

Policy Scenarios for Improving Education System

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ABSTRACT

The purpose of this study is to determine the areas of education system open for improvement and solutions for improving these areas through policy scenarios which are built by school administrators and teachers participating in the training of education policy development. Qualitative research methods and techniques were used in the study. The participants of the study consisted of 36 school administrators and teachers working at schools in Gaziantep province of Turkey. Participants of the study got training regarding education policy development which lasted 3 weeks. The stages of the training were about defining policy problem, solution types related to the developed education policies, policy types, policy theories and policy tools, respectively. After completing the training, school administrators and teachers were asked to determine a problem in education system they consider it as the most important one and writing a policy scenario including the stages of policy development training in order to solve the problem they determined. Content analysis was applied on the policy scenarios built by school administrators and teachers. Problems of education system, policy recommendations for solving these problems and how to implement these policy recommendations were revealed through content analysis. As a result of the study, it is concluded that education policies developed by school administrators and teachers were focused on structural change of education system and professional development. Results of the study were discussed within the scope of scientific context, structure and practicability of recommended policies.

Keywords: education policy; policy development; policy development training; school administrators; teachers