



Comparison of the Strategic Plans of the Ministry of National Education in Turkey and China

Türkiye ve Çin Milli Eğitim Bakanlıklarının Stratejik Planlarının Karşılaştırılması

Bilgen KIRAL¹, Xiachuan JIANG²

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Abstract

The aim of this study was to analyze Turkey and China's Ministry of National Education's strategic plans and examined the similar and different sides of the two plans. Turkey's strategic plan contains 2019-2023; China's plan is 2016-2020 years. Turkey's plan is the third, but China's is the thirteenth. The two plans have vision. The vision of the Turkish plan is individual-communal oriented, that is, an education system that raises healthy, happy and values focus individuals and communals ready for life. Chinese's plan's vision focuses on the country as a whole, which makes progress in Chinese overall education power and international influence, promotes China into a powerful country with abundant human resource and lay a solid foundation to achieve the long-term goal of Chinese education modernization. The two countries share many common grounds on how to build education systems for the future, which will be the reliable basis. In this study there are several suggestions by the researchers. Another countries' strategic plans can be compared in the next research or different compares can be made. Different research can be conducted to interview or survey with teachers and/or administrators about strategic planning process and applications.

Key Words: Education system, Turkey's Ministry of National Education, China's Ministry of Education, planning, strategic plan.

Özet

Bu çalışmanın amacı Türkiye ve Çin Milli Eğitim Bakanlıklarının stratejik planlarını incelemek ve iki planın benzer ve farklı yönlerini incelemektir. Türkiye'nin stratejik planı 2019-2023; Çin'in planı 2016-2020 yıllarını kapsamaktadır. Türkiye'nin planı üçüncü, Çin'in planı ise on üçüncü stratejik plandır. İki planın da vizyonu vardır. Türkiye planının vizyonu, birey-toplum odaklı; sağlıklı, mutlu ve değerlere sahip bireyler yetiştirmek, bireyleri hayata hazırlamak ve toplum odaklı bir eğitim sistemi oluşturmaktır. Çin'in planının vizyonu, Çin'in genel olarak kendi içinde ve uluslararası ilerleme kaydeden bir eğitim ile yetişmiş insan kaynağına sahip güçlü bir ülke haline getirmek ve Çin eğitiminin modernizasyonunun uzun vadeli hedefine ulaşmak için sağlam bir temel oluşturmaya odaklanmaktadır. İki ülke, gelecekte eğitim sistemlerini nasıl inşa edileceğine dair birçok özelliği benzerdir. Bu çalışmada, araştırmacılar tarafından birkaç öneride bulunulmuştur. Bir sonraki araştırmada başka ülkelerin stratejik planları karşılaştırılabilir veya farklı karşılaştırmalar yapılabilir. Stratejik planlama süreci ve uygulamaları hakkında öğretmenler ve/veya yöneticilerle görüşme veya anket yapılarak farklı araştırmalar yapılabilir.

Anahtar Kelimeler: Eğitim sistemi, Türkiye Milli Eğitim Bakanlığı, Çin Milli Eğitim Bakanlığı, planlama, stratejik plan.

1. Introduction

Changes in various fields such as social, political, economic, technological, informatics and social media affect education organizations in many ways just like affecting other organizations. In this sense, the implementation of new approaches and practices in organizations emerges as a necessity (O'Brien, 1991). Therefore, all organizations are in the past and today; and carry out various studies for the future (Cook, 1990) where they plan to be in the future, reveal their goals and objectives, vision, mission, core values, weaknesses and strengths, and cost and estimate budgets in this process (Aksu, 2002). When the word "strategic" is examined, it is seen that it derives from the word "strategy" and it means meaningful, follow-up (Turkish Literature Organization Dictionary, 2020). Planning is defined as determining what to do in advance, choosing and determining the tools and opportunities that will achieve the goals (Gumus & Sisman, 2014). While a plan is a set of principles of policies, decisions and practices; on the other hand, strategies defined as the general approach that shows how to achieve the goals (Balci, 2005).

Strategic plans are the combination of strategy and planning (Calik, 2003). They are the documents that reveal how and how much resources the management, and will achieve by measuring resources in conditions (Yildirim, 2019). The main purpose of strategic planning is to ensure that the public service is carried out in an effective, efficient and high quality manner (Bryson, 1995). Planning includes goals, objectives, activities, time, personnel, method, budget, evaluation elements etc. (O'Brien, 1991). The answers to the questions of what, why, when, how long, by whom and how should be done and included in the plan (Bryson, 1995).

Strategic planning studies are the time-consuming process that bring together many people with different equipment and emphasize ownership and participation throughout the organization (Tumer, 1993). Strategic planning requires the organization to determine its goals, as well as objectives and methods to achieve them (Reiger, 1993). As with any management tool, the main goal in strategic planning is to do better work in the organization or business (Yildirim, 2019). Strategic planning is a long-term perspective. It is the production of the decisions to be taken for organization, the decision of which decision for what and why, and the planning of the issues to be emphasized in the future (Kiral, 2019).

Strategic planning was first developed at the Harvard Business School in the 1920s, in line with the use of private sector organizations. First used in the military field (Reiger, 1993); although it was used later in the business world (O'Brien, 1991), it was widely applied in higher education organizations in the 1970s (Reiger, 1993) and other school levels were applied after the 1980s (Conley, 1993; Cook, 1990). All the sectors use the own planning and there are a lot of benefits to planning.

Coordination, comparison and cost savings are achieved in organizations with strategic planning (Calik, 2003). In addition, strategic planning improves the performance of employees by improving management (Aksu, 2002). On the other hand, if organizations do not make strategic planning, they cannot establish an organizational vision, evaluate the changing conditions and use the available resources effectively, because they cannot determine their goals. Therefore, these organizations cannot see the opportunities and threats in their environment (Erdem, 2006).

The general purpose of strategic planning for organizations is to identify the weaknesses of the organization and strengthen these weaknesses. From this point of view, it can be said that strategic planning is based on two main objectives. The first one is to identify the differences and to reveal new and different ideas, to ensure the long-term growth of the organization and to take advantage of this growth's competitive advantages. The second one of the organization is to have a more effective and efficient organizational identity (Aksu, 2002). The data for plans obtained from all units of the organizations are applied together with the data obtained from the external environment where the organization is located and the decisions taken connect all the units of the organization. Since the information obtained at this point will change constantly in line with changing conditions, decisions taken as a result of strategic plans are not fixed and invariable. They can be renewed depending on the changing conditions (Erdem, 2006).

Strategic plans that provide a number of benefits to organizations are made not only in profit-making organizations but also in educational organizations. According to Cook (1990), the strategic plan should be prepared to determine the values and beliefs of the society about the school with the participation of all school-related community segments. Its vision and mission should be determined and it should include statements about where and how the education system will be in the future.

The organizations that train qualified manpower of the country are educational organizations. The fact that the education system is changing, like other systems, has changed the traditional education system. Concepts such as efficiency, security, and performance in educational organizations have gained importance together with the changing education system. All these changes require an effective planning and management approach. This approach is a strategic planning and management approach (Ozbek, 2003). When the education systems of the countries are analyzed, it is seen that a strategic plan is prepared in many organizations including education ministries from primary education to higher education. However, a study comparing the strategic plans of the two countries could not be found. The absence of such a study is considered important for future research and educators. In addition, examining the future and education plans of both countries with a high young population ratio can be useful for education systems, for sharing, and for new ideas. It is thought that the research from these reasons is important. It is aimed to search the strategic plans of Turkey's and China's the Ministry of National Education in depth and examine their similar and different sides.

2. Methodology

The Turkish and Chinese national education ministries have strategic plans. This study is aimed to compare these countries' educational strategic plans. The research is a comparative education research. A qualitative research method was used in this research; and a comparative scanning method was preferred. For this purpose, firstly, a literature review was made on the subject, and similarities and differences were compared (Bogdan & Biklen, 2007). Comparative studies examine practices, situations, studies and education in other countries (Mugo & Wolhuter, 2016). This study is a descriptive comparative approach. Because the literature review related to the subject studied involves collecting data from the

documents, examining similarities and differences and making comparisons (Turkoglu, 1983). At the same time, a horizontal approach was used. Namely, not all strategic plans of education ministries have been studied, only certain parts of the study have been included in the research (Erbilgin & Boz, 2013).

2.1. Selecting Countries

It was compared to the strategic plans of the Ministry of Education in China and Turkey. The reason for choosing these countries is that two researchers, who are visiting scholars at University of Dayton in the US shared information about each other's education systems and strategic plans. The research is aimed to determine what the plans promise in the years. The researchers want to see similarities and differences between small and huge countries. So the researchers decided to study and compare the two strategic plans.

2.2. Data Collection and Analysis

In the study, sources such as books and articles published in scientific journals were examined in the literature review. In addition, the web pages of the education ministries of the countries were scanned, the strategic plans of the two countries were examined, and the current data sources were used. After collecting the data was analyzed, and comparisons were made using the document analysis method (Kiral, 2020). The document analysis includes the analysis of all written materials with information about the facts and facts investigated. The data was analyzed following the steps of accessing documents, checking authenticity, understanding documents, analyzing data, and using data (Yildirim & Simsek, 2005). The researchers ensured the validity and reliability; the data from the documents was kept up to date. Sometimes the data was checked from the web site.

2.3. The role of researchers

Researchers approached objectively while collecting data, interpreting, writing, making tables, revealing similarities and differences, and did not reflect their personal thoughts and comments to the study. The research was carried out in accordance with scientific ethical principles. The data in the study was used without distorted or changed.

3. Findings

In this part of the study Turkey's Ministry of National Education 2019-2023 strategic plan and China's Ministry of Education 2016-2020 plan was announced plans. Then they were compared similarities and differences between the two plans.

3.1. Turkey's 3rd Five-Year Strategic Plan of Ministry of National Education (2019-2023)

The Strategic Plan is a detailed plan that includes medium and long term goals, basic principles and policies of public organizations, vision, mission, goals and objectives, priorities, strengths, weaknesses, current status, performance criteria, methods to be followed, and resource allocations. It can be updated after at least two years of implementation

(Regulation on Procedures and Principles Regarding Strategic Planning in Public Administrations, 2018). It is necessary and mandatory for all organizations to make strategic plans that fall within the scope of the long term plan and cover five years, as well as necessary and mandatory in the Ministry of National Education. The "*Public Financial Management and Control Law*" numbered 5018 adopted by the Turkish Grand National Assembly on 10 December 2003 obliged all public organizations to make strategic plans. According to this law, it has published a regulation on "*Procedures and Principles Regarding Strategic Planning in Public Administrations*" on 26.05.2006 (Turkish Planning Organization, 2006). Circulars of the Ministry of National Education (MoNE) numbered 55 dated 19.06.2006 and numbered 14 circular dated 09.02.2010 constitute the legal framework of strategic planning activities carried out in the central and provincial units of the MoNE. The first strategic plans within the Ministry of National Education covered 2010-2014. The second one covered 2015-2019. The third one covers 2019-2023.

The strategic planning process is a kind of road map for the personnel, managers and teachers working in both the central and provincial organizations. Because the goals and objectives of the organization's past, present and future are put forward, their strengths, weaknesses are determined, opportunities, and threats are determined in a realistic way. In addition, anticipation of future activities and their costing can be considered important in terms of giving an idea in the formulation of budgets. This planning is a process that provides practitioners with some kind of roadmap. The importance of this process, which involves organizing the policies to be followed and the practices to be carried out within the organization in a coordinated and cooperative manner, is undeniable. (Kiral, 2019). For this reason, it is the most important condition for education to set some strategic goals by considering the changing environment conditions and to sustain their existence (Calik, 2003). Planning in education should be long-term. The changes planned to be made should spread over time. Schools are the most strategic part of the education system and are at the center of education planning. Human resources planning comes before other resources are planned (Celik, 2012). The main purpose of planning in education is to respond to the educational needs and desires of the society in different ways and levels, to use the budget allocated to education in the most effective way and to provide maximum benefit from education as a result, to ensure the efficiency of the education system. Planning in education can be prepared at the national and local level. The process of the strategic plan is given in Figure 1.

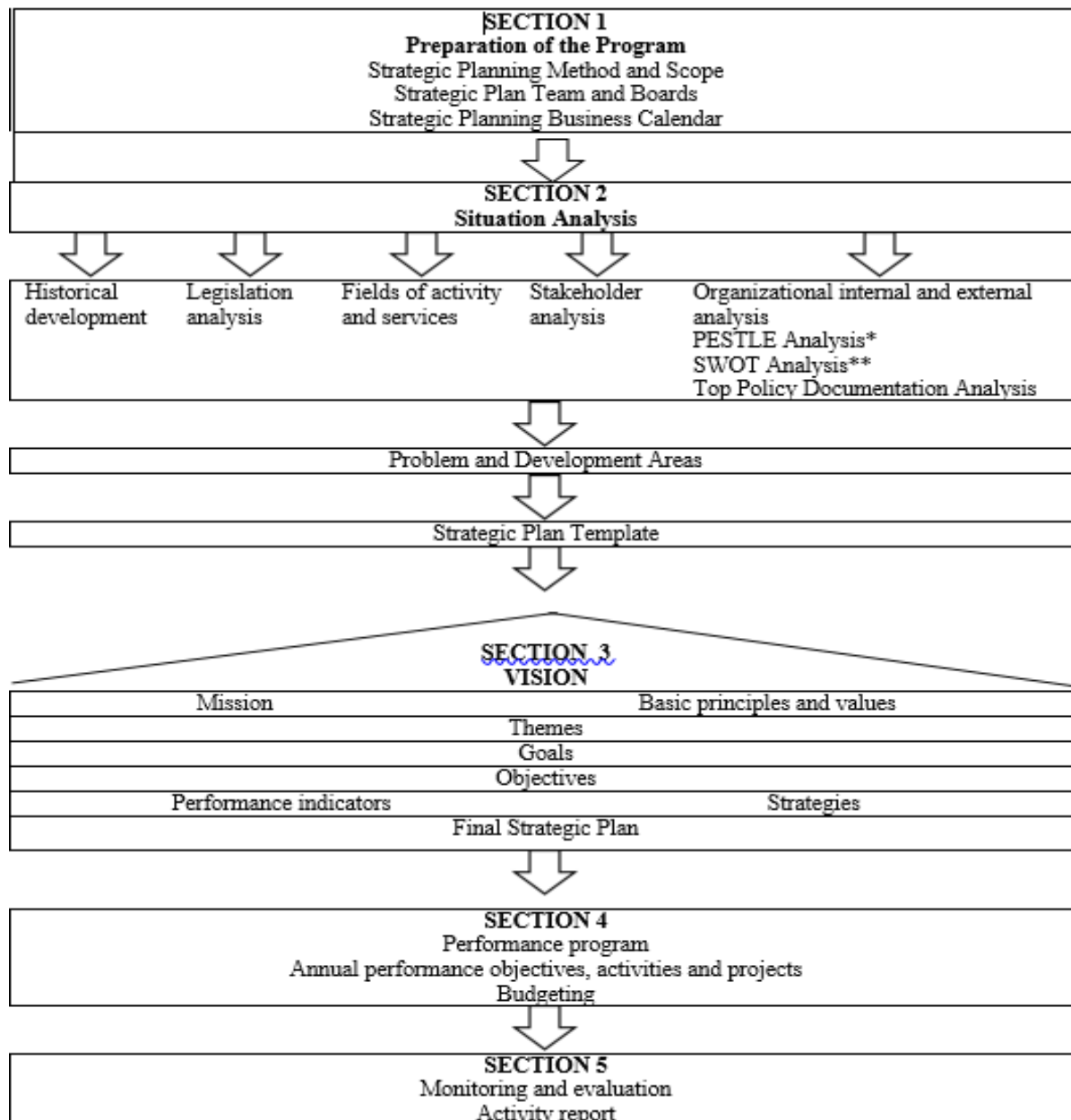


Figure 1. The process of the strategic plan

As seen in Figure 1, the strategic plan covered in 2019-2023 consists of 5 parts. *Section 1* has the title of strategic plan preparation process. In this section, the preparation process of the strategic plan and the people who take part in the strategic planning team are included. First of all, works such as “*announcing the start of the strategic plan preparation works, forming the strategic plan development boards and teams, organizing trainings for the strategic planning teams and creating the schedule of the strategic plan preparation*”. In this planing team are one department head, two financial services specialists, 16 national education experts and assistants, one computer operator, two chiefs, two data preparation control operators, one education supervisor, one internal auditor, two branch managers, three teachers, one lawyer, and one engineer. It was prepared by a team of 33 people.

Section 2 is titled as status analysis. In this section what the Ministry has accomplished in the past, in what areas it has not reached its goals and why; which resources it currently

has; the organizational history, evaluation of the current strategic plan, legislation analysis, analysis of top policy documents, determination of the areas of activity and products and services (Education and training activities, Scientific, cultural eight fields of activity such as artistic and sports activities, measurement and evaluation, Research, development, projects and protocols, management and supervision activities, human resources management, international relations, physical and technological infrastructure activities have been determined). Stakeholder analysis determined the level of employee satisfaction, satisfied and dissatisfied activities, and priority activities. Internal analysis was made, and PESTLE (political, economic, sociocultural, technological, legal and environmental factors) and SWOT (strengths, weaknesses, opportunities, and threats) were summarized.

Section 3 has the title of looking ahead. In this section, mission, vision, core values, goals, objectives performance indicators and strategies are included. As a mission, “*Thinking, understanding, research and problem solving skills are developed, conscious of national culture and democracy, open to communication and sharing, high sensitivity of art, self-confidence, self-esteem, right, fairness and responsibility, making learning a lifestyle, healthy and happy to provide the environment and opportunity for individuals to grow.*” Expressions were included. Vision is “*An education system that educates healthy and happy individuals ready for life.*” It has been determined. Basic values are “*Virtue, merit, universal values of human rights and democracy, sensitivity to the environment and living creatures, analytical and scientific view, entrepreneurship, creativity, innovation, cultural and artistic sensitivity and sportive skill, professional ethics and professional skill, respect, impartiality, reliability and fairness, participation, transparency and accountability*”

Seven goals have been determined. *1st goal*, If it is to be written in detail, the aim of the 1st goal is to create talent clusters and design skill workshops in schools, the rate of participation in at least one activity in scientific, cultural, artistic and sports fields in an education and training period, the number of books read, the foreign language year-end grade, the foreign language. It can be expressed as digital content, participation of foreign language teachers in professional development, number of teachers attending digital certificate training, Education Information Network (EBA) course portal, increasing number of unique visitors and length of stay in the system.

2nd goal will established a specialized guidance and inspection system, will be increased the rate of civil servants, teachers, managers, the number of female executive genders, will be increased the rate of teachers participating in Personal and Vocational Education Certificate Programs, In-service training system will be restructured and in-service trainings will be organized, inspection branches system based on school and program types, and will ensure the professional development of teachers and school administrators.

3rd goal will support 3-5 age nutritional and equipment aid to students whose conditions are not suitable, at least 1 year preschool education before starting the first grade; will be trained teacher education for special education students. It will reduce the absenteeism rate in primary and secondary schools; it will also reduce the number of those who are more than 30 students in a class.

4th goal will increase secondary school enrollment rate (14-17 years) the ratio of students participating in national and international projects, the ratio of students participating in social responsibility and volunteering programs, the number of projects carried out in science and social sciences, the number of faculty members attending courses and projects in social sciences high schools, the proportion of science and social sciences high school students participating in scientific activities organized by higher education organizations, the number of students attending summer schools at Imam hatip schools, the average of foreign languages in Imam hatip secondary school and high school.

5th goal will structure the career guidance system, the ratio of the number of those who participated in the in-service training for vocational development, from the guidance teachers, the number of in-service training related to inclusion/integration practices, the number of schools with elevators, ramps and toilets suitable for the use of disabled people, science and arts centers; will be increased the number of students attending classes in the support education rooms opened for special talent at the educational levels, and preparing standard domestic measurement tools for screening and educational diagnosis

6th goal will increase the satisfaction rate of businesses and graduates regarding vocational and technical education, the number of students who have applied the general skill test set within the scope of career guidance, the number of vocational and technical secondary education students who received a special scholarship, the number of protocols made within the scope of cooperation with the industry, the number of students and teachers of vocational and technical education organizations applying for invention, patent and utility model, number of countries supported in the field of vocational and technical education, number of branches opened for the fields that defense industry needs, lifelong learning participation rate.

7th goal will increase the rate of students in private pre-school, primary, secondary and secondary education schools, the number of people who receive certificates from private education organizations providing distance education, and the number of programs prepared in accordance with international professional standards.

Section 4 of the strategic plan has the title of costing. Considering the annual budget increases and trends of the general budget, governorships, municipalities and school family unions, it is thought that an estimated amount of 122,806,039,074 \$ will be obtained for the five-year period in order to achieve the objectives included in the 2019-2023 Plan of the Ministry of National Education. These are detailed in this section, each item is estimated as budgeted. Information about this is given in Table 1.

Table 1

Educational budgeting

Budget resources (thousand)	2019	2023	Total
General state budget	18.210.082 \$	28.388.879 \$	116.086.040 \$
Governorships and municipalities	392.000 \$	640.000\$	2.511.999 \$
School-parent association	231.999 \$	360.000 \$	1.471.999 \$
Other resources	480.000 \$	624.000 \$	2.720.000 \$
TOTAL (thousand)	19.314.081 \$	31.263.415 \$	122.806.039 \$

1 TL = 6.25 \$.(April 2020)

As can be seen in Table 1, the budget allocated for education in 2019 increased nearly one and a half times in 2023. In total, this rate has nearly doubled in 5 years. This estimated budget can be revised over time depending on the conditions in the country.

Section 5 of the strategic plan includes the monitoring and evaluation topic. The implementation phase of the plan, which is supposed to be implemented, actually includes monitoring-evaluation-review activities. It is aimed to report experiences and analysis results in terms of planning continuity and to use this report content in the next planning process. Monitoring and evaluation are considered important because they provide both accountability and organizational learning. Monitoring, review and evaluation are in the form of a general evaluation every 6 months, at the end of each year and at the end of the targeted 5 years.

It can be said that strategic planning is focused on the results, new measures are taken against changing situations by constantly controlling, strategic goals are determined realistically, it is a quality management tool, the results are monitored, evaluated and audited, and it can be successful with the efforts of managers and employees at all levels, especially the top manager. It may be easier to draw the route of the organization with these concepts. With strategic planning, organizations can perceive that they can reach their goals and objectives determined within the framework of their missions more easily, and they can catch up with the opportunity to adapt to the changing and developing environment by following certain processes. The planning of education is the implementation of the rational and regular analysis method in education in order to fulfill the needs of the students and the public and to achieve the goals, in order to provide more effective and efficient.

3.2. China's 13th Five-Year Strategic Plan of Ministry of National Education (2016-2020)

The 13th five-year plan of national education is an important part in China's efforts to build a moderately prosperous society. During the 12th Five Year Plan period, China's education saw remarkable achievements. The overall development in China's education reached "mid-to-upper level" in the world and is stepping into a new phase for improving quality, optimizing structure and promoting educational equity. In accordance with the outline of the 13th five-year plan for national economy and social development and Guidelines of the medium to long-term educational development plan (2010-2020), the plan is formulated for the purpose of promoting the modernization of education.

The 13th five-year plan of China's national education is closely centered on the theme of comprehensively improving education quality and setting morality development as the base. It places the structural reform of education as the main thread to actively meet the need of economic social development and of the people. The people's governments of all provinces, autonomous regions, and municipalities directly under the Central Government, the ministries and commissions of the State Council, and the agencies directly under the State Council shall formulate corresponding plans for its implementation. There are eleven chapters in the plan, which can be divided into five parts according to the content. The structure of the strategic plan is given in Figure 2.

<p>SECTION 1 <i>Lead modernization of education with new ideas and goals.</i></p> <p>SECTION 2 <i>Improving the quality of Chinese education.</i></p> <p>SECTION 3 <i>Optimizing the structure of Chinese education.</i></p> <p>SECTION 4 <i>Promoting fairness of Chinese education system.</i></p> <p>SECTION 5 <i>Measures to guarantee the goals above can be achieved.</i></p>	<p>CONTENT OF THE PLAN</p> <p>Chapter one. Lead modernization of education with new concepts.</p> <p>Chapter two. All-round implementation of morality education.</p> <p>Chapter three. Education development driven by reform and innovation.</p> <p>Chapter four. Coordinate and push forward adjustment of education structure.</p> <p>Chapter five. Collaborate to develop nurturing education ecosystem.</p> <p>Chapter six. Coordinate and push forward education opening up.</p> <p>Chapter seven. Comprehensively enhance the level of sharing of education development.</p> <p>Chapter eight. Focus on strengthening the construction of teaching force.</p> <p>Chapter nine. Accelerate the modernization of education governance.</p> <p>Chapter ten. Strengthen and improve party construction in the education sector.</p> <p>Chapter eleven. Organization and implementation</p>
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Figure 2. The structure of the strategic plan

As shown in Figure 2, the content of 13th Five-Year Plan, consists of eleven chapters, can be divided into five sections according to their themes. *Section 1* addresses leading the modernization of education with new ideas and goals. On the basis of summarizing the achievements made during the 12th Five-Year Plan period, the plan put forward “*the overall target of education reform and development of the 13th five-year plan is to make big progress in education modernization, education power and international influence, promote China into a powerful country with abundant human resource and talents and lay a solid foundation to achieve the long-term goal of 2030 Chinese education modernization.*” In order to accomplish this overall goal, the plan further formulated five main goals:

1st goal the opportunity of the masses’ lifelong learning has been enlarged. A modern education system which better adapts to the masses’ learning and lifelong learning has formed and the modern vocational education system has been improved. The opportunity of preschool education has been increased; the achievements of compulsory education popularization has been consolidated. The high school level education has popularized; the higher education lifted to a popularized stage; the participating rate of continuous education has improved strikingly and the learning society construction has stepped into a new stage.

2nd goal the education quality has been improved in an all-around way. It has written great progress in improving teachers’ quality and the schools’ conditions in running school. The education informationization has made breakthrough with the characteristics of merging

information and technology with education and innovation has been formed, the convenience and flexibility of learning has obviously enhanced. China has made major progress in the reform of education and teaching, the students' moral ideology, the learning level of science and culture and the psychological status. The students' social responsibility, law-abiding consciousness, innovative spirit and practical ability have been greatly enhanced. At the same time, the levels of their academic, self-learning and lifelong-learning abilities have been improved comprehensively.

3rd goal the outputs of educational development have benefited the masses. The achievements of eliminating poverty, especially the targeted poverty reduction have reached. The financial aid to the students in poverty has covered totally, and right of access to education like the group who are in difficulties, such as woman and children has been better guaranteed. The proportion of counties (cities, districts) with the basic equilibrium of compulsory education is up to 95%, and the gap between urban, region and rural schools is further narrowed. A basic public education service system covering both urban and rural areas is being built. The learning needs of higher quality, personalized and diversity have been better satisfied.

4th goal obvious improvement has been made in talents supply and the universities' innovative ability. The proportion of talents has been greatly improved; the cultivation structure of talents appears to be more reasonable. The ability of various talents to serve the national and regional economic and social development to participate in international competition has been significantly enhanced. The level of higher education has been improved; several universities and a batch of disciplines have been selected as the world's top; innovation bases and new types of think tanks serving national strategy have been established in universities. The capacity of innovative service has been improved profoundly; a batch of major innovative products have emerged. All these achievements have made great contributions to cultivating new driving forces, promote culture prosperity, social progress and enhance the country's core competitiveness.

5th goal the education system becomes more mature. The education laws, regulations and law-enforcement mechanism are sounder. Fundamental system like education standards, supervision, evaluation, safeguard and teachers' structure has been improved. It becomes more effective for social entities to set up educational organizations and participate in the educational reform and development. It has basically achieved the separation of management and valuation of schools, formed a structure of government responds for management, schools run teaching affairs, and society participate in supervision according to law. Obvious progress has been made in educational governance system and governance ability in terms of modernization level.

The overall goals of education reform and development during the 13th five-year plan period are mainly focused on significant progress made in the modernization of education, the improved quality of education, the fairly shared results of the development of education, and the more mature ability of personnel training in higher education. Those targets can be reflected in the following indicators in Table 2.

Table 2

Main goals of the 13th Five-Year Plan for the development of education

School types	2015 (Thousand / %)	Goal of 13 th Five- Year plan (Thousand / %)
Preschool		
Students at kindergarten	4265	4500
Gross enrolment rate for preschools 3-5 years	75	85
Nine-year compulsory education		
Students at schools	14004	15000
Consolidation rate	93	95
High school education		
Students at schools	4038	4130
Included: Vocational Education	1657	1870
Gross enrolment rate	87	90
Higher education		
Students at schools	3511	3680
Included: graduate students	191	230
Gross admission rate	40	50

As can be seen in Table 2, there are nine indexes expected to be improved, covering from preschool to higher education. By the year of 2020, the number of students enrolled at kindergarten plans will reach 4,500,000; the gross enrolment rate for preschool from three to five years old plans to reach 85%; the number of students enrolled in nine-year compulsory education plans to reach about 15,000,000; the number of students enrolled in higher education plans to reach 3,680,000; and the gross admission rate plans to reach 50%. All of the indexes are improved in the basis of 2015.

Section 2 addresses improving the quality of Chinese education. At the beginning, it proposes cultivating citizens of integrity and full development as a fundamental task. For reaching the goal, Chinese people could promote the socialist theoretical system with Chinese characteristics into the textbooks, strengthen education of patriotism, enhance students' social responsibility sense, the conscience of abiding-law, innovation and entrepreneurship, hand-on ability, physical fitness and other qualities. Next, it should focus on building a great team of teachers. It emphasizes the moral qualities of teachers, strictly control teachers' threshold, attracting excellent talents to teach and improve the assessment system to encourage teachers to concentrate on their career. Third, taking the innovative education methods as a breakthrough. To this aim, it is going to take deep reform of curriculum and enrollment, promote the integration of industry, science and education collaboratively. Fourth, building a quality guarantee system. Fifth, taking informatization as an important method to improve the quality of education.

Section 3 focuses on optimizing the structure of Chinese education as a whole which contains the following parts: narrowing the gaps between eastern regions and other parts of China, optimizing the layout of urban and rural basic education, speeding up the development of modern vocational education, adjusting the structure of higher education, vigorously develop continuing education; accelerating the cultivation of talents in urgent need of modern

industry. China's eastern regions will continue to take the lead in the modernization and development of a world class level education, while middle and western regions will benefit from more favorable policies designed to help them advance the development of education. They will also benefit from new mandatory targets for education participation from pre-school through to higher education. Life-long learning will also be supported by the development of individual student learning accounts, and a new points accumulation system will take into account previous working experience and recognition of prior learning. Implemented the action plan for the improvement of the academic qualifications and capabilities of migrant workers, and subsidized 1.5 million migrant workers who met the entry requirements to continue their education with a bachelor's degree or college degree. In response to the country's major strategic needs, the scale of higher education and the autonomy of professional settings in colleges and vocational schools will be appropriately expanded in order to fit the urgent need of modern industries and strategic emerging industries.

Section 4 addresses promoting education equity, a series of policy measures were proposed from three aspects: The first one is to guarantee the basic public education. A series of major engineering projects will be implemented during the 13th Five-Year Plan period, the aim of which is to promote the balanced and high-quality development of compulsory education and the standardization construction of compulsory education schools, expand the scope of the nutrition improvement plan for compulsory education students in rural areas, so that people can enjoy more balanced and high-quality compulsory education. The second part is making up the shortcoming of Chinese education system. It is going to add more resources on the central and western regions, poverty-stricken areas, old revolutionary bases, ethnic and border areas; increase investment in rural education, implement rural teacher support plans, improve the quality of rural teachers, and promote the integrated development of urban and rural compulsory education; improve the enrollment opportunities and the quality of childcare and the popularization of high school education in the central and western regions. The third part is accurate help to the families in need. The plan proposes to guarantee the equal right to education for groups in financial difficulties, stop the intergenerational transmission of poverty for children with disabilities. In order to provide appropriate education for students with disabilities, more options included inclusive classes, special education schools, and home education are going to be considered.

Section 5 addresses measures to guarantee the goals above can be achieved. The plan claims that government will spend on education accounts for no less than 4% of GDP every year; education expenditures in the general public budget increase year by year; the general public budget for education expenditures based on the average number of students at school only should increase year by year. In addition, the plan emphasizes the importance of innovation, which promotes the development of the new format of "Internet + education", the use of Internet, big data, artificial intelligence and other technologies to provide better quality and ubiquitous, personalized education services, and constantly expand new spaces for educational development. Finally, the plan shows the determination of managing schools by law. The authority is going to improve the system of educational laws and regulations, and

create a sound legal environment for the development of education.

The 13th five-year plan of Chinese national education outlines targets for the education sector over the period of 2016-2020, and reflects several significant policy changes, such as encouraging reforms of the university entrance exam, standardizing the development of non-public schools, allowing private capital into certain parts of the education market, and a focus on education development associated with the Belt and Road Initiative. The plan also has a focus on improving the quality of foreign investment included education ventures. Universities, colleges, and schools are encouraged to collaborate with world class foreign counterparts, and China will look to streamline processes for foreign teachers, academics and researchers coming to China and encourage domestic professors to go abroad to coresearch.

It should be particularly pointed out that the 13th plan advocates the implementation of jointly building "One Belt and One Road" education action, propose that countries along the "One Belt And One Road" belt and road build an education community, carry out key cooperation in areas such as education connectivity, personnel training, and silk road cooperation mechanism building, learn from each other's education experience, and share high-quality education resources. "Belt and Road" education action is shown in the Table 3.

Table 3

Promoting the joint construction of the "Belt and Road" education action

<p>Establish the "Silk Road" project in the Chinese Government Scholarship. Connect with countries and regions along the "Belt and Road", select a group of colleges and vocational schools with certain disciplines, international exchange and talent training, and national research foundations, and build a batch of "Belt and Road" talent training bases to specifically train high-quality compound Talents, attracting experts and scholars in the economic, cultural, legal and other fields of the relevant countries from the countries and regions along the "Belt and Road" to teach in China, and carry out education, language, economy, law, culture, and policies and other decision-making consulting research of these countries. Implement the "One Belt and One Road" project to build foreign language non-universal language talents, support qualified universities to set up a batch of non-universal language majors, and train non-universal language talents.</p>

Source: Column 12 of the 13th five-year plan of Chinese national education

In Table 3, "Silk Road" project, including establishment of scholarship, plans to be set up by Chinese government by 2020. Besides the project, Turkey and China signed an agreement on a regional convention recognizing qualifications, diplomas and degrees of higher education in 1983, which build the foundation of educational exchanges between the two countries.

3.3. Comparison of the main features of the Strategic Plan of the Chinese Ministry of Education and Ministry of National Education of Turkey

Comparison of content of the Ministry of National Education of Turkey and Chinese the Ministry of Education main features and strategic planings are in Table 4.

Table 4

A comparison of Turkey's and China's Strategic Plans and Education

Comparison items	Turkey	China
Years	2019-2023	2016-2020
Name of Ministry	Ministry of National Education (MoNE)	Ministry of Education (MOE)
Minister of National Education	Prof. Dr. Ziya Selcuk (Field: Educational Sciences)	Premier Li keqiang
The ministry's management style	From center (Centralised Organization Type-Ministry of National Education)	Top-down management
Organizational structure of ministry	Central organization Provincial organization Abroad organization	Central organization Provincial organization Abroad organization
Compulsary education	12 years 4+4+4 years (elementay+middle+high school)	9 years 6+3 years (elementary + middle school)
Number of teachers	1.077.307 (MoNE 2018-2019 statistics)	9.730.900 (2018 National Statistical Bulletin on Education Development)
Number of Students	18.108.860 (MoNE 2018-2019 statistics)	150.000.000 (2018 National Statistical Bulletin on Education Development)
Number of Schools	66.849 (MoNE 2018-2019 statistics)	213.800 (2018 National Statistical Bulletin on Education Development)
Team of strategic planning	33 Ministry employees Head of department, expert, assistant expert, chief, internal auditor, inspector, branch manager, teacher, lawyer, engineer, officer	Broad participation of all sectors of society, including the domestic experts and international organizations such as UNESCO, UNICEF, and the World Bank
Legal basics	Circular 2018/16 Ministry of National Education 2023 Educational Vision document Development plans Presidential annual program for 2019 MoNE 2015-2019 strategic plan MoNE national education council decisions Europe 2020 strategy	"Outline of the 13 th Five-Year Plan for National Economic and Social Development of the People's Republic of China" and "Outline of National Medium and Long-Term Education Reform and Development Plan (2010-2020)
Number of stratejic plan	Third plan First: 2010-2014 Second: 2015-2019 Third: 2019-2023	Thirteenth Plan First:1953-57 Twelfth: 2011-2015 Thirteen:2016-2020
Period	5 years	5 years

Vision	An education system that raises healthy and happy individuals ready for life	Making progress in education modernization, overall education power and international influence, promote China into a powerful country with abundant human resource and talents and lay a solid foundation to achieve the long-term goal of Chinese education modernization in 2030.
Mission	Thinking, understanding, research and problem-solving skills, conscious of national culture and democracy, open to communication and sharing, sensitivity to art, self-confidence, self-esteem, right, justice and responsibility awareness, making learning a lifestyle, healthy and happy individuals. to provide environment and opportunity to grow.	Focus on improving the quality of education, focus on optimizing the education structure, focus on promoting education equity, accelerate the modernization of education, and promote an innovative country and a powerful country Construction will make greater contributions to building a well-off society in an all-round way and realizing the Chinese dream of the great rejuvenation of the Chinese nation.
Core values	Virtuity, merit, universal values of human rights and democracy, sensitivity to the environment and living creatures, analytical and scientific view, entrepreneurship, creativity, innovativeness, cultural and artistic sensitivity and sportive skill, professional ethics and professional skill, respectability, impartiality, reliability and justiceparticipation, transparency and accountability.	Prosperity, democracy, civility, harmony, freedom, edquality, justice, rule of law, patriotism, dedication, integrity, and friendship.
Number of goals	7	5
Goals	The goals are about: 1. The behavior acquisition, digitalization, measurement assessment system, multi-dimensional development; 2. The Ministry and Provincial Organization management structure, personnel development, data-based management, quality improvement, corporate guidance and inspection system 3. The pre-school and basic education, 4. The secondary education and religious schools, 5. The special education and guidance, 6.The vocational and technical education, lifelong learning 7. The private preschool, primary and secondary education and other educational organizations	1.The opportunity of the people’s lifelong learning has been enlarged. 2.The education quality has been improved in an all round way. 3. The fruits of educational development have benefited the masses equally. 4.Evident improvement has been made in talents supply and the universities’ innovative ability. 5. A more mature and established education system
Budget	2019: 19.314.081.757 \$ 2023: 31.263.415.635 \$ In total for 5 years: 122.806.039.074 \$	In 2018, The total investment of Chinese education funds is about 651,459,000,000 \$.

Budget resources	General state budget Governerships and municipalities School parent association Other resources	National budget Provincial and local government budgets Private school sponsor input, social donations, business income (tuition and fees) and other income.
Monitoring and evaluation the plan	6 months and at the end of the year general evaluation after 5 years	Mid-term assessment happened in 2018, general evaluation after 5 years.
Publish	Web: 2019-2023 Strategic Plan http://www.meb.gov.tr/stratejik_plan/ and published as printed.	Thirteenth Five-year Plan of National Education (In Chinese), http://www.gov.cn/zhengce/content/2017-01/19/content_5161341.htm

As can be seen in Table 4, there are some similarities and differences. For example, Turkey's strategic plan contains 2019-2023; China's contains 2016-2020 academic years. Both two plans are for 5 years. Turkey's plan is 3rd, but China's is 13th plan. The two plans have vision, goals, core values. Two countries determine them their own cultures.

4. Discussion and Conclusion

There are several conclusions that can be drawn from the foregoing cross-country comparative analysis between national education plans of Turkey and China. Although there are several differences, the development of modern education reflected in these education plans are the same. And there are also some similarities. First of all, it can be easily found that the two countries share some common ideas about how the education should be structured for the future. Firstly, putting the cultivation of human resources in the first place. The strategic education plan of Turkey aims to create talent clusters and design skill workshops in schools, increase the rate of students in different level of schools, and cultivate happy, healthy and value focus generation in all levels of education. China's plan put all-round implementation of morality education in extremely important place, aim to improve student's ideological and moral level, foster student's consciousness on national defence, enhance students' concept of ecological civilization, develop strong physique for students etc. Secondly, setting up efforts to create the policy environment for e-learning, and pushing ahead in-depth integration between Information communication technology (ICT) and education. Turkey's education plan aims to improve the digitalization of all the schools, upgrading their efficiency in using computer and technology to study in five years. China's plan included efforts to further improve the infrastructure of ICT, and encourage co-construction and sharing of e-learning resources. Thirdly, emphasis on vocational education, and advocating for life-long study as an crucial part of improving the quality of education. Turkey aims to increase the rate of teachers participating in professional Education Certificate Programs, the satisfaction rate regarding vocational and technical education, lifelong learning participation. China push forward "industry and education" integrated vocational education model, and set up expanding the opportunity of life-long learning for all as one of the main goals of the five-year plan. Fourthly, emphasize on governing education by law and released the sign that welcome the cooperation with international partners in the area of education.

Besides, there are also some differences between the education plans of Turkey and China. The basis for the strategic education plan. In Turkey, the plan based on Public

Financial Management and Control Law numbered 5018 (2003) and its Regulation on Procedures and Principles Regarding Strategic Planning in Public Administrations (2018). According to the law, the ministry of education shall make strategic plans and the plans can be updated after at least a year of implementation. It is checked per six months in Turkish plans. In China, the guideline of the strategic plan is the 18th National Party Congress and those of the third through sixth plenary sessions of the 18th Party Central Committee. The plan of national education put into the principles from General Secretary Xi Jinping's major addresses, and conscientiously implement strategic arrangements made by the Party Central Committee and the State Council.

The two plans have vision. The vision of Turkish education plan is both individual and whole social-oriented, that is, an education system that raises healthy, happy and values focus individuals and communals ready for life. Because of it, the mission of the plan is focused on cultivating personal qualities such as self-confidence, self-esteem, and responsibility awareness. And It includes using and spreading in Tukey's all. Chinese vision focuses on the country as a whole, which is making progress in Chinese overall education power and international influence, promoting China into a powerful country with abundant human resource and lay a solid foundation to achieve the long-term goal of Chinese education modernization.

The budget is the guarantee of the strategic education plan. The specific amount of the budget is listed in Turkey's plan. There is an estimated amount of 122,806,039,074 \$ will be obtained for the five-year period in order to achieve the objectives. Chinese plan use the method of proportion to calculate the budget. It is required that China's government spending on education should above 4% of GDP and ensure annual increase budget on national education. The total investment of Chinese education funds is about 651,459,000,000 \$ (in 2018).

National education plan can be useful instruments to guide decisions concerning the improvement and transformation of educational system, which require great sensitivity to national contexts and objectives determined by their own citizens (De Siqueira, 2012). After comparing the plan of Turkey and China, it was found that the two countries share many common ground on how to build education systems for the future. They all take the cultivation of multi-faceted talents suitable for social development as their primary goal, attach importance to the application of ICT in education, and emphasize the role of international exchange in enhancing international competitiveness. Therefore, it has reason to expect the in-depth cooperation in education between the two countries, which will not only promote mutual understanding among the people, but also enhance the quality of education in respective country and drive cooperations in many other aspects. In this research Turkish and Chinese strategic planning is compared. The researchers can compare another countries' planning in next research or various compares can be made. Different research can be conducted to interview or survey with teachers and/or administrators about strategic planning process and applications.

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