



A COMPARATIVE STUDY ON TURKEY, NORTHERN IRAQ, AND THE REPUBLIC OF CAMEROON ENGLISH EDUCATIONAL SUB-SYSTEM

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Abstract

The aim of this research is examine the educational systems of Turkey, Northern Iraq, and the English Sub System of Cameroon. This examination was done by analyzing the educational structures of Turkey, Northern Iraq, and the English Sub System in Cameroon to bring out their similarities and differences. The study method a qualitative research approach, with a descriptive analysis after reviewing documents containing the educational systems of these countries. Following the study, result of that these countries' educational systems shared many similarities and few differences in their educational framework and some educational policies can be applied to all three systems at some levels. The Pre-school and Masters' levels are similar to all the three countries; Primary school level in Turkey and Northern Iraq was similar while at the undergraduate level, there were some differences in all the three countries.

Keywords: comparison, educational system, Turkey, Iraq, and Cameroon.

Introduction

Research in the field of education is based on different foundations and systems. Today, several different methods and research methods lead the researcher to the details of an event and the desired answer. In this sense, comparative education methods, especially used in the field of social sciences, offer the opportunity to compare different elements of different countries in the field of education. Comparative education is a well-established academic field of study that looks at education in one nation or country (or a group of nations or countries) utilizing data and ideas from other nations' methods and situations (Miralay 2020; Manzon, 2011). Getao (1996), defined Comparative Education as a discipline, the study of educational systems in which one seeks to understand the similarities and differences among educational systems. He defines the comparative evaluation of two or more countries as the comparison of education systems applied in historical or important periods, sometimes as a whole and sometimes from different aspects (Zjada and Rust, 2021). Miralay (2020), argues that it is a branch of science that is studied in determining common or different aspects in education, theory, practice, educational planning, providing a peace environment and softening international relations within the scope of these relations. In line with this

information, when we look briefly at the historical process of the Turkish education system, during the years of the war of independence in Turkey, there were two education ministries: The Ministry of Education of Ottoman Government (Maarif Nezareti), in Istanbul and Turkish Grand National Assembly, the Ministry of Education in Ankara.

After the opening of the Turkish Grand National Assembly on 23th April 1920, the Minister of Education took part in the Council of Ministers, which consisted of 11 members established by the law no:3 and 2nd May 1920. The organizational structure of the Ministry of National Education in Turkey has been exposed to changes by various legal regulations and its current structure is determined by the Decree Law No. 652 on the Organization and Duties of the Ministry of National Education, which came into force on 14.9.2011 (MNE, 2015). Information emerges. Although this historical process varies according to countries, it also shows that there are differences when certain factors are considered. For example, if we talk briefly about Iraq's education system. The Ministry of Education in Northern Iraq was founded by two main political parties: they did not emphasize on academic principles and basic education rules, in contrast, they had a problem with the taking position in ministry. Besides, the structure of the ministry was an imitation of Saddam's regime; this formulates the system a undeveloped system. The ministry takes on more political issues rather than educational matters; this is because of the conflicts between the two main political parties (Salih, 2018). Since 2008, Northern Iraq has undertaken an ambitious reform of the kindergarten through grade 12 (K-12) education system (Vernez et al., 2016). On the other hand, it is known that before the 1990s, Iraq's education system statistically outstripped its neighbors in terms of gender equality, access, and literacy. However, almost three decades of wars and brutal sanctions have retarded these advances. Educational programs in Iraq are based on Western patterns, but also include religious education (Issa and Jamil, 2010). It can be said that the education systems of some countries in different geographies are different. Therefore, when we return to the African continent outside the Middle East, the situation in the Cameroon education system can be discussed. Cameroon's Government Ministries, as established by Decree Number 2004/320 of December 8, 2004, have four ministries responsible for education. The Ministry of Basic Education, Ministry of Secondary Education, Ministry of Higher Education, and Ministry of Employment and Vocational Training are the four ministries Cameroon's Educational System is outstanding in Africa. East Cameroon's education was based on the French model, while West Cameroon was based on the British model. As a result of Cameroon's unification, several schools in the French-speaking regions of the country now provide English-language education and vice versa (Flinders and Thornton, 2013).

This study focuses on the similarities and differences between Turkey's educational framework, Northern Iraq's educational framework, and Cameroon's education system and their English sub-system.

Name of State	Turkey	Cameroon	Northern Iraq
Capital	Ankara	Yaounde	Erbil
Government	Parliamentary Republic	Presidential	Parliamentary System
Official Language	Turkish	French, English	Kurdish - Arabic
Religion	Muslim	Christianity, Muslim	Muslim
Currency	Turkish Lira (TRY)	Franc CFA	Iraqi dinar
Area	785,350 km ²	475,442sq km/	40,643 km ²
Population	83,614,362	27,048,056	5,123,000
Annual population growth	(%) 1.34		2.75 %
Weekly Working Hour	46.4 hours	46 hours	45 hours

Figure 1. *The Countries' Demographic Variables*

Problem Statement

There is globalization in the world today. Everything is merging into one, even the educational system. Educators and professionals gather at worldwide conferences and academic institutions to share their expertise and interact at an internal level to seek solutions related to global problems affecting the world's education. In this light, in this study, the socio-economic method, one of the comparative approaches, was used, and this study focuses on the similarities and differences in the educational frameworks of Turkey, Northern Iraq, and Cameroon, particularly in the English Sub System and their education structures and systems.

Aim of the Research

The aim of this research is to examine the educational systems of Turkey, Northern Iraq, and the English Sub System of Cameroon according to socio-economic method. This examination was done by analyzing the educational structures of Turkey, Northern Iraq, and the English Sub System in Cameroon to bring out their similarities and differences.

Methodology

This study, which was conducted to comparative approaches of the educational systems of the English Subsystem and school system of Turkey, Northern Iraq and Cameroon, according to socio-economic approach and qualitative study. This study, the document analyzing which allows visual and written materials to be obtained and examined, was used (Sonmez and Alacapinar, 2018). Any written material that provides information about the subject to be investigated is called a document (Balci, 2006). Document review or analyze can be done in five main stages (Çepni, 2018); (1) accessing documents, (2) checking for authenticity, (3) understanding documents, (4) analyzing data, and (5) using data.

Data Collection

In this study document review was used as a single data collection method. In the document review method, the researcher can access the data it needs by making document analysis without interviewing and observing (Yıldırım and Şimşek, 2008). Firstly, the

documents were reached, and as a result of a detailed research, it was decided which dimensions would be considered in the process of examining the education systems. These dimensions are the main indicators (geographical, political and economic structure) and the school system (from preschool to the end of graduate education).

As a second step, the official agency reports of the state in which the most current data of all three countries were published were examined to ensure that the information in the examined documents was current and accurate. In the third stage, official documents were read and understood according to two predetermined dimensions. In the fourth step, the documents of all three countries were analyzed by the researchers. At the last stage, the similarities and differences between the systems of the countries were tried to be revealed.

Data Analysis

The data on the structure of the educational systems of Turkey, Northern Iraq and the English sub system of the Republic Cameroon, which constitute the sample of the research, were collected by document analysis method. The data obtained in the research were collected in accordance with the descriptive analysis approach. The document analysis method includes the analysis of written materials related to the social facts to be investigated and the data were compared according to their similarities and differences in line with these purposes. During the analysis of the data, the researchers independently analyzed the data and compared the analysis results side by side. The systems of the countries were analyzed considering their English sub-system and educational system.

Findings

The information given below is selected and presented in the light of the information obtained as a result of various literature reviews. This information explains the basic education systems of three different countries in a general framework.

Education System in Turkey

Pre-School or Pre-Primary Education: It is an optional education for children between 3-5 years of age.

Primary Education: With a new Law in 2012, four years of Elementary school + four years of Middle school is compulsory for all boys and girls at the age of 5,5, (1st, 2nd, 3rd, 4th grades) and the age group of 10 to 14 (5th, 6th, 7th, 8th grades) today.

Secondary Education: It is compulsory for four years (used to be 3 years until 2005) and covers general, vocational and technical high schools aiming children at the age of 14 to 17 (9th, 10th, 11th, 12th grades).

Higher Education: After a four-year faculty, one can go further for his/her Master's Degree which lasts for two years with thesis and non-thesis options. Access to doctoral programs requires a master's degree and has a duration of minimum four years with a doctoral thesis at the end. The graduates of Medicine, Veterinary Medicine and Dentistry can directly apply to PhD/Doctorate programs.

Education System in Northern Iraq

Pre-school Education: For children aged (4-5) years is provided for two years (optional and not compulsory).

Primary Education: Before it was (6) six years primary and (3) three years secondary, now both levels are regarded as one 9-year level basic school (compulsory) for all boys and girls at the age.

High schools: It is compulsory for (3) three years, and covers general vocational schools that include agriculture preparatory institute, computer, health, trade, industry institutes, and teacher training, and technical high schools.

Higher Education: Students are accepted to university according to their grade that they accomplish in the baccalaureate exam in the last year of high school. After completing a four-year program, students can pursue a Master's Degree, which lasts two years. Access to doctoral programs requires a master's degree and a duration of minimum four years with a doctoral thesis at the end (Vernez et.al. 2016).

The Basic Education in Cameroon

Kindergarten: Children begin kindergarten from the age of two. It is commonly known as the Nursery Schools. They are taught for (2-3) two to three years and are brought up to the ages of four or five years old ready for Primary studies.

Primary School: This curriculum lasts six years and culminates in the First Leaving certificate and the common entrance examination, which prepares students for secondary school. This level of education is considered free but mostly parents do have minimal levy to pay in Government schools. This Levy is known as the PTA levy (Parents Teachers Association levy). Primary education in Private schools is not free. Primary education is mandatory for all children.

Secondary Education: Following primary school, students have three options to continue their education, which vary depending on their family's financial status as well as their general exam results. Secondary Schools with general education, secondary schools with technical education, or vocational schools are available for students after primary school. These various schools can be public or private schools.

The general section is five years and is completed by having at least four (4) subjects in the Cameroon Ordinary Level General Certificate of Education (G.C.E. O Level). While the technical section the technical section writes the G.C.E. Technical O level after five years of study. This leads them into high school.

High School: Following secondary school, students have three options to continue their education, which vary depending on their family's financial status as well as their general exam results. High Schools with general education, high schools with technical education, or vocational schools are available for students after secondary school. These various schools can be public or private schools.

The high school is a two-year course that ends with the Cameroon General Certificate of Education Advanced level for the general section or Cameroon General Certificate of Education Advanced level technical. Students have the choice of being either an arts or a science student. Here in the general section, the students can choose either to study in the Arts section or the Science section. This section is completed in passing in at least two subjects

Higher Education: Here Cameroon has Universities; public, mission and lay-private Universities. Generally, the undergraduate course is 3 years, master's 2 years, and doctorate 4 years. Some other higher institutions are affiliated with the public Universities known as the state universities. Students can study for 3 years to obtain a diploma in some of these higher institutions and then move on to the affiliated Universities to get the first degree.

Table 1.*Education System of Turkey, Cameroon and Northern Iraq*

Education in Turkey		Education in Cameroon		Education in Northern Iraq	
Academic levels	Typical ages	Academic levels	Typical ages	Academic levels	Typical ages
Doctor	24-27	Doctor	23-	Doctor	Employee in government 26-29 Unemployed 22-25
Masters	22-24	Masters	21-23	Masters	Employee in government 22-24 Unemployed 20-22
Bachelor	18-22	Bachelor	18-21	Bachelor	17-20
High School Education (Secondary)	14-18	GCE A	16-20	High School Education	14-16
		GCE O	11-16		
Primary School Education	6-14	First School Leaving Certificate and the Government common entrance exams	5-11	Basic School Education	6-14
Pre-school Education	3-6	kindergarten	3-5	Pre-school Education	3-6

Discussion and Conclusion

This research is based on a general comparison of the education systems of Turkey, Iraq and Cameroon. In line with the findings obtained it was realized that the three countries' educational systems shared many similarities and few differences in their educational framework. When the results of the research are examined, it is seen that the basic education level is closely similar to each other (starting age and level) in all three countries. Then, it was determined that all three countries are within the scope of compulsory education at primary education level, but there are differences between Cameroon and Iraq. It has been observed that the education system implemented in Turkey is similar to Iraq in terms of age and levels. According to this information, it would be appropriate to mention the following findings.

The Preschool levels are similar to all the three countries. Primary Level have some similarities and differences. This level of education is compulsory to all the three countries. This gives them an aspect of similarity. The difference is that Northern Iraq and Turkey are having the elementary and the middle school fused together at primary level. While the English Sub system of Cameroon has just the elementary level and the secondary (middle) school separately. Secondary Level in three countries seem not to have some similarities. In Turkey educational system, the secondary level is the level that leads to the university. In a real sense, it should be the High school section. This is so because the secondary (middle school) is linked to the primary level. Northern Iraq is not having the secondary level; perhaps this section was considered linked to the primary level. While in the English sub system of Cameroon, this level is clearly identified. Dupraz (2019) attributes the differences

in the Cameroon education system to French colonialism. In this sense, it can be thought that the foreign language is different and rich in the education system applied in this country.

High School Level of Turkey's education system does not have a high school level. It is the appellation that changes. We have the same function as the high school level in Iraq and Cameroon. In this country, students leave secondary school. Northern Iraq has the high school level which is also the same in structure as in Cameroon's English Sub system of Education. And University level of these countries apparently the same. They consist of the same structure, undergraduate, master, and doctorate program. The Pre-school and Higher Education levels are similar to all the three countries; Northern Iraq and the English Sub System of Cameroon shared some similarities at the level of high school which is not existing in the educational system of Turkey. Northern Iraq and Turkey have four levels of Education on their framework while Cameroon has five levels. In their study, Fadhil and Sökmen (2014) underline the importance of the finding that the differences in the education system are that girls get married at an early age and receive less education than boys.

Despite these differences, the number of years used to complete these various levels of education is the same (24years). This will depend on the number of years spent at preschool, which is optional. All the three systems have the Primary level, which is compulsory. This makes them similar; but differ from each other in the sense that they all have different numbers of years at this level. There was a remarkable difference in the ministries that are responsible for education in these countries. Turkey has one ministry responsible for education, Northern Iraq two and Cameroon four ministries. It can be concluded that, due to the large similarities in the structure of the educational framework of these countries, a general policy can be implemented to three countries. For example, Primary education is compulsory in the three countries. This policy was applied differently but now it is clear that it could have been applied generally to the three countries. In a nutshell, these 3 systems can unanimously take a common decision on a policy to be applied to their educational systems regarding global issues.

Recommendations

After presenting a framework of the various systems of education, presenting their similarities and differences, the researchers recommend an in-depth examination of the various levels of education to bring out their policies and functions regarding education. In line with the findings obtained in the research, it can be said that preschool and primary education stages need basic English education. In this context, it is suggested that the education programs to be developed should include basic English education. In addition, it is recommended to create an education program or an annual strategy plan, taking into account the needs of students in the countries and the process they are going through. The diversity of education systems undoubtedly contributes to the development of a values education program, but it should not be forgotten that it is essential to take a successful education program as an example and to restructure the weak one. In this direction, it is recommended that English education should be added to appropriate education situations by examining socio-economic conditions.

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