

THE REGIONAL EDUCATION PROJECT(*)

Doç. Dr. Gülten ÜLGEN (**)

The Regional Education Project is developed on the basis of following principles: (1) People whose environment is changed as a results of improvement of scientific studies & technology or another reason, need renewed educational programmes in order to adjust new situation. (2) The principle of equality in education requires implementing from same opportunity to fair treatment and to unique benefit of outcome. (3) Exceptable qualified production requires standards which should be developed at regional, national and universel levels; In connetcion with these standards, curriculum of vocational education is to be based upon competencies. (4) The involvment of different groups, such as central government, local government, businessman, associations, students and their families, in educational activities is requirement of the democracy. (5) In the process of curriculum development, environmental education subjects (in production and cunsumption) should be concidered in order to save our world.

1. INTRODUCTION :

According to the Constitution of the Turkish Rebuplic, the Turkish people is entitled equil rights to shāre national income and get benefit from the educational opportunities. However, if we compare the different parts of Turkey in accordance with the so-economic development with whole Turkey, we see that the poeple live in the Southeasth Anatolia (SA) get less portion from the national income and their standart of living is lower then people live in other regions, for detailed information on the comparison of SA with Turkey in general from the economic point of view and Adiyaman, whole Turkey population density comparison see table 1. In order to provide euality among the different regions the Turkish Government has initiated the following activities:

(*) The orijin of the project's report is about 4,200 bytes. Here it is summarized 1,340 bytes and required qualifications of personnel are excluded.

(**) Hacettepe Üniversitesi Eğitim Fakültesi Öğretim Üyesi

**Table 1 COMPARISON OF SOUTHEASTERN ANOTOLIA with
TURKEY in GENERAL (economic)**

indicators	TURKEY	SA	SA
	1985 - 1989	1985 - 2005*	(%)
GRP 10 TL. (Million)	83.785.419-103.672.000	3.365.559-	(4)
GNP 10 TL. (Thousand)	1.822-1.877	867-1.784	(47)
AGRICULTURE	17.7-15.8	39.6-23.0	(9)
MANUFACTURED GOODS	25.2-36.7	11.7-25.0	(1.9)
PUBLIC SERVICES	- 47.5	37.0-46.0	(4.7)

COMPERISON of ADIYAMAN and SS with TURKEY in GENERAL (population)

Indicators	ADIYAMAN	GAB	TURKEY
	1985 - 1990	1985 - 1990	1985 - 1990
land km	774.815-774.815	73.863-73.863	7.614-7.614
population	50.664.458-56.969.109	4.303.567-5.274.714	430.728-522
Number of person for each km. (Density)	65-74	58-71.41	57-72
Rate of population for a year (% 0).	24.88-23.46	38.02-36.94	31.70-38.61
Ratio of City pop. to the general pop. (%)	53-59	49.80-56.26	35.05-43.53
Rate of city pop. for a year (% 0).	67.95-35.87	64.41-65.26	51.03-72.72
fertility in the city	3.37- —	4.61- —	4.63 - —
Rate of rural pop. for a year (% 0)	10.34-6.79	24.34-11.28	21.99-15.78
Fertility in the rural area	4.50- —	5.46- —	5.95- —
Working populat. ages 12 - over (%)	40.57- —	35.50- —	37.90- —

- Resources :
1. Türkiye İstatistik Yıllığı 1987.
 2. T.C. Başbakanlık Devlet Planlama Teşkilatı. Güneydoğu Anadolu Proje Master Plan Çalışması 1 ve 2. cilt 1989.
 3. T.C. Devlet İstatistik Enstitüsü 1990 genel nüfus sayımı geçici sonuçları.
 4. 1988 Turkish Population and Health Survey Hacettepe University, Institute of Population Studies April 1988 Ankara - Turkey.

1.1 Hydro - electric power plans, roads are being constucted, irrigarted land is being increased. Gross irrigarted area in Adiyaman is 34.000 hectares. Some indust-ries related to tourism is being proposed. Nemrut is being considered to be a national park which is within Adiyaman boundaries.*

1.2 It is decided that the people living in the region will get benifit from the improved thecnology in the most appropriate way, to help the people in order to de-velop agriculture, and motivate them for the industrial improvement. Diversifying industriel plans and animal breeding are given priorities in Adiyaman. It is planned to erect 4 yarn plants of 2,120 employee capacity in total, one leather industry and ready made gorment factory of 300 employee at present and a tomato paste, a textile, lumber and coton mill plants with a total work power of 3,000 will be erected by a company.**

1.3 On the other hand, (a) according to a study made by the State Planning Orga-nization, there is a need to increase the number of medium level professional peson-nel under the rapid technological development conditions, in order to improve the quality of work and thus to improve professional capabilities.* It is recomended that the students in the secondary education should be shifted to vocational schools, and quality of knowledge and skills should be improved (b). Although there is not avai-able actual study results, it is observed that most of the graduates of the Girls Voca-tional Schools employed in other area outside of their carreers or unemployed.

1.4 For this reason, the Directorate - General for Girls Vocational Education (DGVEG), Ministry of Education (MOE) has to make reforms in the education prog-rammes. This is necessary for increasing the economic power of the disadvantaged people living in the region and to improve living standards by using enhanced envi-ronmental resources and adapting themselves to new conditions. The reform is also a mst for training skilled people to produce quality work and for incresing the number of students in their own schools. It is also necessary to study (a) the educational needs of the people of this region, (b) to study the types of education programmes and their applicability in order to develop new programmes to meet above needs of the people.

ABBREVIATIONS:

REP : Regional Education Project

(*) Turkish Rebuplic, State Planning Organization of the Prime Ministry; Master Plan Study of the SA.

(**) Adiyaman Goversership.

mm	:	men month
MOE	:	Ministry of National Education
DGVEG	:	Directorate General of Vocational Education for girls
KC	:	Key Consultant
POIB	:	Project Organization and Implementation Board
CCC	:	Center Coordination Committee
RCC	:	Regional Coordination Committee
SS	:	Subject Studies
CR	:	Center for Research
RS	:	Research Studies
CS	:	Center for Students
CH	:	Health Center
CSS	:	Specialist Works in Centers in Application School
CGS	:	Guidance Specialist in Center in Besni
CRS	:	Research Specialist in Center in Besni
TA	:	Technical Assistance
SA	:	Southeastern Anotolia
CP	:	Curricilum Planning
EC	:	Expatriate consultant
LC	:	Local Consultant
IS	:	Implementation School

CODES RELAED with SUBJECT AREAS

Codes:

KC	01	:	Need assesment and curriculum, members of POIB
KC	02	:	Curriculum planning and field study
KC	03	:	Measurement and Evaluation & Research study
KC	04	:	Guidance (personal & vocational)

- SS 01 : Child Development and Preschool Ed.
- SS 02 : Agriculture & Nutrition
- SS 03 : Handicraft
- SS 04 : Efficiency and Productivity in Production & Consumption
- SS 05 : Sewing
- SS 06 : General Education
- SS 07 : Environmental Education
- CRS 08 : Research study
- CGS 09 : Guidance
- CHS 10 : Health specialist

- FL 01 : Administration and Financing
- FL 02 : In-service teacher training
- FL 03 : Development of test and evaluation
- FL 04 : Computer typesetters
- FL 05 : Marketing
- FL 06 : Subject Specialist
- FL 07 : Planning and Organization
- FL 08 : Teaching aids

2. SUMMARY OF THE REGIONAL EDUCATION PROJECT

(Description, procedures, equipment, consultant, administration and estimated expenditures)

2.1. DESCRIPTION OF THE REGIONAL EDUCATION PROJECT:

The Regional Educational Project (REP) that is supported by the DGVEG has been designed for implementation on Boarding Vocational High School for girls in Besni, Adiyaman, as a pilot study, to serve to the residents of Adiyaman, as a pilot study, to serve to the residents of Adiyaman, to develop a vocational high school

model as well. Then it will be extended to other boarding schools. In general the purpose of this study is to ensure that residents of those regions with unfavourable socio-economic conditions benefit most appropriately from environment improved after by the government, adapt to new conditions and socio-economic structure to be formed, adapt to new conditions and socio-economic structure to be formed, and contribute to the national economy as a whole. To provide an educational opportunity to more students, in vocational school, for gaining vocational knowledge and skill in order to produce qualified product. Therefore, this study requires firstly assessing educational needs related to the following objectives; then defining at the universal, national and regional levels those standards associated with the objectives; preparing, implementing evaluating, those training programmes which would secure the attainment of the standards, based on the principle of minimum competences required; and reviewing the needs after each evaluation.

2.2. OBJECTIVES OF THE PROJECT :

- a. To raise the general level of information and culture of the regional population.
 - i. To improve the literacy rate qualitatively and quantitatively.
 - ii. To make available general information for a better understanding and preservation of the Turkish cultural values; to help develop self-control mechanisms within the communities for the safe-guard of cultural assets & equilibrium of the nature and for improving and keeping clean the environment.
 - iii. To develop sound information on family life; to ensure that regional population acquire knowledge and skill on health, birth control, hygiene, and balanced nourishment and an awareness of rights and duties of a good citizen; to help the regional population acquire a conception necessary for understanding & developing aptitudes of children, for satisfying their needs appropriately, for preparing them for the school and for successful life, and for the formation of healthy personalities; and to provide them with necessary techniques in this respect as well as the ways to use these techniques.
- b. To secure that the regional population benefits from the new agricultural techniques and to acquire vocational knowledge & skills needed for such techniques to contribute to the economy.
 - i. To help the regional population acquire skill and knowledge necessary for the effective use of resources in production and consumption.

- ii. To train people in vocations needed by the region, equipping them with skill and education required for this purpose.
- iii. To increase employment opportunities in the region for preventing out-migration.
- c. To train intermidate level instructors (equal to technician) to apply extension education programmes developed according to the needs of residents of region of different age group, with a view to attaining the forgoing objectives.
- d. To improve students' academic achievement-to prepare talented students for further studies by means of comlementary training programmes.
- e. To develop a Boarding School Model.

2.3. PROCEDURES of THE PROJECT - SHCEDULE :

In order to reach the objectives of project, required works should be developed at two stages, total four components. The first stage is related to the assessment of educational needs and discription of current situation in relation with objectives of project. The second stage is related to curriculum planning and evaluation. Then a system should be developed to evaluate the curriculum effectiveness:

Stage I.

- Part A. Assesment of people's educational needs in the region, of teacher's training needs in profession.
- Part B. Reseachr studies as intervening variables, for understanding current situation in relation to project objectives and for supporting educational activities.

Stage II.

- Part C. Development of In-service teachers education programme and curriculum for both formal and extended education, on the basis of needs assessment.
- Part D. Development of a system to evaluate the effectiveness of in-service teachers training programme as well as whole curriculum and imlementations then development of Boarding Vocational School Model.

STAGE I

Part A. ASSESMENT of EDUCATIONAL NEEDS

2.3.1. A survey on educational needs must be conducted to compile data on the topics such as population density, demand and supply in order to use human resources effectively and to provide educational programmes appropriate for residences' educational needs.

2.3.2. The implementation school teachers' educational needs should be assessed on the basis of competency.

2.3.3. Those studies undertaken by POIB, proceeded in collaboration with Fellows and teachers of implementation school (IS).

Part B. RESEARCH STUDIES

2.3.4. Some research studies (RS) are required to understand quality of people's living style in order to support the needs assessment study then to establish a baseline data for curriculum planning.

Researches Studies:

01. Assesment of Educational Needs.
02. Family Attitudes Toward Child Raring.
03. Improvement of Local Food Preparing.
04. A Study of Natural Dyes.
05. A Study of Weaving of Besni.
06. Development of a Special Kilim Design for Region.
07. Evaluation of the Effectiveness of the Student Service.
08. A Descriptive Study of Students' Academic Achievement Level.
09. Development of a New Model for Guidance.
10. Improvement of Food Protection Techniques.

2.3.5. The researches studies are undertaken by related SS, proceeded by technical assistance of fellows and applicant school staff (teachers, research specialist, etc.).

STAGE II

Part C. IN-SERVICE TEACHERS EDUCATION & CURRICULUM PLANNING

2.3.6. In-service teacher training courses to be organized by POIB in collaboration with CCC, SS, FL to meet teachers' educational needs in conjunction with the preparation and implementation of educational programmes.

2.3.7. The numbers and types of educational programmes should be determined according to the results of the needs assessment. However, regarding to the objectives of project, the nature of vocational education programmes offered by DGVEG, and the report of Southeastern master plan implemented by the government, some vocational education programmes are included in project plan. Implementation schedule is found in figure 1.

Figure 1. PROJECT STUDIES (Implementation Schedule)

Research Studies (RS) and Curricula (CP)	T	I	M	I	N	G
	1991	1992	1993	1994	1995	
RS:						
01. Assessment of Educational Needs	■	■				
02. Family Attitudes Toward Child Rearing	■	■				
03. Improvement of Local Food Preparing.	■	■				
04. A Study of Natural Dyes.	■	■				
05. A Study of Weaving in Besni.	■	■				
06. Development of a Special Kilim Design for Region.			■	■	■	
07. Evaluation of the Effectiveness of Student Service.	■	■	■	■	■	
08. A Descriptive Study of Students' Academic Achievement Level.	■	■	■	■	■	
09. Development of a New Model for Guidance.				■	■	
10. Improvement of Food Protection Techniques.	■	■				
CP:						
01. In-Service Teacher Education.	■	■	■	■	■	
02. Formal and Extension Education Curricula:						
a. Child Development & Preschool Ed.	■	■	■	■	■	
b. Agriculture and nutrition.	■	■	■	■	■	
c. Handicrafts.	■	■	■	■	■	
d. Efficiency in Production and Consumption.	■	■	■	■	■	
e. Sewing.	■	■	■	■	■	
f. Literacy and Civics.	■	■	■	■	■	

2.3.8. Curriculum planning strategies should be developed by POIB formal and extended educational programmes should be developed by SS in collaboration with application school teachers CGS, CRS and FL.

2.3.9. Teachers in - service training courses are scheduled to prepare the curriculum on the course and carry out it during semester; then on the next teacher training cours applied curriculum should be evaluated to get feed back to improve further studies.

2.3.10. It is considered that planning and application of curriculum and in-service teacher training programme should be connected with each other, figure 2.

Part D. EVALUATION OF CURRICULUM EFFECTIVENESS

2.3.11 In addition to those studies mentioned above, a strategy should be developed by POIB for research studies required to establish baseline data against which to measure improvements in living level of people, improvement of academic achievement of students, to regard curricula both formal and extended education, and teachers in-service education. Related studies should be proceeded in collaboration with POIB, CCC, RCCC, and implementation school's staff. The provision of constant information to objectives of each study on the project and correcting them should have done when it is required, a Boarding Vocational School Model should be developed

2.3.12. Training of fellows, for technical assistance to project's studies should be undertaking by POIB. A strategy for evaluating of curriculum effectiveness and product should also be develop by POIB. The provision of the pilot school pursuant to equipping and providing conditions for imlementing curriculum should be under taking by DGVEG.

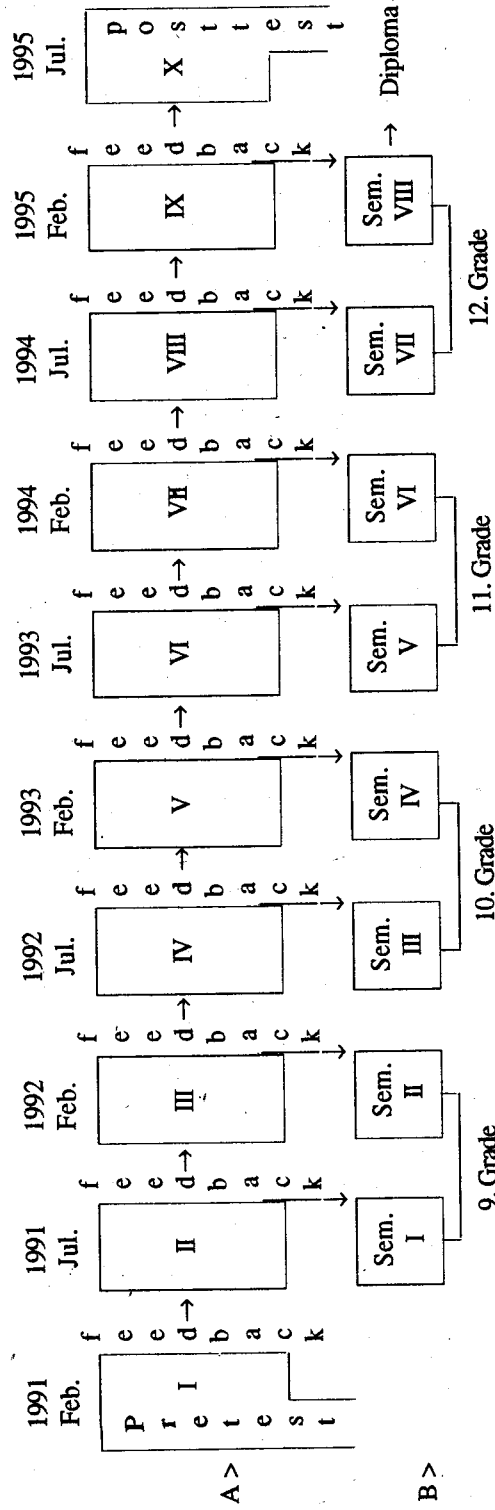
2.4. PROJECT COSTS, EQUIPMENT, MANAGEMENT and IMPLEMENTATION

Less expenditure in budget planning, local shoping to buy equipment, local experts to consult, and effective using human resources as well as others are the base of this study.

A. ESTIMATED PROJECT COST AND FINANCE PLAN:

2.4.1. The total cost of the project is estimated at US \$ 4,269.6 equivalent, of which 60 % are foreign exchange costs.

Figure 2 - IN - SERVICE TEACHER EDUCATION AND CURRICULUM DEVELOPMENT SCHEDULE



A > Seminars for in - service teacher education, including curriculum development.

B > Application of curriculum on vocational School by teachers.

2.4.2 The Turkish government's contribution would finance the project 40 % of total costs, including local salaries, operating expenses, in addition to taxes. Detailed project costs are found in annex J.

2.4.3. The expenditures of in-service teachers training and of fellows education beign implemented in Turkey are excluded.

2.4.4. The less payment has been prefered for local consultancy.

Table 2 SUMMARY ACCOUNTS COST SUMMARY (in US \$'000):

	Local (%)	Foreign (%)	Total
1. INVESTMENT COST			
A. Civil works	306.2 (100)		306.2 (100)
B. Furniture, Equipment & Mat.			
Vehicle procurement		300.0 (100)	300.0 (100)
Equipment for lab. etc.	177.3 (30)	413.7 (70)	591.0 (100)
Materials & Textbooks	19.2 (30)	43.6 (70)	62.8 (100)
C. Technical Assistance			
Consultants	301.4 (20)	1,205.0 (80)	1,506.0 (100)
Fellows Education	4.0 (20)	16.0 (80)	20.0 (100)
Study trips	3.4 (20)	13.5 (80)	16.9 (100)
Research Studies	0.6 (20)	2.0 (80)	2.6 (100)
Technicians	29.8 (20)	119.0 (80)	148.8 (100)
Teachers & fellowship Sal.	702.5 (100)		702.5 (100)
D. Incremental salaries 15 %	11.2 (20)	44.6 (80)	55.8 (100)
2. TOTAL BASELINE CONTINGENCIES			
Physical Contingencies	73.0 (30)	170.0 (70)	243.0 (100)
Price Contingencies	91.0 (30)	222.0 (70)	313.0 (100)
TOTAL PROJECT COSTS	1,719.5 (40)	2,550.1 (60)	4,269.6 (100)

2.4.5. Because of it that high rate of inflation in Turkey, 15 % of salaries is added in project cost in addition to contingencies.

2.4.6. Distribution of expenditures in years, estimated financing plan is seen, table 3.

Table 3 FINANCE PLANNING (US \$ ' 000)

	1991	1992	1993	1994	1995
Local	727.0	160.0	16	185.0	209.0
Foreign	1.198.2	430.5	414.8	329.8	390.8
Total =	1.925.2	590.5	582.8	514.8	599.8

2.4.7 Approximately 60 % of the expenditures will be financed by the foreign resources.

2.4.8. Financial procedures undertaken by Fellows, administrator in the DGVEG.

B. EQUIPMENT, FURNITURE and MATERIALS:

2.4.9. For implemeting curriculum and reseacrh studies require establishment of a center collecting and assessing data for research studies (CR); establishment of another center for student services-personel and professional guidance- (CS); and a health center for bording students (CH). So besides these centers required, laboratories and library and a museum to proteck the original handi-craft should be equiped. Additionally, a communication chanel, should be developed between Besni-implementing school and Ankara - DGVEG.

2.4.10. The school yard should be design for the students to use as a laboratory in the studies related to nuturition and agriculture.

2.4.11. It is conidered that all required equipment & furnitures should be supplied and communation system should be connected before starting to carry out curriculum.

2.4.12. Two búses to use as a mobil school to offer education people in their living places, might be bought by foreign shopping.

2.4.13. The other equipment and furnitures required for vocational and general education would be bought by local shopping. Detailed information about the required equipment is following.

Table 4 EXPENDITURES for EDUCATIONAL FACILITIES AND EQUIPMENT

	Number	Cost US \$
1. Bus for mobile school	2	300.000
2. Computer system for reseacrh and for student centre.	4	25.000,
3. Laboratories:		
a. Kindergarten and Child Clup.		25.000,
b. Coference hall.		25.000,
c. Library.		18.750,
d. Educational technlogy.		12.500,
e. Food technology and cooking.		66.745,
f. Commercia kitchen.		62.500,
g. Implementational Yard for agriculture and husbandry (Silkworm breeding, poultry, plant nursery, greenhouse work, etc.).		25.000,
h. A laboratory for computer assisted instruction		40.000,
4. Workshops:		
a. Weaving.		57.777,
b. Machine-made embridery.		16.595,
c. Knitting.		49.720,
d. Ready-to-wears.		39.389,
e. Production by computer.		37.5000,
	12 % tex	89.600,
	Total	891.050,

Procurement Arrangements:

The following procurement arragements would be applied. Contingencies and salary incremant, amount of US \$ 612.5 is not included.

Table 5 PROCUREMENT PLAN

	TG	IBRD	Total
Civil Works	306.2	—	306.2
Furniture, equipment and vehicles	177.3	713.7	891.0
Concultants	301.4	1,205.0	1,506.4
Materials	19.2	43.6	62.8
Operation costs and salaries	740.3	150.5	890.8
Total	1,544.4	2,112.8	3,657.2

C. TECHNICAL ASSISTANCE:

In general, technical assistance (TA) under the REP includes consultant service, by POIB, subject specialist (SS) and specialists in the implementing school centers (CS) for developing assistance to proceed all components of the project in collaboration with the fellows (FL) and implementing school teachers. The Center Co-ordination Committee (CCC) assist consultants & support them for needs assessment to assess educational needs, to do research studies, curriculum development and in-service teachers training. The Regional Co-ordinating Committee (RCC)'s technical assistance to support all project work. The CCC and RCC's responsibilities detailed are found in section D. Administration and Management.

Consultants:

The consultation is considered at three levels: (1) Key consultants members of POIB (KC), (2) Subject Specialist (SS), (3) Four specialist two of them works in research center and another two works in the Student center in the implementing school, Besni. One of the two specialists in each center is hired for two years, the others work permanently.

2.4.14. Arranging the project work and developing the strategies for all components are undertaken by KCs as members of POIB, in collaboration with CCC.

2.4.15. Research studies related to certain vocational subject and development of curriculum for vocational education undertaken by subject specialists in collaboration with the implementing school's staff, CCC, RCC and Fellows (FL) under the direction of KCs.

2.4.16 The third group consultant undertakes proceeding the works have to be done in the centers of implementing school, in Besni, in collaboration with staff, students, RCC, SS, and FL, under the direction of POIB. They also should assist teachers to collect data required research studies and to implement the curriculum.

2.4.11. Summary of consultants services are found in table 6.

2.4.18. Planning and carrying out the in-service teachers training programme undertaken by POIB, is proceeded by all consultants in collaboration with the others personelles such as DGVEG, CCC, RCC, FS and the related department in the MOE.

Table 6 SUMMARY of CONSULTANT SERVICES

Consultant Specialist and codes	Expatriate Specialist			Local Specialist		
	Number	Duration (mm)	Total (mm)	Number	Duration (mm)	Total (mm)
Key Consultants, KC (POIB 00):						
01. Educational Needs Assessment & Curriculum Planning.	1	03	03	1	42	42
02. Curriculum Development & Field Study.	1	03	03	1	42	42
03. Testing and Evaluation & Educational Research.	1	01	01	1	42	42
04. Guidance (personal & vocational).	1	01	01	1	42	42
Other Consultants (SS 00)						
01. Child Development (CP 01, 02 - a, RS 01, 02).	-	-	-	1	36	36
02. Agriculture & Nutrition, (CP 01, 02-b, RS 01, 03, 10).	1	04	04	3	32	64
03. Handicrafts (CP 01, 02-c, RS 04, 05, 06).	-	-	-	1	38	38
04. Efficiency in production & consumption.	-	-	-	2	15	30
05. Sewing (CP 01, 02e).	-	-	-	1	10	10
06. General Education (reading- writing & Civics Education).	-	-	-	1	12	12
07. Environmental Education	1	03	03	1	12	12
Specialists for Centers (CS) :						
01. Educational Research (CR).	-	-	-	1	permanant	
				1	24	24
02. Guidance (CS) RS 07, 08, 09).	-	-	-	1	permanant	
				1	24	24
03. 1 Physician, 1 Nurse (CH).	-	-	-	2	permanant	

Fellows and Technical Persons - implementing school staff.

2.4.19 Fellows (counterparts), list of them found on the following table 3.4, assist the KCs and SS, CS also implementing school staff to pursue all components' works required - educational needs assesment, research studies, in-service teacher training, curriculum development and evaluating of the project. Fellows will be trained under the direction of POIB in Turkey and out of Turkey.

Table 7 FELLOWS (FL):

Codes and (FL 00) Studying Subjects	Number	duration mm	Total mm
01. Administration & financing	1	10	10
02. In-service training	1	15	15
03. Test and evaluation	1	10	10
04. Computer typesetters	2	20	40
05. Marketing	1	05	05
06. Vocational Subjects	4	10	40
07. Planning and Organizing	1	05	05
08. Teaching aids	2	10	20

2.4.20. The curriculum is fomed in the in-service teacher training courses and implementing it is undertaken by implementing school's staff under the direction of POIB and with the supports of SS and RCC. The number of implementing school's staff and students are found on the following Table 8.

2.4.21. To meet the needs of project administrating, the following technical persons is necessary, in addition to non-academic persons of implementing school.

1 secretary

1 Driver.

1 Translator.

1 Book keeping

Bursars:

2.4.22 This school system (representative of local government and protectore of students would be involved in educational activities) first time will be carried out in Turkey so that a person who is on the key position, such as member of RCC and so on, should have experiences in similar projects carried out abroad.

2.4.23 The bursars and fellows training programme should be carried out just after appointed. But if a bursar would have a study trips two times, the second trip should be on the second or third year of project plane.

Table 8 APPLICATION SCHOOL STAFF as TECHNICAL PERSONNEL.

THE NUMBER OF DIRECTOR, TEACHERS and STUDENTS in Implementing School, BESNI-ADIYAMAN (1990 - 1991 academic year).				
Working field.	employed teachers	suggested teachers	students in middle schl.	students in voc-school.
	numbers	numbers	numbers	numbers
01. Principle	01	01		
02. V. Principles	03	04		
00. non academic per.	10	15		
03. General education	08	16		
04. Child Development	02	04		
05. Preschool Teachers	03	04		
06. Heandcraft	04	04		
07. Home economics and Nuturition	03	08		
08. Sewing	04	04		
First grade			42	61
Second grade			41	50
Third grade			34	44
Total:	38	65	117	155 (T = 272)

Table 9 SUBJECTS and PLACES for BURSARS REQUIRED EXPERIENCES

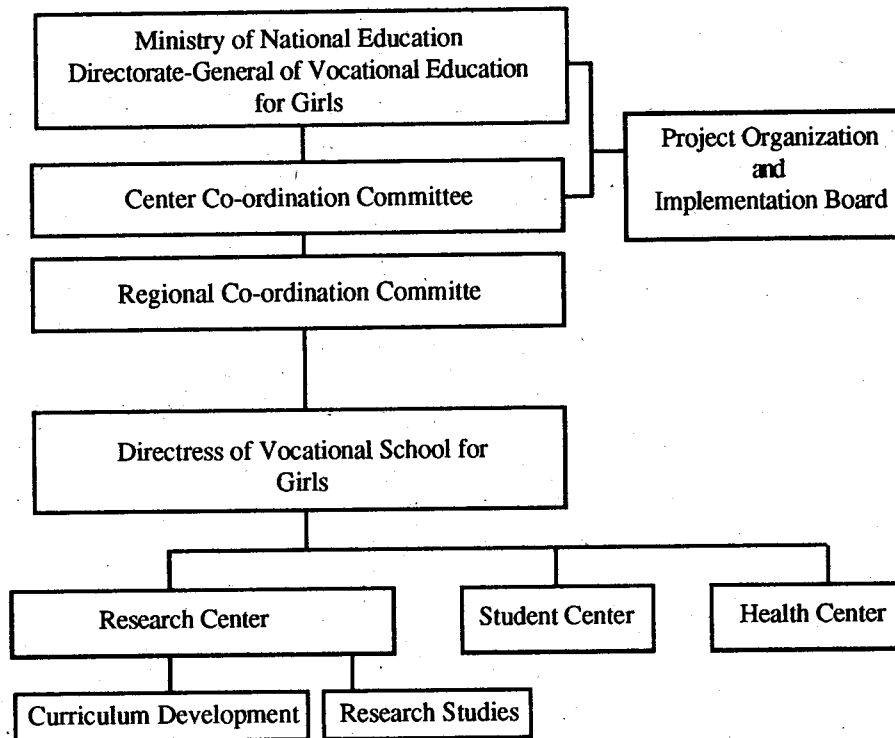
Codes and status of bursars	Duty subject	destination	duration (days)	number
Governer of				
Adiyaman	Head of RCC	USA	08	1
Governer of Besni	Member of RCC	USA	08	1
Mayor of Besni	Member of RCC	USA	08	1
01 IS Principal	Member of RCC	USA	15	1
		UK	15	1
01 FL	Adm. & Finan.	USA	30	1
08 FL	Curriculum Pub.	NDR	15	1
		UK	15	1
06 FL	Textile	UK	08	1
05 SS	Textile	UK	08	1
06 FL	Preschool ED.	UK	08	1
01 SS	Preschool Ed.	UK	08	1
06 FL	Agricul. & Nut.	SR	08	1
02 SS	Agricul. & Nut.	SR	08	1
02 KC	Rural Ed.	FR	08	1
01 KC	Implement. Pro.	USA	30	1
		JAP	15	1

D. ADMINISTRATION AND MANAGEMENT

2.4.24. Administration and organizational Shema: It is decided that the proje will be carried out with cooperating of DGVEG and POIB. The works undertaken by DGVEG will be proceeded by CCC. That is formed in the DGVEG, MOE. It is also considered that a local coordinating committee that is formed by local government and public and private sectors representatives in the region should share the responsibilities for educational practices and should contribut to the educational activities. On the basis of this thought developed organizational Shema is following, Figure 3.

2.4.25 The CCC consist of fellows. The CC undertakes (a) To hire and to sign agreement with people who are identified as specialists and technical workers for the project's needs, (b) To supply essencial laboratory and other equipment in appropriate

Figure 3 PROJECT ORGANIZATION



time, (c) To supply and keep required number of teachers, specialists, managers and the other workers for implementation school. (d) To manage in-service training courses for personnel of DGVEG who is appointed to work in the project, in collaboration with POIB. (e) in collaboration with POIB to plan and apply in-service teacher training courses. (f) To provide technical assistance teachers and students on the seminar and courses by preparing materials and etc. if it is need to by them. (g) To establish a market center to sell the products which are produced in the pilot area. (h) to be responsible of project finance. (i) To manage the additional work which is necessary to reach the objectives of project. (j) Once in a three month to investigate the progress of project studies in collaboration with POIB. (k) to provide legal support, as follows:

- i. In horizontal accesses, a book of regulations should be prepared and put into action for the students who are extension training programmes and finish their formal education programmes to give them opportunity to get their diplomas.

- ii. Work status (kadro) should be provided for people who will graduate from project's educational programmes to work in towns' and villages' extension educational programmes.
- iii. After observing graduated students' succes for a while in order to award succesful students grant should be given for their higher education in their special subjects.
- iv. Work should be provided for students who graduated from child development and preschool education curriculum to work as a teacher assistant in nurseries & kindergartens.
- v. For this programmes' graduated students' appointment as a teaching person in public training course opened by MOE extention education should be formed.

2.4.26. The POIB consists of key consultants. POIB undertakes (a) To train fellows for technical assistance to project studies ies. (b) to prepare guidelines for all component of the project. (c) to establish a commutation system among the unites in collaboration with CCC. (d) To develop strategies for improvement of research studies and curiculum development, collecting basic data and eveluating effectiveness of curriculum and product of project. (e) to prepare progress report on implementation status once in a three month. and (f) performe other tasks as necessary to help ensure succesful implementation of project. (g) In collaboration with DGVEG CCC and SS develop an assessment scheme to periodically measure CCC, POIB, RCC, SS, CS's success toward achieving its objectives. (h) Advise and assist the CCC on organizing and carrying out a strategy for improving the new school system.

2.4.27. The RCC consist of: Governor of Adiyaman, Governor of Besni, Director of National Education, Director of Vocational School for Girls, in Besni. Directors of Health and agriculture a Businessman, Association of trade and craft, a protector of students. They undertake the responsibilities are (a) to support technical assistance to implementation of curriculum both formal and extantion education, and research studies in collaboration with CCC and POIB. (b) To determine the technical assistance in agriculture, that will be ofered by Director of agriculture in the region, on the annual meeting of RCC. (c) to decide how to cooperate to apply the plan which is improved on school project for the subject of environmental conservation and cleaning work of municipal presidency. (d) To decide how to make the local general directore of health's technical help be materialized for planning and applying health works which is formed in the project. (e) To decide how to plan and provide

technical help and organization cooperating with trades union, business centers and other local schools in vocational training. (f) To provide information flow on required subjects between units. (g) By meeting every four months beginning on September to check and inspect how the planned work is going & to report the result to CCC and POIB. (h) To add to the work plan other required educational work which is suggested by POIB related with project but it is not meant here.

2.5. EVALUATION OF PRODUCT:

2.5.1 Two different ways will be used to evaluate the project: one is related to the process, the other one is to the product of the project, table 8. The process will be measured once in every three months to see how effective the educational plan in whole project, until the study is completed. After receiving the feedback the left out study will be reviewed. Then at the end of project, five years after project starts, the product will be evaluated. The indicators of the project objectives as follows will be used as criterion:

**Table 10 EVALUATION the PRODUCT of REGIONAL EDUCATION PROJECT:
Indicators of objectives should be observed in the region, and activities.**

Objectives	Activities	Indicators
1. To raise general education level of people who live in the region.	a. Assesment of people's educational needs in Adiyaman.	- The literacy rate is increased.
	b. Search for improvement of techniques' regional food preparation.	- Self-control mechanism within the the communities for the safeguard of cultural assets and for improving and keeping clean the environment is developed.
	c. Search for improvement of food keeping.	- Fertility rate is decreased.
	d. Search for family attitudes toward child rearing.	- Quantity of illness because of unbalanced nourishment, is decreased.
	f. Assesment of teachers' educational needs then development of a curriculum as a sandwich programme.	- Behaviors of family members in understanding their children's needs and ability then to meet those needs appropriately and to develop personality of children are improved.
	g. Planning a curriculum for extended education.	- Behaviors of people in using the rights and developing his/her duties of a good citizen, at home at work and in shopping are improved.
	h. Preparing a mobil school to serve people in their home.	- Behaviors of people on the effective use of resources and time, at home.

continuing

continuation of table 10

- | | | |
|--|--|---|
| <p>2. To prepare regional people to get benefits from the new agricultural techniques: to acquire knowledge, to develop skills and attitudes, and contribute to the economy.</p> | <p>a. Assessment of educational needs for new techniques in agriculture</p> <p>b. Development of a curriculum for extended education.</p> <p>c. Development of an in-service teacher training curriculum.</p> <p>d. Implementing school yard for practice in agricultural studies.</p> | <p>- knowledge and skills of people who maybe employers, employee or in agricultural new techniques are improved.</p> <p>- In the region, quality of agricultural products is improved.</p> <p>- People's knowledge and skills necessary for the effective use of resources in production and consumption are improved.</p> |
| <p>3. To prepare housewives for earning money by producing qualified handwork.</p> | <p>a. Assessment of housewives willingness to earn money by producing hand-work and quality of the products produced in the region.</p> <p>b. Search for regional weaving.</p> <p>c. Establishment of a selling center.</p> | <p>- Housewives earn money by producing hand-work.</p> <p>- Quality of hand-works produced by housewives is improved.</p> <p>- Produced a kilim in the region with a special design.</p> |
| <p>4. To train intermediate level instructors and to organize formal and extended education programmes according to the needs of resident of the region of different age group, with a view to attaining the foregoing objectives, including preschool ed.</p> | <p>- Development of a curriculum in formal education, at the School of Vocational Education for Girls, in Besni.</p> <p>- Application of vocational guidance programme for 5, 6, 7, 8 grades students in the Student Center.</p> <p>- Establishment of a computer center to support instruction.</p> | <p>- Students are prepared to instruct residents how to use new agricultural techniques, how to bring up child, how to improve family life toward the objectives as mentioned above, in Adiyamah.</p> <p>- Students are prepared to work at the institution of preschool education as a assistant teacher.</p> <p>- Students are prepared to produce ready-wear and similar work to do which required in the region.</p> <p>- Students are prepared to instruct people, for instance, how to sew, in the courses which are offered by the center of extended education.</p> |
| <p>5. To prepare students for post secondary education.</p> | <p>- Search level of student's academic achievement.</p> <p>- Development of an educational programme to meet students educational needs, at the student center.</p> | <p>- Level of students' academic achievement are improved.</p> <p>- Graduate students are employed or continuing to post - secondary education.</p> |

3. PROJECT'S BENEFITS, LIMITATIONS and RISKS:

3.1. The benefits and limitations of the project are as follows:

- a. It will contribute to the Turkish Democracy as regards inter-regional equality in the distribution of national income and education opportunities.
- b. The state has made large investment in the SA region to develop infrastructure, technology and agri-industry and to enable the use of natural resources. The REP activities will contribute to the public economy by means of an effective use of these resources.
- c. Adıyaman is a province in the SA region, which has such places of touristic interest as Nemrut, rich in historical and natural endowments. The economic investment projects implemented by the State have resulted in a rapid process of change. Thus, the project will help the regional population adapt to this rapid change, and will contribute to the conservation of the riches of the Turkish and world culture.
- d. The Turkish education system is a centralized one. Decision-making at regional level is not authorized. There has recently been observed a tendency in the MOE toward the delegation of powers at regional level. For example, governerships are authorized to appoint teachers within the provinces. This project will contribute to the development of a new educational organization in the "Regional Co-ordination committee" comprising representatives of governmental organizations in the planning and implementation of the educational activities. However, the functioning of this organization may be limited by the fact that it has no precedent.
- e. Most of the students of the regional boarding school, where the education programmes will be implemented, come from nearby settlements. When they finish the school they will be appointed to places where they have lived previously. As they know well the region where they work, they will have better understanding of the educational needs, a factor facilitating the solution of problems they may be confronted with in the course of performance of their tasks.
- f. The education of the child together with the members of his family and the early development of his abilities when this is possible may constitute a healthy investment for the future. However, the exclusion of elementary school programmes from this project may constitute a limitation.

- g. This educational system model developed for some disadvantaged regions, which is characterized by educational programmes based on a new concept of management and educational needs, will be gradually extended to include disadvantaged regions and boarding schools.