EDUCATIONAL SCENARIOS FOR THE NEXT TWO DECADES IN ELEMENTARY, SECONDARY, AND HIGHER EDUCATION CURRICULA IN TURKEY[‡]

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ÖZET

Eğitim uygulamalarının planlı programlı olma özelliğinden dolayı ülkelerin eğitim alanında hayata geçirecekleri uygulamaları önceden planlamaları ve bu planlamalar için hazırlık çalışmalarını oluşturulan komisyonlar tarafından ele almaları önem arz etmektedir. Her ülke genel amaçları ve felsefesi doğrultusunda yetiştirmek istediği ve gereksinim duyduğu birey profilini hazırladığı eğitim programları aracılığı ile ortaya koymaktadır. Bu noktadan hareketle bu çalışma ile dünyadaki değişimler ve eğilimler göz önünde tutularak Türkiye'deki Eğitim Programları ve Öğretim alanındaki mevcut durumdan hareketle, önümüzdeki 20 yıl içinde Türkiye'de uygulanacak ilköğretim, ortaöğretim ve yükseköğretim programlarına ilişkin senaryolar oluşturulmuştur. Oluşturulan bu senaryolar Ankara Üniversitesi, Hacettepe Üniversitesi, Orta Doğu Teknik Üniversitesi'nde görev yapan 30 öğretim elemanı (Senaryo Grubu) ile yapılan görüşmeler sonucu elde edilen veriler doğrultusunda hazırlanmıştır. Elde edilen bu veriler araştırmacılar (Senaryo Takımı) tarafından içerik analizine tabi tutulmuş ve belirlenen üç kategori (ilköğretim, ortaöğretim ve yükseköğretim programları) etrafında senaryolar örüntülenmiştir.
Anahtar Kelimeler: İlköğretim Programları, Ortaöğretim Programları, Yükseköğretim Programları, Eğitim Senaryoları

ABSTRACT

Due to the planned character of educational practices, it is of importance that countries work out detailed plans for such practices beforehand and assign the preparatory work for these plans to special commissions. The particular profile of individual that every country needs and aims to train in accordance with its own general objectives and philosophy is revealed through its educational programs. Thus, the present study created scenarios regarding the elementary, secondary and higher education curricula to be implemented in Turkey in the next two decades by considering the changes and trends around the world. These scenarios were constructed from the data obtained from interviews with 30 instructors employed in Ankara, Hacettepe, and Middle East Technical Universities (Scenario Group). The obtained data were subjected to content analysis by the researchers (Scenario Team) and scenarios were shaped around the three identified categories (elementary, secondary and higher education curricula).
Keywords: Elementary, Secondary and Higher Education Curricula, Educational Scenarios

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1. Introduction

Education is recognized as a functional instrument in creating qualified human capital for countries and thus, in ensuring their economic and social development. It is an important consideration for the involved stakeholders that education must consist of planned activities. Through education, countries seek to attain their specified goals and create the profile of individual they need, which, in turn, entails planning in education system as a necessity. At this stage, planning could be considered as analyzing current situation, designing the future, and creating various predictions. Countries may not only accomplish their educational plans for the future through institutional commissions at national level, but they may also become a part of multinational researches such as those conducted by OECD/CERI. In Turkey, studies on planning and linking education with financial resources have a long-established history. Development plans based on economic theories and practices – the first was carried out in 1934 – were in use for long years. Furthermore, founded in the 1960s with the Planned Period, Turkish State Planning Organization (DPT) conducted various studies such as "Turkish Science Policy, 1983–2003", "Turkish Science and Technology Policy, 1993–2003", and "Vision 2023 Project". On the other hand, the decisions taken by the Higher Planning Council as part of Public Management Reform and the law on Public Finance Management and Control no 5018 stipulated that public corporations should prepare their strategic plans and follow them in their budgeting processes. According to the law, public corporations are supposed to carry out their strategic plans and be prepared for possible problems in the future. At this juncture, strategy is defined as the whole of fundamental aims, efforts or objectives and significant policies and plans to attain specified goals (Jain: 1993). Strategies pertain to future. Many institutions are involved in their current and future objectives. Functionalized in 2005 within the body of the Ministry of National Education (MoNE) in Turkey, Directorate for Strategy Development (SGB) is in charge of educational planning. This unit follows three stages in strategic planning: "Preparatory Period and Program", "Formation of a Strategic Plan", and "Implementation and Evaluation of the Plan" (MoNE 2006). These three stages include internal and external situation analysis of the institution and defining its vision, mission, principles, and values. The subsequent stages concern definition of strategic goals and objectives, determining activity projects, and performing monitoring and evaluation procedures (MoNE 2006).

While planning of educational practices in Turkey is carried out through this strategic planning process, there are also some international studies for developing future scenarios conducted in certain countries by the OECD/CERI and these could be considered as important for strategic planning. Work under the *"Schooling for Tomorrow"* project initiated by the OECD/CERI at the end of the 1990s has been carried on in countries such as Austria, Canada, United Kingdom, Finland, Hungary, Netherlands, Norway, Sweden, and New Zealand (OECD /CERI 2008).

A conference held in the City of Rotterdam in the Netherlands between November 1-3, 2001 brought together educators, non-governmental organizations, and policymakers. During the conference, they presented the current situation regarding educational practices and worked out scenarios for possible future changes. The Conclusions of this conference underlined that schools of the future should be financially strong, their curricula should lay emphasis on learning rather than teaching, teachers and school managers should be well-equipped, and information communication technologies (ICT) should be efficiently used (http://www.oecd.org/dataoecd/32/17/2669182.pdf).

2001 Report of the Schooling for Tomorrow Project regarding the first stage of the project introduced through various scenarios the possible new formations in the school concept in the next twenty years. The report anticipates that schools will maintain their bureaucratic character in the next twenty years. Although the use of ICT will increase, schools will remain the same in their fundamental structure. As the scenarios suggest, school budgets will not be increased and local funding will rise in importance.

Another scenario included in the same report suggests that in the next twenty years, schools will go beyond simply being institutions for information transfer and will concentrate their efforts towards training a type of individual who respects differences, are open to new developments, and are crucial for maintaining social structure. Devoted teachers and well-

equipped schools that offer all the required physical conditions for learning to take place also constitute a part of this scenario (http://www.oecd.org/dataoecd/35391.pdf).

On the other hand, two forums on **"Schooling for Tomorrow"**, the first of which was held in France in 2003 and the second in Toronto, Canada in 6-8 June 2004, were participated by a wide range of audience from policymakers in education to school managers, from computer experts to the stakeholders of education reforms, who shared their opinions on the scenarios for the schools of future (http://www.oecd.org/document/60/html)

As clearly observed, these scenario studies supervised by the OECD/CERI in member countries are generally concerned with a macro-analysis of the future of education systems and related policies and practices. At a micro-level, on the other hand, it is not a very common approach in the literature to attempt to predict the possible future innovations in a particular discipline by drawing upon the current situation, as well as to make predictions in parallel with the developments around the world, and to construct related scenarios for this purpose by scenario teams.

1.1. Study Purpose

In this study as a micro-level scenario study, interviews were made with a number of instructors from the departments of "Curriculum and Instruction" in three universities in Ankara and scenarios were developed on the possible changes anticipated to take place in Turkey in the next twenty years. The critical points for the study were determined as the possible changes in the elementary, secondary, and higher education curricula anticipated to take place in Turkey in the next twenty years.

The study followed the following four phases of scenario processes: mapping and delineation of the subject matter; identification of critical issues and trends; assessments of trends (scenario creation); and use (implications and dissemination) (Iversen, 2005).

1.2. Study Model

The present study is qualitative by the nature of its subject matter. As one of the purposeful sampling methods categorized under qualitative research sampling methods, *maximum variation sampling method* was selected as the study method. Purposeful sampling is a sophisticated sampling method within the tradition of qualitative research. In purposeful sampling, the researcher makes his/her own choice about the selection of particular subjects and includes in the sampling those who are deemed as most appropriate for study purposes. In order to represent the diversity of the concerned individuals at a maximum level in the study, maximum variation sampling method was preferred. In constructing a sampling based on maximum variation, the aim is to determine whether there are any common or shared patterns within a variation, rather than to make generalizations. Maximum variation sampling method aims to form a relatively small sampling and to ensure that the diversity of the individuals who could possibly be concerned parties to the problem under examination is represented at a maximum level (Yıldırım and Şimşek, 2005).

Interviews were made with 30 instructors selected through the maximum variation sampling method from among those employed in the Faculty of Education Sciences in Ankara University and Hacettepe University and in the Education Faculty of the Middle East Technical University. Of these 30 instructors, 6 carry the title of Professor, 2 Associate Professor, 8 Assistant Professor, and 14 Research Assistant. These 30 instructors from three different universities form the scenario group of the study. Scenario group is a group of people who contribute to scenario preparation through the data they present.

Non-structured face-to-face interviews were made with the scenario group and in-

depth data were collected on the problem. Alternative questions and probes were used during the interviews, all of which were recorded on a tape recorder and deciphered by the scenario team. Scenarios Team consists of researchers who develop scenarios from the data collected through interviews.

The recorded data from the interviews were summarized and interpreted using the method of descriptive analysis in the light of the predetermined critical points and themes. Subsequently, scenarios were constructed for the three specified main categories (elementary, secondary, and higher education curricula).

2. Findings

This section presents the scenarios concerning the elementary, secondary and higher education in Turkey in the next twenty years as constructed by the scenario team in the light of the data collected from the scenario group.

2.1. The Scenario for Elementary Curricula

"The Concept of a World Citizen with a Command of the Languages and Toys of the Information Age"

In Turkey, the duration of elementary education will remain the same as 8 years in the year 2030. However, compulsory education will be extended to secondary education. As a result, a compulsory education process of 12 years will be put into practice. The first 8 years of this twelve-year compulsory education will remain as the elementary level and the current 5+3 model will be maintained. Education in Turkey will lose its centralized structure and assume a decentralized character, a transformation which implies that schools will prepare curricula in accordance with their own needs and be actively involved in their implementation. Every primary school will hire a curriculum development specialist who will cooperate with school teachers to prepare the curricula in line with the needs.

In the period until the year 2030, the greatest change in elementary curricula will pertain to language education. Turkey will become an EU member and Turkish students will be granted the right to receive education in any EU country. In particular, they will actively participate in the education programs of the EU and take a part in joint projects. Therefore, language education will gain emphasis in the evaluation and development stage of elementary curricula in Turkey and modern practices will be reflected in the elementary curricula for the instruction of a second or even third foreign language. Along with the foreign language courses in the current elementary curriculum (English, German and French), instruction of other European languages as elective courses will also gain importance.

Apart from the emphasis laid on language education, other courses will be added into the curriculum to improve the computer and multimedia literacy of elementary-level students. In the year 2030, when knowledge will remain as the only power, beginner- and medium-level "computer" and "multimedia" courses will be striking in the elementary curricula. The primary philosophy and objective of Turkish National Education will be to raise individuals who could adapt to the information society, instead of those trained in sciences as the industrial society needs. Apart from science instruction, instruction of social studies will also be highly appreciated in elementary curricula because Social Studies education will aim at training students who could adapt to the changing world order and will take the first steps towards becoming a world citizen as well as a national citizen. Thus, Social Studies and Citizenship education will rise to prominence.

The year 2030 will witness a period in which social values and attitudes will rapidly

change. In such a period, it will be highly important to offer a "character/personality education" at the elementary level to train sophisticated individuals with the ability to overcome psychological problems that could arise from the rapid change in social and moral values. In the year 2030, Turkish students will be taught from the elementary-level education onwards that achievement is not the only goal and the path to success should not digress from the concept of ethics. During the course on "Character Education", teachers will present students socially and morally problematic situations and ask them to develop rational and ethical solutions to these problems.

The elementary curricula effective in Turkey of the year 2030 will be based on the reconstructionist educational approach of existentialism which prioritize individual differences; aim not only at training students for the higher education level, but also at training sophisticated individuals with the ability to deal with and solve real-life problems; involve teaching experiences and evaluative approaches formulated in the light of modern theories; and inculcate students with the aim of continuously reshaping their society towards the better. This curricular notion will be grounded on student sub-skills such as transforming and incorporating a basic idea or product; reusing it in different contexts or producing new and different products completely based on their own ideas; looking at events with a different view; and come up with inventions, though slight. The qualifications that the curricula will help students achieve include sub-skills such as creating and enriching elaborate ideas; finding unique and specific solutions to problems; developing innovative ideas and solutions; looking at an idea or a product from many different perspectives; and holistic view.

The elementary curricula effective in Turkey of the year 2030 will be based on an instruction process whereby students can compare similar experiences in life; will be willing to assume responsibilities; make decisions; and can improve their mental abilities. Experts also anticipate that the reforms of the year 2005 will be embraced as established values in the education system in 25 years and in this context, the requirements of the new educational paradigm will be recognized.

2.2. The Scenario for Secondary Curricula

"Last Exit before the Bridge: 12-Year Compulsory Education"

In Turkey of the year 2030, secondary education will be a part of compulsory education process. The current 8+4 model will be maintained. In the general secondary education institutions, the practice of departmentalization (Social Sciences, Equally Weighted, Applied Sciences, and Foreign Language) will persist; however, "Information and Communication Technologies" program will be added to these fields.

Inclusion of the secondary education level in the compulsory education process will prevent students from continuing with vocational and technical education at the end of elementary education; therefore, this practice will entail shifting departmentalization to the post-secondary education period. Such a decision will eliminate unequal opportunities in university entrance exam for students from Anatolian and Science high schools. Furthermore, thinking in terms of human rights, it will also create favorable consequences for students to postpone their professional choices or decisions about specialization – a decision which will affect all their lives – to the post-secondary education period as they will then have more improved cognitive and affective capacities.

In 2030, Turkish students will have the chance to continue with Vocational and Technical education programs as they wish once they complete compulsory education period. These schools will admit students on the basis of their own examinations and interviews, rather than student scores in the general student selection examination. More flexible criteria will be

applied for student admission to general education programs for those from Vocational and Technical education programs. Thus, students will not regard their current program as an irreversible choice.

In the year 2030, when departmentalization will be postponed to the post-secondary education period, guidance and orientation activities will now be much more important in secondary education institutions. For students, the process of selecting their fields at high schools will be a one-year process starting in the 9th grade and extending up to the beginning of the 10th grade. In this process, student guides and teachers at school will carefully analyze students' abilities and interests and will guide them towards selecting an appropriate program in line with their reports. On the other hand, while preparing secondary curricula, curricular standards will be specified by keeping in mind the student qualifications needed by higher education institutions.

As is the case with elementary curricula, language instruction and computer literacy will become more prominent in secondary curricula as well. Advanced language instruction will be of greater significance for active participation in the multinational projects and student exchange programs organized by the EU. Along with the foreign language courses currently offered in secondary institutions, other European languages will be added to the curricula as elective courses. More frequently implemented in higher education institutions at the present day, student exchange programs will also be applied at secondary education level. As an education program offered by the EU, the Comenius project will gradually grow in importance in Turkey. Secondary curricula will now assume a more flexible character to adapt to the student exchange practices with the EU countries in particular and will allow students to receive education abroad during a part of their compulsory education period. Therefore, in preparing secondary curricula, the existing practices in the EU countries will also be taken into account in issues such as content selection and designating course hours and credits.

Serving as a bridge between elementary and higher education programs, secondary education programs will rise in importance for establishing sound links between these two levels of education. In Turkey in the Bologna process, particularly the secondary education curricula will strictly adhere to the notion of "Unity in Diversity" and they will maintain the objective of training conscious individuals in line with the principles and reforms of Atatürk, a notion which will also be followed by elementary and higher education curricula.

As is the case with all levels of education, secondary curricula will also witness a shift from the concept of "teaching" to "learning" as their main philosophy. Rather than aiming at transferring predetermined masses of information to students, the curricula will be based on the paradigm of providing students with appropriate learning environments in accordance with their personal learning profiles and pace. The aim will be to raise individuals with the ability to produce information and harness it in problem solving, instead of those who store but unable to use information. The constructionist approach will prevail in all aspects of the curricula.

2.3. The Scenario for Higher Education Curricula

"A High-Level Instruction"

With the extension of the duration of compulsory education to 12 years in Turkey, there will be substantial changes both in the system of admission to higher education as well as higher education curricula. In Turkey of the year 2030, there will be a more evident differentiation between theoretical education and applied-vocational education. There will also be a clear-cut distinction made between Universities of Applied Sciences and General Universities. The former will admit either graduates of vocational high schools or students with secondary education diplomas who are willing to specialize in the field. These universities will

offer three-year bachelor's degrees based on vocational education. The main purpose of such policy will be to create a system of higher education keeping as much as possible separate the theory-based and applied education but at the same time making transfers between the two easier.

The 4+2+4 model, which is in force in Turkish higher education in general, will undergo certain changes: The current system of higher education consisting of three stages will be reduced into two stages. This new model will incorporate master's and PhD degrees into a single stage, thus turning Turkish system of higher education into the 4+6 model consisting of two stages. As it is the higher education model applied in several countries of Europe, the model will be considered as important for harmonizing with the EU.

The higher education institutions will start offering new programs in fields that are believed to rise to significance in the next twenty years. In particular, the abovementioned Universities of Applied Sciences will increase their cooperation with business environment. The curricula will dedicate larger room to practical training in the workplace during the education period. Thus, higher education curricula will be revised and improved so as to train employees possessing the qualifications required by corporations.

In Turkey, which will have completed its accession process into the EU in 2030, "Comparative Education" departments will rapidly proliferate under the Faculties of Educational Sciences. The data obtained from the studies conducted in these departments will be shared with the concerned experts at the Ministry of National Education, the Board of Education and Discipline, and universities. Apart from the departments of comparative education, the undergraduate program of Education Programs and Instruction will again be a part of the Faculties of Educational Sciences. Furthermore, the programs on IT and informatics, media education, internet security, web design will greatly rise in importance.

The dizzying innovations in Information and Communication technologies will make distance education practices and programs attractive for higher education, in particular. Thanks to the higher education programs specially designed for the students excluded from formal education system due to environmental and social factors, students will have the chance to receive education at any field they wish and obtain the diplomas or certificates they need.

Turkey will be a part of European Higher Education Area (EHAE) within the next twenty years. Moreover, there will be greater participation at higher education level in Turkey in the current Erasmus program, designed for exchange of students and instructors. This will bring in its tail a greater number of students and instructors mastering foreign languages. There will also be greater participation in the project groups formed by students from EU countries and successful projects will be promoted and shared with other countries. Turkey's role as a geographical, political, and socio-cultural bridge between the East and the West will also be reflected in higher education. Consequently, the mobility from the East and West to Turkey will rather be in the form of student and instruction immigration. There will be greater demand for higher education in Turkey from various countries from Central Asia or the Middle East in particular to the Sea of Japan. All these developments will entail certain legal amendments.

The higher education curricula implemented in Turkey of the year 2030 will cease to be curricula designed for specialization in a single discipline, which is called academic Taylorism, and will rather be based on an interdisciplinary or multidisciplinary approach. Stakeholders will be more involved in the preparation process of these curricula.

Some of the programs of branch campus and franchised and offshore institutions which have recently witnessed a gradual development will rise to greater prominence in Turkish higher education. When private and foundation universities are considered along with these institutions,

it is clear that public universities will not be anymore perceived as the only and indispensable alternatives in this area. Such practice will be accompanied by greater competition and thus, a higher quality in higher education

3. Discussion and Conclusion

Considering that the future is not a linear extension of the present, in order to predict the future and plan a better life, we need a better understanding of the values taking shape during this process of change and to review the measures for the future in the light of the values in question. Among the values inherited by the 20th to the 21st century, globalization, multilingualism and multiculturalism, lifelong education, multichannel education, conditioning, and learning- or learner-centered, rather than teaching centered education need attentive consideration, particularly in terms of their relationship with education. Additionally, it is also essential to reconsider in terms of the changing conditions of the new century the three basic concepts of economy, population, and democracy, concepts which are not recent innovations, but have rather undergone a transformation due to changing conditions to continue shaping human life in the future (Eraslan, 2003).

Among the rising values of the information society are rapid transformation of technology, rapid change and development, greater interest in human resource, information-based organizations, learning organizations, man of information, and a human model who is supposed to make a habit of continuous learning. At this juncture, the most important question to be asked is whether the current education system possesses the background to teach individuals the new values in question. To put it another way, does the rapid change and development witnessed almost in every aspect of life apply as well to the field of education? (Fındıkçı, 2001)

Developed in line with the main problematic mentioned above, this study identified certain common points between the scenarios constructed through the data obtained from the scenario group and aiming to predict the status of Turkish elementary, secondary, and higher education curricula in the 2030s. The Discussion and Conclusion section deals with these common points in general without making any distinction between the elementary, secondary, and higher education levels; and illustrates them with examples with reference to particular levels when necessary. The first and perhaps the most important point of consensus in the constructed scenarios is that language education will come to prominence in all education levels in Turkey in the next twenty years. There is consensus about the need to introduce other European languages into the mentioned curricula in addition to the foreign language courses currently offered. The constructed scenarios clearly point to the significance of language education for the active participation of Turkish students in the education programs of the EU and the efficiency of the student and instructor exchange programs. This view is in parallel with the practice of increasing the number of foreign languages taught at all levels in the member and candidate countries and initiate programs at all levels by using an adaptative approach for language learning (aiming at modular courses and improvement of certain capacities), as stated in the conclusions of meeting of the EU Council of Ministers in 1998 (http://www.ingilish.com/yasamboyu-ogrenme.htm).

The second point upon which the participants all agree in the constructed scenarios is that the current 8+4 model will be replaced by a 12-year compulsory education period in the process until higher education and at the higher education level, the current 4+2+4 model will be replaced by the two-stage model of 4+6 in Turkey. Adoption of this model aims to eliminate certain unequal opportunities in admission to higher education for students by shifting school type differentiation (vocational and technical education) to the post-secondary education period. This is also in line with Güzver (2002), who holds that it is necessary to extend the 12-year compulsory education period in Turkey to the post-secondary education period, to postpone vocational-technical education to the level of higher education, and to diversify higher education

programs and their durations in the form of two-, three-, and four-year programs.

Another commonly-held view in the scenarios focuses on the structural integration between the national curricula of Turkey with those of the EU at all education levels. It is important for Turkish students to spend a part of their educational life in similar programs in the EU countries and to be granted equivalence certificates upon arrival in their countries for the courses and credits they received abroad. Given the greater level of participation in the EU education programs within the next twenty years, the parallelism between the national curricula and the EU curricula will be much more important. As far as the integration of the national higher education curricula with those of the EU is concerned, it appears that the ECTS (European Credit Transfer System), which was developed as part of the Erasmus program, is the only credit system tested with success throughout Europe. With credit transfer and course equivalence as its main aim, the system will facilitate recognition of studies abroad and increase the number and quality of student exchange in Europe (Aşçı and Arslan, 2003).

In the light of the data provided by the scenario group, it could be articulated that in parallel with the phenomenon of "information society" expected to survive stronger into the 2030s, information and communication technologies will cease to be a means in itself and become and end and will inevitably be an indispensable part of the school curricula. From the elementary to the higher education level, courses on information and communication technologies will be introduced into the curricula. Instead of simply computer and multimedia literacy, the aim will be to help individuals acquire operating skills as well. Underlining the fact that the knowledge and skills required for effective and efficient use of information and communication technologies could only be attained through a movement for lifelong education based on a professional understanding, Odyakmaz (2004) and Rasinen (2005) also point to the need for revising the current curricula to include courses on computer and internet use at all education levels.

As stated by the scenario group, the basic problems emerging in the 21st century include contamination of fundamental values by the notion of "produce today-consume at once-produce again tomorrow" arising from the relationship of fast production-consumption; the helplessness of individuals in the face of problems of metropolitan life; certain fundamental human values being overwhelmed by the phenomenon of competition which will be more deeply felt at all social levels; and the resultant erosions of personality. The "Character/Personality Education" offered particularly at the elementary level could minimize these problems, which will aggravate in the next two decades. As argued by Weyrich (1985), Anderson (2000), Cortez (2005), Elkind and Sweet (2006), the character education offered to elementary students is of critical importance in terms of student perceptions of their own selves and others, their feelings of self-esteem and confidence, and thus, their healthy participation in social life.

The final striking common point of the scenarios is an expected paradigm change at all education levels in Turkey. With this change of paradigm, the concept of "teaching" will lose its significance to the concept of "learning". Rather than aiming at transferring predetermined masses of information to students through standardized methods, the curricula will be based on the paradigm of providing students with appropriate learning environments in accordance with their personal learning profiles and pace, which is grounded on the idea that information could be produced by students, rather than being passively received by them. Adopting a constructionist outlook, the Turkish curricula of the year 2030 will have made substantial progress in raising individuals capable of using information wherever needed.

Consequently, the education process which trains a single generation within a period of at least 25 or 30 years should first itself be planned in a detailed manner. It is important to anticipate the possible problems of this process in the light of predictions about the future and prepare solutions beforehand. This scenario study aiming to predict the status of Turkish

elementary, secondary, and higher education curricula in the 2030s presents the following reflections for the future: the founding philosophy and paradigms of the curricula will undergo substantial changes; the duration of compulsory education will be extended to 12 years; school type differentiation will be postponed to the post-secondary education period; instruction of foreign languages and information-communication technologies will receive emphasis and priority; it will be required to make the necessary technical arrangements for curricular equivalence and recognition of the education received abroad in order to secure active participation in the EU programs; and character education will be an issue of greater emphasis particularly at elementary and secondary levels. Given the present situation and the trends in the world and Turkey, all these predictions/anticipations of the scenario group are very valuable. Aiming to draw attention to the questions of how to handle the curricula and what skills should be taught to individuals in order to train individuals who can adapt to the information society dominating the globalizing world, these scenarios have considerably important implications for the Turkish curricula of the 2030s. At all levels, the objectives and learning activities of the curricula should equip individuals with the skills of free expression of one's original ideas, treating all information obtained from all kinds of sources with scientific skepticism, and questioning all kinds of ideas, including his/her own (DPT, 2005)

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