SOCIAL INEQUALITY AND PARTICIPATION IN EDUCATION:
TURKEY SAMPLE*

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Abstract

In this study, it has been aimed to evaluate “how” the inequality (social inequality and familial participation in schools) which the results of education policies applied in Turkey cause are reflected on education/school, and suggestions directed towards preventing the inequality based upon the opinions of administrators and teachers. Qualitative research approach has been regarded as the basis in this study. Working group of the research has been generated through intentional sampling method. Research has been applied in 15 schools at total. One administrator and two teachers have been selected from 15 schools in working group based on volunteriness, 45 people at total have been interviewed. School administrators and teachers stated regarding the social equality that the curriculum includes gender, religious, ethnical discrimination; “nationalist” elements are more included in the curriculum. School administrators and teachers being interviewed uttered that participation of students and parents in education cannot be fulfilled and that participation by parents means more of a financial participation. Considering the results obtained in research, it has been concluded that education policies applied in Turkey include inequality, the curriculum has a nationalist – conservative structure, there is no multiculturalism in education and that participation in education does not have a democratic characteristic.

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