of the factory model with its focus on standardised content and reimagine the role of education in *transforming learning into values, competencies, life performance and behaviours.*

The role of ICT in management

Instead of management emphasis on using ICT as a teaching aids, it should rather make a 180° turn to treat ICT as a learning aid.

Pre-Covid Threat

**Learning
Opportunities**

Opportunity

and Community of practice

An the outset of the pandemic, teachers and educators felt paralyzed by the implications of the sudden shift towards online learning. Amidst this collective sense of loss and helplessness, an avalanche of online learning opportunities became available, mostly for free, as a global community of practice was available. In schools, teachers informally shared their expertise, helped one another, and arduously embarked upon PD programs. More importantly, informal networks were created in an **Growth mindset** **Community of Practice** **ambience of collaboration. Indeed,** “collaboration is based on a naturalistic inquiry process, whereby each party takes on the teacher role, educating others, and the learner role, an openness and willingness to receive information from others, relinquishing power and control to move beyond their own perspectives for benefit of change” (Denzin & Lincoln,

2011; Gray, 1989).

Teachers lose control of the learning process as traditional delivery modes of instruction become inapplicable	Student-led and student-centered ownership of learning
Lack of knowledge and expertise	
Anxiety, Loss and Confusion	Pain-induced Change
Fixed Mindset	

Word cloud: challenges and opportunities

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LEBANON

Education in Lebanon: Severe Problems that Require a Leadership Initiative

Dr. Amal Farhat

Rawafid School

The various deeply enrooted political, social and financial problems in Lebanon have been impacting the educational system for decades. Numerous projects which are generously funded by international agencies are taking place in Lebanese schools. However, their impact on learning outcomes is nothing but visible or observable; students “lag behind their peers in human capital development” (Lahire, El-Ghali, & Sedmik, 2021, p. 4) and two thirds of Lebanese students do not achieve basic literacy (Lahire, El-Ghali, & Sedmik, 2021). The recent school closure due to the coronavirus outbreak, lasting for almost a year and a half, and the culmination of the already-existing problems, exasperated those problems.

Current Problems in Education

Curriculum-related problems: The Lebanese educational system in Lebanon is facing a plethora of problems. First and foremost is the dated curriculum that was first planned for in 1994, had its principles and guidelines established in 1995, and was put into effect in 1998. Twenty-seven years after its inception, the curriculum has not witnessed any modifications or amendments except for the deletion of a chapter or more in selected subjects and grades due to the lengthy requirements or recently due to the reduction of the number of teaching days caused by the COVID 19 school closure.

The outdated curriculum comes with other problems that surface in critical times as the case was when the schools had

to close down in February 2020 due to the outbreak of COVID 19. During this time, it was essential that teachers and students have access to the digital version of the national textbooks. This, unfortunately, is still not available, and the Ministry of Education was unable to supply it during the pandemic. Many teachers initiated scanning the textbooks and distributing them to teachers and students across the country. Up to the date of writing this report, the books have not been formally published electronically.

Another curriculum-based issue is that the curriculum is not compatible with the textbooks; the curriculum states objectives that are not to be found in the textbooks. Add to that, is the lack of flow of teaching objectives among the different grades. Then is the added issue that the official examination requirements are not always included in the textbooks that the students use to study. This puts a burden on the teachers to fetch their own teaching material, which in turn creates the problem of not having consistency of teaching material among all teachers and students in the country.

Leadership-related problems: The majority of the school principals in the public sector are appointed based on their political affiliation, while their qualifications play a little role in this appointment. Studies show that most principals had neither undergone an interview nor an examination before their appointment. What is commonly experienced is a combat among candidates right before the appointment of the principal, and politics usually plays the major role in defining the winner of this combat (Basha, 2018).

Add to that, the majority of the school principals have bachelor's degrees in a scientific, humanities or social studies field, and hardly any of them have a degree or any certification in education or a teaching-related field. Moreover, school leaders adopt an authoritarian style giving little attention to the instructional dimension of their role (Akkary, 2013).

Student numbers: Schools have been overwhelmed by the

large number of Syrian refugees with more than 356,000 Syrian children enrolled in the Lebanese educational system in 2019 (Lahire, El-Ghali, & Sedmik, 2021). To accommodate for the large number of new students entering the system, schools had to resort to double shifts, and many teachers and principals took on an additional afternoon shift in pursuit of improving their financial income in times when the value of the national currency has declined by more than 400% of its original value.

Infrastructure-related problems: When schools resorted to online teaching, many problems surfaced. It became clear that the majority of the Lebanese students lacked the necessary devices and internet connection that would enable them to follow up on their education and learn the necessary skills. Not only did students lack devices and internet but so did their teachers. This was extremely severe in public schools and its impact is more observed in k - 6 grades. Students in these grades lack the basic literacy, math and social skills. As a result, the Center for Educational Research and Development (CRDP), whose main aim is to improve the quality of education in the country, developed a four-week recovery program (CRDP, 2021) to compensate for students the skills they missed during almost two years of deficient online learning (Lahire, El-Ghali, & Sedmik, 2021).

Recent problems: As of the summer of 2021, additional problems emerged that will definitely have a long term effect on student learning. The past three years have been fraught with country-wide protests, road blockages, a pandemic, and the explosion of the port, all of which have exacerbated the economic collapse recently described by the World Bank as one of the worst in the world since the 1800s (The World Bank, 2021). Shortages of basics necessary for schools to run smoothly and efficiently have been experienced most conspicuously starting in the spring of 2021. The country has experienced shortage and a sudden increase in the price of fuel which lead to internet disconnection and outage of electricity. In addition, the scarcity and prices of the fuel supply have limited road travel and made

its cost beyond the capacity of the parents and teachers to commute to schools. The fall semester of 2021 commenced with country-wide teacher strikes in the public sector as teachers were asking for a fair financial compensation for the prices they pay for internet and fuel and also to compensate for the devaluing of their salaries. While the government is unable to fulfil the teachers' requests, the latter went on a strike that lasted for almost two months. Although the teachers decided to go back to their classes after the minister of education has made several promises to compensate the teachers, it is everyone's expectation that promises won't be fulfilled and strikes will be resorted to. Moreover, the lack of fuel in schools will make it impossible to continue especially in the harsh winter months as fuel is a requirement for heating and lighting. The second part of the delimita is that if teachers and parents decide that it is less costly for them to revert to online teaching/learning, electric outages and poor internet connections will make online education inefficient and close to impossible.

Impact of the problems on the schools

While the move to online teaching during the coronavirus school closure has equipped many educators and students with skills they would not have acquired any other time, teachers still lack the pedagogy that should accompany online teaching; they are not only struggling with reaching out to their students but also they lack basic skills in assessment and student engagement (Farhat, 2021). Poor infrastructure makes education not accessible by the majority of the students; only a small group of Lebanese students will be able to attend classes regularly and acquire the necessary skills and knowledge appropriate to their grades. Young students have not acquired basic literacy and scientific skills. The emotional well-being of teachers and students need careful attention. Programs have been devised by CERD to deal with these issues, but such programs will not attain their optimal results due to student absenteeism.

Solutions

While educators and parents have no faith in any national solution that would positively impact the system, many private schools have devised their own survival plans. Those schools have purchased their own platforms, trained their teachers, and were able to connect with the parents. Many teachers took the initiative to learn and progress on their own. They enrolled in teaching diploma programs especially now that these programs have become available online. They also take any opportunity to learn from their colleagues or enroll in training programs. This remains a small percentage of the teachers, while the vast majority are reliant on their administrations to provide such professional development opportunities for them.

Potential role of LIFE

The Lebanese recession has unprecedented consequences on education and educators. However, the civil societies have shown solidarity and creativity in devising and implementing plans to improve the various sectors in the country and have proven successful in areas where the government failed its people. The majority of these initiatives and plans have been targeting students, teachers and improving the physical school contexts. Little initiatives have targeted school leaders who are in an urgent need to assist them in facing the various challenges and improving conditions in their institutions. It is mandatory that leaders become agents of change and improvement. When they become more knowledgeable of the requirements of their roles, teaching pedagogies, and leading and managing institutions, they are more likely to devise plans that help them mitigate the impact of the current problems on the stakeholders. LIFE initiative can take on the role of capacity development of leaders who will become in better positions to improve the processes at their schools. This initiative can get leaders together to share practices and engage in discussions that benefit all. If leaders can form professional learning communities, then

the barriers that set them apart might be diminished, and they can build on the experiences of each other. Leaders of education need to be part of a community that connects them and brings them out of their isolation especially in times of calamities.

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QATAR

Qatari Education System between the Reform and the Pandemic

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Qatari educational reform: an overview

Early this century, Qatar launched a massive educational reform following recommendations from RAND's published report. Qatari leaders chose to launch a modified version of charter schools called independent schools, where school leaders hire their staff and teachers, select the curricula and assessment, and set other policies.

In 2017, the reform was panned, and the Ministry of Education (MoE) replaced independent schools with government schools. These schools operate within a centralized system where the MoE's human resources department hires staff and teachers and the MoE selects the curricula and assessment and trains teachers (Romanowski & Du, 2020). This reform, like many other reforms in Gulf countries, was based on foreign consultation using foreign models, without much consideration of local context.

Despite all the changes, Qatar ranked fourth in the world and first in the Arab world in education based on the Global Competitiveness Index issued by the World Economic Forum in Davos 2021. Qatar is known for integrating technology in its schools and investing in developing teachers and school leaders.

However, private and public schools in Qatar face many challenges such as selecting and recruiting qualified teachers

and staff (Sawalhi & Sellami, 2021), developing teacher agency (Chaaban et al., 2021), improving the quality of professional development opportunities (Chaaban, 2021), developing instructional leadership and improving students' achievements (Arar et al., 2021), and meeting the needs of Qatari culture (Sawalhi & Tamimi, 2021).

Other scholars have highlighted many issues related to school leadership such as diversity (Abu-Tineh & Sadiq, 2018; Romanowski et al., 2018), special needs education, digital leadership, parental involvement, student motivation, and quality of initiatives launched such as project-based learning (Romanowski & Du, 2020).

Qatar's case shows the importance of engaging teachers and school leaders and the community in developing and improving educational opportunities, Romanowski and Du (2020, p. 11) state that "Educational policymakers and those who implement reform policies and practices must develop an understanding of the role of culture and context in borrowed educational reforms: rather than making the culture fit into the system, the system should fit the culture."

Qatari educational system during the pandemic

On March 12, 2020, educational institutes closed in Qatar, requiring all students to learn remotely from their homes. Qatar has a relatively advanced digital infrastructure, and Internet availability is high for both schools and houses. Despite the infrastructure in place, the use of technology for teaching and learning has not become widespread in Qatari education.

After schools were closed, the Ministry of Education took responsibility for remote learning on behalf of the public schools, preparing video lessons for all subjects in grades K-12. Public school teachers were not permitted to prepare lessons on their own and had to follow the timetable prescribed by the ministry. The ministry also launched an educational platform

that disseminated digital and interactive resources, provided devices to many households, and offered vocational training opportunities for all public school teachers.

While the ministry played an executive role in public schools, its role in private schools was normative, so each school made its own decisions regarding additional learning opportunities for its teachers and students. In this sense, teachers had different degrees of autonomy depending on the school context; in general, though, they enjoyed higher levels of autonomy during the initial switch to online learning. Consequently, differences were found among private schools, mainly as a function of the availability of resources and the willingness of teachers to teach online. Other variations depended on how these schools carried out teaching and learning activities before the pandemic. Schools that had previously implemented a research curriculum looked for ways to transform their teaching and learning activities in accordance with past practices. The 2020-2021 academic year began as planned in September with blended learning, in which students participated in a rotation process, receiving both online and face-to-face lessons.

Final thoughts

Educators need to sustain their new roles. Schools have acknowledged the new role of parents as key actors in this unique context. In addition, Youmen et al. (2021) explain “one important lesson learned from the pandemic is the necessity of affording teachers’ greater agency in the development of practice and policy leading to higher quality decision-making and greater engagement in professional learning.”

Regarding professional development, teachers and school leaders have shown authentic leadership in providing learning opportunities. This should be further supported in the

future. While many Arab education systems have long been centralized, it is time to view teachers as autonomous and active professionals who, under stressful conditions and at their own discretion, can apply innovative educational practices. The difference between the responses of public and private schools indicates a need to bridge the gap and share best practices.

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TURKEY

Current Problems in Turkish Education System

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NATIONAL LEVEL

Pre-primary education is not compulsory in Turkish education system. This is the preceding problem in our country. Parents are free to decide on sending their children to pre-primary institutions. Therefore there has always been a low enrollment rate for pre-primary education.

According to the Ministry of National Education Strategic Plan (2015-2019), it is aimed to have a net enrollment rate of 70% for 4-5 year old children, and 92% of primary school first grade students who have received at least one year of pre-school education. But as stated in the Ministry of National Education Statistics (2020-2021), the enrollment rates in our country has not reached to the desired level. Especially by the Covid-19 pandemic term we see that the net enrollment rates for 4-5 years old and the net enrollment rates for 5 years old children in the 2020-2021 academic year has decreased on a large scale. The current pre-school enrollment rates are 36,79% for 4-5 years old children and 56,89% for 5 years old children. According to these data it is clear that Covid 19 pandemic has created a huge decline on the net enrollment rates as the pre-primary education is not compulsory. One of the other reasons for this decline is the internal migration of families for seasonal works. Besides, one of the reasons of low pre-primary enrollment rate is the lower labour participation rate for women.

Other problems in pre-primary education are the lack of classrooms and lack of pre-primary institutions. The number of pre-primary institutions and the number of pre-primary classes are not in number to meet the need. So, due to the lack of classrooms, there is double shift schooling in pre-primary education. This affects the quality education and at the same time creates problems for parents working.

Due to the different levels of economic development in our country, there are disadvantaged regions and schools. There are disadvantaged schools with low academic success in developed provinces as well as in regions depending on the level of development. In addition, absenteeism and dropout rates are high in disadvantaged regions and schools.

On the other hand, although the neighborhood-based placement system in 12-year compulsory education and high school placements allows students from all social classes to benefit from the right to education and thus equality of opportunity is being tried to be provided, making such schools more advantageous with the application of exam-based placement and project schools has revealed the problem of social justice. Especially with the transition to distance education during the Covid 19 pandemic period, the difficulties in having technological tools and accessing the internet experienced by students in disadvantaged regions and schools have made this problem more visible. In this regard, the Ministry of National Education tried to provide courses and training content with Eba TV, but it could not be productive. Because it has been insufficient in preparing content at each school types and levels. The live lesson application on Eba was also not efficient due to the problems in accessing the internet.

In our country, no orientation is given according to the interests and abilities of the students in any education type and level.

In orientation, the most important criterion is considered as the academic success, and placement by examination and placement from the place are made in the transition from primary education to secondary education. Therefore, students are not evaluated holistically within the scope of personality services and also development areas other than academic success cannot be monitored. For this reason, there is a backlog with unconscious demands in some school types and areas. This hinders the planning of a balanced education in line with the needs of the country. For example, promotions made within the scope of vocational guidance are just limited to known occupations, present and future occupations are not taken into consideration.

School buildings are not suitable for school types and levels, education plans and programs, and students' developmental characteristics. For example, multi-storey buildings are not suitable for preschool, primary school and vocational high school workshops. In addition, since some school buildings are not sufficient for the number of school students, double-shift schooling is provided in these schools. While some schools provide full-time education, the double-shift schooling of these schools is against equal opportunity in education. In addition, the existing equipment in some schools is insufficient for qualified educational practices and social and sports activities. Also that equipment does not have the technological features required by today's century. In this sense, since there are schools with sufficient level of these opportunities, this situation also poses a problem in terms of social justice. In addition, schools should be easily accessible to students. However, access to school in disadvantaged areas also poses a problem due to both road and weather conditions. The Ministry of National Education has tried to overcome this problem with regional boarding schools and the system of access to transported education. However, there are

still disadvantaged regions and village schools where access to education is difficult and limited.

In the high-level strategic documents, what needs to be done is outlined well by giving the necessary importance to vocational and technical education, but there have been still problems in the transformation of basic strategies into actions and the realization of the determined goals. For example, the schooling rate in vocational education is not at the expected level. The fact that the vocational guidance and counseling system in vocational and technical education is not carried out as necessary and the social prejudice against vocational and technical education until now has been reducing the rate of enrollment in vocational education. There is a serious mismatch between labor supply and demand in our country. The reason for this is that there is no harmony in terms of quality and quantity between the training programs implemented in vocational education institutions, the technical workforce trained with these programs and the needs of the labor market. The incompatibility between the labor market and the educational institution is one of the main reasons for the lack of interest in vocational and technical education at both secondary and higher education levels.

The current teacher training system is not carried out in cooperation with the Ministry of Education and Education Faculties. This does not meet the teacher needs of the Ministry of National Education both in terms of number and quality. In addition, the current teacher training system does not meet the teacher qualifications required by this age.

Certificate programs of two half-year pedagogical formation education are organized for graduates of programs other than teacher training programs to make them obtain the right for teaching. However, this situation leads to a serious increase in

the number of teacher candidates, and thus, problems arise in the employment of teachers. There is no legal regulation regarding the pedagogical formation practice to be valid for programs other than the fields where teacher training programs are available in education faculties.

There is a need for the employment of teachers in some fields, especially in the fields of pre-school, special education and religious culture. There is also a shortage of teachers in disadvantaged regions.

Educational administration in our country is not based on principles of merit. The management of educational institutions in Turkey is provided by educational administrators selected from among teachers. There is no obligation to receive a training on management in the criteria for appointing and assigning educational administrators. Therefore, educational administration has not become a profession in our education system. The principle of teaching is the main thing in the profession maintains its validity, but this shows that the necessary importance is not given to the training of administrators. In addition to the pre-service training of school administrators, studies on the process of training in service are insufficient.

The most important problem in curriculum development studies in our country is that the programs are developed and decisions are made centrally. The Ministry of National Education is responsible for the development of programs to be implemented at all educational levels. This situation causes the interests, needs and demands of the region, school, society and students not to be adequately met.

Considering the developments in the field of education in Turkey in recent years, it can be seen that the programs have changed many times. However, program development and program

evaluation in our education system have not been scientific and systematic, the models used in program development studies have not been suitable for the needs of the society. This is because there is no school based approach for developing programmes. There also have been some problems in terms of setting up commissions for program development and on supplying dynamism between program elements. Besides program evaluation studies have not been taken into consideration; even these have not been conducted properly, even if there are some studies for program evaluation; suitable approaches, methods or techniques have not been used in these studies in Turkey.

One of the other main problems in our national education system is the lack of harmony between the aims of education, teaching and measurement-evaluation. Problems arise about the effectiveness and efficiency of education when educational objectives are not reflected in classroom teaching and classroom teaching is not taken as a basis for measurement and evaluation. We have a central placement examination system to place the students for higher institutions both for upper secondary and higher educations.

In our country, continuity and adequate guidance in auditing is not provided. In addition, effective feedback on audit practices cannot be provided.

State-affiliated public education institutions at pre-primary, primary and secondary education levels are largely financed by the state. In public schools at these levels, teachers' salaries and wages, non-educational personnel wages, all expenditures for movable and immovable properties, and most of the teaching equipment and other operating expenses are covered by the resources obtained from the central budget. However, the appropriations allocated to schools are not enough to meet the basic needs of the schools. Funds are provided

for expenditures made in primary and secondary education institutions for operating expenses and other activities that support education at school, through school-parent associations in each school. School-parent associations derive their income from contributions from families, various activities they do, and donations to associations. In addition, although education is free in pre-school education institutions, certain amounts can be charged for nutrition, cleaning and educational materials in a way that does not force the economic situation of families.

Due to the structure of the Turkish Education System, the autonomy of public schools affiliated to the Ministry of National Education in terms of financing is quite limited. Budget resources allocated for basic education schools can be used through provincial education directorates. Since there is no school-based budget system, the lack of sufficient funds for public schools and the schools' efforts to meet many of their basic needs increase the differences between schools.

Turkey is located in a geography where international migration mobility is intense. Hosting millions of refugees Turkey; firstly, accredited non-public schools as temporary education centers, then these schools are classified as transition schools and by 2020 refugee children started to be included in the public school system.

Also there is a huge internal migration in our country especially from rural to urban. But there is no single migration problem in a region of Turkey. As a result of the consequences of education, health or economic policies migration become a problem in our country. For example because of the seasonal workforce migration many children become away from schools for a period of time and so they become deprived of education.

The increasing rates on both the external migration and the internal migration that our country has faced more recently,

increased the number of immigrant students at schools especially in bigger cities at the same time. With the increase of the number of students in classes, inadequate physical capacity of schools emerges and this problem causes various problems. Crowded classrooms, language differences, and so communication problems, students' having different socio-economical and cultural backgrounds, lower academic success have become the leading problems as a result of immigration.

In our country, in schools affiliated to the Ministry of National Education, the employment of personnel providing vital services such as cleaning, security, catering and technical services, if any, is insufficient, as well as the personnel providing office services apart from education and teaching staff. The lack of personnel providing office services increases the workload of school administrators. In addition, the deficiencies in the number of cleaning and security personnel posed a serious problem, especially during the pandemic process, where hygiene became much more important. Especially in the current academic term, with the fact that schools start full-time education, the shortage of employment of assisted services workers and the shortage of security personnel become an increasing problem.

Continuous professional development studies of teachers are carried out with comprehensive studies starting from the candidacy. The need for in-service training is determined through a web-based survey conducted for teachers every year for professional development activities. The results of the data obtained are shared with the Ministry units in the center and with the provincial directorates of national education locally, so that educational activities are planned centrally and locally in line with the needs. With the transition to distance education during the Covid 19 pandemic period, the need for professional development arose such as the ability of teachers to use technology in education, and the Ministry of National Education organized and still organizes distance education activities through the Eba platform for this need. However, these training

activities are insufficient and not provided for all branches.

INSTITUTIONAL LEVEL

The main problems in our schools are the employment and the budget. In some regions there still has been the need for regular teaching staff. There are contract and paid teachers, so maybe that is not so much a problem in number but there are inequalities in terms of rights and payments. Besides, one of the main problems is the hygiene and lack of assisted services staff, in other word servants, especially during this pandemic term. There have been double shift schooling for some reasons like seismic retrofitting or being crowded in some regions and cities. So hygiene becomes more important than ever before, but however the budget provided by the government for repair, tools and hygiene is insufficient. Also security and lack of security staff are among the problems.

Turkey Employment Agency employs staff for hygiene and security but these employments happens too late, as they do it after schools are opened. Also their tenure ends before the schools are closed. Both hygiene and security problems are initially important as protecting students and school staff from illnesses besides violence has become more important during this pandemic term. School administrators must ensure that all the staff and students are safe at school.

Also most schools in our country have no clerks. Performing clerical activities, school clerks support principals, administrative staff and teachers. So lack of clerks in schools increases the workload of principals and administrative staff.

Another problem is related with the vocational schools. Placement of 9th grade students to departments is made two weeks later after schools are opened. It becomes too late as it causes problems while determining the norms.

Lack of regular teaching staff causes problems as inequalities in terms of rights and payments among regular teachers, contract teachers and paid teachers. Also this creates discrimination of those teachers by the school staff and by school environment. Contract and paid teachers loyalty to school is lower than regular teachers.

The hygiene and lack of assisted services staff during this term causes illnesses among students and school staff. Besides having the risk of the pandemic Covid, the students and also the whole staff are at the risk of having illnesses due to the dust, lack of air conditioning, lack of hygiene of physical environment of schools especially restrooms. These problems related to hygiene causes different infectious illnesses besides Covid thus students and some teachers have to be reported and so this situation prevents students' access to education.

Security and lack of security staff causes problems in having school entry and exist under control. Besides schools have difficulty in checking 'HES' Codes of visitors. Also there are some problems in preventing violence arising from students' behavioral and emotional problems.

Lack of clerical staff at schools both increases the workload of principals and vice-principals of those schools. Performing clerical activities are also time consuming for the administrative staff.

Late placement of 9th grade students to departments causes problems while determining the norms, because there has been difficulty in determining the group numbers. So, when reporting the norms, the results may be wrong or missing. Besides during the placement period students couldn't start their education properly, the process is too long for orientation.

Due to the lack of budget, schools have great difficulty in

employing necessary staff for hygiene, security and clerical activities, besides having cleaning materials and stationary supplies and tools.

Thanks to local resources like canteen incomes, parent-teacher associations or benefactors, schools try to find solutions. But those are so limited to be enough.

For the employment of so called necessary staff, Turkey Employment Agency is responsible and they provide labor force employing those staff. But this happens too late, schools have become opened before the staff starts their work. Also these late employments are for hygiene and security, there is no employment for clerical works. So all the clerical activities are carried out by principals and vice principals.

On institutional level, hall monitors (both teachers and students and also deputy managers) are responsible for controlling school entry and exist and checking codes.

The Initiative could support the schools and the principals presenting reports to the government and cooperating with the government on the process of finding solutions. Also the Initiative could give tuition assistance for creating school budget and/or effective and balanced use of shoestring school budget.

TURKISH REPUBLIC OF NORTHERN CYPRUS

Education System and Problems in the TRNC

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The basis of education problems is that the education policies of the Turkish Cypriot Education System are carried out in a system that ***has not established a state policy in the country.*** In this context, one of the first factors affected by the changing political structures in the country is education. Education curricula, education and training programs may differ with changing government policies. The problem of immigration, which is increasing day by day around the world, is another problem that negatively affects education. Due to the increasing population in the country, the number of classes is getting crowded. While this crowded student population is increasing day by day, not changing and renewing the existing opportunities for the environment offered to students and teachers negatively affects education. The basis of these problems, which negatively affect the performance of students and teachers, is the inability of the Turkish Cypriot Education system to integrate into the contemporary education philosophy existing in developed world countries that have gone beyond being an information society. The Ministry of National Education and Culture of the Turkish Republic of Northern Cyprus, which showed the most important impact on this situation in the process of providing education and training services with digital resources due to the Covid-19 Virus, failed in terms of providing education services. Although initiatives to provide distance education were undertaken in a short time, the technical infrastructure and the inadequacy

of personnel training in these initiatives could not ensure the success of the education services in terms of quality.

Financial difficulties related to the economic dimension of education for the realization of educational services, the absence of any planning for social cohesion or integration for the education and training services of foreign students are among the general problems of education. In school structuring, the existence of classical scales, classical classroom structuring and classroom management philosophies in measuring the success of students at an early age with the exam system affect education negatively. In this direction, the inability to provide practice-based educational environments, the inadequacy of sports, music, painting and many other artistic activities in providing services causes the inadequacy of quality in public schools and parents prefer private schools. The insufficient budget allocated to vocational high schools and the inability to provide future investment for young people who grow up in these schools, apart from workshops, can also be considered as a serious problem. Although the student structure in vocational high schools, which are characterized as the schools preferred by academically unsuccessful students in the country, are unrelated families or students with problems, the need for guidance services and human resources in this area draws attention, it is a negative situation that there is no change in the current conditions. As a matter of fact, the deficiencies in vocational high schools where the main laborers who will be the labor force in education will be trained and in all schools based on practice prevent the society from giving value to these fields.

Although the teachers who used resources in education and training services with the books prepared by the Turkish Ministry of National Education and Culture in the 1980s, aimed to improve education within the framework of their own society's needs by producing unique books suitable for the needs of the

Turkish Cypriot Education system, later on, these studies were not very successful. In particular, these studies have also led to the neglect of important poets and writers on behalf of the Turkish Language Institution and Turkish Literature in the books prepared in an amateur way by the book commissions prepared at the primary education stage. In this sense, a problem such as the forgetting of some values over time has also been a factor in the failure of the new generation to gain some values regarding the Turkish values discussed on the agenda today. The main task to be done in this direction is to produce impartial and scientific works that are not captive to any politics in the fields of literature and history, which include values suitable for the Turkish Cypriot community. As a matter of fact, in recent years, the Ministry of Education has been able to create a book resource for teachers and students based on scientific resources and data, especially on Cyprus History courses. In this sense, the progress of the Turkish Republic of Northern Cyprus, whose number of universities is increasing day by day, to become a country of science will contribute to the recognition of the country by other foreign countries. However, academicians, artists and students coming from foreign countries to the country should be able to benefit from these valuable people in support education projects that will contribute to the education system with serious strategic planning.

The primary education level in the Turkish Republic of Northern Cyprus consists of pre-school education and primary school students. Preschool education is classified as 4 years old and main class. Although there is no compulsory education age, the pre-school education service is trying to provide a comprehensive service by the state. In the north of the island, pre-school education institutions affiliated with the primary education department are divided into 4 years old and main classes; While these educational institutions are separate buildings as

kindergartens in some regions; In some regions, it is included in primary education institutions. While preschool students in primary education receive 25 lessons per week; Elementary school students receive 30 hours of lessons per week. All schools open at 8:00 am. Primary education institutions provide education until 12.40, and secondary education institutions until 13.10. In general, break times are 20 minutes in primary education and 15 minutes in secondary education and high school institutions, and in many schools, especially in private schools, the start and end times may change depending on the initiative of the relevant school. Lessons are 40 minutes each. While these processes occur after 2 blocks of lessons in primary education, during course transitions; In secondary education, up to 3 lessons are carried out without a break. Some practices related to this situation from the traditional English period are a negative situation in terms of focusing on teaching activities rather than educational activities in the Turkish education system. It can be considered as a remarkable situation that the unions or the relevant ministry of education, regarding the inability to adapt the learning and teaching processes to the traditional values and the Turkish education system, do not address this situation as a problem. Although some projects have been tried to be provided for the transition to full-time education from time to time, these projects have been unsuccessful due to economic, technical and personnel inadequacies. The fact that the number of buildings that do not have a closed school garden related to the school construction is high, and that the cafeteria, library and resting areas in schools are not suitable for the age, of course, have a negative impact on the education system. Especially since there is no public transportation in the country, the transportation service of the student is covered by the budget of the relevant ministry or the transportation of each family's own child has a negative impact on education. On the other hand, it is

noteworthy that there is no comprehensive law regarding the duties and responsibilities of cleaning personnel in charge of cleaning and maintenance of schools, apart from occupational safety, and that school administrators are insufficient to provide the existing working principles.

The fact that the school buildings are not insured for the safety of the students, and that most of the electrical installations installed in the school buildings are in the order established before 1974, is a problem that puts both the staff and the health of the students who come to the schools to receive education services at risk. Apart from these problems in schools, photocopiers of schools, service fees of these machines, colored or colorless ink, paper, etc. that need to be photocopied. Apart from the materials, the maintenance of the broken or damaged materials and the basic cleaning materials used in the toilets of the students are provided by the schools' own budgets. Even the first aid cabinets and/or materials used in case of injury or any accident are supplied by the schools themselves. In this context, in order to contribute to the needs of schools, parent-teacher associations in each school are established by the relevant ministry within the framework of laws and regulations. The primary education period is 5 years; After this stage, the lack of transition to secondary education is made. As a result of this training, each question of the courses named "Turkish", "Mathematics", "English", "Science" and "Social Studies" within the scope of the curriculum is 4 The students to be admitted to the relevant colleges are determined in the ranking of success with the exam consisting of two options. In this context, it is not enough to train young people who will bring the country's economy to a level that can compete with the world, with the search for a uniform human model.

Although the mother tongue spoken in the country is "Turkish", many words used in the Cypriot Dialect, which has become

the cultural value of the Turkish Cypriot community, can be understood differently by those who come to the country from Turkey. In this context, although valuable artists dealing with the art of music in the country, apart from tourism, exhibit many works that make foreigners feel the language structure of the country, the studies in which schools can reflect many cultural values to the society through the media remain limited in themselves. This makes it necessary for educational institutions to reach many interdisciplinary channels in their impact on the perception of society, culture and education.

Due to the pandemic, the schools' inability to provide quality education services to students to achieve their goals has caused the Ministry of National Education and Culture to move away from the traditional structure and make modern investments in the education budget. However, especially the lack of techno-pedagogical infrastructure necessitates the presence of computer technicians or information technology specialists in every school region, starting from pre-school and primary education levels. In this context, as there is no plan or project, the lack of staff within the ministry that can be followed by the ministry of education regarding the detection of neglected or abused children due to the pandemic can also be considered as a serious problem.

There is a committee called the National Education Inspection, Evaluation and Executive Board, which is affiliated with the Ministry of National Education and Culture, in order to monitor the problems such as violence, bullying and mobbing in schools and to determine the problems that may cause a negative school climate. Based on the number of schools, the number of teachers and the number of students, the inspectors present in this board are not sufficient in either primary, secondary or high school. In fact, it is seen that there are problems in the specialization of the duties and distribution of the existing personnel in this

supervisory board.

In general, after the Republic was established in 1983, the laws were not updated in the units where all the staff under the umbrella of the Ministry of National Education and Culture within the scope of public officials were members, and deficiencies regarding the laws at all levels draw attention. Education Joint Services Department, which provides teacher training and development services, organizes in-service training courses in line with the demands by naming the teacher needs instead of making an analysis of the current situation for the professional development of teachers. While the planning for these trainings should have been planned throughout the year, these in-service trainings have turned into trainings that have been quite a lot in the last 3 years, but there is no reporting about what they have achieved. Many of the teachers participating in these trainings participate in these trainings in the promotion exams. This causes in-service training to deviate from the main purpose and turn it into a tool. There is no obligation for teachers to participate in in-service trainings, and there is no such thing as receiving additional allowances or subsistence for the effort and time spent participating in these trainings. Therefore, since these in-service trainings do not coincide with the contents of the examinations that the teachers encounter in the promotion examinations, we can state that the aims and scopes of these in-service trainings are made haphazardly and unplanned. The lack of teacher ratings for maid training courses and the fact that teachers with undergraduate education and teachers at master's or doctorate level are trained within the same scope can also be considered as a separate problem. Since the Ministry of National Education and Culture in the TRNC is abstract from the "training of the trainer" quality regarding in-service training, the weaknesses of teachers and administrators in the name of sharing and unity are fed. As a matter of fact, this

problem also forms the basis for the devaluation of the real values that will set their hearts on education. Another important problem is that the commissions related to scouting, music commissions and education courses are made by the ministry units on a voluntary basis, not by selection and elimination method. Many inquisitive teachers do not hear the news about the creation of these commissions. Even though the circulars are delivered to the schools, school principals in schools may not be able to deliver these announcements to all personnel. Although announcements have been made as necessary in recent years, an electronic document management system and an announcement system that each personnel can see from their own address have not been established yet. For this reason, Ministry Units, which unfortunately make an announcement within a few days regarding such studies, ensure that people close to the department manager in the relevant ministry unit take part in those commissions. This problem leads to a move away from impartiality and scientificity in order to reach quality in education.

The most serious problem of schools is that the current situation analysis about schools cannot be made correctly. Schools expect these studies to be carried out by the Ministry of National Education and Culture within the understanding of central government. However, this task should be at a level that can be provided by school principals, assistant principals or classroom teachers of each class in every school. In this context, instead of forming voluntary commissions for the collection of these data, although there is no personnel in the relevant ministry, these problems can be eliminated by establishing support boards from universities or academicians with high academic working skills and the ability to accurately observe and report problems and events based on scientific data.

School administrators are in the position of administrators in

charge of providing the decisions coming from the center rather than being a leader school. This feature can be associated with the inadequacy of the examination system, in which the teachers who are successful in the examinations organized in accordance with the classical conditioning principles are selected. Schools with few managers on entrepreneurship are not rewarded enough for being a model for other schools. The fact that the concept of autonomy in schools is structured within the perspective of centralized education management due to legal regulations also affects the success of schools negatively. Apart from these, another important problem that affects teacher motivation in schools is the record evaluation forms in which teachers' performance evaluations are made. These registry evaluation forms are filled in by the school administrator, who is responsible for them in the institution where they work, and by the head of the department to which the relevant institution is affiliated, as the 2nd Registrar, apart from the front side filled by the teachers themselves; The information filled in here is definitely not shown to the teacher. However, regarding this situation, the fact that all the administrator candidates who participated in the promotion exams in the last 5 years received 100 out of 100 reveals that there is no difference between them regarding the performance criteria of the teachers. The absence of any technical committee decision regarding the change of the existing order, in which the working and non-working are not distinguished, may be related to the fact that the officials placed in the ministry of education in the country take charge based on their political power rather than their educational status and level. Therefore, while these problems affect the whole education negatively, the lack of performance awards that also affect teacher productivity makes it necessary to evaluate teachers with a performance evaluation form instead of a record evaluation form. In order for school administrators, who have the

same problem, to recruit and become permanent teachers, the assessment and evaluation criteria applied to temporary teachers should also be updated. In the TRNC, the institution named KHK (Public Services Commission) carries out the recruitment of teacher candidates who can become permanent teachers in public schools through a central examination. However, the fact that the written test exams and interview exams organized by this institution are also out of date negatively affects education and the development of the country. Basically, this problem can be considered as an obstacle to the recruitment of qualified teachers who will ensure the successful execution of education. The fact that this institution does not have disciplinary work in the professional examinations in the public sector during every examination process that it will organize in consultation with the TRNC Ministry of National Education and Culture can be considered as a deficiency. Since the language proficiency tests organized by this commission are not suitable for the level of English education given in the country, it should not be a basis that feeds private institutions and organizations in a capitalist way.

The TRNC is a small country with many features that can be a pilot application for the modernization of the Turkish education system. Therefore, many projects that are not easy to do in Turkey are in a position that can be easily achieved in the TRNC. In this context, it is an important factor that universities take part in the projects apart from the TR Ministry of National Education and the TRNC Ministry of National Education and Culture. In this context, YOK (Higher Education Council) in Turkey and YODAK (Higher Education Planning, Supervision and Accreditation Board) in TRNC should be able to create a strategic plan with a committee that includes politicians and other ministries, taking into account the educational problems while cooperating.

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Ibrahim Hakan Karatas, after his BA and MA in Turkish language and literature, earned his Ph.D. in 2008 in Educational Leadership. He spent five years writing course books for high school literature and Turkish language, as well as elementary level course books. He taught in K-12 schools in Turkey for 12 years and in 2010, he began working as an assistant professor at the Department of Educational Administration

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Mohamed M. Bahgat, the founder & CEO of SeGa Group. He is also, the author of "FIRST Framework" book, and is an ATD International facilitator. In 2014, Bahgat founded SeGa Group, a US based LLC in talent development consultancy with its operational office in Middle East SeGa; a social entity with a mission to "Develop Human Developers" in

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LIFE INTERNATIONAL

EDUCATION REPORT 2021

AZERBAIJAN – BOSNIA HERZEGOVINA – EGYPT

LEBANON – QATAR – TURKEY – TRNC

LIFE aims to be a global platform that will increase the interaction between educators and educational institutions. For this purpose, it prefers a structure in which countries, institutions and individuals can be represented.

One of the primary purposes of LIFE is to bring the similar and differentiating problems of educators and educational institutions in different countries and geographies to the agenda and to enable them to share the innovative solutions they have produced for these problems.

LIFE has prepared this report based on this principled purpose. In the report prepared with the participation of nine countries (Azerbaijan, Bosnia and Herzegovina, Egypt, Lebanon, Qatar, Turkey, TRNC,) for now, the representatives of the countries summarize the current problems they face in their own countries and explain their strategies to deal with these problems.



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