

A Comparison of Formal Educational Systems between Turkey and Tanzania

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Abstract

Different decades have witnessed dissimilar emphases on education systems, and brought to the field of new perspectives for scholarly exchange. This can be seen in Turkey nowadays where the education system is more centralized and improved compared to other African countries like Tanzania. The purpose of this study is to compare the two systems of education between Turkey and Tanzania from pre-primary to secondary school level. Comparisons were made on the general goals of education, finance, training programs, government support, students paying fees and age criteria. The classic model of Bray and Thomas for comparative educational analysis was used. The two systems were compared by documentation in the tabular form. The results show that the Tanzania education system of 1+6+4+2+3+ differs compared to that of Turkey 4+4+4 in various dimensions, even though there are few similarities among them.

Keywords: Comparative education, scholarly exchange, Turkey's education system, Tanzania's education system.

Introduction

There is no doubt over the world today that education is a key input for economic, political and cultural growth of nations. Education system serves as the main means of providing individuals with the opportunity to achieve their full potential in terms of acquiring the knowledge, skills, values and attitudes needed for various social and economic roles, as well as for their personal development. Bray, Adamson, and Mason (2007: 1) elucidated that, the 21st century witnessed the modern perspectives of education system due to the forces of globalization and the changing role of the state. This brings different countries to compare their systems of education time after time. Bereday (1964: 5) mentioned that, comparative education sought to make sense out of the similarities and differences between educational systems. Developing countries should follow the developed countries when building their education programs (Gürdal, 2011: 535; Bray, Adamson, & Mason, 2007: 18). Tanzania is a country located in East Africa (Leonard, 2006: 504). The country is one among least developed country in the world (UNCTAD (United nations conference on trade and development), 2014: xiii). Turkey is a Eurasian country stretching across the Anatolian peninsula in Western Asia into the Balkan region of southeastern Europe (Shora, 2009: 303). It is the 17th largest economy in the world and a member of the G20 (Worldbank, 2015). In 1970, Katz drew attention to the importance of examining the educational relationships between the developed and the developing countries for comparative educators to be interested in examining the similarities and differences in the educative processes of various groups (Bray, Adamson, & Mason, 2007: 17-18).

In history, both first presidents of Turkey and Tanzania elaborate the needs and importance of a nation to have a better system of education as among the important aspect in measuring the country level of development. *“The government’s most creative and significant duty is education”* by Mustafa Kemal Atatürk (1881 - 1938) who was the first President of the Republic of Turkey, Gulesci, (2014: 14). In the Republic of Tanzania the first president Julius K. Nyerere (1922 - 1999) said the followings about the education system, *“Since long independence the people of this country.... Have never really stopped to consider why we want an education.... Until now, questioned the basic system of education which we took over at the time of independence”* (Nyerere, 1967, 1). Turkey’ and Tanzania’s education systems are composed of two parts; formal and non-formal education systems (Studyinturkey, 2014; UNESCO (United Nations Educational, Scientific and Cultural Organization), 2011: 4) respectively. Both Tanzania and Turkey education sectors have gone through a number of

changes since independence. These changes have shaped the process of provision of education in terms of social change (e.g. Economic reforms), transformations in society (e.g. nation building), political discourse which brought education to be tightly interconnected with society, political and economic systems (Nohl, Akkoyunlu-Wigley & Wigley, 2008: 15). In Tanzania, the education system is governed and operated by the Ministry of education and vocational training (MoEVT) (Tanzania, 2014) while in Turkey by the Ministry of National Education (MoNE) Milli Eğitim Bakanlığı (MEB, 2014).

The Turkish Education System has democratic, modern, secular and coeducation characteristics (UNESCO, 2001). It is a progressive system with high advancement of technology. By this reasoning the evolution of the education system from one level to another led more improvement of science and technology in Turkey. Example in 2011, Turkey's overall adult literacy rate was 94.1 percent (UNESCO, 2014) with the overall population 75 million in 2014 (Cagaptay, 2014: 25). This enhances other countries to compare their systems with Turkish Educational system. Among them is Tanzania, having an overall adult literacy rate of 67.8 percent (UNICEF (United Nations International Children's Emergency Fund), 2014) with the overall population of 47.78 million in 2014 (Osabuohien 2015: 242) The country is still faced with low performance in the education system as declared by UNESCO in 2011.

Purposes of the study

The main purpose of this study is to investigate the similarities and differences of the formal education system between Turkey and Tanzania (pre-primary to secondary) in terms of the general goals of education, structural system, finance, governmental support, age and training programs.

The study is potentially useful and is expected to help the ministry of education of Turkey and Tanzania especially in developing the curriculum planning, and those researchers who are interested in comparative education studies. Literatures show that the two systems somehow differ in many dimensions; this is why we sought to answer the following sub questions:

- What are the differences of the general goals of learning from pre-primary to a secondary level of education between Turkey and Tanzania?
- Why educational system of Turkey is highly centralized compared to the Tanzania system of education?

- How government supports their education system in Turkey and Tanzania?
- Who finances the education system of Turkey and Tanzania?
- How students pay their fees in school trending?
- What students learn from pre-primary to secondary level?
- Are there any differences in education structural system of Turkey (4+4+4) and that of Tanzania (1+6+4+2+3+)?

Methods

This study follows the classic model of Bray and Thomas (1995: 475) which is also cited in Bray, Adamson and Mason (2007: 9) which show the basic framework for comparative education analysis. The model showed that when two or more countries are compared to an education system common three dimensions should be considered.

The first dimension of Bray and Thomas model has seven geographic/location levels for comparison those are world regions/continents, countries, provinces, districts, schools, classrooms, and individuals. Second dimension contains nonlocational demographic groups, and includes ethnic, age, religious, gender and other groups, and entire populations. The last dimension consists of education aspects and of society, such as curriculum, teaching methods, finance, management structures, political change and labour markets. This is also cited in Bray, Adamson and Mason (2007: 8).

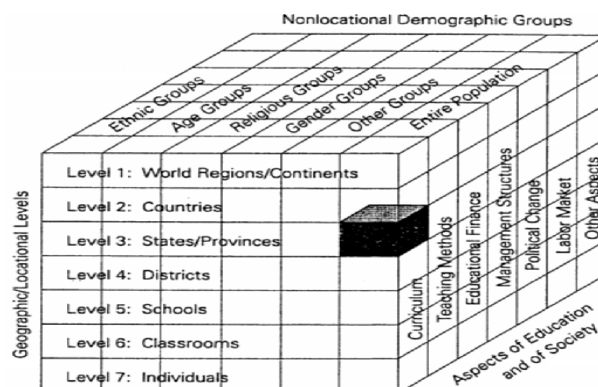


Figure 1 A Framework for Comparative Education Analyses (Source: Bray and Thomas (1995: 475).

Data were collected by documentation method as postulated by McCulloch (2004: 110) that, documentary study offers a number of different perspectives from which to view a given problem or topic especially in doing comparative studies. Several information sources

were collected and analysed from public and private sources to ensure the valid and reliable information about the problem. The document analysis for comparison of the considered countries (Turkey and Tanzania) was done by the general goals of education, finance, training programs, government support, students paying fees, school structure, age criteria are presented in the tabular form as cited in Hans (1967: 1) that, as education is based on the observations and facts as the other branches of science and should be classified with analytical tables to find out the principles (rules), and thus, the comparison can easily be done. The results of the document analysis were freely displayed in terms of similarities and differences.

Findings

Turkish national education system's general goals were defined in the Basic Law of National Education 1973, No. 1739 by (MoNE, 2000: 3) cited in (Nohl, Akkoyunlu-Wigley, & Wigley (2008: 85-86) as follows:

- To raise all individuals as citizens who are committed to the principles and reforms of Atatürk and the nationalism of Atatürk as expressed in the Constitution, who adopt, protect and promote the national, moral, human, spiritual and cultural values of the Turkish Nation, who love and always seek to exalt their families, country and nation, who know their duties and responsibilities towards the Republic of Turkey which is a democratic, secular and social state governed by the rule of law, founded on human rights and the tenets laid down in the preamble to the constitution and who have internalized these in their behaviors;
- To raise them as constructive, creative and productive persons who are physically, mentally, morally, spiritually and emotionally balanced, have a sound personality and character, with the ability to think freely and scientifically and have a broad world view, that are respectful for human rights, value personality and enterprise and feel responsible towards society;
- To prepare them for life by developing their interests, talents and capabilities, providing them with the necessary knowledge, skills and attitudes and the habit of working with others and ensure that they acquire a profession which shall make them happy and contribute to the happiness of society; And

- To increase the welfare and happiness of Turkish citizens and Turkish society, and support and accelerate economic, social and cultural development within national unity and cohesion, on the other hand, make the Turkish Nation a constructive, creative and distinguished partner of contemporary civilization (Nohl, Akkoyunlu-Wigley, & Wigley, 2008: 85-86).

Judiciary, 1997: 19 elaborated that general goals of the Tanzania national education system were in the basic law of national constitution Act No. 15 of 1984 s. 6 which stated as follows:

- The state authority shall make appropriate provisions for the realization of a person's right to work, to self-education and social welfare at times of old age, sickness or disability and in other cases of incapacity, without prejudice to those rights, the state authority shall make provisions to ensure that every person earns his livelihood.
- Every person has the right to self-education, and every citizen shall be free to pursue education in a field of his choice up to the highest level according to his merits and ability.
- The Government shall endeavor to ensure that there are equal and adequate opportunities to all persons to enable them to acquire education and vocational training at all levels of schools and other institutions of learning. (Judiciary, 1997: 19)

Table 1

Comparison of the education system of Turkey and Tanzania in terms of general goals

General goals of education	
Turkey	Tanzania
Turkish national education system's general goals were given in four items with very detailed sentences.	Tanzania national education system's general goals were given in three items with very detailed sentences.

As seen on the general goals of education and details in table 1, the general goals of the Turkish national education system was defined in the Basic Law of national 1973, No.1739 in four detailed items, while those of Tanzania defined in the national constitution Act No.15 of 1984 s.6. Both general goals of Turkey and Tanzania education systems are concerned about the contingent general features of the citizens, individual properties of both

societies and idiosyncratic professional features. This led both education systems to be explicit and nationalistic expressions with very detailed sentences.

Table 2

Comparison of the education system of Turkey and Tanzania in terms of national system

A national education system	
Turkey	Tanzania
Education services are provided by both public and private schools.	Education services are provided by both public and private schools.
The Turkish education system is organized centrally and all schools are administered by MoNE except Universities.	The Tanzania education system is also organized centrally and all schools are operated by MoEVT except colleges and Universities.
The MoNE has provincial organizations in 81 cities and 924 districts and both regions and districts have a directorate of national education.	The MoEVT has provincial organizations in 30 regions and 169 districts and both regions and districts have a directorate of national education.
City and district directorates consisted of branches, bureaus, permanent board and commissions according to the characteristics of the services.	Ministries are responsible for the operation of the departments in local governance of education and usually entrusted to the school board, school districts and school council (school principal, chairman, teachers and parents).

Table 2 shows that, The Turkish education system is highly centralized (Earnest & Treagust, 2006: 18) compared to centralization in Tanzania. The basic structure of the Turkish and Tanzania National Education is on the responsibility of the MoNE (Ministry of national education) and MoEVT (Ministry of education and vocational training) respectively. All schools are administered by the MoNE and MoEVT except higher education institutions. In Turkey, the national structural system of education is different compared to that of Tanzania. The MoNE has provincial organizations in 81 cities and 924 districts. There are different directorates of national education in each city and district (Earnest & Treagust, 2006: 19). City and district directorates consist of bureaus, branches, commissions and permanent boards according to the characteristics of the service (MoNE, 2005). In Tanzania, the MoEVT has provincial organizations in 30 regions and 169 districts (Mushi, 2009), and both regions and districts have a directorate of national education. Each region and districts have one or two

departments, which are accountable for education, headed by a minister who is almost always an elected member of the legislature and appointed to the position by the government leader. The ministries are responsible for the education in local authorities and governance of schools. Local governance of education is usually entrusted to school boards, school districts, school divisions, or district education councils (school committee) and school wards.

Table 3

Comparison of the education system of Turkey and Tanzania in terms of schooling-
Pre-primary education

Pre-primary education	
Turkey	Tanzania
It covers the education of the children age of three to six.	It covers the education of the children age of five to six.
It is non-compulsory education.	It is compulsory education.
Nurseries, practice classes and kindergartens propose this level of education.	Nurseries, kindergartens and some primary, secondary schools offer this level of education.

As shown in table 3, EURYDICE (Information on Education Systems and Policies in Europe) (2010: 83) show that, in Turkey pre-primary education institutions include schools founded for the education of children in 36 – 72 months of age. Classes are formed by grouping the students were children who are between 37-72 months may attend to Nurseries, 60-72 months may attend to kindergarten and 36-72 months of age children may attend to practical classes. This level of education is non compulsory (Earnest & Treagust, 2006: 17). Different class activities were the main target of pre-primary children of Turkish, like Leisure Time, Turkish language, Play and Movement, Art, Music activities, Science and Mathematics, Reading-Writing Preparation Activities, Drama, Field trips are natural learning field for children as stated by EURYDICE (2010: 85-86). While in Tanzania MoEVT (2014) stated that, pre-primary education was the first formal level in the education system. At this level of education, child starts school at the age of 5 – 6 years old. It is intended to promote personality development of the child, physical, mental, moral and social characteristics and capabilities. The children are studying simple subjects as a foundation like writing, reading, counting numbers, drawing and sports. Nurseries, kindergartens and some primary,

secondary schools offer this level of education in Tanzania. This level of education is compulsory in Tanzania.

In table 4, the details show that, primary education refers to as the first level in the formal education system in Turkey. Children start this level when reach six years of age (Earnest & Treagust, 2006:17). In both countries, primary education is compulsory for all citizens and is free at state schools. In Turkey, primary education institutions are those schools that provide eight years of uninterrupted education (MoNE, 2010a). The students are expected to learn subjects included arts and crafts, civic and human rights, career guidance, foreign language, mathematics, music, physical education, religious education and ethics, science, social studies, Turkish history, language and literature, and traffic safety and first aid.

Table 4

Comparison of the education system of Turkey and Tanzania in terms of schooling
Primary education

Primary Education	
Turkey	Tanzania
It Involves the education and training of children starting at the age of six to fourteen.	It Involves the education and training of children in the age of seven to thirteen.
Compulsory for all citizens and is free at state schools.	Compulsory for all citizens and is free at state schools.
This level of education is provided in eight years without any interruption.	This level of education is provided in six years before starting secondary education level.

Primary education refers to as the second level in the formal education system in Tanzania. Primary education in Tanzania is for six years, pupils' starts school in the age of 7 years old. Primary education is equivalent to elementary and middle school. Under this system pupils study mathematics, English, Kiswahili, Science, Geography, History, Civics, Personality development and sporty and Vocational studies (MoEVT, 2014). See table 4.

In table 5, the comparison show that, in Turkey, secondary education is divided into three branches (Meb, 2014), General Academic Branch (4 Years), where the first-year academic curriculum is common to all students. In the second year, students declare a concentration from the following streams (Meb, 2014): Literature, Natural sciences, Mathematics, Social sciences, Foreign languages and mathematics, and Art. Technical Branch

(4 Years) Graduates are awarded the Teknik Lise Diploması (Secondary Technical School Diploma) or State Technical High School Diploma (Devlet Teknik Lisesi Diploması). Vocational Branch (four years). Both Technical and vocational high schools are divided into main four types: Industrial and Technical; Commerce, Tourism and Communication; Social services; Religious services (Meb, 2014).

Table 5

Comparison of the education system of Turkey and Tanzania in terms of schooling-Secondary education

Secondary education	
Turkey	Tanzania
Secondary education schools last minimum four-year including ninth and 12th grades.	Secondary education schools have two cycles Ordinary and Advance secondary schools. Lasts for six years.
It is Free but not compulsory in state schools.	Free but not compulsory in state schools.
Handled in two categories as general and vocational technical secondary education.	Handled in three categories as Commerce, Art and Science subjects.
Secondary schools named as “high schools”.	Advance level education named as “high schools”.
General Secondary Education Institutions: General High Schools including: Science, Anadolu, Anadolu Teacher, Social Sciences, Fine Arts, and Sport High Schools; Vocational-Technical secondary education Institutions include: Technical and Industrial Vocational High School, Girls Technical and Vocational High School, Hotel and Tourism Vocational High School, Commerce Vocational High School, Imam Hatip Vocational High School, Special education Vocational High School, Health Vocational High School, Multi-programed High School, Vocational and Technical Training Centers.	General Secondary Education Institutions: General High Schools include: Science High Schools, Social Sciences High Schools, Fine Arts High Schools and Sport High Schools; Vocational-Training secondary education Institutions: Hotel and Tourism High School, Commerce High School, Special Education Vocational High School, Agricultural High Schools, Health High School, Vocational and Technical Training Centers.

From table 5, according to the Tanzania institute of education (TIE) (2007: 9), Tanzania Secondary education is divided into two levels: Ordinary secondary education and Advance secondary education. In ordinary secondary education Student’s study for four years and the age of 13 years old. The Ordinary level Secondary Education system is organized into

key learning areas, from which the teaching subjects are generated. Those are: Languages, Natural Sciences and Technology, Social Sciences, Business and Aesthetics. Advanced Secondary Education is the fourth level of education in which the students are enrolled at the age of 17 years old. Learners study with subject combination of three interrelated subjects. Students' studies in subjects' combinations they are three categories; Commerce, Art, and Science (TIE, 2007: 15-20). Example: Art subject's combination includes: History, Geography, Kiswahili language (HGK), Science subject combination: Physics, Chemistry, Biology (PCB), Business subject combination: Economy, Commerce Accountancy (ECA) and others (TIE, 2007: 15-20).

In table 6, the explanation indicated that, Schools are financed by government, both in Turkey and Tanzania, even though there are private organizations, who can contribute in education via ministry level. In Turkey primary and secondary education is free for all students in public schools (Earnest & Treagust, 2006: 17). Pupils have to buy course books and little contribution from the parents for students' examination. Besides, students do not have to pay fees for education and meal. The government pays education grant and loan for students OECD, (2007: 44). In Tanzania primary and secondary education is free for all students in public schools. Parents have to contribute less in student progressive development like examination, uniforms, textbooks. This is due to the Tanzania Education and Training policy (TEP) 1995, which stated that, financing education and training shall be shared between government, communities, parents and end-users, and the district councils, town councils, municipal councils and city councils shall introduce a special tax to finance education in their areas (Msoroka, 2010). See table 6.

Table 6

Comparison of the education system of Turkey and Tanzania in terms of finance

Finance	
Turkey	Tanzania
Schools are financed by government.	Schools are financed by government.
Education is free for all students in public schools.	Education is free for all students in public schools.
The government pays education grant and loan for the students.	Government pay education grant for the students even though few percent shall be shared between, communities, parents and end-users
	The district councils, town councils, municipal councils and city councils shall introduce a special tax

to finance education in their areas.

Discussion

From the findings, the study shows that there are many differences in the education system of Turkey and Tanzania, although, there are few similarities. The similarities can be summarized as follows:

- In both countries' the general goals of education are the same, where mainly focus was educated citizenry which is a dominant feature.
- From primary to secondary level, education is free in state schools even though there is little contribution from parents.
- Primary education is compulsory in both countries.
- Both education systems use the centralized system even though Turkish System is highly centralized compared to that of Tanzania.

Due to these similarities curriculum planners will help them to focus on the succession by choosing which system is highly successful that one to be followed. Alternatively, several additions can be placed in the Tanzania system of education in order to improve it.

In terms of differences, Tanzania is less developed country compared to Turkey, this lead country budget on education to be 599,870,633,642 Tanzania shillings (TZS) which is approximately 275,979,462.738 United States dollars (USD) in 2011/2012. About 631,890,621,000 TZS (approximately 290,701,358.747 USD) in 2012/2013 and 617,083,004,000 TZS (approximately 283,898,625.648 USD) in 2013/2014 as stated by the Tanzania Ministry of education and vocational training Dr. Shukuru J. Kawambwa in the parliament in different years (Parliament, 2014). All currency conversion is done by xe.com (2015). This differs from the Turkey national budget as cited by National sheets on education budget in Europe, 2014: 68 that; The ministry of national education spent about 60 701 273 224 Turkish lira (TRY) (approximately 20,145,710,085.23 USD) in 2013 and TRY 70,567,969,020 which are approximately 23,421,344,925.40 USD in 2014. In the Tanzania ministry of education are working on regional levels starting from the ministry level, secretary general, regional, districts, school and ward levels. All levels are responsible for better education services. While in Turkey, education is highly centralized, and it is constructed in common standards and benchmark in all provinces. In Tanzania, there is little sharing of

education services from communities, parents and end users, while in Turkey, parents are only contributing for course books and examination fees in secondary education level. Even though 1+6+4+2+3+ of the Tanzania education system is differed in number with 4+4+4 of the Turkey education system but there is close related meaning. For Tanzania system, 1= compulsory education for nursery (kindergarten), 6= compulsory education for primary, 4= optional education for first level of secondary, 2= optional education for advance secondary, 3= minimum years for degree education, while in Turkey 4= compulsory education for primary, 4= compulsory education for middle school, 4= optional education for secondary. So we can conclude that compulsory education classes are 7 in Tanzania but 8 in Turkey. Pre-primary schooling is compulsory in Tanzania, while not compulsory in Turkey. Secondary education is on two levels in Tanzania i.e. Ordinary level education (O-level) and Advanced level education (A-level). A-level is handled in four categories, i.e. commerce, arts, science and Vocational training even though all categories are fall under two groups i.e. general secondary education studies and vocational education studies. In Turkey secondary level fall under two categories, i.e. general secondary education studies and vocational education studies.

Conclusion and recommendation

The enthusiasm of the people is to have a better system of education in their nations. Many policies of education were introduced in both countries, so as to cope with the standards of education and level of development of a nation. These increases every day change in all aspects of education. Budget of education should be increased to fulfil all needs of the system. This can avoid the year to year changes of education systems. Government should take over payment of all educational activities from pre-primary to secondary level. Since education is the key to national development and the bedrock of any thriving society, government and non-governmental organization sectors should pull in more effort and resources toward the development of education system in both countries. Due to the globalization and industrial revolution, a recommendation of further research could be made in showing all aspects of education on how curriculum, teaching methods, management structures, political change can affect the formal system of education in these two countries. Those add a high contribution to the educational systems from pre-primary to secondary level. Education system serves as the main part of providing individuals with the opportunity to achieve their full potential in terms of culture, remunerative roles, as well as personal development.

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