Planning Problems of Primary Schools

By

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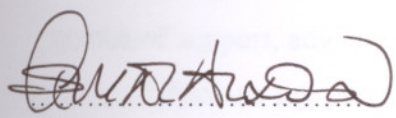

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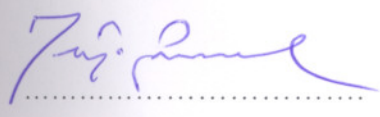

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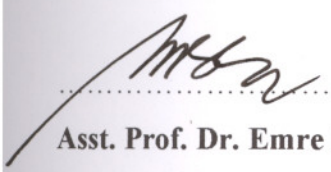

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ABSTRACT

In Turkey, " The Compulsory Eight-year Basic Education Act ", which passed on 16 August 1997 in the Parliament, has combined primary school education with secondary school education. Thus, the period assigned for the primary school education has gone up to eight years; the students, consequently, between the ages 6-14 have been included in this system since the implementation of the Act.

This study aims at the followings: solving space problems caused by the Act; determining space allocation standards and location criteria; and also determining the differences between public and private schools in terms of space allocation standards and location criteria.

As the study area, the districts of Balçova, Narlıdere and Güzelbahçe located in the West side of İzmir have been determined, and a questionnaire has been conducted at all primary schools in the study area. The objective of the questionnaire is to find out the planning problems of the primary schools which have been reshaped after the Act.

In this thesis, it is put forth that the existing primary schools and the ones which will be constructed in the future are in need of rearrangements by means of space allocations; and any proposed space allocations standards and location criteria, from this moment on, ought to be taken into consideration.

ÖZ

Ülkemizde 16 ağustos 1997 'de çıkarılan Sekiz Yıllık Kesintisiz İlköğretim Yasası sonucunda, bütün ilkokul ve ortaokullar birleştirilerek ilköğretim okulu olmuştur. Bu yasa ile zorunlu ilköğretim süresi 8 yıl, zorunlu ilköğretim yaşı da 6-14 yaş olmuştur. Bu yeni ve hızlı uygulama ilköğretim okullarında mekansal problemlerin ve okulların planlanmasında yeni sorunların doğmasına sebep olmuştur.

Bu çalışma şunları amaçlamaktadır; 8 yıllık kesintisiz temel eğitim uygulaması sonucu ilköğretim okullarında meydana gelen mekansal problemleri çözmek, ilköğretim okulları için mekan standartlarını ve yer seçim kriterlerini oluşturmak, resmi ve özel ilköğretim okullarının mekan standartları ve yer seçim kriterleri açısından farklılıklarını belirlemek.

Çalışma alanı olarak İzmir' in batı aksında bulunan Balçova, Narlıdere, Güzelbahçe ilçe belediye sınırları seçilmiştir. Seçilen özel ilköğretim okullarında ve çalışma alanı içindeki bütün ilköğretim okullarında anket çalışması yapılmıştır. Anket çalışmasının amacı, bu yeni düzenlemeyle ilköğretim okullarındaki planlama problemlerini bulmaktır.

Bu araştırmada; temel eğitim sisteminde oluşturulan bu yeni düzenlemeyle ilköğretim okullarında meydana gelen mevcut planlama problemleri, ilköğretim okulları için gerekli olan mekan standartları ve yerseçim kriterleri saptanmıştır.

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INTRODUCTION

Education is essential for social, economic and cultural improvement of societies. Education is propulsive power of social development. It is the most crucial factor for future of societies and people. Nowadays, the importance of education is understood by all countries and every effort is made to increase the number of the facilities required for education.

Education provides people with knowledge and skills in order that people should adapt themselves to advancements in technology and social life. Therefore, the period of compulsory primary education is increased in developed countries to give basic information, habits, and skills, and at present, the age of compulsory basic education has been extended to sixteen or seventeen and primary school education lasts for ten and twelve years in total.

Compulsory Eight-year Basic Education Act, which passed on 16 August 1997, has charged the student with primary school education from six years old to fourteen years old. First of all, this rearrangement dates back to the 1970s. In 1971-1972 education year, the preset example of this rearrangement was practised in some chosen regions. It covered 6400 primary schools between the years 1972-1997. In 1973, " Basic Education Act " was passed in the Parliament and it prepared the ground for Compulsory Eight-year Basic Education Act in 1997, a time point which started the application at all primary schools. Thus, primary schools were combined with secondary schools in accordance with the new regulation. The Turkish name of all primary and secondary schools is now, " İlköğretim Okulu " and their education takes eight years. The reason for compulsory education until the age of fourteen is as follows: when the matter is considered from the viewpoint of " Work Act ", children under fifteen are banned from acting as a worker at any workplace as they are to be educated from six to fourteen years old. However, this new regulation has caused a couple of planning problems and primary schools under new regulation have increasing space requirements. With this regulation, at all primary schools whose gardens are suitable for construction, new annexes have been built, or new classes in the main

building have been set up at primary schools with restricted space. As another solution, floor numbers of some schools have been increased. Consequently, every new constructed building caused to decrease the space of playground the playgrounds with narrow space in the school gardens.

In primary schools, new annexes' and classrooms' construction was started very quickly to meet the urgent requirements. Nevertheless, construction of the annexes has decreased the standards of plot and open area. Besides, at some primary schools, labs and activity rooms have been converted to classrooms. Therefore, primary schools have turned out to be inadequate spaces in terms of plot, open area and activity rooms. With this new regulation, the students at different ages are expected to share the same school building and the playground. This has caused some psychological and physiological problems with students. These problems generally occur at public primary schools. However, at private primary schools, the problem is not so significant. It is a fact that the difference between public and private schools cannot be ignored. The space standards of private schools are sufficient to meet the demands of the student unlike public primary schools. Even, when the standards of private primary schools at home are compared to the standards of those abroad, they keep pace with them. What is more, the private primary schools in Turkey have recently been located at the peripheral of cities. Consequently, walking distance, a planning criterium for primary school construction, is neglected.

On account of those problems, planning criteria for primary schools should be renovated. This study has set goals to solve the planning problems, and to set the planning criteria for primary schools.

In the following chapter of this thesis, education in general terms and in terms of concepts is examined; following this, new formation of primary school education and Compulsory Eight-year Basic Education Act are studied.

In the third chapter, Turkish education system and physical infrastructure of education are analysed. Including Ottoman Empire period, Republican period inwhich Village Institutes were established; and also the 1950s onwards that is a period, which saw the closure of Village Institutes.

Chapter four looks into the education system and school buildings in other countries in detail considering their historical process and development both in Europe and the U.S.A.

Chapter five investigates planning criteria for primary schools which are at the study area and deals with their present situation and planning problems; and also puts forward new proposals for the resolution of them and the new planning criteria. While doing that, a questionnaire has been prepared and conducted in order to find out existing planning problems caused by the Act in 1997 at the primary schools in the study area - Balçova, Narlıdere and Güzelbahçe.

The questionnaire includes the following questions:

. Number of students

. Number of teachers

. Number of classrooms

. Type of education

. Number of student (per class)

. School-plot area

. Building area

. Open area

. Number of floors in building

. Activity rooms, labs, etc.

. Usage rates of the other educational areas

. Planning problems

. Physical changes with the new regulation

. The resolution of planning problems

In the conclusion - chapter six - a brief revision of the whole thesis and proposals take place.

Chapter 2

EDUCATION

What makes a country different from the others is its social, political or economic development and this mainly occurs through education which establishes a link between social and private domains of the individual.

Education is also an activity that helps people to get information, skills and habits. It is influential in the development of personality, as well. That's why, education should provide people with social behaviours and adaptation to society (Yıldız and Akgün, 1997).

High-quality knowledge and well-equipped workforce elevate a country to a higher status than the others (Yıldız and Akgün, 1997).

" *What makes a country politically and economically important is not only its factories and industries but also its educated peoples who are aware of their duties and responsibilities.* " (Yıldız and Akgün, 1997, pp: 94).

" *The interest in education as a crucial factor in the development of a country has recently increased. Especially, the interest of the economists in education started with Mercantilism in the 16th century. Classical economists such as Adam Smith, Thomas Robert Malthaus, David Ricardo, in the following centuries, evaluated education on the bases of economy. Significantly, A. Marshall, a famous English economist, regarded education to be the most important national investment and the most precious capital for humanity.* " (Yıldız and Akgün, 1997, pp: 95).

" *In the 1960s, Schultz and Denison proved education to be an exclusive contribution to high-skilled workforce, and regarded it as a source boosting the national income.* " (Yıldız and Akgün, 1997, pp: 96). So, almost all researches were directed to the study field of educational investments. However, in the 1970s, the number of the researches in this field went down because of the stagnation in economy. In the 1980s, the World Bank increased the number of the research on education. As a result, those researches showed that contribution of education to the economic growth is highly considerable (Yıldız and Akgün, 1997).

Today, at all countries, development in education builds a path leading to positive changes in society and economic advancements. Moreover, it is a must that, especially in developing countries, a substantial amount of the capital should be invested into education and financial sources should be raised far it (Yıldız and Akgün, 1997).

2.1. Primary School Education (Basic Education)

Primary school education is the first step of education. Its aim is to equip children with basic knowledge, skills and habits for their future life. Basic education is defined in the article 2482 of the " National Education Basic Act " which passed in 1983 as in the following: Primary school prepares programmes for the children who are 6-14 years old to have them get to their professional goals in the long-run and these programmes last eight years (MEB, 1997 a).

Basic education does not only provide the child with basic knowledge, skills and habits, but also has them acquire his/her personal identity and cultural awareness. Therefore, the education given in primary schools is highly important in further steps of life. Therefore, primary schools are institutions where cultural, social and educational developments occur. Primary schools and classes should be designed in accordance with the requirements of environment. When the primary school and the class are considered as an ecosystem, it is a fact that all students, teachers, parents and society are influenced by it. Therefore, primary schools should be pragmatic institutions (See figure 2.1) (MEB, 1997 a).

Aims of primary education:

1. To make students creative, active and eager to learn.
2. To prepare programmes which improve their personal, social and cultural identities.
3. To provide them with skills and habits which have them adapt to the environment they live in.
4. To prepare programmes which involve parents and students.
5. To solve the problems of some students with either physical defect or mental disorder and have them participate in peer groups of their age (MEB, 1997 a).

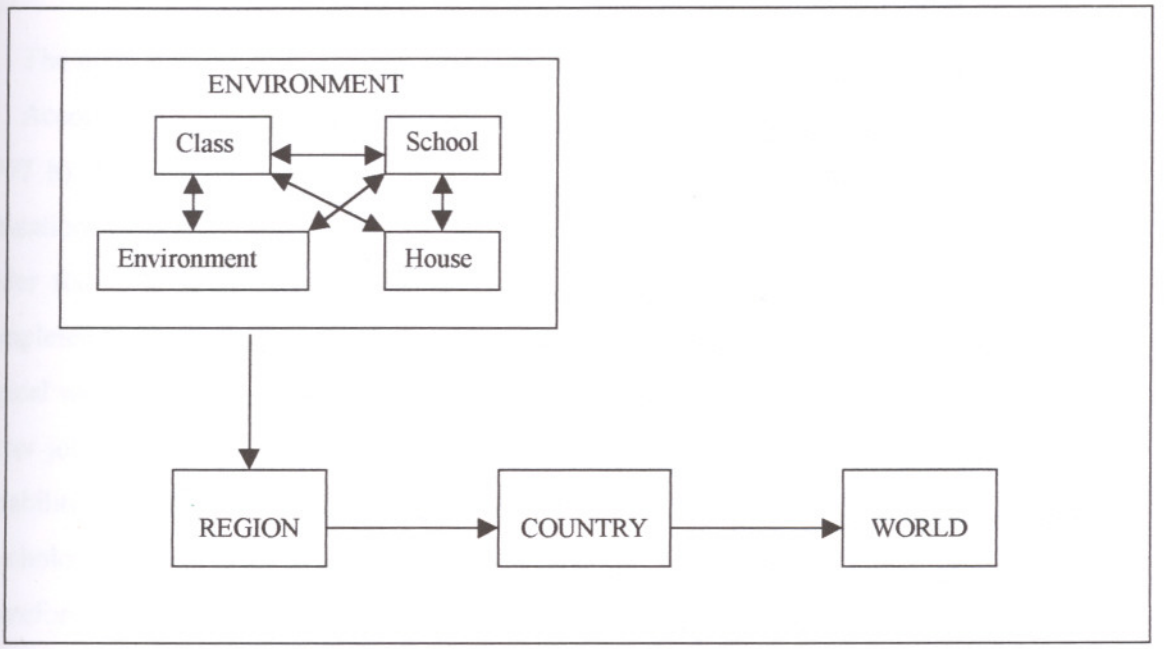


Figure 2.1. Education ecosystem
(Source: MEB, 1997 a, pp:5).

2.2. Compulsory Eight-year Basic Education Act

When the Compulsory Eight-year Basic Education Act came into existence, a great majority of Turkish people had already put a high premium on education and primary schools.

Firstly, compulsory primary school education was dealt with at 10th National Education Meeting. Until the 15th National Education Meeting, this subject was investigated in detail and was put into practice in 1971-1972 education year (MEB, 1997 b).

Until 1997, it was applied at 6400 primary schools. On 16 August 1997, Compulsory Eight-year Basic Education Act passed in the Parliament. Since that time, all primary schools have been practising the Act.

2.3. Main reasons for Compulsory Eight-year Basic Education Act

The main reasons for Compulsory Eight-year Basic Education Act are as follows:

According to " Work Law ", children under fifteen are not permitted to work out (MEB, 1997 b). In addition, the third and the next development plans also find the eight-year education necessary (MEB, 1997 b). Apart from those, it is a pedagogical fact that a child under fourteen cannot work. Because, his/her mental and physical development are not completed before this age and s/he cannot decide on professional career before this age in a logical way. If s/he starts working at 12-14 ages, education that will qualify the child with a better job in the future becomes impossible. Because, s/he cannot be aware of personal capabilities. That's why, utmost productivity cannot be obtained. What is more, it can cause psychological problems due to the dissatisfaction with environment s/he works in. Therefore, this application puts the mental and psychical development of the child on solid bases (MEB, 1997 b).

The percentage of attendance to primary school in Turkey was 104.4 % whereas this rate was 65.6 % at secondary schools in 1995. When it is compared to the rates in developed countries, this rate is not satisfactory. In the U.S.A., this rate was 100%, in Germany, it was 105%, in France, Spain and Italy, and it was 100 %. In developed countries, schooling rate of secondary schools was more than 100%.

Furthermore, the compulsory basic education lasts 9-12 years (See table 2.1). But in Turkey, before the Act, it took 5 years and it was assumed to be an obligation to increase this duration.

Unfortunately, this regulation has caused rapid change and some certain problems. Reshaping primary schools have resulted in drastically increasing space problems. Since the regulation, at all school plots with large spaces, new annexes have been built; or new classes have been set up in school buildings. Consequently, the areas for playgrounds and school gardens have decreased day by day. This regulation has brought modern education; however, the fact that it has caused some space problem is incontrovertible.

Table 2.1. Period of compulsory primary education in European countries

Countries	Year
France	10
Italy	8
Belgium	12
Austria	9
Denmark	9
Germany	12
Greece	9
Portugal	6
Sweden	8
England	11
Holland	11
Spain	10
Finland	9
Ireland	9
Luxembourg	9
Turkey (1997)	5
Turkey (1998)	8

(Source: Yıldız and Akgün, 1997, pp:128 ; İnceoğlu, 1986, pp:10)

Chapter 3

EDUCATION SYSTEM AND EDUCATIONAL STRUCTURE IN TURKEY

3.1. Before Republican Period

3.1.1. Before The Ottoman Period

In olden times, Central Asian Turks employed education to keep up with harsh natural phenomena and to teach traditions and customs which they had inherited from their ancestors. At that time, they were leading to a sort of nomadic life and their youngsters being trained in horse riding, hunting, stockbreeding. After they had been converted into Islam, they started a settled life and the education system was practised under Islamic rules (Tanilli, 1994).

In Anatolia, after the spread of Islam, the first school buildings were called "Medresseh". At first, education was given at mosques which were standard buildings for all types of education. But, later on, medressehs were built, instead (YTÜ, 1993).

" *Medressehs were the first institutions using a systematic method in education.* " (YTÜ, 1993, pp:103).

In the period of " Artuklular ", there were some differences among medressehs. Some of them had open courtyards. But, in the period of " Danişmend ", they had closed courtyards (YTÜ, 1993).

" *Some researches claim that the plans of medressehs, especially the ones with closed courtyards, were inspired by the plans of the houses built in Central Asia.* " (YTÜ, 1993, pp: 104).

In the 13th century, - Selçuklular Period -, numerous meddressehs were built and quality of the construction was superb (YTÜ, 1993).

"*In that period, the courtyards were used as multipurpose activity areas, and there were rooms for students and academic staff and, also resting rooms, dining halls, kitchens,*

religion centers. These facilities were all included in a building which had several vaults. " (YTÜ, 1993, pp:107).

3.1.2. Ottoman Period

In Ottoman Period, Sultan Mehmet the Conqueror had the first medresseh of the Empire built (Tanilli, 1994). The medressehs of that time had open courtyards and they varied in space organisation. The courtyards were designed in geometric shapes such as square, rectangular. According to the shape of the courtyard, the other facilities around it were designed (YTÜ, 1993).

" The medressehs in the period of Ottoman and " Selçuklular " were gorgeous and monumental buildings, and the space organisation was in various ways. The vaults were built on belief descending from the Turks living in Central Asia. Because Asian Turks believed in " Heaven Vault " - a place standing for paradise. Moreover, huge and high doors were immense part of those buildings. " (YTÜ, 1993, pp:193)

In that period, royal schools, " Babı-ali " schools and local schools were significant apart from medressehs. Royal schools were established to educate the princes and his assistants to rule the country in the future. The most important royal schools were Şehzadegah School, Enderun and Meşlihane School.

Babıali schools were to educate the students to be civil servant for the state. In local schools, only Muslims and Turkish students could learn the subjects.

" *Sıbyan Schools were established by the Foundations and these were primary schools. Children who are between 4-11 years old used to attend those. Apart from those, there were schools for minorities, as well; and, the students in those schools used to speak their native-language.* " (Tanilli, 1994, pp:30).

Financial sources of education system in that period were supplied by Foundations. Every institution used to have a Foundation. Sometimes, " Hazine-I Humayın " supported them (Yıldız and Akgün, 1997).

In " Tanzimat Period ", western education system influenced the education system in the Ottoman. State started to give more importance to education. Instead of religious education, secular education system was adopted. Military schools gained importance, too.

In order to empower military organisation of the Empire, " Mühendishane-I Bahri Hümayun " was established and " Yeniçeri Ocağı " - an old-fashioned and tradition military school - was closed; instead, " Tıphane-I Amire " was started. Military teachers and lecturers called from Europe started modern education. At these schools, in order to equip the students with practical skills, various spaces such as labs, multi-purpose areas were designed. For the first time, teachers and lecturers wrote course books in Turkish (Tanilli, 1994).

In 1845, new organisations in the government came into being, such as " Maarif Meclis Muvakkatı ", " Meclis-I Umuru Nafia. " Meclis-I Maarif-I Muvakkat " made some decisions: for example, they classified the schools in three ranks: primary, secondary and academic schools; it improved the quality of " Sıbyan schools " and secondary schools; it established " Darülfunun "; it solved the problems of schools. It practised those decisions beginning from 1846. In 1846, " Mekatibi Umumiye Nezareti " (Ministry of Education in the Ottoman) was founded (Yıldız and Akgün, 1997). Since then, science courses such as maths, physics, chemistry were put into the education programme. The foundations were no longer strong to support the education. Therefore, they were not influential in education. On the other hand, state was only interested in secondary schools and just public gave importance to primary schools (Tanilli, 1994).

After " Meşrutiyet II ", there were some developments in education. Especially from 1908 onwards, attempts on education could be seen. In 1912 " Tahsil-I Iptidai Kanun-I Mıvakkatı ", an act for educational developments, was passed. With that Act, each neighbourhood would build its own school. Moreover, with the help of German lecturers, "Darülfunun" was improved (Tanilli, 1994).

The new schools, which were opened in "Tanzimat", were completely influenced by their counterparts in Europe. Foreign language courses were given at these schools such as Galatasaray High School, Haydarpaşa High School, Kabataş High School, Çamlıca High School. As these newly opened schools, at the beginning, served different aims -Çamlıca School had been a pension; Kabataş High School had been a palace-. They all became dissatisfactory after a period of time; libraries, playgrounds and multipurpose areas were needed in those buildings. Later on, they were converted to school buildings (YTÜ, 1993).

In that period, modern schools raised different ideas. According to some, the aim of tion was to have the student adapt to social life and acquire cultural values. That's education is not a psychological phenomenon but a social phenomenon. Therefore, chnical information should be imported from the western world; our national identity ulture should be protected. But, the ones siding with modern education claimed that ind of education could be given at home because this conservative type of education l hinder modern education. So, it should be kept far from social repression. Modern ls which formed new groups and the members of these groups had different lifestyles he ones claiming conservative and traditional education (Tanilli, 1994).

Republican Period

In the first years of this period, there were some developments in the field of tion. Initially, the importance given to education was significant. Modern and ous school buildings were built; and educational facilities were set up at the ryside (YTÜ, 1993).

In 1920, Ministry of Education was established. In 1924, The Act of " Tevhid-I sat " passed in the parliament to improve education, and religious schools were to be y the government. Medressehs were closed, the specialists for modern education were d from Europe (YTÜ, 1993).

In 1926, " Maarif Teşkilatı " Act passed. As a result of this it, fundamental iples of National Education came out. For the first time, boys and girls started to l the same classes (YTÜ, 1993).

In 1928, " Literacy Reform " occurred. Replacing Arabic Alphabet with Latin bet made learning to read and write in Turkish easier. This also started the secular tion.

3.2.1. Village Institutes

The innovations which had started in the Ottoman Period did not change the country deeply and did not cover the public. Moreover, the beginning of the Republican Period just served a minor part of Turkish population living in cities despite the reforms.

Villages and towns could not take advantage of those reforms. Educational facilities were inadequate. According to the statistics in 1935, 82 % of the population were living in villages; Literacy rate was ranging from 1 % to 10.5 %. Only 276688 children out of 1680000 could attend schools. At that time, 85 % of the children residing in towns and cities were attending primary schools. Consequently, there were serious educational problems at countryside (Tanilli, 1994).

In order to solve this problem, Saffet Arıkan who had been appointed to the position of Minister of Education was charged with the education of people living at that region by M. K. Atatürk. Upon this assignment, some researches were done and some interesting results were obtained. For example, a village which had a school for 50 years did not differ from a next-door village with any school by means of literacy rate. Some people who had attended village schools had already forgotten reading and writing, and some people learned reading and writing during their military service and taught it to the youngsters living in those villages. This showed that village schools were not functional in education system. Through collaboration with Ministry of Agriculture, the first educator courses were held. When good results from them were obtained, the number of those courses was increased. Following this, Village Educator Schools were established. In the meantime, all reports by specialists - beginning from John Dewey - and applications were examined (Tanilli, 1994).

İsmail Hakkı Tonguç took a trip to European countries to look into similar village schools there in detail. In 1939, at the first " Maarif Şurası ", the views obtained from that trip were taken into consideration. On 17 April 1940, " Village Institutes and Artisan Courses for Villages Act " (Act No: 3803) was passed, and " Village Schools and Village Institutes Act " (Act No: 4274) followed this. 14 village institutes were established. Thus, a new age for education was started (Tanilli, 1994).

3.2.1.1. The Principles of Village Institutes

Village Institutes were established at fertile lands, which are nearby the rural communities. Indeed, the dream to make villagers educated, and to develop the villages' social life could come true only in this way. Farmers' children under 18 and the ones with primary school education could attend those institutes. The dwellers of rural area were to be educated and to serve the villages around those institutes. What makes the Village Institutes successful was its education system. By the time the village institutes were founded, schools had followed a path leading the student to a sort of education based on non-pragmatic and parrot-fashion learning. Such methods had hindered students from conducting their own inner-strength and solving the problem of society. But, village institutes started a period which substituted those out of date methods with new ones (Tanilli, 1994).

The programme of those village institutes consisted of applied technical courses and the courses of agriculture and, social sciences, which covered the half of the whole schedule. One hour a day, students were supposed to read books, but this was not obligatory and they could attend music courses and join in folk dances. In the institutes, each person was in charge of his own business and their talent for a specific work could be understood easily. When they were about to start the second semester they were classified in branches according to their abilities and the villages they will be appointed to. For boys, there were some branches such as ironmonger, carpentry, bricklaying, etc. On the other side, girls attended the courses such as weaving, sewing, and planting and gardening. They would master in their own fields in four years' time (Tanilli, 1994).

Village institutes brought a vision that everybody has a special ability which makes them successful in life and those institutes were there to make their dreams time by directing their abilities to the passages of success. Therefore, towards the end of the third year, through continuous observations and obtaining the personal views of the students, the ones with no ability of teaching used to be directed to the branch of a craft which they were inclined to achieve and be educated in special programmes pertaining to their crafts. Afterwards, they would decide on their own way. Moreover, at the end of the third year,

among the volunteers, some youngsters were educated as health officers and midwives by the Ministry of Health in 2 years' time and were appointed to the villages (Tanilli, 1994).

The main principle of those institutes was democratic sharing of responsibilities and tasks. All students and teachers and also school principals did not differ from each other by means of lifestyles and work conditions. Everybody dressed in the same way. Each person directly contributed to the management of the institutes. At the weekend meetings of the Institute, all the subjects were examined, a critical approach was made into the daily chores in the institutes; and new decisions were made and practised (Tanilli, 1994).

3.2.1.2. Education at Village Institutes

The policy of the village institutes was to bring productivity and creativity to the system. Supplying the student with theoretical knowledge was not the only target. Village institutes was mainly based on the principle " education within work ". Therefore, from the young ages, students were made industrious and skilful people for the use of themselves and society (Tanilli, 1994).

Village institutes also taught how to benefit from the laborforce. They also stayed behind the idea that is " socialist state ". The institutes which will provide the villages with useful laborforce could be set up nearby the villages and the teachers who would be educated at village institutes must be the one developing the infrastructural facilities and should be equipped with cultural and traditional values. The main output of the village institutes was the creative workforce integrated with society (Tanilli, 1994).

On the other hand, education was to follow a democratic policy. Contribution to the management of the institutes resulted in the mental development of the individual in a peaceful and free atmosphere, which also provided by democratic regulations and objective criticism (Tanilli, 1994).

Village Institutes also proved that hard jobs could be achieved through the collaboration of young generation, and their technical knowledge and skill. Because, " the collaboration " had an important place in the development of the country. This application also caused a decrease in the cost of education in general. Through this system, every person in society could benefit from these services (Tanilli, 1994).

Village Institutes were centers for researches and experiment. The Academic School for Village Institutes was charged with the task of high education. It was the first attempt for a countryside originated university (Tanilli, 1994).

3.2.1.3. Other Institutions Supporting Village Institutes

There was a great labourer potential at villages. Village Institutes provided those villages with active and conscious laborforce. Yet, they were not satisfactory alone. This system was in need of other supporting institutions. Local schools, village schools, schools for applied arts and crafts and Academic Schools for Village Institutes were founded to improve the quality of village institutes (Tanilli, 1994).

Local schools were founded among 8-15 villages. Those villages had fertile lands and agrarian facilities. Children with primary school education could attend those schools to learn about agricultural techniques (Tanilli, 1994).

This also provided children with secondary school education. Until 1945, there were 380 local schools. They also educated health officers, midwives and technical staff. Each ministry could employ its staff from those schools and they were responsible for the infrastructure of the system (Tanilli, 1994).

Apart from those, in 1942 Academic School for Village Institutes was established. Because, the lecturers required for village institutes could not be educated at universities. Because there was a difference in the education systems of those. There had to be an academic school which could educate white-collars who were able to run the village institutes and other related sections of this organisations (Tanilli, 1994).

Students who graduated from village institutes and who were chosen by the board of lecturers could register at those academic schools via taking an exam. Some lecturers of Ankara University also served at those academic schools. There were divisions at Academic School and education took three years; for male students, there were courses such as bricklaying, mining, cattle raising, planting and gardening whereas for female students handcrafts, poultry were essential courses. There were also some common courses for girls and boys such as fine arts and agricultural economics, other courses: History of reforms and Revolutions, Turkish language and literature, social science, psychology,

foreign language, sociology, etc. At those academies, the teaching methods were much more developed (Tanilli, 1994).

There was also an applied school, a branch of Village Institutes, as a part of the education system. They were centers for experiments, observations and applications. Those schools had students from a nearby village, and who were the children of Institute teachers. The buildings, gardens and other facilities of those institutes were similar to the ones in which their graduates would take part. Candidate teachers used to do experiments and observations therewith. The results of experiments and observations were abruptly transmitted to the village and local school teachers and they were applied there, too (Tanilli, 1994).

Apart from the budget assigned by the state for village institutes, they also had income from trading capital, farmlands, workshops, and, institute facilities which was sent to the trading capital. The needs for the consumption of the institutes were met by themselves (Tanilli, 1994).

Many institutes were contributing to the production through farming and fishing and the goods obtained from this production were sold to the villagers around. Almost all institutes were getting profit from those investments and they were purchasing devices and equipment and setting up new facilities. Villagers, state, and technicians at village institutes were contributing to the construction of school buildings and facilities, as well (Tanilli, 1994).

3.2.1.4. Closure of Village Institutes

Some who were against the reformation in education claimed against village institutes: In their views, the graduates of village institutes were incapable of mental activities; they were just mason, carpenter and bricklayer and they were truly leftist (Tanilli, 1994).

Village institutes, a cradle for many artists and men of literature, had, in fact, a different vision. The graduates of the institutes who were charged with teaching job at village schools disturbed the people who had been involved in the feudal system.

Consequently, some offensive rumours about those institutes aroused. They became a scapegoat for the ones who were a part of the distort system (Tanilli, 1994).

In fact, village institutes were the outcome of class conflict. Bourgeoisie group who was in power in 1930s followed a governmental policy to develop the country. In 1935, two important subjects were treated in the parliament. " Land Reform " and solving the primary school problems at rural areas. Whereas the village institutes were established in the 1940s, " Land Reform Act " was passed in the parliament but, unfortunately, it was not put into practice (Tanilli, 1994).

Not only did the landlords but also the rising capitalist class react against village institutes. This class stayed behind imperialistic ideas. It gave importance to export and import and industrialisation and it favoured the landlords and was in close touch with them (Tanilli, 1994).

In sum, village institutes were closed down due to the class struggle in Turkey by CHP, a party which was controlled by a capitalist group for a short period of time (Tanilli, 1994).

3.3. The 1950s onwards

In 1950, theology - Islam - courses were included in the course schedules. Therefore, teachers for those courses were required, and to educate them, the faculty of theology and a high school for this specific aim were opened. When " Tevhid-I Tedrisat Act " was implemented in 1924, there had been 29 high school of theology. In 1926, this number went down to 20 and in 1928, it went down to 2 (Tanilli, 1994).

However, in 1952, new high schools of theology were opened in Adana, Isparta, İstanbul, Kayseri, Konya, Maraş. In 1971, the number of them was 72. Since the date " 12 September 1980 ", the course of theology has been included in the curriculum of high schools (Tanilli, 1994).

During the first years of the Republican Period, the space organisation of the school buildings was haphazard. In this period, the plans of school buildings in Europe were copied and used extensively in Turkey. However, in the 1950s, the type projects were employed for the first time to form a system in school buildings' planning. Type projects

were done by the Ministry of Public Works and Settlement pertaining to the architectural requirement programmes which had been offered by the Ministry of Education. Yet, these buildings were boring, imitation and standard buildings.

There were 3 type projects for primary school.

1. Village primary schools
2. Town primary schools
3. Boarding primary schools (YTÜ, 1993).

Village primary schools: Type projects were used in the construction of village schools. At the beginning, these projects consisted of one classroom and a lodging for the teacher. When needed, one or two classrooms could be added. There were similar schools in type without considering climatic and regional characteristics of the settlement area. The differences were only in the thickness of the wall and the in the gradient of windows. In 1961, schools with five classrooms were constructed. In 1962, with two-storey school buildings, the number of the classrooms went up to ten (YTÜ, 1993).

Town primary schools: These were schools with five, eight or twelve classrooms. Moreover, eight-year basic education had already started. Those type projects were in use for them, as well (YTÜ, 1993).

Boarding primary schools: These schools were built to rid the transportation problem especially at the crossroad of many near and far settlement areas, for the children who were in need of intensive education programme. (YTÜ, 1993).

In 1961, the type projects for prefabric primary schools were used. But, later on, because of some certain problems these projects were not employed anylonger (YTÜ, 1993).

Since the establishment of the Turkish Republic, the population has increased 5.1 times; the number of students has increased 39.1 times; the number of teachers has increased 41.2 times; the number of students at primary schools has increased 20.4 times. Briefly, school rate has gone up because of dense population.

Table 3.1. Developments in number of school, student, and teacher in Republic Period

EDUCATION LEVEL	Number of School		Number of Student		Number of Teacher	
	1923-1924	1994-1995	1923-1924	1994-1995	1923-1924	1994-1995
Kindergarten	80	6472	8550	201652	136	9464
Primary school	4894	48658	341941	6985059	10238	232607
Secondary school	116	8947	9894	2666012	1054	62068
High school	43	4981	3799	2124298	838	130505
General	23	2357	1241	1226519	513	65805
Occupation and Tech.	20	2624	2558	897779	325	64700
Total	5133	69058	361514	11997022	12266	434644
Yaygın education	-	5037	-	961148	-	34611
High education	9	1105	2914	1337111	307	49195
General total	5142	75200	364428	14275281	12573	518450

(Source: Yıldız and Akgün, 1997, p.p:154)

3.4. Education in Development Plans

Education is being done investment to people. It is basic of development. Results of education are not taken in short times. About planning, education that growths productive power that is basic of society has been considered important in development plans. Education is service sector in development plans (Yıldız and Akgün, 1997).

In the first development plan (1963-1967), the first aim was to educate needing society people that have may properties. Scholarships will be increased in every education level. Education foundations that educated in night will be opened. Besides, occupational schools will be increased. Teacher schools will be increased. As a result of the first development plan, education service has become limited. Scholarships were not enough. Numbers of teacher were not enough. Primary schools were not enough. In villages, in primary schools, in 1960-1965 period, number of teacher increased. The increase rate was 30 %. But, student-teacher rate was 48 %. Before it was 46 %. The rate was 40 %; student-teacher rate was 45 % in primary schools, in cities. Before it was 41 %. Consequently, increase rate of student number was not at wanting level (Aral, 1996).

In the second development plan (1968-1972), 100 % schooling rate was proposed in primary schools. 42.4 % schooling rate was proposed in secondary schools. Non capital schools and scholarships will be increased. Controlling private schools will be provided. As a result of the plan, schooling rate was 84 % in primary schools in 1970-1971 education year. Schooling rate was 30.4 % in secondary schools in 1970-1971 education year. Wanting result was not provided in primary and secondary schools. In high schools, wanting result was provided. In the period, 8 year school studies started so that children that live in villages are more educated (Aral, 1996).

In the third development plan (1973-1978), about high school decisions were taken. Period of all occupational high school became 3 year. Education programs of it will be arranged according to the period. Religion high schools will not be opened. Because, more capacity was formed in existing schools. As a result of the plan, education was limited and inadequate. Number of student more increased in high school. Capacity of occupational high school was less than wanting level. Capacity of high school was more than wanting level. Consequently, some problems were formed (Aral, 1996).

In the fourth development plan (1978-1983), 33 % rate of total education investments will separate to primary education, 22.4 % rate of total education investments will separated to secondary education. But, in the last of the development plan, wanting goals were not realised. Schooling rate was 95.9 % rate in primary education (Aral, 1996).

In the fifth development plan (1985-1989), in primary schools, 100 % schooling rate has been proposed. 55 % schooling rate has been proposed in secondary school. 18.8 % schooling rate has been proposed in high schools (Yıldız and Akgün, 1997).

In the fifth development plan, some decisions were taken: Properties of all education levels will be increased. In all education facilities, information's and skills will be given for prepare life to children. Programs will be developed for educate technical personal. Physical infrastructure of education will be increased. Foreign language education will be increased. As a result of the fifth development plan, student number decreased on 8.6 % rate in primary schools. Student number decreased on 53.3 % rate in secondary schools. Teacher number decreased in primary and secondary schools. The rate of teacher number decreased on 37.4 % rate from 31.1 % rate in primary schools. It decreased on 57.1% rate from 44.8 % rate in secondary schools. Schooling rate and student number of

primary schools was in proposed level. But, schooling rate and student number of secondary schools and high school was not in proposed level. Besides, student number of private schools decreased. In 1987, education program with computer started in secondary education (Yıldız and Akgün, 1997).

In the sixth development plan (1990-1994), 80 % schooling rate has been proposed in secondary schools. To decrease quality of education, to develop education program were aims of the development plan. In private schools, 30 number of students was proposed in class. In public schools, 40 number of students was proposed in class. Education with computer was decreased. Education programs were increased for educate technical personal. Private schools were supported. As a result of the development plan, education level was enough. Schooling rate was 100 % rate in primary schools, it was 65.6 % rate in secondary schools. In the development plan, studies were done for compulsory education, but they were not applied (Yıldız and Akgün, 1997).

In the seventh development plan (1996-2000), 16 % schooling rate has been proposed in kindergarten, 100 % schooling rate has been proposed in primary education, 75% schooling rate has been proposed in secondary education for 2000-2001 education year (Yıldız and Akgün, 1997).

3.5. Current education

" *The National Education system has been formed with 1739 number The National Basic Law. Education consists of two parts:*

1. *"Örgün" Education*
2. *"Yaygın" Education* " (MEB, 1997 c, pp: 29).

3.5.1. "Örgün" Education

" *It includes kindergarten, primary, secondary, high education."* (MEB, 1997 c, pp:29).

Kindergarten Education

It includes education of children whose ages are small from primary education age. The children are gone to school depending on theis wish (MEB, 1997 c).

" *To provide memorial, physical, psychological growth of children, good habits, to prepare children to primary education, to creative common education space, to provide speak Turkish very well are aim of kindergarten education.*"(MEB, 1997 c, pp:29).

Kindergarten facilities are private kindergarten, kindergarten class in some primary schools (MEB, 1997 c).

Primary Education

" *It includes education and teaching of children who are 6-14 years old* " (MEB, 1997 c, pp:29).

" *To provide getting basic information, skills, behaviour and habits for become a good person, to prepare children to upper education according to skills are aim of primary education.* " (MEB, 1997 c, pp:29).

Primary education consists of 8 year primary schools. It is compulsory education. Period of primary education has become 8 year with a act, which formed in 16 August 1997. According to new arrangement, primary and secondary schools have combined. So, all primary and secondary schools have become 8 year primary schools (MEB c, 1997).

In 1997-1998 education year, 269 primary school, 12 boarding region primary school, 27 boarding primary school have been opened. Total 308 primary school has been opened. There are 44648 total primary school in Turkey in 1998 (See table 3.2).

Table 3.2. Number of school, student and teacher in primary education in 1997-1998 education year in Turkey

TYPE OF SCHOOL	Number of school	Number of student	Number of teacher
Primary school	44495	9013963	300359
Boarding regional pr. sch.	153	78377	2797
Total	44648	9092340	303156

(Source: MEB, 1997 c, p.p:43)

Number of school and student has increased regularly since 1960. But, in 1998, number of school has decreased according to 1990-1991 education year, because of changing primary and secondary schools (See table 3.3 and figure 3.1). Besides, in 1998, number of student has not more increased according to 1988 (See table 3.3 and figure 3.2).

Table 3.3. Number of school and student in primary education, in 1960-1998

Year	Number of school	Year	Number of student
1960-1961	25332	1960-1961	3197730
1970-1971	40643	1970-1971	5790861
1980-1981	50542	1980-1981	7003903
1990-1991	57665	1987-1988	8972094
1997-1998	44648	1997-1998	9092340

(Source: MEB, 1997 c, p.p.43.)

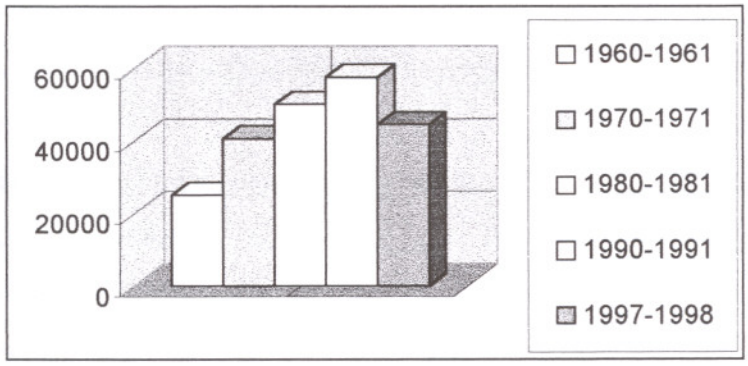


Figure 3.1. Number of school in primary education, in 1960-1998.

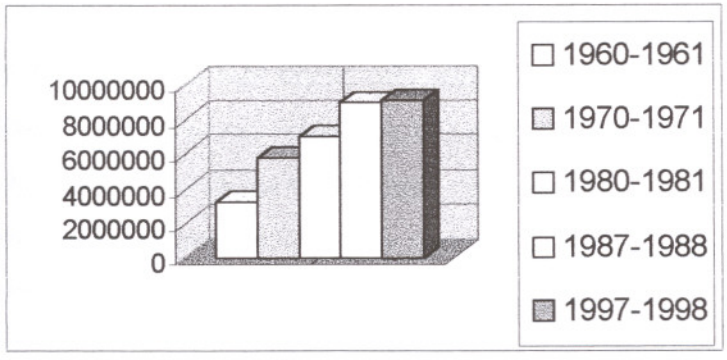


Figure 3.2. Number of student in primary education, in 1960-1998.

Secondary Education

Secondary education includes being given general, professional and technical education after primary education (MEB, 1997 c).

Its period is 3 year. It includes high schools (MEB, 1997 c).

Every student who finished primary school can go to high school. " *To give common general culture to person, to prepare high education and working and social life, to give general information, skills are aim of secondary education* " (MEB, 1997 c, pp:30).

High Education

It includes giving education on upper level educational foundations. Its period is minimum 2 year. (MEB c, 1997).

" *To educate needing productive power, according to information, skills, individual of person on the upper level for develop. High education foundations are shown below:*

. Universities

. Institutes

. Faculties

. Art schools

. High education schools

. Professional high education schools

. Applying and research centres " (MEB, 1997 c, pp: 31).

3.5.2. "Yaygın" Education

" *Yaygın Education includes all the other education.*

To give information, skills depending on basic principles and aims of national education to people that can not take örgün education or finished örgün education in near the örgün education or except örgün education is basic aim of yaygın education. To teach reading-writing, to complete inadequate education, to provide economic, social, cultural, scientific, technologic developments, to give protecting, developing national values, education, to provide evaluate empty times." (MEB, 1997 c, pp:31).

3.6. Development of Education System and School Buildings in İzmir

İzmir where lived many various people who have different language, race, religious, belief, culture is Levantine harbour city. The city was the most important economic and commercial center in Ottoman Period. Especially, commercial relations of İzmir were developed, because of Harbour City. Levantine's, minorities, and merchants, commission agents did trade with west countries. Also, Islam culture and education foundations developed in İzmir. So, medressehes, minority and foreign schools were established in nearby (Özen, 1992).

Firstly, in Turkey, schools became society service in 1824, in II. Mahmut Period. After Fatih Sultan Mehmet Period, about science and culture, developments were done with medressehes (Özen, 1992).

In the 17th century, there were 40 medressehes and Sıbyan Schools in İzmir. Besides, education was given in some mosques in the periods. In 1782, there were 15 medressehes in İzmir, 9 medressehes in Bergama, 27 medressehes in Tire, 6 medressehes in Kemalpaşa (Aral, 1996).

Sıbyan schools and medressehes were benefit for İzmir National Education. But, Maarifi Umumiye Nizannemesi, that was done in 1827by II. Mahmut, and Tedrisatı İptidadiye Law, that was done in 1913, cased to form problems in The Republic Period (Aral, 1996).

Before The Republic Period, there were many various schools, like public schools, evkaf schools, minority and foreign schools. There were 51 foreign schools in İzmir. In T.B.M.M. Government Period, many arrangements and developments were not done because of efforts of national independent (Aral, 1996).

In the 19th century, in İzmir, especially foreign schools where were given religious and laic education increased. Besides, foundations where is given professional education increased, like commerce and teacher schools (Özen, 1992).

Religious education was given in the most of foreign schools. For example; Evangelist İskoç School, American School, English Borkshire Commerce School (1852), Kauseraverth Nuns School (1853), French Lazarisle School, Saint Joseph School (1881), Cordela School (1889), Dame de Sian (1869) (Aral, 1996).

A lot of religious schools were opened by French nuns. In 1865, Italian Government opened 1 non-money school. In the 19th century, 4 Italian religious school was opened (Aral, 1996).

In the last of 19th century, sıbyan schools, where traditional education was given, was given iptidadi schools, where new education system and methods were given, were opened. The first Iptidadi School was opened in 1874 (Aral, 1996).

After national independence, new status was given to foreign and minority schools with Lozan Agreement. Tevhidi Tedrisat Law was formed in 1924. So, schools and medressehes were combined, primary education became compulsory and non-money education (Aral, 1996).

After Republic Period, developments were done rapidly on National Education. Especially, primary education was increased by Kazım Dirik who is governor of İzmir (Özen, 1992).

In the second period of 1950's, Ege University was established. In every foundation, developments were done about quantity and quality. Number of primary, secondary, professional schools and universities were increased (Özen, 1992).

In İzmir, especially in the 1960's, education investment increased. Education sector took the many big shares of public investments. In the first development plan period (1963-1967), 30 % rate of public investments was given to education. In the second development plan period (1968-1972), 16.4 % rate of public investments was given to education. In the third development plan period (1973-1978), 7.2 % rate of public investments was given to education. In the fourth development plan period (1978-1983), 3.1 % rate of public investments was given to education. In the fifth development plan period (1985-1989), 3 % rate of public investments was given to education (Özen, 1992).

Table 3.4. Development of number of primary school and student in İzmir

Year	Number of school	Number of student
1984-1985	1009	251064
1989-1990	1074	273084
1996-1997	1262	287363
1997-1998	1270	290555
1998-1999	1255	455323

(Source: İMEM, 1997)

3.7. Educational Investments

Education, in most of the countries, is supported by the public and private sector. Education service per person changes according to economic, politic, social structure of country. When education is supported by the Public, being used economic sources more efficiency and being provided equality may be realised. When education is supported by private sector, private sector should not think profit completely and have increase productivity diminishing financial load of education on government (Yıldız and Akgün, 1997).

Financing for education provides from family and firms in developed countries, it provides from taxes in developing countries (Yıldız and Akgün, 1997).

When education is supported by government, basic aim is not profit. Therefore, education is accepted public service. In Turkey, the most of education expenses are financed by government (Yıldız and Akgün, 1997).

While importance of education is examined, separated financial sources to education, expenses and separated share from gross national procloct (GNP) to education are should be researched.

In most of developed countries, in 1982, separated share for education from GNP is between 5 % rate and 8 % rates. In Turkey, the rate is 4.2 % in 1995. The rate is smaller in Turkey than developed countries. Besides, the lowest rate is 3.1 % for primary and secondary education in Turkey (See table 3.5 and figure 3.3). Consequently, importance of education is less in Turkey than developed countries.

When rate of public education expenses in total public expenses is examined, in Turkey and developed countries, separated public expenses for education changes according to years.

In U.S.A., the rate is 15.5 % in 1986; it is 14.2 % in 1992. In Belgium, the rate is 10.5 % in 1992 and it is 14.3 % in 1986. In Japan, the rate 17.6 % in 1986, it is 11.3 % in 1992. When the rate is examined in developed countries, it is decreased according to past year. Therefore, there is infrastructure of education and education is enough in developed countries. Besides, private sectors do expenses for education. Therefore, public education expenses have been decreased in developed countries, according to past years. In Turkey,

the rate is 15.2 % in 1986; it is 21.5 % in 1995. In Turkey, government provides most of education expenses. Besides, there is not infrastructure of education and education is not enough. Therefore, expenses for education has been increased according to past years (See table 3.6 and figure 3.4).

Table 3.5. Separated share for education from GNP in countries (%-1982)

Countries	Pr. and Sec. Education	High Education	Total	1986
U.S.A	4.3	2.5	7.3	7.4
Germany	3.4	1	4.9	-
Denmark	4.1	1.3	6.7	7.2
Finland	4.9	1.9	7.8	-
France	4	1	5.9	6.083
Spain	3.7	0.8	5.2	3.3
Sweden	4.6	1	6.8	7.6
Japan	3.1	0.8	4.8	5.1
Turkey(1995)	3.1	1	4.2	2.1

(Source: Yıldız Kaya and Akgün Nuri, 1997; pp:134)

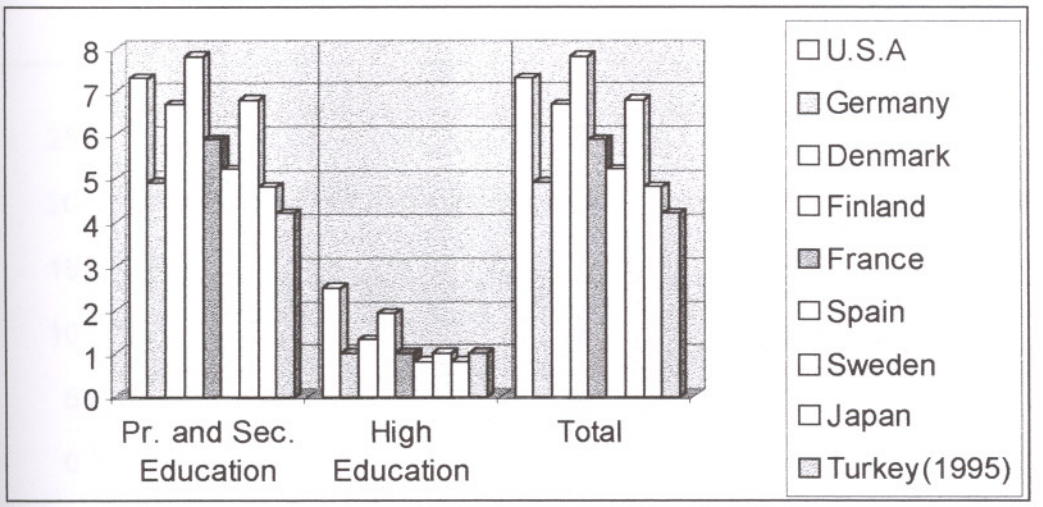


Figure 3.3. Separated share for education from GNP in countries (%-1982)

The share of public education expenses in GNS and public expenses in Turkey changes. The rate increases between 1990 and 1993. But, it decreases in 1994 and increases in 1995 (See table 3.7 and figure 3.5). There are reasons of changes of public education expenses in GNS and total public expenses. Reasons of the change; being given importance of education is less, increasing of population, buying force of money is low, not founding infrastructure of education.

Table 3.6. Rate of public education expenses in total public expenses in countries (%-1992)

Countries	Pr. and Sec. Education	High Education	Total	Year	Total
U.S.A.	10.1	3.5	14.2	1986	15.5
Germany	5.4	2.2	8.5		
Belgium	6	1.5	10.5	1986	14.3
Denmark	7.5	3.3	12.5	1986	13.2
France	7.3	1.7	10.6	1983	10.5
Sweden	7.7	2.4	11.7	1986	12.6
Japan	8.7	1	11.3	1986	17.6
Turkey(1995)	11.5	(YÖK) 9.9	21.5	1986	15.2

(Source: Yıldız Kaya and Akgün Nuri, 1997; pp:135)

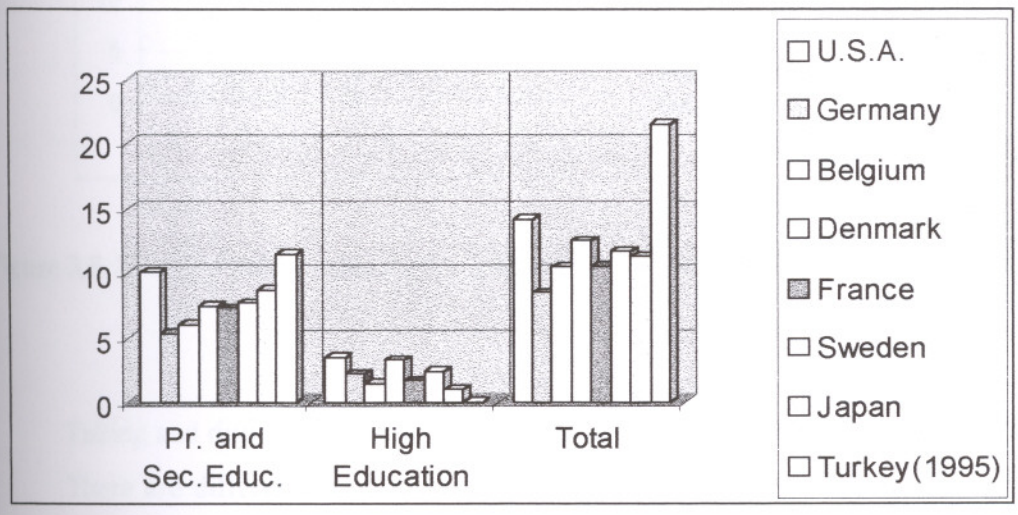


Figure 3.4. Rate of public education expenses in total public expenses in countries (%-1992)

Although, being increased lowly in population, being bought highly force of money and being founded infrastructure of education in developed countries, education expenses are high. Because, in developed countries, being given importance to education is more. Consequently, in Turkey, expenses for education should be increased.

Table 3.7. Share of public education expenses in GNS and public expenses in Turkey (%)

Year	Pub. Ed. Expenses in GNS	P.E.E. in Pub.Expenses
1990	3.9	17
1991	4.5	18.5
1992	5.3	18.9
1993	6.4	19.9
1994	3.81	15.77
1995	-	21.5

(Source: Yıldız Kaya and Akgün Nuri, 1997; pp:136)

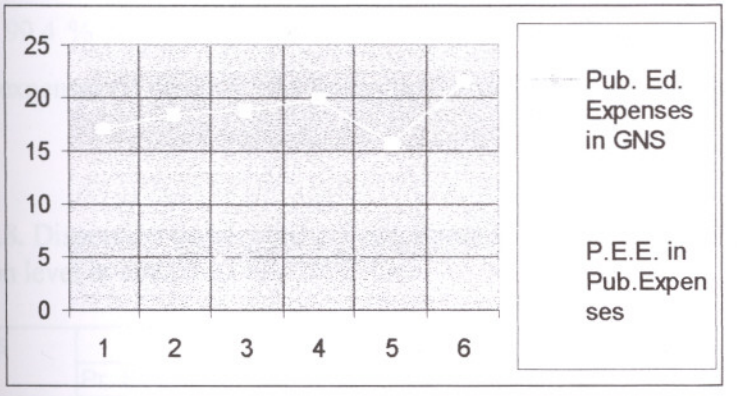


Figure 3.5. Share of public education expenses in GNS and public expenses in Turkey

Taking and dividing government to financial source for education is important.

There are differences on shares, which are separated for education by government and private sector in Turkey and the other countries. Primary and secondary education are supported by the public, high education is supported by private sector mostly.

Generally, although education sources are supported from various ways, education sources are provided from public mostly. In the other countries, average rate of supporting education is 9.1 % by private sector. In Turkey, rate of supporting education by private sector is 5.8 %. The rate is lower in Turkey than the other countries. In the other countries, average rate of separated sources from public to private sector is 16 %. In Turkey, the rate is 5.9 %. As a result, In Turkey, most of finances of education provide from public. The rate of separated sources from public to private sector is lower in Turkey than the other countries.

When table 3.8 is examined, rate of divided sources for primary and secondary education by public is more than 90 % rate in the other countries. Rate of divided sources for primary and secondary education by private sector is about 8 % rate. So, government provides finance of primary and secondary education provided in these countries. Private sector does not divide financial source in some countries, like Denmark, Holland, Sweden. In these countries, government finances primary and secondary education, completely. Consequently, in these countries primary and secondary education is given to everybody. In Turkey, 99.4 % of primary schools and 97 % secondary schools are public schools. So, most of expenses of primary and secondary education are provided by government.

Table 3.8. Dispersion public and private financial sources according to education level in countries (%-1992)

Countries	Supporting to education						Separated sources from the public	
	Pr. Edu.	Sec. Edu.	High Education		Total			
	Public	Private	Public	Private	Public	Private	Pub. Source	Private Source
U.S.A.	90.9	9.1	54.5	45.5	77.4	22.4	75.6	24.4
Denmark	100		98.8	1.2	97.9	2.9	78.6	21.4
France	93.4	6.6	91.1	8.9	93.3	6.7	91.2	8.8
Holland	100		100		100		83.5	16.5
Spain	87.8	12.2	83.4	16.6	86.3	13.7	84.1	15.9
Sweden	100		99.3	0.7	98.4	1.6	85.3	14.7
Japan	91.1	8.9	39.7	60.3	76	24	75.7	24.3
Canada	95.5	4.5	97.4	2.6	97.3	2.7	93	7
Turkey					94.2	5.8	94.1	5.9
Average Count.					91.9	9.1	84	16

(Source: Yıldız Kaya and Akgün Nuri, 1997; pp:138)

While divided share for education from financial source is evaluated, schooling rate is may be examined. Because, schooling rate shows value of importance that given to education in countries. Schooling rate is shown according to education level in some countries. In developed countries, schooling rate of primary and secondary schools is more than 100 % rate. In Turkey, the rate of primary schools is 104.4 %; the rate of secondary schools is 65 %. The rate of secondary schools is too lower in Turkey than the other countries.

Table 3.9. Schooling rate in countries (%-1995)

Countries	Primary + Sec. Sc.	High school	University
Germany	105	107	31.8
France	100	97	34.5
Holland	99	99	32.1
England	98	90	22.8
Spain	100	105	31.5
Italy	100	78	26.3
Greece	102	97	27
U.S.A.	100	98	59.6
Turkey (pr.sch.)	104.4	53	26.7
Turkey(sec. sch.)	65.6		

(Source: Yıldız Kaya and Akgün Nuri, 1997; pp:136)

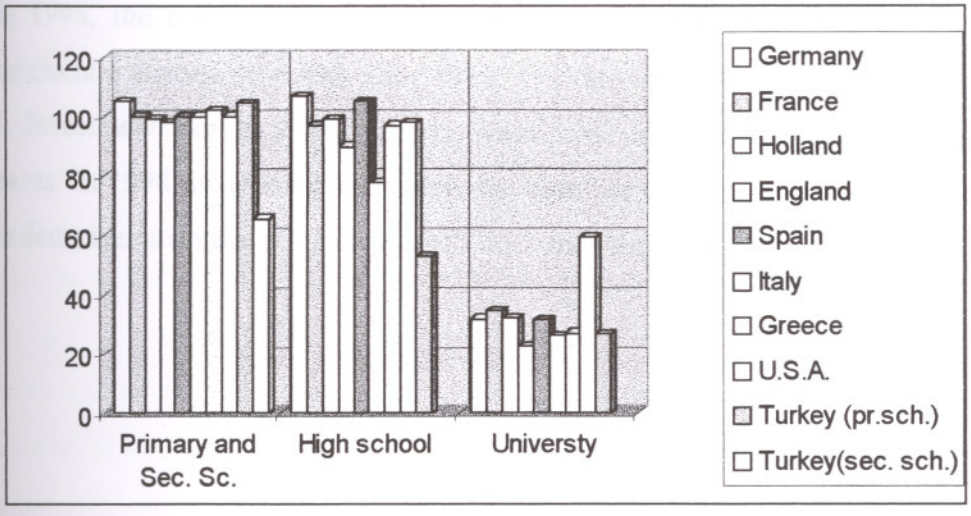


Figure 3.6. Schooling rate of schools in countries (%-1995)

When schooling rate is high in an education level, expenses increases for the education level. In Turkey, 100 % schooling rate is not provided in secondary schools. So, dividing sources for education are not enough. They are less in Turkey than the other countries. Because, schooling rate of secondary school is 65 % in Turkey. Besides, schooling rate of high schools is too lower in Turkey than the other countries. In developed countries, the rate is about 99 %. In Turkey, the rate is 53 %. So, public do not use from secondary education completely. Consequently, in Turkey, only schooling rate of primary school is being wanted level.

3.8. Educational Expenses

Education expenses consist of four categories.

1. Personal expenses.
2. Requirement expenses, like light, warm.
3. Investment expenses like buying land built building.
4. Transfer expenses (Yıldız and Akgün, 1997).

In Turkey, divided share for education expenses from budget of Ministry of National Education is shown Table 3.10. According to table 3.10, personal expenses is formed more of budget of Ministry of National Education. Divided share for personal expenses increases according to past year.

In 1995, the rate was 79.5 %, the rate was decreased in 1998, it was 66.79 %. Requirement expenses decreases after 1989. The rate was 3.7 % in 1995, it was 3.38 % in 1998. Investment expenses increases between 1987 and 1989. But, after 1989 the rate decreases. In 1998, investment rate increases multiple of two according to 1995. Transfer rate is decreases according to past years (Yıldız and Akgün, 1997).

Table 3.10. Dividing share to education expenses from budget of Ministry of National Education according to budget category (%)

Expenses	1987	1988	1989	1995 (prop)	1998
Personal	48.3	52.1	47.7	79.5	66.79
Requirement	17.1	14.8	14.1	3.7	3.38
Investment	24.4	27.4	33.9	12.3	26.45
Transfer	10.2	5.3	4.3	4.4	3.38

(Source: Yıldız Kaya and Akgün Nuri, 1997; pp:144 ; MEB, 1997; pp:217)

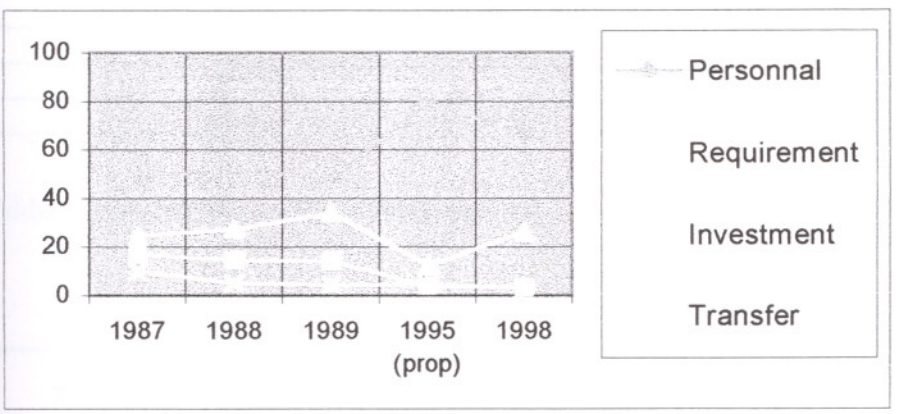


Figure 3.7. Dividing share to education expenses from budget of Ministry of National Education according to budget category (%)

In countries dividing share from budget according to education level is shown table 3.11. In the other countries, secondary education takes more shares from government budget. Share of secondary education is more than high education. Reason of this state that secondary education is education that earns occupation to every person who does not go on high education in these countries. Consequently, everybody do not force go to university, they may be had occupation taking secondary education. Therefore, being given to importance of secondary education and share from government budget are more than the

other education level in the developed countries. In Turkey, dividing share to primary education (45.6 % rate) is more than the other education level. Although big share is divided to primary education, it is not enough. High education takes the second big share (26.4% rate) (See table 3.11 and figure 3.8).

Table 3.11. Dividing share to education level from government budget in countries (%)

Countries	Primary Education	Sec. Education	High Education	Years
Turkey	45.6	22.1	26.4	1986
Austria	17	45.8	18.8	1986
Belgium	25	46.7	17.3	1986
France	20.6	41.2	12.3	1984
Germany	14	49.2	20.8	1985
England	31.7	40.7	21.4	1984
Japan	27.8	32.3	21.4	1985
U.S.A.	61	-	38.3	1982
Italy	21.3	37.3	10.1	1983

Source: Yıldız Kaya and Akgün Nuri, 1997; pp:145.

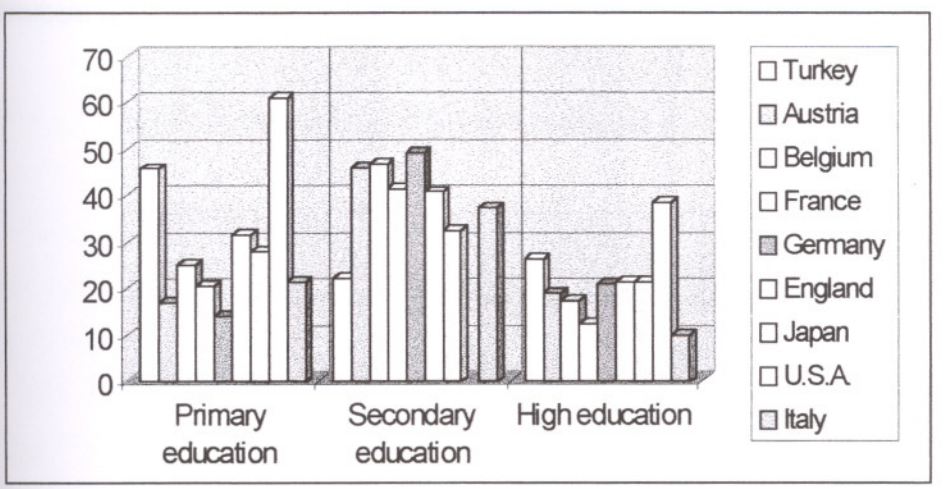


Figure 3.8. Dividing share to education level from government budget in countries (%)

3.9.Financial Sources for Education

" *Dividing sources for education follow as:*

1. *Dividing shares from budget*
2. *Dividing shares from city private manage incomes with law.*
3. *Supporting public.*
4. *Development of education fund.*
5. *Private capital incomes of National Education.*
6. *Providing helps and credits from the other countries* " (Yıldız and Akgün, 1997, pp: 146).

As a result, in Turkey, dividing sources for education are not enough. Reasons of this state is below:

. Important that is given to education is less.

. Population increases rapidly.

. Young population is more.

. Sources are limited.

. There is not infrastructure of education

. Government does not provide economic tidy.

Chapter 4

EDUCATION SYSTEM AND SCHOOL BUILDINGS IN WORLD COUNTRIES

Education system of every country is in close relation with its social, cultural, political and economic structure. In most developed countries, education system is controlled on the decisions and education are made by the government as in France (Sözer, 1997).

In Germany, Sweden and Italy the control of education is by the Provinces. In Denmark, the government, local governments, church and public hold the responsibility of education. Moreover, in Britain, the Netherlands and Belgium, educational problems are treated with an utmost care (Kızıltan, 1967).

Educational funds for education are supplied by the government in developing countries such as Turkey and Portugal. In some countries such as France, Japan, Italy, etc., local governments finance education (Kızıltan, 1967).

4.1. Education System and School Buildings in Europe

The development of education occurred at the same time with the spread of literacy, and also with cultural, social and economic developments which were a result of the industrial revolution in the 19th century (YTÜ, 1993).

"*The development of education in Europe, significantly, started with " Education Act " which passed in 1870 in England. At the beginning of the applications required by this act, old education system was practiced. At state schools and local schools, the classrooms were rectangular in shape, and student could learn by listening to their instructors.*" (YTÜ, 1993, pp:114).

However, new political and economic policies reshaped those needs, facilities in the 19th century, and also new science and study fields came into being (YTÜ, 1993).

" There were two types of novel pedagogical study at the beginning of the 20th century.

1. The studies aimed at satisfying the needs of the industrialized communities for labor force. These brought the methods of industrial production to the field of education (standardization, information, effectiveness, and functionalism).

2. Schools were founded to spread cultural values and to reestablish the harmony between humanity and nature; and those schools were in the pursuit of educational methods to provide the students with the factors above and they were against the " industrial society ". " (YTÜ, 1993, pp:116).

In the historical process, it can be seen clearly that industrialization was dominant and it shaped the schools, as well. As a result of this, social standardization, information and principles of production were very efficient on society. So, single-type classrooms along a corridor, standard course books and teachers and also students in their uniforms became fashionable. The necessary type projects in harmony with the characteristics of the province were not in use, as well (YTÜ, 1993).

Some specialists such as Wright did not vote for standard building types. They claimed that one building ought to be built in a specific plot. They also proposed new education models (YTÜ, 1993).

After World War II, type projects were very popular. But with beaux-arts system type projects, they were become out of date; and aesthetic aspects gained importance and architecture was assumed to be a branch of art. The Architect's personal choice and characteristics and also that locality's cultural, social, and regional characteristics were taken into consideration. So, school buildings were modernized and became more functional (YTÜ, 1993).

Table. 4.1. Educational buildings in historical process

Characteristics	Period of Beaux-arts	Period of International Model Style	Period of Modern Architectural
Relations of environment	Applicable to every place	Applicable to every place	Applicable to only to one place
Mass structure	Simple	Complex	Complex
Standardization	Exist	Exist	Non-exist
Interior spaces	Varied few spaces	Varied few spaces	Varied different spaces
Appearance	Monumental and massive	Monumental and massive	Segmental
Building method	Skeleton	Reinforced concrete	Many of various
Colors	Multi colored	Only one color	Multi colored
Education	Single type	Single type	Multi type

(Source: YTÜ, 1993, p.p:119)

4.2. Education System and School Buildings in the U.S.A.

4.2.1. Education System in Historical Process

The colonialists copied English schools' structures, because they were the descendents of the English. At the beginning, theology-centered education was given at that schools (Kızıltan, 1967).

Firstly, in 1635, the settlers in Boston established schools. In 1647, with an Education Act, primary school education was made compulsory in the towns with no school. In a town where 50 families resided, a primary school and in a town where 100

families lived a secondary school were to be established. So, in the 17th century, primary school education based on egalitarian policies was started. However, only the children of the rich families could attend secondary schools (Kızıltan, 1967).

In the 18th century, public schools were opened and their education programmes were developed. Towards the end of the 19th century, as a result of industrialization, over the one-fifth of the North Americans were living in towns and cities. In 1918, attendance to schools was made compulsory (Kızıltan, 1967).

From that time on, compulsory education has been divided into 3; primary school, junior high school, and high school. 90 % of the students have attended public schools; and the 80 % of the expenses have been paid by the public (Kızıltan, 1967).

At the time of colonialism, schools were under the control of families, church and some private institutions. Therefore, a single authority over education was impossible due to the life conditions in the colonies. Consequently, they developed a provincial system for education whereas there had been a national school system in Europe (Kızıltan, 1967).

In the U.S, each state has implemented educational applications through the help of local governments which have a provincial constitution. The government of each state was responsible for school expenses, authorities of local school, board of administration, curriculum, and age problems of the students and competence of the teacher. Governments could only determine the places of the schools to be established by public and they were not interested in administration (Kızıltan, 1967).

Since the first years of education some people pioneering the education system at schools reclaimed that education should be a national subject and should be controlled by the Federal Government due to the problems caused by non-standard schools and their curriculum (Kızıltan, 1967).

However, these all were objected to due to the fact that they could harm the democratic state, the conditions and personal differences among students could not be taken into consideration (Kızıltan, 1967).

Expenses for schools such as construction of school building and administration were to be paid fit via taxes which had been collected from the public. But before that, the public used to vote for the tax amount which had been determined by the school

administration. However, when the tax amount was not approved, some regulations in the amount used to be made in the light of public will (Kızıltan, 1967).

4.2.2. Historical Development of School Building

Lancaster types school: " *This method was first applied in 1806. Each teacher used to teach 15 students and following this each student out of 15 used to teach 10 students. Via this method, a teacher used to have 500 students in the same class. A harsh dicipline and rules were required to apply this method.* " (Kızıltan, 1967, pp:11). This type of school was closed in 1840. But it had a crucial place in American education. Before that system, Education had been costy for an individual and it had been conducted in small groups or in private lessons. This Lancaster-type School is assumed to have been the first step for Public schools as they brought inexpensive learning for the student (Kızıltan, 1967).

Quincy School - Boston: Following Lancaster type school, students were classified in accordance with their ages and they were placed in different classrooms; and " Quency School " which was constructed in 1848 in Boston also assumed this type of education; and this lasted about 50 years and became a standard school type (Kızıltan, 1967).

In the 19th century, there raised some reactions against crowded classrooms and the number of the students were reduced to 30-40 between the years 1890-1920. What caused this new regulation was the idea that a child should discover his own gifts and get to know his personality (Kızıltan, 1967).

The scholars such as Pestalozzi, John Dewey, William James were also the pioneers siding with that idea (Kızıltan, 1967).

As a result, the education system based on the fact that children were just passive receptor, had been already left, a new system which stayed behind the idea that a child should learn through pragmatical and non-dogmatic methods, was employed (Kızıltan, 1967).

" *In an exhibition, 1870, which was held in Philadelphia, woodworks and metalworks which were the artworks of students in new system schools was a great*

attraction for the visitors of the time. This also led to a school of handcrafts in St.Louis, 1878; and following this handcrafts courses were included in school curricula. " (Kızıltan, 1967, pp:18).

In 1900's, identical classrooms, a kindergarten, a meeting hall, workshops were the essential parts of school buildings. The space per capita was 3.75-7.5 m2 and this space was increased to 9.3-12 m2. Classroom sizes and flexible programs were also influenced by the establishment of kindergartens. The first kindergarten was in 1873 in St. Louise (Kızıltan, 1967).

4.2.3. School buildings

In a research conducted in 1848. 544 out of over 9638 American schools had two or more classrooms; however 80 % of the whole did not have playgrounds and the classrooms were not comfortable and ventilation was not satisfactory in those classrooms (Kızıltan, 1967).

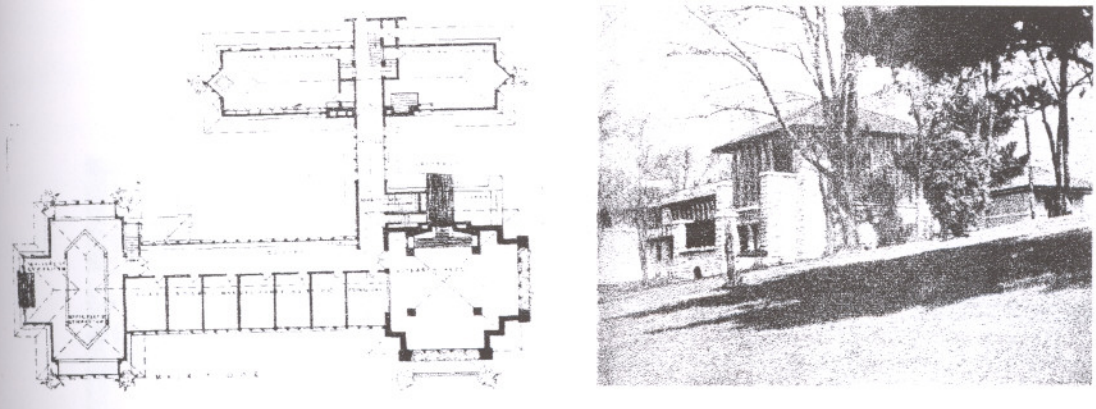
In the 1930s, the development of school buildings was mainly reasoned by the increase in the number of facilities such as auditorium, gymnasium, etc. (Kızıltan, 1967).

There were also architectural trends reflected in the face of school buildings; for example, some had gothic style; some had colonial, some had anciant greek style or Victorian style; and all those were monumental buildings (Kızıltan, 1967).

A school in the 1870s some architects, far from historical and eclectical approaches, brought the understanding of open plan to the studyfield. For instance, Frank Layd Wright built Hillside Home school in Spring Green Viscouns, 1902; Dwight Perkins built Carl Schurtz High School in 1910 in this sense (See figure 4.2) (Kızıltan, 1967).

This eclectical approach lasted till 1930s (Kızıltan, 1967).

In 1935 " Bell de Corona Avenue School " which was built Richard Neutra in California has became very important throughout American education history. This school has had sliding doors and open and closed classrooms with no corridors in the building (See figure 4.2) (Kızıltan, 1967).



(a) (b)

Figure 4.1. (a) The floor plan of Hillside Home Primary School, (b) view of Hillside Home Primary School in U.S.A.
(Source: Kızıltan, 1967, p.p:19)

There have been other schools, as well, in different structures Saarinen, Swanson, Perkins and Will planned " Crow Island School " in Vinetka-Illinois.In the construction of this building, teachers, school principal and architect collaborated and they planned the education programmes before the construction. (See figure 4.3) (Kızıltan, 1967).

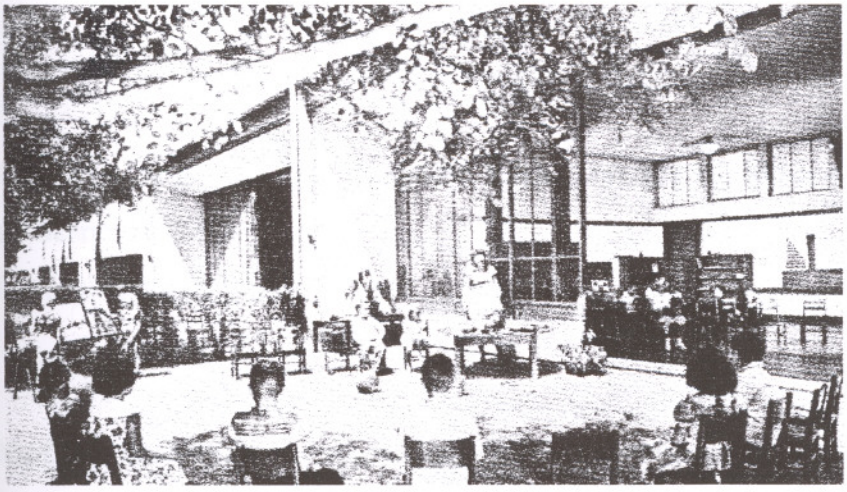
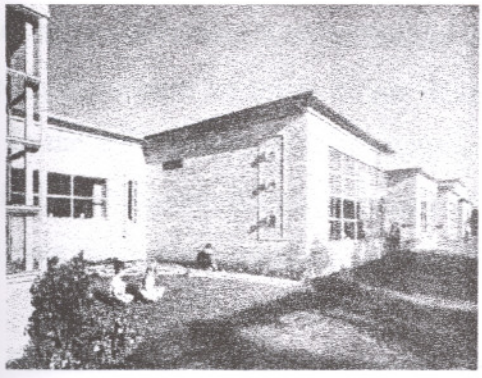


Figure 4.2. View of classrooms of Bell de Corona Avenue School in U.S.A.
(Source: Kızıltan, 1967, pp: 21)



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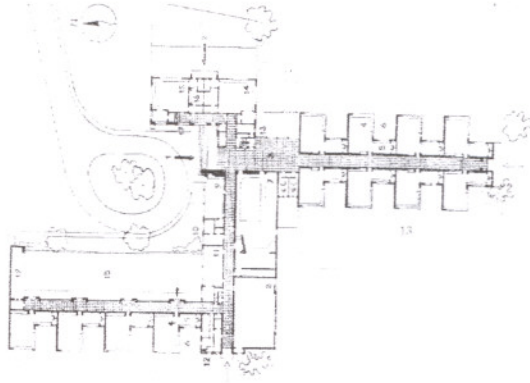

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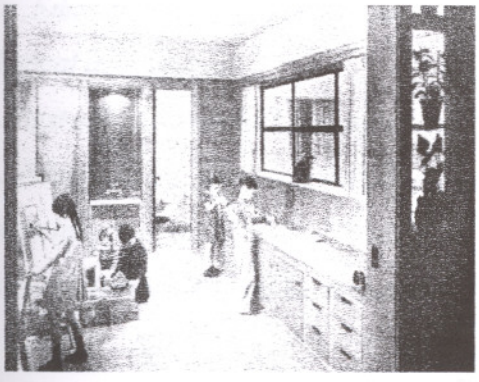
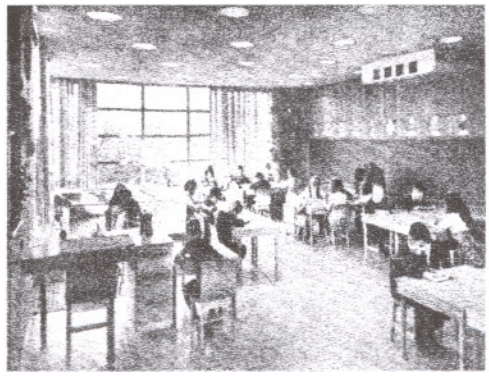


(c)



(d)

Figure 4.3. (b) First floor plan of Crow Island School, (a), (c), (d) views of classrooms of Crow Island School in U.S.A.

(Source: Kızıltan, 1967, pp:26, 27)

What Crow Island School required for education is in the followings:

Classrooms should be a kind of workshop in which students learn through experimental methods and observation. Every classroom should be funny and efficient spaces furnished with colorful and vivid materials for a child; the fixed desks are no good

for students. Seating plans in the classroom should be done in the way that it could facilitate the interaction between student and student and also between student teacher. The idea that a child's personality should be regarded as an important matter was highly appealed to by Americans such as Stanley Hall and John Dewey even if this idea had been asserted by Europeans for the first time (Kızıltan, 1967).

In the 20th century, researches in infant psychology brought new knowledge and views in education and this also brought innovations. Contemporary school buildings and spaces have put a high premium on those innovations and physical conditions (Kızıltan, 1967).

" Educational applications as a result of education psychology

. Personal and inborn differences among the children should be taken into consideration while the education programs are prepared.

. Educational application should be apt to the child's physiological and psychological development.

. Best education is just through learning.

. Education at schools should be life-like in order to make the students ready for their future life.

. New methods should be practiced apart from learning from teachers and reading books.

. Schools should be built considering their mental, physical and psychological developments and it should also be remembered that they have an imaginary realm in their minds." (Kızıltan, 1967, pp: 29).

4.3. Education Organizations and Age Groups in Education in World Countries

According to requirements and system of countries, education organization and age groups change. Entering children that are in kindergarten age (5-6 age) to a big group may cause to form problems. Besides, children that are in primary age are different about physical, memorial and physologic growth and requirements. In a small group, children that are in primary age become educate for each other. But, children form caos in a big group.

Therefore, in a small age group, in primary schools, education is separeted different organizations or planned and designed a different unit in a big group in developed countries.

In England, period of primary education is 7 year. There are infants (5-7 age) and junior (8-12) parts in the first level. Junior part may be changed on 8-12 age or 9-13 age. The second education level is secondary schools. After 12-13 age, education goes on secondary education (İnceoğlu, 1986).

In Holland, primary school includes children that are 6-12 years old. It includes kindergarten (2 year). In 1977, primary school has included kindergarten with new arrangements. The period of primary school has became 8 year. There are infants for children that are 4-8 years old and junior for children that are 8-12 years old. Secondary school includes children that are 12-16 years old. Period of high school is 2,3 or 4 year.

In Sweden, period of comprehensive education is 8 year. It has 3 level (İnceoğlu, 1986).

In Germany, grandschule is the first level of education. Period of the education is 4 year. It is primary education. After, there are Hauptschule (5 year), Realschule (6 year) and Gymnasium (9 year) secondary education parts. Period of comprehensive education is 12 year (Sözer, 1997).

In Belgium, period of primary education is 6 year. Primary education consists of 3 part. The period of each part is 2 year. Period of comprehensive education is 12 year (İnceoğlu, 1986).

In Denmark, period of primary education is 9 year. It includes children that are 7-16 years old. Period of comprehensive education is 9 year. Period of high school is 3 year (Sözer, 1997).

In Canada, period of primary school is 6 year. Period of secondary education, junior high school 3 year, period of high school is 3 year (İnceoğlu, 1986).

In Switzerland, primary school includes children that are 7-11 years old. The second education level includes children that are 12-16 years old (İnceoğlu, 1986).

In U.S.A., education organization changes according to states. Period of primary education is 4, 6 or 7 year. Period of secondary education is 3 or 4 year, it of high school is 3 or 4 year. Total period of primary and secondary education is 12 year. (İnceoğlu, 1986).

In France, period of comprehensive education is 10 year. It includes children that are 6-16 years old. Primary school consists of 3 parts. The first part is cycle-preparation part. It includes children that are 6-7 years old. The second part is cours elemantaire part. In the part children that are 7-9 years old are educated. The third part is cours moyen part. In the part, children that are 9-11 years old are educated. The first part of secondary education is college. Period of collage is 4 year. The second of secondary education is high school. Period of high school is 3 year (İnceoğlu, 1986).

In Austria and in Greece, period of comprehensive education is 9 year. In Italy, period of comprehensive education is 8 year. In Portugal, period of comprehensive education is 6 year (Yıldız and Akgün, 1997).

4.4. Primary Schools In The World Countries

4.4.1. Capacity of primary schools

In England and Holland, capacity of primary schools is small. In England, when student number is more than 280 number, separating to junior and infants parts is wanted in primary schools. Optimum school is capacity of school which has 2 class in ever level. It is school which has 3 class ever level for secondary schools in England (İnceoğlu, 1986).

In Germany and Denmark, capacity of primary school is bigger than primary schools in England. In Germany, maximum 12-16 class is proposed for primary schools. But, there is primary schools have 27 class (İnceoğlu, 1986).

In U.S.A., optimum capacity of primary schools is size of schools that have 16 class and 2 kindergarten class. In secondary schools, capacities of schools are increased for use more children from common space (İnceoğlu, 1986).

4.4.2. Equipment of primary schools

Furnitures and equipments of school are basic for education process and design of school. Type of usage furniture changes according to design of school building.

In England, school furnitures are flexible for different education type. School buildings are designed for different students and activities. In U.S.A., open and big spaces are designed in schools. School furnitures are flexible for use various student groups. In European countries, open, big and multipurpose spaces, classes are designed in primary schools. School furnitures are designed according to activities. They are flexible and simple. Besides, arrangements and carrying school furniture are easy for students. There are cupboards for students in class. In the most of primary schools, there are various equipment's like lavob so that more various activities are done in classes (See figure 4.4) (Kızıltan, 1967 ; İnceoğlu, 1986).

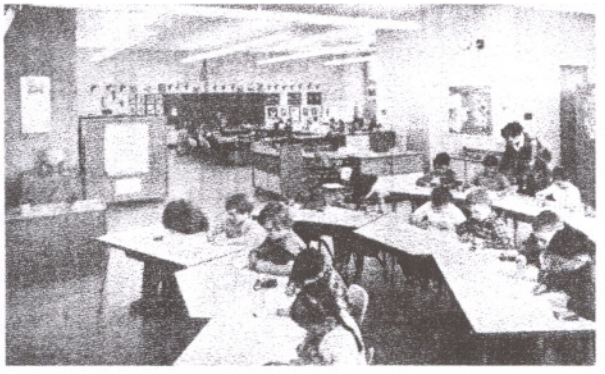


Figure 4.4. View of separated with can be carried furniture class in a primary school in U.S.A.

(Source: Kızıltan, 1967, pp:53)

4.4.3. Educational areas and classes

Education is given in classes with small groups so that skills interested areas; personalities of children are different. Classes are practicing learning spaces. The arrangement has provided form flexible classes. Especially, flexible classes are applied in U.S.A. and England. Classes are planned for educate 3-15 number student. Walls of classes are not stable. They are flexible (See figure 4.5) (Kızıltan, 1967 ; İnceoğlu, 1986).

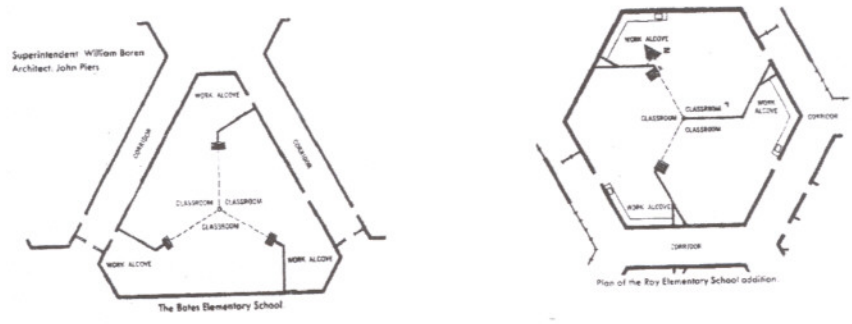


Figure 4.5. Plan of flexible class of a primary school in U.S.A.
(Source: Kızıltan, 1967, pp: 24)

Classes are separated from the other classes with two not stable walls. They are open spaces for pass the other classes. Spaces are designed according to activities. There are small and silent rooms in some schools for discuss group. Besides, there are multipurpose areas for do wanting activities (See figure 4.6). These spaces are designed near each other so that teachers control and see all students (Kızıltan, 1967 ; İnceoğlu, 1986).

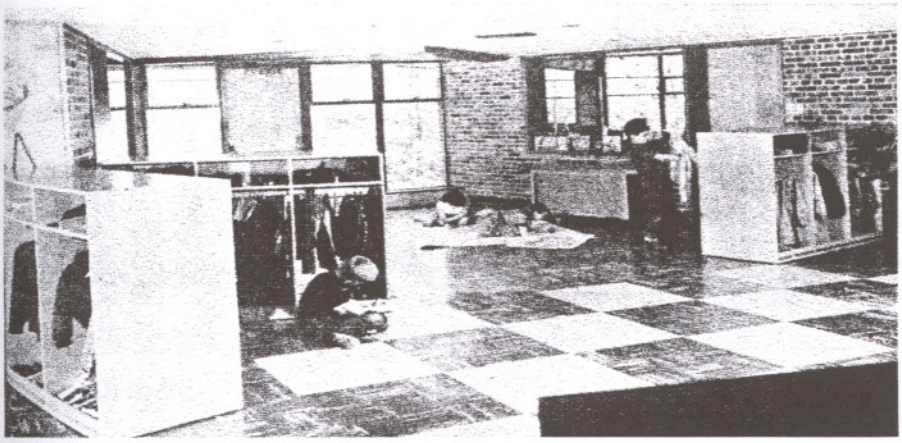


Figure 4.6. View of multipurpose class in a primary school in U.S.A.
(Source: Source: Kızıltan, 1967, p.p:32)

4.4.3.1. Capacity of classes

In developed counties, capacity of class is between 25 and 30. In developing countries, it is 40. In Brazil, student number of class is 40. In Turkey, proposed student number of class is 40, by Ministry of Public Works and Settlement. Proposed student number of class is 30, by Ministry of National Education, according to new arrangement (See table 4.2) (İnceoğlu, 1986; YTÜ, 1993).

Classes are separated or combined according to activities of groups. Generally, classes are designed for being studied 3-15 student. Besides, some classes are designed for being studied 18-20, 30-40 or 60 student. In secondary schools, this number increases in some countries. In England, 18-35 number student group is studied in class. Student number of group is 18-20 in some lessons, like mathematics, music, art. In Germany, there is small group that has 11 student, medium group that has 25-33 student and big groups that has 100 student. Student number of group changes according to schools or lessons (İnceoğlu, 1986).

4.4.3.2. Class Area

In developed countries, class area is 48-60 m2. In Italy, it is 45 m2. In Brazil, it is 48 m2. In Holland, it is 56-115 m2. In U.S.A., it is 80-90 m2. Classes are big and multipurpose spaces. Class area is 1.6-2.4 m2 per student in developed countries. In U.S.A., it is 3-3.2 m2/student. In Brazil, it is 1.2 m2/student. In Turkey, proposed class area is 1.7 m2 per student and proposed class area is 52 m2, by Ministry of National Education, according to new arrangement. Proposed class area is 1.2 m2 per student and proposed class area is min. 20 m2, by private schools law. Proposed class area is 1.2 m2 per student and proposed class area 48-55 m2 by Ministry of Public Works and Settlement (See table 4.3 and figure 4.7) (İnceoğlu,1986 ; YTÜ, 1993).

Table 4.2. Capacity of classes in primary schools in countries

Countries	Student no
Denmark (30 student)	30
Holland (max.48 student)	30
Germany	30
Sweden (25 student)	25
Belgium	24-30
U.S.A.	25-30
Italy	25
England	30
Brazil	40
Swetzerland	25
Turkey (Ministry of Pub.Works.pro.)	40
Turkey (Ministry of N.Educ.pro.)	30
Turkey (Private Sch. Law)	max. 40

(Source: İnceoğlu, 1986, pp: 19; MEB, 1997 a, pp:31; YTÜ,1993, pp:170)

Table 4.3. Class area in primary schools in countries

Countries	Area (m2)	m2/student
Denmark (30 student)	48-60	1.6-2
Holland (max.48 student)	56-115	1.2-2.4
Sweden (25 student)	60	2.4
Belgium	54	1.8-2.2
U.S.A.	80-90	3-3.2
Italy	45	1.75
England	48	1.6
Brazil	48	1.2
Swetzerland	57	2.3
Turkey (Ministry of Pub.Works.pro.)	48-55	1.2
Turkey (Ministry of N.Educ.pro.)	52	1.7
Turkey (Private Sch. Law)	min. 20	min. 1.2

(Source: İnceoğlu, 1986, pp: 21; MEB, 1997 a, pp:31; YTÜ,1993, pp:172)

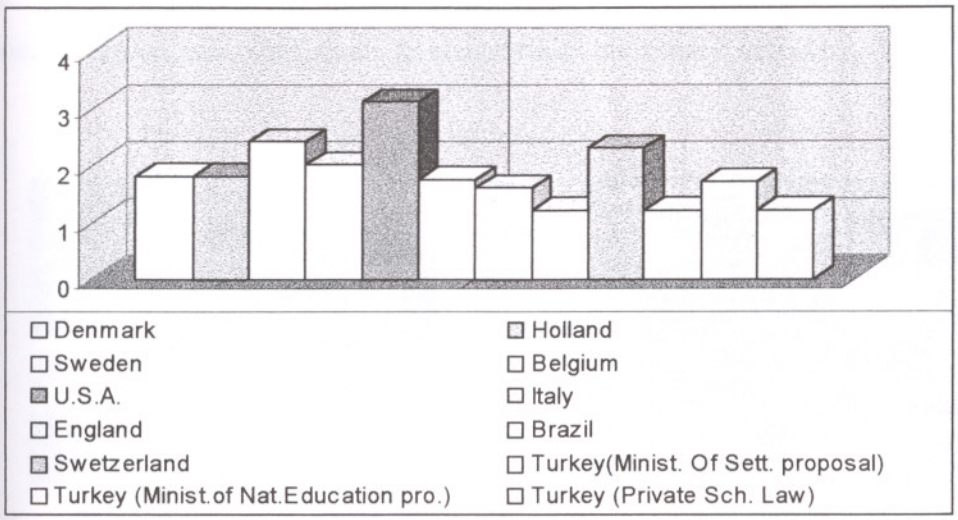


Figure 4.7. Class area per student in primary schools in countries

4.4.3.3. Educational Areas

In Denmark, Germany and Sweden, rate of educational areas in class areas is %50. The rate increases in countries where open areas are more important than the others. In England, the rate is 71 % and it is 69 % in Holland (İnceoğlu, 1986).

In countries that modern education is given some parts of education are done in open areas or the other areas, except classroom. Therefore, special areas have been formed for development skills and talents, activities of students in schools, like science and computer laboratory, conference, multipurpose areas, music, art, theatre, game room, library, gymnasium. Especially, in developed countries, more important is given to these special areas.

In England, conference or meeting area is about 180-300 m2 in primary schools (İnceoğlu, 1986).

In Australia, per student 0.2 m2 is proposed for studies art. In Tayland, per student 2.2 m2, in Colombia 1.5 m2, in Venezuela 2.45 m2 is proposed for multipurpose area (İnceoğlu, 1986).

Generally, in Sweden and U.S.A. there is gymnasium in primary schools. Area of gymnasium is about 200-300 m2 (İnceoğlu, 1986).

Besides, in developed countries, there are some areas like, clinic, doctor and nurse room, reception area, staff room, guidance room in primary schools.

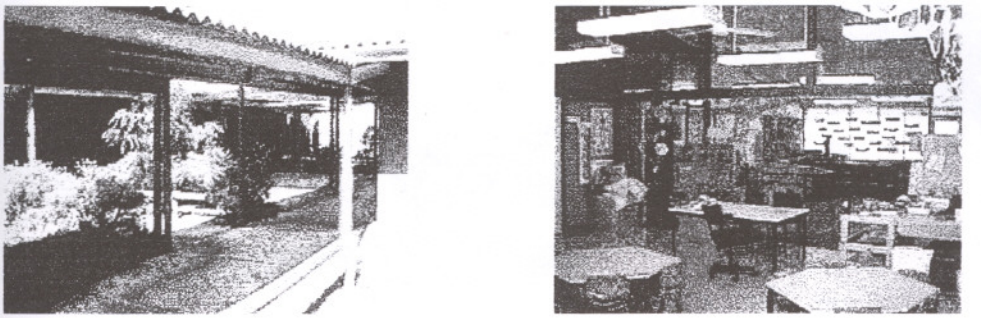
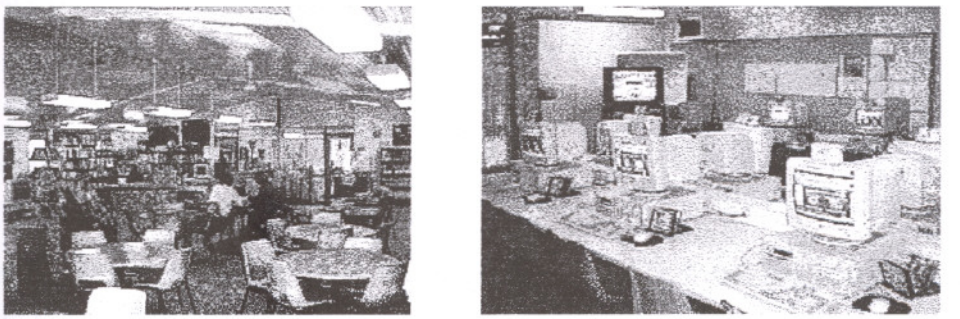
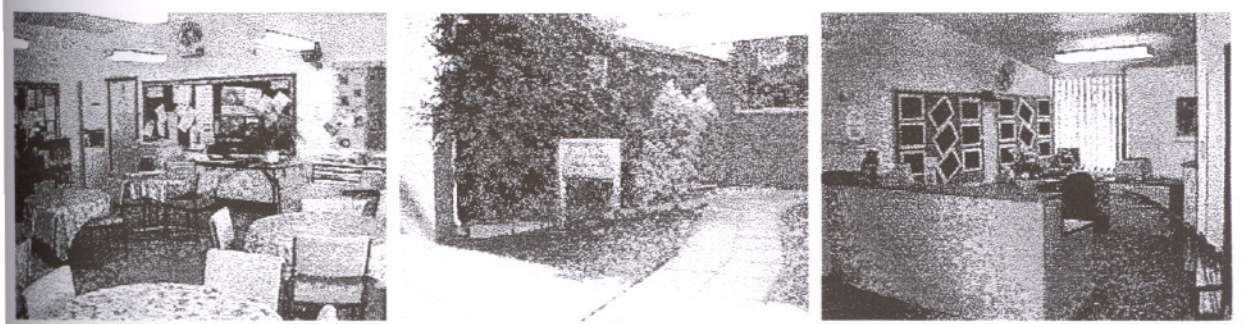


Figure 4.8. View of library of a primary school in Australia



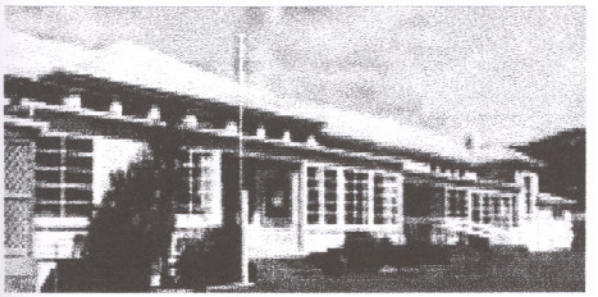
(a) (b)

Figure 4.9. (a) View of library of the primary school in Australia, (b) view of computer laboratory of the primary school in Australia



(a) (b) (c)

Figure 4.10. (a) View of stuff room of the primary school (b), view of dental clinic of the primary school, (c) view of reception area of the primary school in Australia



(a)

(b)

Figure 4.11. (a) View of a primary school in New Zealand, (b) view of swimming pool of the Primary school in New Zealand

4.4.3.4. Total Building Area

In developed countries, total building area is 3.1-8.7 m2 per student in primary schools. In U.S.A., total building area is 8-15 m2 per student. In Brazil, it is 3.7 m2/student. In Turkey, according to new arrangement, proposed total building area is 8 m2 per student by Ministry of National Education (İnceoğlu, 1986; MEB, 1997 a; YTÜ, 1993).

Table 4.4. Total building area per student in primary schools in countries

Countries	m2/student
Sweden	7.4
Germany	4.9 -8.7
England	3.2-4.5
Denmark	6.2
U.S.A.	8 - 15.0
Holland	3.1
Brazil	3.7
Turkey (Ministry of N.Educ.pro.)	8

(Source: İnceoğlu, 1986, pp: 22; MEB, 1997 a, pp:31; YTÜ, 1993, pp:172).

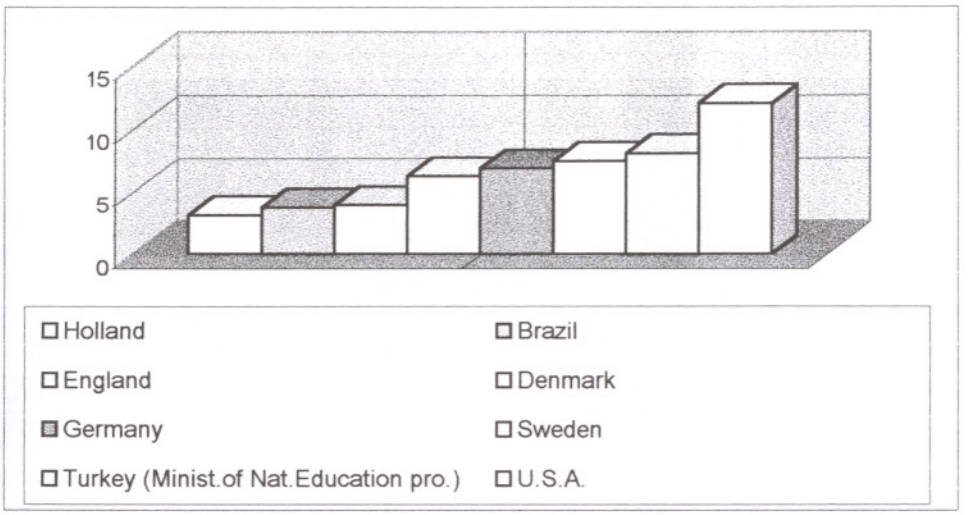


Figure 4.12. Total building area per student in primary schools in countries

4.4.3.5. Playground Area

In developed countries, playground area is more important. Playground area is separated according to age group of students. There are open and close playground areas. In developed countries, especially in small primary school, close playground area is used meeting and sport area. Playground area is 1500 m2 in Holland. Average playground area is between 2000 m2 and 15000 m2 in developed countries. In U.S.A., it is 12000-16000 m2. Playground area is 20-50 m2 per student. In Holland, it is 5 m2/student. In U.S.A., it is 56 m2/student. In Turkey, proposed playground area by A.N.P.B. is 19 m2 per student. Proposed playground area by private schools law is 1.2-5 m2 per person. Proposed playground area by Ministry of National Education is 8 m2 per student, according to new arrangement. In Turkey, playground area is lower than area in developed countries. (İnceoğlu, 1986; MEB, 1997 a; YTÜ, 1993).

Table 4.5. Playground area in primary schools in countries

Countries	Area (m2)	m2/student
England		
50 student	2000	40
100-200 student	6000	30
280- +	12000	40
Italy		20
Germany	3000-7500	25
Belgium	10000-15000	50
U.S.A.	12000-16000	56
Holland	1500	5
Turkey (A.N.P.B. proposal)	9500	19
Turkey (Private Sch. Law)		1.2-5
Turkey (Ministry of N.Educ.pro.)		8

(Source: İnceoğlu, 1986, pp: 33; MEB, 1997 a, pp:31; YTÜ, 1993, pp:183)

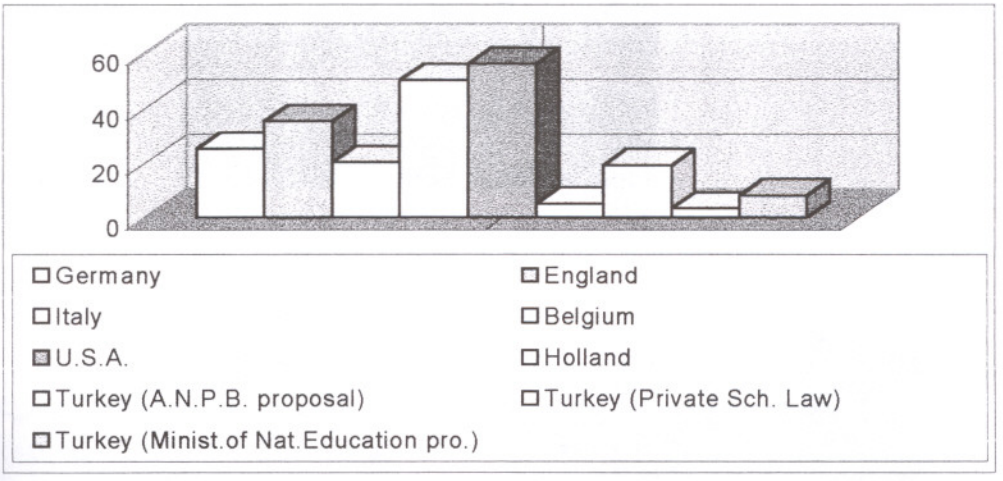
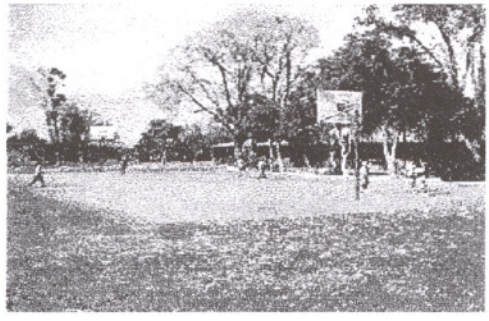


Figure 4.13. Playground area per student in primary schools in countries

Figure 4.14. View of playground area of a primary school in Canada

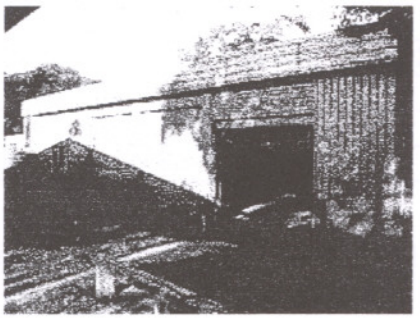


(a)

(b)

(c)

Figure 4.15. (a) View of basketball court of a primary school, (b) view of open playground area of the primary school, (c) view of adventure playground area of the primary school in Australia



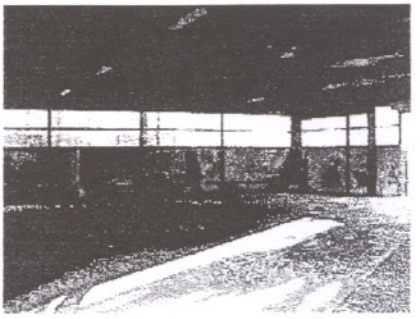


Figure 4.16. View of close playground area of a primary school in Australia

4.4.3.6. Plot Area

Plot area is 15-40 m2 per student in developed countries. In Bulgaria, it is 40 m2/student. In U.S.A., it is 54-128 m2/student in primary schools, 65-100 m2/student in secondary schools. In Brazil, it is 14 m2/student. In Venezuela, it is 8 m2/student. In Turkey, proposed plot area by Ministry of National Education is 10 m2 per student according to new arrangement. Proposed plot area is 22.5 m2 per student by A.N.P.B. for primary schools. Proposed plot area is 20-25 m2 per student by Ministry of Public Works and Settlement (İnceoğlu, 1986; YTÜ, 1973; MEB, 1997 a).

Table 4.6. Plot area per student in primary schools in countries (continue next page)

Countries	m2 /student
Germany	30
France	15
England	25
U.S.A.(pr.)	54-128
U.S.A.(sec.)	65-100
China	15
Bulgaria	40
Portugal	28
Poland	16
Denmark	38
Holland	20
Brazil	14

Venezuella	8
Turkey (Ministry of Public.proposal)	20-25
Turkey (A.N.P.B. pr.s. proposal)	22.5
Turkey (A.N.P.B. sec. Sc.proposal)	25
Turkey (Ministry of N.Educ.proposal)	10

(Source: İnceoğlu, 1986, pp: 33; YTÜ, 1993, pp:172; MEB, 1997 a, pp:31)

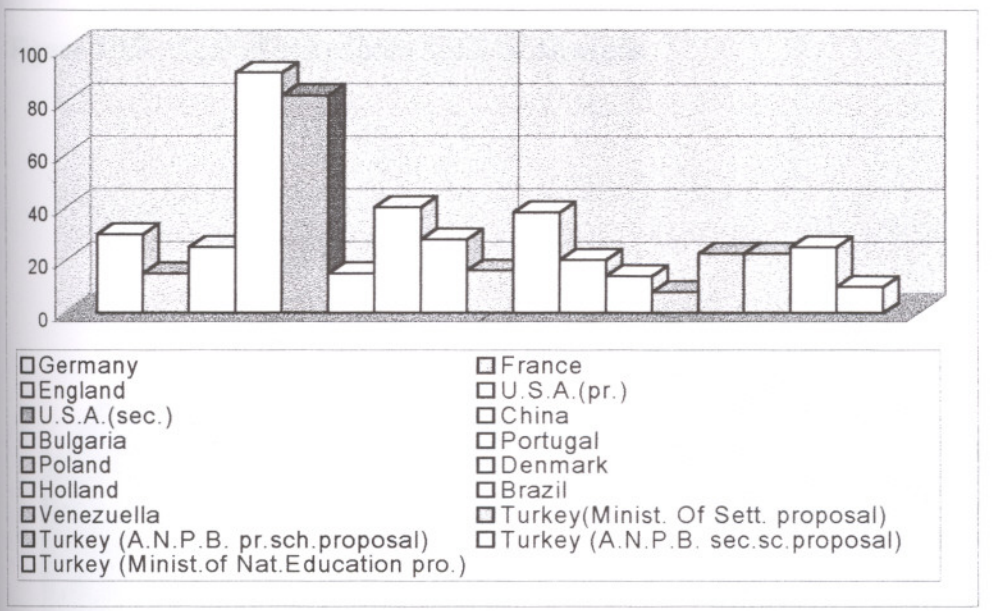


Figure 4.17. Plot area per student in primary schools in countries

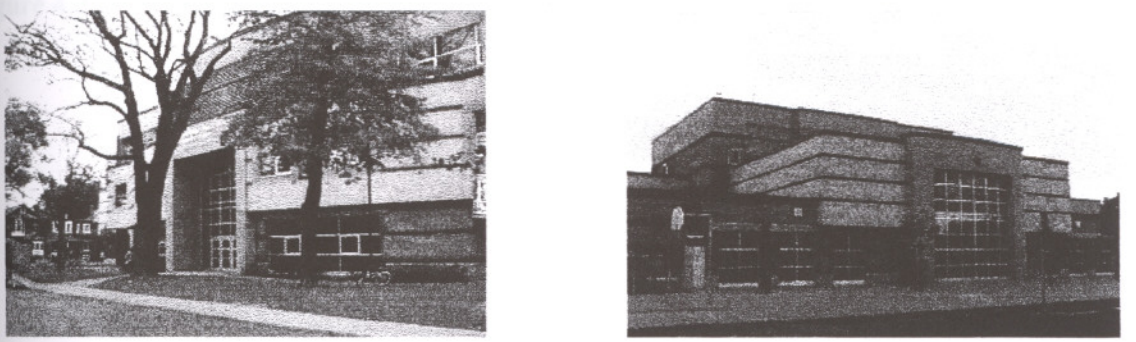


Figure 4.18. View of a primary school in Canada

Figure 4.19. View of a primary school in Australia

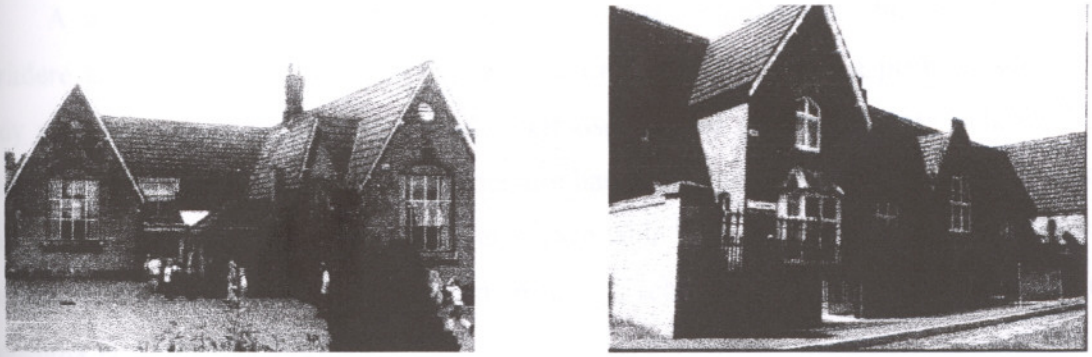


Figure 4.20. View of a primary school in England

Chapter 5

PLANNING CRITERIA FOR PRIMARY SCHOOLS

In Turkey, period of compulsory primary education is eight-year with " The Compulsory Eight-year Basic Education Act ", which was issued in 16 August 1997. So, the age of compulsory primary education is 14 age. All primary and secondary schools were combined with the act. But, the new and rapid change causes to occur many planning problems. In this chapter, as a result of the new regulation with The Compulsory Eight-year Basic Education Act forming planning problems have been researched and examined primary schools in study area and proposals have been formed for solve these planning problems.

5.1. Existing Situation of Primary Schools in Study Area

A study area for this research has been chosen municipality border of Balçova, Narlıdere and Güzelbahçe that are in the west of İzmir. All existing primary schools in study area have been researched. Besides, choosing some private primary schools have been researched (See figure 5.1). Questionnaire has been done in choosing private primary schools and all primary schools in study area (See table 5.1). Aim of the questionnaire is to research formed planning problems in primary schools with the new arrangement (Appendix B: Questionnaire).

Questionnaires tried to find out the answers to the following questions:

. Number of student
. Number of teacher
. Number of classroom
. Education Type
. Number of class student
. School plot area
. Building area

. Garden area

. Number of floor of building

. Class area

. The other educational areas except classroom

. Usage rates of the other educational area

. Existing problems

. Physical changes with the new arrangement

. Proposals for solve problems

Table 5.1. Existing primary schools in study area

Name of District	Lejand	Name of Primary School
BALÇOVA	B1	Ertuğrul Gazi Primary School
	B2	Orhan Gazi Primary School
	B3	Vali Kutlu Aktaş Primary School
	B4	Balçova Primary School
	B5	Asil Nadir Primary School
NARLIDERE	N1	Kılıçaslan Primary School
	N2	Oğuzhan Primary School
	N3	İnönü Primary School
	N4	Narlıdere Primary School
	N5	Mustafa Şık Primary School
	N6	12 Eylül Primary School
	N7	Sıdıka Akdemir Primary School
GÜZELBAHÇE	G1	Ali Bayırlar Primary School
	G2	Vali Kazım Paşa Primary School
PRIVATE SCHOOLS	P1	Avni Akyol Private Primary School
	P2	Tevfik Fikret Private Primary School
	P3	Piri Reis Private Primary School
	P4	İzmir Sev Private Primary School
	P5	İzmir Türk Private Primary School

5.1.1. Survey of Existing Primary Schools

There are five primary schools in Balçova (See figure 5.2). All of primary schools are public primary school.

Figure 5.1. Location of study area in İzmir

Ertuğrul Gazi Primary School: In the school, secondary part was opened in 1997 with the new regulation. Before it was primary school. There are three school buildings in the school. There is kindergarten part in the school. There are only library, science laboratory and conference hall, except classrooms in the school. Conference hall is used for multipurpose activities. A new three storied school building that has 13 classroom will be built for provide requirements for future.

Orhan Gazi Primary School: After the new regulation started in the school, a class of kindergarten was closed. The closed class is used for secondary part. Secondary part began to educate with the new regulation in 1997. There are three school buildings in the school. One of the school buildings is used laboratory. The building is one storied and old. It is the first built school building. As, it is old and not useful, it will be demolished. A new school building will be built in a place where there is the oldest school building. The new add school building will have 24 classroom. There is only laboratory and conference hall in the primary school.

Vali Kutlu Aktaş Primary School: The school was built in 1995. Primary and secondary education has been given in the primary school since it was opened. When the new law was formed, secondary school was closed in Balçova High School. Therefore, secondary students of the high school were taken in Vali Kutlu Aktaş Primary School. The school is four storied. There are two laboratories, library, conference hall, art room and two multipurpose areas. But, one of the laboratories and multipurpose areas are not used, as equipments are inadequate. As it was built including primary and secondary education, there are not problems than the other schools. In the primary school, not using areas will be used for new classrooms. But, there will be problems in the school. There is not proposal school building in the school.

Balçova Primary School: Secondary level was opened with the new regulation. There are two school building in the school. But, as a result of the new regulation, school is not enough. Therefore, a new and four storied school building will be built with helps to

public in a place where there are many trees of the school. The ground floor of the new school building will be multipurpose area. There is only laboratory and computer laboratory in the primary school. The science laboratory is used for library. The same space is used for two different activities. Storage is in the science laboratory in the primary school.

Asil Nadir Primary School: Secondary education level was opened in 1992. As number of classroom of the school was less, secondary education level was closed after a few years. In 1997, the school became primary school with new arrangement. As a result of the new arrangement, kindergarten educates in conference hall of the primary school. A new school building is needed. But, plot area of the school is too limited. There is not area in the primary school for built school building. There is only science laboratory in the primary school. But, the area is used for library and computer laboratory. Consequently, the area that is as big as a classroom is used for three different activities. Besides, conference hall is used for kindergarten class, as there is not classroom in the primary school.

There are seven primary schools in Narlıdere (See figure 5.3). They are public primary school.

Kılıçaslan Primary School: It was built in 1958. It was village primary school that has 3 classroom in 1958. After the second school building that has 5 classroom was built. Now, it was not developed and it appears village primary school. It was became primary school in 1997 with the new arrangement. Two classrooms were combined for secondary education level. Consequently, there is one classroom for secondary education level. The school is too inadequate. The other educational areas are not enough. Because, there are not educational areas, except classrooms in the primary school. In garden of the school, a new school building that has 16 classroom will be built.

Oğuzhan Primary School: The school has primary school since 1989. A new school building will be built in garden of the school. It will have 12 classroom. The primary school is better than the other primary schools about educational areas, except classrooms.

Because, there are library, laboratory, conference hall, multipurpose areas, art room, café, and storage in the primary school. There is not only computer laboratory in the school.

İnönü Primary School: The school is too inadequate. It is old building. Educational area is only library except classroom. The second education level was opened with the new arrangement. There is only laboratory in the primary school. A new school building may be built in the primary school.

Narlıdere Primary School: The school was became primary school with the new arrangement. There are two storied school buildings in the school. A floor will be added to one of the school buildings in the primary school for provide requirements. There will be 6 classroom in the adding floor. Besides, a new school building may be built in the primary school. There are laboratory, library, conference hall and storage in the primary school.

Mustafa Şık Primary School: The primary school was opened in 1993. It has primary school since it was built. There are laboratory, library, conference hall, multipurpose area, café, storage, and close playground area and computer laboratory in the primary school. But, equpments are not enough in science laboratory and there are not computers in computer laboratory in the primary school.

12 Eylül Primary School: The primary school is in military houses. Secondary education was given wit the new arrangement in 1997. There is laboratory and conference hall in the primary school. But, conference hall is used classroom in the school. A new school building will be built in the primary school. The new building will be two storied and have 14 classroom.

Sıdıka Akdemir Primary School: The primary school became primary school with the new arrangement. But, the second education does not start in the primary school, as space is not enough. In this school, only primary education is given. The school had been apartment. In 1986, apartment was changed to primary school. Rooms of house were changed to classrooms. Consequently, the school is not enough. Therefore, secondary

school was opened in there. There is only library, storage and kitchen in the school. Besides, there is conference hall in the ground floor of the primary school. There is not suitable garden of the school for built a new building. But, a new building will be built in a place that is behind of the primary school. The plot area of a new school building will being built is 5000 m2. In the new school building, the second education will be given. In Sıdıka Akdemir Primary School, education type is single. But, education type will be changed double education in the school, as it is not enough.

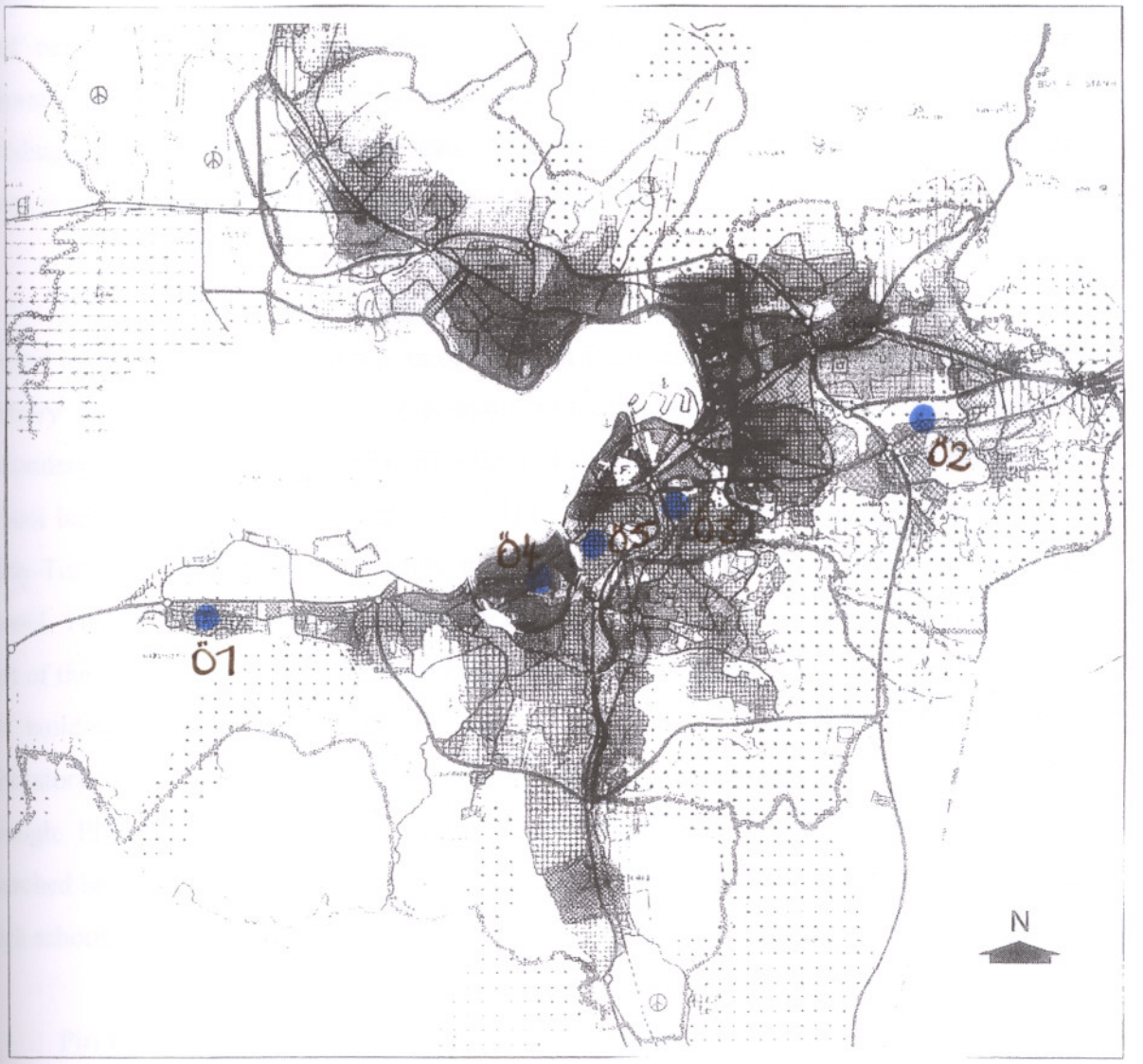
In Güzelbahçe, there are 3 primary school (See figure 5.4). One of the primary schools is private primary school. It is Avni Akyol Private School. It is private high school. Only private primary school of high school has been researched. The others are public primary school. Consequently, the private school has been examined together the other private primary schools.

Ali Bayırlar Primary School: It is primary school since it was built, in 1983. In 1986, the second school building was built and two building were combined. There is not computer laboratory. There are library, science laboratory, multipurpose areas, conference hall, music room and storage in the primary school. A new school building may be built in playground area of the primary school.

Vali Kazım Paşa: In the primary school, secondary education was started with the new regulation in 1997. There is laboratory, music room and storage in the primary school. A new school building that has 6 classroom will be built in garden of primary school.

Choosing five private primary school have been researched. Two of the private schools are peripheral region of İzmir. They are Avni Akyol and Tevfik Fikret Private Primary School. The others are in the center of İzmir (See figure 5.5). In all private primary schools, education type is single.

Figure 5.5. Existing private primary schools in study area



Avni Akyol Private Primary School: Only, private primary school of Avni Akyol Private High School has been researched. It is in Güzelbahçe. Avni Akyol Private Primary School was opened in 1997. There is primary education level. Secondary education will start next year. There are laboratory, library, conference hall, gymnasium, computer laboratory, chess, art, music room, and café, dining hall and doctor room. There are buildings that are not use in school area. They were built for dormitory. After that, when space is needed, these buildings may be used in the primary school.

Tevfik Fikret Private Primary School: Tevfik Fikret Wakf builds the school. It was opened in 1998. It is peripheral region of İzmir, in Pınarbaşı. There are factories around the primary school. The first level of primary education is given in the primary school. Secondary education is given in Tevfik Fikret High School in Alsancak, İzmir. Before the school buildings were buildings of "Köy-Tur" facilities. The school area is rented from "Köy-Tur" for 5 years. The buildings were built in 1970. Buildings were changed for school. There are 4 buildings in the school. One of the buildings is not used completely. A part of the building is used conference hall. One of the buildings is gymnasium and one of the buildings is dinning hall in the school. There are library, laboratory, computer laboratory, multipurpose areas, music and art room, doctor room, etc. Educational areas are enough. Plans will be done for future. A land that its area is more than 10000 m2 is searched in Güzelbahçe for new campus that includes kindergarten, primary, secondary and high schools.

Piri Reis Private Primary School: The school is opened in 1998. It is in the center of city, in İkiçeşmelik, İzmir. Before it was Jew primary school, after it was closed with the new arrangement. The school is opened by "Orion" Wakf. Some people that graduated from Saint Joseph College founded the wakf. In the primary school, there are kindergarten, primary education and 6.class of secondary education. There are two buildings in the school. One of the buildings is used administration and kindergarten. The other building is used primary education. The school area is rented for 20 years. The school buildings are historical and old. They have been changed for primary school. Repairs still has been gone on in the primary school. Therefore, the school is not enough completely. There are library,

laboratory, conference hall, dining hall, computer laboratory, and doctor and art room. But, laboratory is repairing and there are not computers. In this school area, new dinning hall, café, art area and close playground area will be done. "Orion" Wakf has bought an old factory building. Arranging the building new school will be opened near Deniz Private High School, in Güzelbahçe.

İzmir Sev Private Primary School: The school was built by "Sev" Wakf. Some people that graduated from American College founded the wakf. The school is in the center of İzmir, in Güzelyalı. It was opened in 1997. It is opposite of American College. In this school, students that are the first and the second class and kindergarten are given education. Students of the other class educate in a new built building, in American College. The school is built as American primary schools. Garden of the school is covered a green carpet. There is air conditioner in class. Playground area is separated according to age groups. Areas that every activity can be done are arranged enough. The school is too enough. İzmir Sev Private Primary School is the best than the other primary school.

İzmir Turk Private Primary School: The primary school was opened in 1991. Secondary education was started to give together with primary education in 1997. The primary school is in İzmir Turk Private High School Campus, in Göztepe, in the center of İzmir. Only, separated area for primary school has been researched. There are two buildings for primary school. It is six storied. Number of building is more for a primary school. There are areas for do every activity. Consequently, educational area of the primary school is enough.

Number of Student

Total number of student increases in 1997-1998 education year, according to 1996-1997 education year. 63 % rate of total students are in the first education level, 37 % rate of total students are in the second education level in primary schools in Balçova. In Balçova, capacity of primary schools is between 700 and 3000 (See table 5.2).

In Narlıdere, total number of student decreases in 1997-1998 education year, according to 1996-1997 education year. 68 % rate of total students are in the first education level, 37 % rate of total students are in the second education level in primary schools. In Narlıdere, capacity of primary schools is between 500 and 1700 (See table 5.2).

In Güzelbahçe, total number of student decreases in 1997-1998 education year, according to 1996-1997 education year. 58 % rate of total students are in the first education level, 42 % rate of total students are in the second education level in primary schools. In Güzelbahçe, capacity of primary schools is between 400 and 845 (See table 5.2).

In private primary schools, capacity of schools is between 173 and 553. Only total number of students of İzmir Turk Private Primary School is higher than the other private primary schools. It is 2000 (See table 5.3).

Number of Teacher

In Balçova, Narlıdere and Güzelbahçe, number of teacher increases in 1997-1998 education year according to 1996-1997 education year. Because, new teachers for secondary education are appointed to primary schools, as all primary and secondary schools are changed primary schools (See table 5.2).

Number of Classroom

In Balçova and Güzelbabçe, total number of classroom of primary schools increases in 1997-1998 education year, according to 1996-1997 education year. Because, new classes are opened in primary schools, as a result of the new arrangement (See table 5.2).

In Narlıdere, total number of class of primary schools do not change in 1997-1998 education year, according to 1996-1997 education year (See table 5.2). Because, in primary schools in Narlıdere, generally, the other areas except class as conference hall, laboratory, are used class. Besides, in some primary schools, new classrooms are formed combining classrooms.

Student / Teacher Ratios

In Balçova, there is average 28 student per teacher in primary schools. The least student is 23 student per teacher in Asil Nadir Primary School. The most student is 35 student per teacher in Vali Kutlu Aktaş Primary School in Balçova (See table 5.2).

In Narlıdere, there is average 22 student per teacher in primary schools. The least student is 19 student per teacher in Oğuzhan Primary School. The most student is 29 student per teacher in Narlıdere Primary School in Narlıdere (See table 5.2).

In Güzelbahçe, there is average 15 student per teacher in primary schools. In the both of them, there is 15 student per teacher (See table 5.2).

In private primary schools, the rate decreases than public primary schools. In Avni Akyol Private Primary School, the rate is 15; In İzmir Turk Private Primary School, the rate is 13; in İzmir Sev and Tevfik Fikret Private Primary School, the rate is 8; in Piri Reis Private Primary School, the rate is 6 (See table 5.3).

Student / Classroom Ratios

In Balçova, there is average 42 student per classroom. The most student is 52 student per classroom, in Vali Kutlu Aktaş Primary School. The least student is 33 student per classroom in Balçova Primary School (See figure 5.2).

In Narlıdere, there is average 36 student per classroom. The most student is 50 student per classroom, in İnönü Primary School. The least student is 30 student per classroom, in Sıdıka Akdemir Primary School (See figure 5.2).

In Güzelbahçe, there is average 33 student per classroom. The most student is 35 student per classroom, in Ali Bayırlar Primary School. The least student is 30 student per classroom, in Vali Kazım Paşa Primary School (See figure 5.2).

In private primary schools, the rate is between 20 and 30 student. The most student is 30 student in İzmir Turk Private Primary School. The least student is 20 student in İzmir Sev Private Primary School and Tevfik Fikret Private Primary School. In Piri Reis Private Primary School and Avni Akyol Private Primary School, the rate is 25 (See table 5.3).

In public primary schools, capacity of a classroom is more than private primary schools. Besides, the rate is higher than developed countries. But, capacity of a classroom in private primary school is the same as capacity of a classroom in developed countries.

Education Type

In all public primary schools, double education is applied. Only, Sıdıka Akdemir Primary School in Narlıdere, single education is applied.

In all private primary schools, single education is applied. Private primary schools are the same as primary schools in developed countries.

Plot Area of Primary Schools

In Balçova, plot area of primary schools is between 4235 m2 and 7630 m2. The biggest plot area of primary school is 7630 m2, in Balçova Primary School. The smallest plot area of primary school is 2150 m2 in Asil Nadir Primary School. Total plot area of primary schools is 23509 m2, in Balçova (See table 5.4).

In Narlıdere, plot area of primary schools is between 3460 m2 and 8720 m2. The biggest plot area of primary school is 8720 m2 in Oğuzhan Primary School. The smallest plot area of primary school is 650 m2 in Sıdıka Akdemir Primary School. Total plot area of primary schools is 29930 m2, in Narlıdere (See table 5.4).

In Güzelbahçe, total plot area of primary schools is 17755 m2. Plot area of Ali Bayırlar Primary School is 8568 m2, and plot area of Vali KazımPaşa Primary School is 9187 m2 (See table 5.4).

In private primary schools, plot area of primary schools is between 5000 m2 and 10000 m2 (See table 5.5).

Plot Area / Student Ratios

In Balçova, average plot area of primary schools per student is between 5 m2 and 7.5 m2. The most plot area per student is 16.4 m2 in Balçova Primary School. The least plot area per student is 3 m2 in Vali Kutlu Aktaş Primary School. Plot area of total primary schools per student is 6 m2 in Balçova (See table 5.4 and figure 5.6).

In Narlıdere, average plot area of primary schools per student is between 9 m2 and 15 m2. The most plot area per student is 14.8 m2 in 12 Eylül Primary School. The least plot area per student is 4.2 m2 in Sıdıka Akdemir Primary School. Plot area of total primary schools per student is 10.6 m2 in Narlıdere (See table 5.4 and figure 5.6).

In Güzelbahçe plot area of total primary schools per student is 28.6 m2. Plot area per student is 20.2 m2 in Ali Bayırlar Primary School. Plot area per student is 46.6 m2 in Vali Kazım Paşa Primary School (See table 5.4 and figure 5.6).

In private primary schools, plot area per student is more than public primary schools. Average plot area per student is between 35 m2 and 45 m2. In İzmir Turk Private Primary School, it is 2.5 m2. In Avni Akyol Private Primary School it is 12 m2 (See table 5.5 and figure 5.6).

NOT: Single education has been accepted in all public primary schools. Consequently, plot area per student has been calculated according to single education.

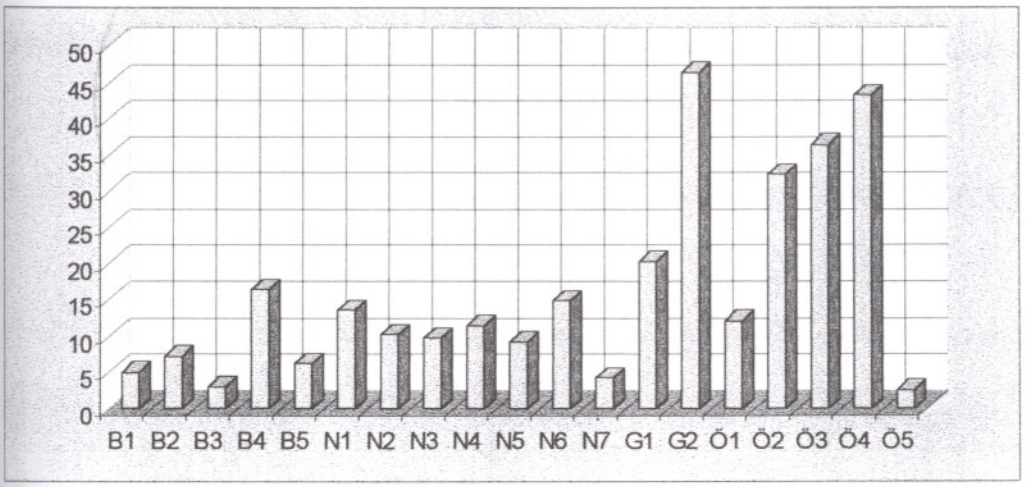


Figure 5.6. Plot area of existing primary schools per student in study area

Table 5.2. An Analysis of existing primary schools in study area

Sch. No	School Name	1996 - 1997 Education Year				1997 - 1998 Education Year							
		T. St.No	Teac. No	Class No	T. Class No	T. St. No	Pr. S. No	Sec. S. No	Teac. No	Class No	T. Class No	St. / teac.	St. / class
B1	Ertuğrul Gazi Pr.Sch	1980	55	24	48	1960	1800	160	64	24	48	31	42
B2	Orhan Gazi P.S.	1160	41	15	30	1260	1100	160	58	17	34	22	37
B3	V.Kutlu Aktaş P.S.	1800	60	27	54	2800	500	2300	80	27	54	35	52
B4	Balçova P.S.	932	31	14	28	930	824	106	43	14	28	22	33
B5	Asil Nadir P.S.	660	20	9	18	690	622	68	30	9	18	23	40
N1	Kılıçaslan P.S.	479	16	8	16	512	450	62	23	8	16	22	35
N2	Oğuzhan P.S.	2100	91	24	48	1700	700	1000	91	24	48	19	35
N3	İnönü P.S.	900	35	9	18	920	850	70	42	9	18	22	50
N4	Narlıdere P.S.	734	26	12	24	801	717	84	28	12	24	29	38
N5	Mustafa P.S.	820	40	15	30	870	400	470	40	15	30	22	35
N6	12 Eylül P.S.	480	20	7	14	546	480	66	23	7	14	24	47
N7	Sıdıka Akdemir P.S.	151	6	5	5	155	155	———	6	5	5	26	30
G1	Ali Bayırlar P.S.	950	63	18	24	845	385	460	57	18	24	15	35
G2	V.Kazım Paşa P.S.	340	13	10	10	395	340	55	26	7	14	15	30

Table 5.3. An analysis of existing private primary schools in study area

Sch. No	School Name	1998 - 1999 Education Year						
		T. St.No	Pr. S. No	Sec. S. No	Teac. No	Class No	St. / teac.	St. / class
Ö1	Avni Akyol Priv. P.S	553	553	———	37	22	15	25
Ö2	Tevfik Fikret P.P.S.	310	310	———	37	17	8	20
Ö3	Piri Reis Priv. P.S.	173	130	43	30	11	6	25
Ö4	İzmir Sev Priv.P.S.	450	450	———	60	6, 16	8	20
Ö5	İzmir Türk Priv.P.S	2000	1500	500	155	72	13	30

Not: Researches of Avni Akyol Private Primary School has in 1997-1998 education year

Table 5.4. An Analysis of existing primary schools in study area

Sh. N	School Name	Plot Area(m2)	Build. A.(m2)	Floor No	T.Build.A.(m2)	Garden A.(m2)	Class A. (m2)	Plot A./st.
B1	Ertuğrul Gazi Pr.Sch.	4974	328, 328, 328	2, 2, 3	2296	3990	50	5
B2	Orhan Gazi P.S.	4520	400, 500, 300	1, 2, 3	2300	3320	40	7.2
B3	V.Kutlu Aktaş P.S.	4235	600, 160	4	3040	3475	40	3
B4	Balçova P.S.	7630	459, 480	2, 3	2358	6691	40	16.4
B5	Asil Nadir P.S.	2150	321	3	963	1829	50	6.2
N1	Kılıçaslan P.S.	3460	575	1	575	2885	30	13.5
N2	Oğuzhan P.S.	8720	528, 660	2	2376	7532	45	10.2
N3	İnönü P.S.	4480	530	2	1060	3950	40	9.7
N4	Narlıdere P.S.	4560	580, 580	2	1160	3400	45	11.4
N5	Mustafa P.S.	4000	500	3	1500	3500	45	9.2
N6	12 Eylül P.S.	4060	450, 150	2, 1	1050	3460	55	14.8
N7	Sıdıka Akdemir P.S.	650	148	3	444	502	35	4.2
G1	Ali Bayırlar P.S.	8568	2308	3	6924	6260	45	20.2
G2	V.Kazım Paşa P.S.	9187	516	2	1032	8671	45	46.4

Table 5.5. An analysis of existing private primary schools in study area

Sh. N	School Name	Plot Area(m2)	Build. A.(m2)	Floor No	T.Build.A.(m2)	Garden A.(m2)	Class A. (m2)	Plot A./st.
Ö1	Avni Akyol Priv. P.S.	6 ha / 6714	714	4	2856	6000	50	12
Ö2	Tevfik Fikret P.P.S.	10000	710, 360, 400, 1530	4, 1, 1, 1	3550, 360, 400	7000	30	32.3
Ö3	Piri Reis Priv. P.S.	6300	650, 180	2, 2	1660	5470	45	36.4
Ö4	İzmir Sev Priv.P.S.	34344 / 5184	150, 600, 384, 230	1, 1, 3, 2	2362	3820	50	43.2
Ö5	İzmir Türk Priv.P.S.	5000	594, 768	5, 6	7578	3638	40	2.5

continue next page

Table 5.4. An Analysis of existing primary schools in study area (continue)

Build.A./st.	Garden A./st.	Class A./st.
2.3	4	1.2
3.6	5.3	1
2.1	2.5	0.77
5	14.4	1.2
2.8	5.3	1.5
2.2	11.2	0.85
2.8	8.8	1.3
2.3	8.5	0.8
2.9	8.5	1.2
3.4	8	1.3
3.8	12.6	1.2
2.8	3.2	1.2
16.3	14.8	1.3
5.2	43.8	1.5

Table 5.5. An analysis of existing private primary schools in study area (continue)

Build.A./st.	Garden A./st.	Class A./st.
5.2	10.8	2
9.2	22.6	1.5
7.5	31.6	1.8
9.6	32	2.5
3.8	1.8	1.3

Table 5.6. The other educational areas of existing primary schools in study area

School Number	School Name	Laboratory		Library		Conference		Gymnasium		Multipurpose		Comp.Room		Music Room	
		Area(m2)	No	Area(m2)	No	Area(m2)	No	Area(m2)	No	Area(m2)	No	Area(m2)	No	Area(m2)	No
B1	Ertuğrul Gazi P.S.	54	1	26	1	80	1	——		——		——		——	
B2	Orhan Gazi P.S.	50	1	——		200	1	——		——		——		——	
B3	V.Kutlu Aktaş P.S.	40	* 2	40	1	160	1	——		40	* 2	——		——	
B4	Balçova P.S.	80	1	——		——		——		——		40	1	——	
B5	Asil Nadir P.S.	50	1	——		100	1	——		——		——		——	
N1	Kılıçaslan P.S.	——		——		——		——		——		——		——	
N2	Oğuzhan P.S.	45	1	45	1	100	1	——		45	2	——		——	
N3	İnönü P.S	——		20	1	——		——		——		——		——	
N4	Narlidere P.S.	40	1	16	1	50	1	——		——		——		——	
N5	Mustafa Şık P.S.	50	1	30	1	150	1	——		45	1	* 30	1	——	
N6	12 Eylül P.S.	60	1	——		——		——		——		——		——	
N7	Sıdıka Akdemir P.S.	——		16	1	56	1	——		——		——		——	
G1	Ali Bayırlar P.S.	45	1	45	1	200	1	——		45	2	——		45	1
G2	V.Kazım Paşa P.S.	——		57	1	——		——		——		——		40	1
Ö1	Özel Avni Akyol P.P.S	20	1	50	1	300	1	600	1	——		50	1	20	2
Ö2	Tevfik Fikret P.P.S.	30	1	85	1	85	1	400	1	30	1	30	1	30	1
Ö3	Piri Reis Priv. P.S.	45	1	45	1	55	1	——		——		45	1	——	
Ö4	Izmir Sev P.P.S.	60	1	400	1	96	1	600	1	60	1	50	1	30	1
Ö5	İzmir Türk P.P.S.	85	2	125	1	80	1	600	1	80	2	40	1	40	1

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Table 5.6. The other educational areas of existing primary schools in study area (continue)

Art Room		Storage		Class		Administ.		Ass.Administ.		Teacher R.		Café		Toilet	
Area(m2)	No	Area(m2)	No	Area(m2)	No	Area(m2)	No	Area(m2)	No	Area(m2)	No	Area(m2)	No	Area(m2)	No
——		22	1	50	24	25	1	20	3	18	1	——		2	15
——		25	1	40	17	30	1	15	1	50	1	——		10	16
35	1	——		40	32	20	1	20	4	35, 15	2	120	1	15	8
——		——		40	14	15	1	40, 10	2	40, 15	2	——		10	16
——		——		50	9	28	1	14	2	28	1	——		7	9
——		——		30	8	20	1	20	1	20	1	——		2	12
50	1	25	1	45	24	40	1	20	2	35	2	50	1	5	8
——		10	1	40	9	35	1	25	1	25	1	——		2	6
——		——		45	12	30	1	15	2	30	1	20	1	2	8
——		15	1	45	15	30	1	30	2	30	1	30	1	10	8
——		20	1	55	7	30	1	20	2	57	1	68	1	6	16
——		15	1	35	5	20	1	——		20	1	——		4	6
——		10	1	45	18	50	1	25, 12, 10	3	45	1	——		12	8
——		——		45	7	20	1	30	1	40	1	——		1.5	10
60	2	12	1	50	22	50	1	25	1	50	1	200	1	5	10
30	1	12	1	30	17	35	1	10	2	25	2	70	1	10	12
45	1	——		45	11	30	1	25	1	12	1	——		10	14
30	1	30	1	60	16	50	2	30	2	30	2	200	1	10	10
40	1	12	2	40	56	30	1	23	8	30	2	120	3	10	15

Open Space Area of Primary Schools

In Balçova, average open space area of primary schools is between 1800 m2 and 6700 m2. The most open space area is 6691 m2 in Balçova Primary School. The least open space area is 1829 m2 in Asil Nadir Primary School. Total open space area of primary schools is 19305 m2 in Balçova (See table 5.3).

In Narlıdere, average open space area of primary schools is between 2800 m2 and 7600 m2. The most open space area is 7532 m2 in Oğuzhan Primary School. The least open space area is 502 m2 in Sıdıka Akdemir Primary School. Total open space area of primary schools is 25229 m2 in Narlıdere (See table 5.3).

In Güzelbahçe, total open space area of primary schools is 14931 m2. Open space area of Ali Bayırlar Primary School is 6260 m2. Open space area of Vali Kazım Paşa Primary School is 8671 m2 (See table 5.3).

In private primary schools, open space area of primary schools is between 3500 m2 and 7000 m2. The most open space area is 7000 m2 in Tevfik Fikret Private Primary School. The least open space area is 3638 m2 in İzmir Turk Private Primary School (See table 5.3).

Open Space / Student Ratios

In Balçova, average open space area of primary schools per student is between 4 m2 and 5.5 m2. The most open space area per student is 14.4 m2 in Balçova Primary School. The least open space area per student is 2.5 m2 in Vali Kutlu Aktaş Primary School. Open space area of total primary schools per student is 5 m2 in Balçova (See table 5.3 and figure 5.7).

In Narlıdere, average open space area of primary schools per student is between 8 m2 and 11 m2. The most open space area per student is 12.6 m2 in 12 Eylül Primary School. The least open space area per student is 3.2 m2 in Sıdıka Akdemir Primary School. Open space area of total primary schools per student is 8.9 m2 in Narlıdere (See table 5.3 and figure 5.7).

In Güzelbahçe, open space area of total primary schools per student is 24 m2. Open space area per student is 14.8 m2 in Ali Bayırlar Primary School. Open space area per student is 43.8 m2 in Vali Kazım Paşa Primary School (See table 5.3 and figure 5.7).

In private primary schools, open space area per student is more than public primary schools. Average open space area per student is between 20 m2 and 32 m2. In İzmir Turk Private Primary School, it is 1.8 m2. In Avni Akyol Private Primary School it is 10.8 m2. In Izmir Sev Private Primary School, it is 32 m2 (See table 5.3 and figure 5.7).

NOT: Single education has been accepted in all public primary schools. Consequently, plot area per student has been calculated according to single education.

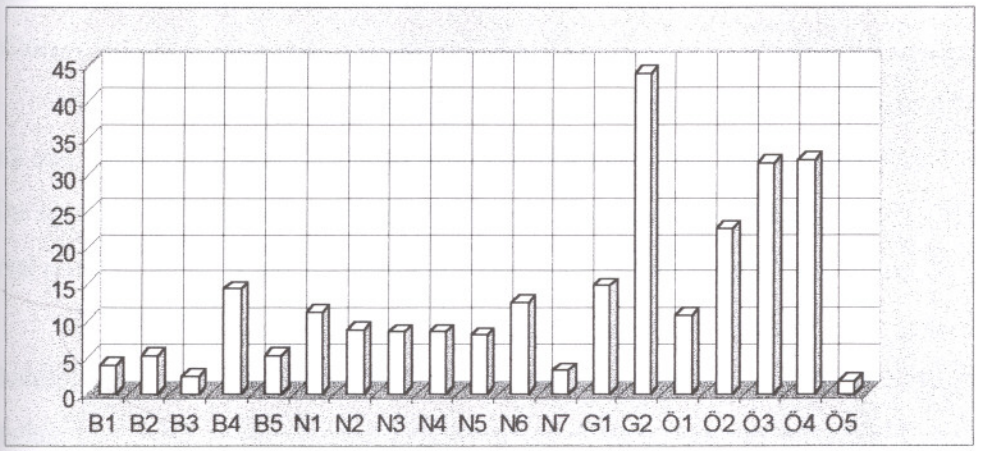

Figure 5.7. Open space area of existing primary per student schools in study area

Total Building Area of Primary Schools

In Balçova, average building area of primary schools is between 2200 m2 and 3000 m2. The most building area is 3040 m2 in Vali Kutlu Aktaş Primary School. The least building area is 963 m2 in Asil Nadir Primary School. Total building area of primary schools is 10957 m2 in Balçova (See table 5.3).

In Narlıdere, average building area of primary schools is between 1000 m2 and 2400 m2. The most building area is 2376 m2 in Oğuzhan Primary School. The least building area is 444 m2 in Sıdıka Akdemir Primary School. Total building area of primary schools is 9325 m2 in Narlıdere (See table 5.3).

In Güzelbahçe, total building area of primary schools is 7956 m2. Building area of Ali Bayırlar Primary School is 6924 m2. Building area of Vali Kazım Paşa Primary School is 1032 m2 (See table 5.3).

In private primary schools, building area of primary schools is between 2000 m2 and 7578 m2. The most building area is 7578 m2 in İzmir Turk Private Primary School. The least building area is 1660 m2 in Piri Reis Primary School (See table 5.3).

Total Building Area / Student Ratios

In Balçova, average building area of primary schools per student is between 2 m2 and 3.6 m2. The most building area per student is 5 m2 in Balçova Primary School. The least building area per student is 2.1 m2 in Vali Kutlu Aktaş Primary School. Building area of total primary schools per student is 2.8 m2 in Balçova (See table 5.3 and figure 5.8).

In Narlıdere, average building area of primary schools per student is between 2.5 m2 and 4 m2. The most building area per student is 5.8 m2 in Narlıdere Primary School. The least building area per student is 2.2 m2 in Kılıçaslan Primary School. Building area of total primary schools per student is 3.3 m2 in Narlıdere (See table 5.3 and figure 5.8).

In Güzelbahçe, building area of total primary schools per student is 4.5 m2. Building area per student is 16.3 m2 in Ali Bayırlar Primary School. Building area per student is 5.2 m2 in Vali Kazım Paşa Primary School (See table 5.3 and figure 5.8).

In private primary schools, building area per student is more than public primary schools. Average building area per student is between 3.5 m2 and 10 m2. In İzmir Turk Private Primary School, it is 3.8 m2. In Tevfik Fikret Private Primary School it is 9.2 m2. In Izmir Sev Private Primary School, it is 9.6 m2 (See table 5.3 and figure 5.8).

Class Area of Primary Schools

In Balçova, class area of primary schools is between 40 m2 and 50 m2. The most class area is 50 m2 in Ertuğrul Gazi and Asil Nadir Primary School. The least class area is 40 m2 in the others. Average class area of total primary schools is 44 m2 in Balçova (See table 5.3).

In Narlıdere, class area of primary schools is between 35 m2 and 50 m2. The most class area is 55 m2 in 12 Eylül Primary School. The least class area is 30 m2 in Kılıçaslan Primary School. Average class area of primary schools is 42 m2 in Narlıdere (See table 5.3).

In Güzelbahçe, average class area of primary schools is 45 m2. Class area of Ali Bayırlar Primary School is 45 m2. Class area of Vali Kazım Paşa Primary School is 45 m2 (See table 5.3).

In private primary schools, class area of primary school is between 30 m2 and 50m2. The most building area is 50m2 in İzmir Sev and Avni Akyol Private Primary School. The least class area is 30 m2 in Tevfik Fikret Primary School (See table 5.3).

NOT: Single education has been accepted in all public primary schools. Consequently, plot area per student has been calculated according to single education.

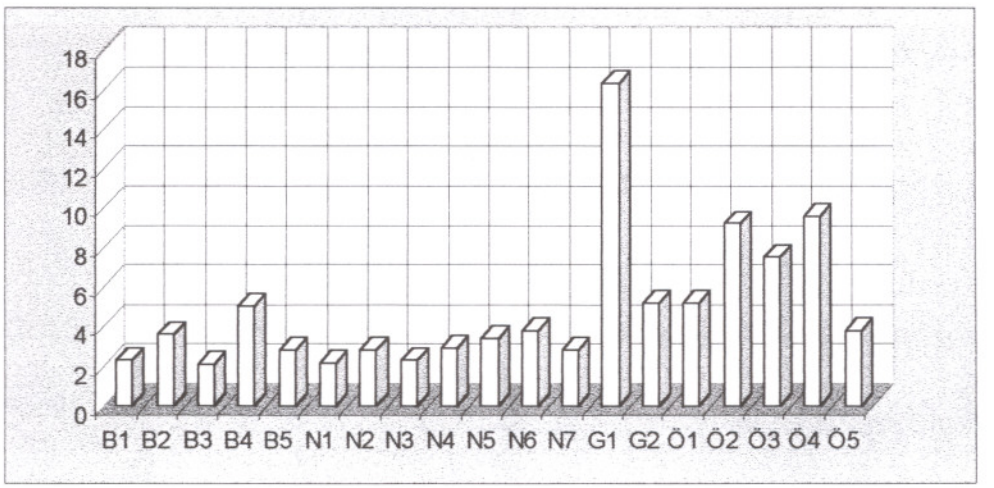

Figure 5.8. Total building area of existing primary per student schools in study area

Class Area / Student Ratios

In Balçova, average class area of primary schools per student is between 1 m2 and 1.5 m2. The most class area per student is 1.5 m2 in Asil Nadir Primary School. The least class area per student is 0.77 m2 in Vali Kutlu Aktaş Primary School. Average class area of total primary schools per student is 1 m2 in Balçova (See table 5.3 and figure 5.9).

In Narlıdere, average class area of primary schools per student is between 0.8 m2 and 1.3 m2. The most class area per student is 1.3 m2 in Oğuzhan and Mustafa Şık Primary

School. The least class area per student is 0.8 m2 in Kılıçaslan and İnönü Primary School. Average class area of total primary schools per student is 1.2 m2 in Narlıdere (See table 5.3 and figure 5.9).

In Güzelbahçe, average class area of total primary schools per student is 1.4 m2. Class area per student is 1.3 m2 in Ali Bayırlar Primary School. Class area per student is 1.5 m2 in Vali Kazım Paşa Primary School (See table 5.3 and figure 5.9).

In private primary schools, average class area of per student is between 1.3 m2 and 2.5 m2. In İzmir Turk Private Primary School, it is 1.3 m2. In Tevfik Fikret Private Primary School it is 1.5 m2. In Izmir Sev Private Primary School, it is 2.5 m2 (See table 5.3 and figure 5.9).

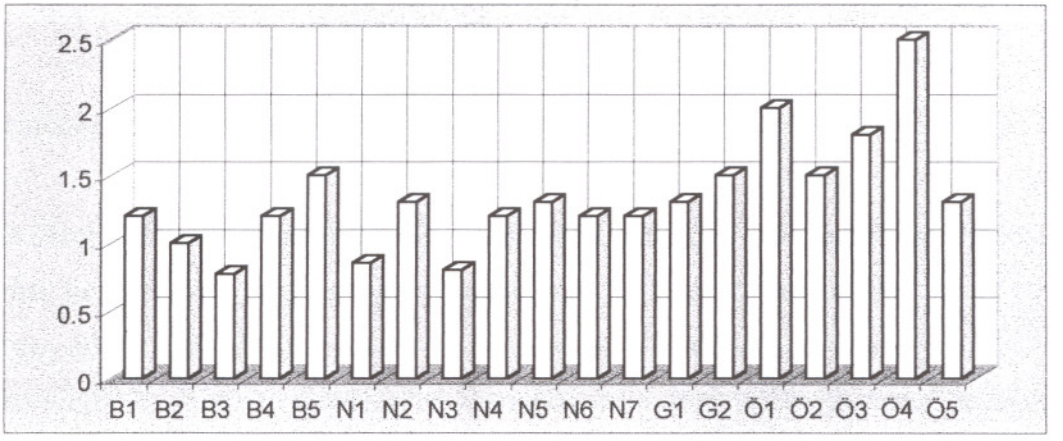

Figure 5.9. Class area of existing primary per student schools in study area

The other educational areas except classrooms

In Balçova, there is science laboratory and conference hall in all of primary schools. There is library in two primary schools. There is not computer laboratory, art room, multipurpose areas and storage in most of primary school. Generally, storage of primary schools is in science laboratory and it is not only used equipments of laboratory. There is not gymnasium and music room in all of primary schools (See table 5.6.).

In Narlıdere, there is science laboratory, library and conference hall in most of primary schools. There is not computer laboratory, art room, and multipurpose areas in

most of primary schools. There is not gymnasium and music room in all of primary schools (See table 5.6.).

In Güzelbahçe, as Ali Bayırlar Primary School was built primary school, there is multipurpose area and music room in the school. In Vali Kazım Paşa Primary School, there is library and music room. There is not gymnasium and computer laboratory in all of primary schools (See table 5.6.).

Consequently, all public primary schools are not enough about educational areas except classrooms in study area.

In private schools, educational areas have been developed except classrooms. There are computer room, library, conference hall, music and art room, multipurpose areas, dining hall, doctor room and gymnasium in private schools. Consequently, about educational areas, private schools are enough than public schools (See table 5.6.).

5.1.2. Planning Problems of Existing Primary Schools

Development of society provides with development of education and talents of people that form society. So, period of compulsory primary education that gives basic knowledge, skills and habits, talents to people have increased in every country. In developed countries, period of compulsory primary education is 10-12 year. The age of compulsory primary education is 16-17 age. In Turkey, age of compulsory primary education has become 14 age. Period of compulsory primary education has become 8 year in Turkey. Firstly, 8 year compulsory primary education law was formed in 1973, but in 16 August 1997, the arrangement was started to apply. Primary and secondary schools have combined with the new law and 8 year primary school has became in Turkey. But, the new arrangement caused to many problems. In most of schools that before are designed primary or secondary school, new buildings and classes are started to built for the other level education. So, in most of primary schools, new adding buildings are built in garden of school. This state caused to be too inadequate to primary schools, about playground and educational areas. In the most of primary schools, common usage spaces, like computer, multipurpose areas, laboratory, etc. are changed for class. So, common usage spaces are not

adequate. Therefore, modern, technologic developments, as computer, television, etc. are not used in primary schools. So, schools have been started to consist of classes. They started to be only being given teoric lessons areas. Decreasing activity areas have been started in primary schools. So, in primary schools, standards are decreased. As a result of research, in primary schools, plot area of school per student is too lower than developed countries. As a result of the quick and new arrangement, standards will decrease more than nowadays. Because, number of student will increase building new school building. So, in primary schools, the lack of space problem is formed. In some primary schools that have not suitable area for built new building, floor of building is increased. So, children in primary education age will take education in schools that have high buildings. This state is undesirable for children. The 2 or 3 stored primary school should be for children.

Children in different level take education in same school garden, buildings and same time. So, in primary school, children that were 6-14 years old take education together. Is this state right to have 6-14 years old children are different age group educated in the same school and school garden? A person rapidly growths and changes about physical and phsgoloial. Consequently, requirements of different children that have different ages are different. Three-type development age is as follows:

7-9 Age Period (1.,2.,3. Class)

In this age term, physical growth speed of children is decreased than play age. Children are very active. Memorial power of children developed in this term. In a long time, children can collect careful. They recognize environment. Time concept is limited for these children. Children learned numbers. They are too curious, especially their environment. They are interested in reproducing. Good and bad concept is developed. They play in a group. They admire to teachers.

10-11 Age Period (4. And 5. Class)

In this term, physical growth of children goes on. They are interested in sports. The memorial growth of children goes on rapidly. They start to think in the future. They learn many new words. Their interesting areas increase and are many various. Play area of children change. They improve to society way. Their relations with friends develop.

Besides, group concept starts to develop. They are interested in group sport, like volleyball, basketball, etc.

12-14 Age Period (6., 7., 8. Class)

In this term, children start to be bachelorhood term. Physical growth of children goes on. Physical changes are formed, like pimples. Personality skills of children are more developed. Sensations of children are too unbalanced. Sometimes, they are sensitive. Sometimes they are realistic. They want be member of a group. They start to occur sensitive relations. In their families or society, they do not want to be children. They want to grow.

It is not right to have children that are 6-14 years old, in the different age group, educated together in the same primary school and school garden. In this term, about memorial, physical and psychological growths of children, they are given educate in different spaces. Because, requirements, desires, growths, relation areas of children are different. This state caused to form chaos in primary schools. When children that its age is small, as 6-7 age, enter to big group, exhibit their house and environment, anxious may be formed. Consequently, education should be separated and made a design on different age group, according to requirements, desires, developments of children They should take education in different building in the same organization; in the same area or in the same building, different enter and exits and garden, playground should be arranged. But the common spaces should be arranged in the same area, like conference, multipurpose, teacher room, etc. In the most of primary schools, this difference does not provide to solve problem with to separate to floor. But this arrangement does not solve these problems. Because, in the perpendicular circulation, problems are formed. In this state, children came together in density exit and enter.

In developed countries, in primary schools, different exit-enter should be arranged for different level. In Turkey, in the most of primary schools, there is single exit and enter. So, this state is harmful for children. Because, in the place, harmonious were formed.

In the most primary schools, double teaching is given because of much number of students, less number of school. Consequently, schools only a place that give information. Time does no remain for do social and cultural activities to children. Besides, possibilities

are too inadequate for play, sports, study personality. In developed countries, in primary schools, according to age groups children are given education. In the other countries, in primary schools, single teaching is given. In the primary schools, in development countries, number of student is 25-30 in class. In Turkey the number is 40, sometimes is 50. According to the developed countries, number of student is high in class.

Now, until 1950's, in Turkey, primary schools have been done according to type project. The type plans are done by Ministry of Public Works and Settlement. In 1950's, in Turkey, number of school was inadequate. It was low. Schools were done rapidly for solve the problem. But different plan can not be made for every school. Because, time, financial and technique worker were inadequate. Consequently, many plans were done by Ministry of Public Works and Settlement. There were positive results of this arrangement. So, school investments rapidly increased. Expenses of plan were decreased. Many plans were done with limited technique personal. But, there were many negative results of this arrangement. About space organization and properties of mass, with this arrangement, standard, boring, not free, not attractive education buildings were formed. Sometimes, the type plans were not fit with slope, area, and ground structure of land and the other surroundings buildings. So, cost of school increased. So, private plan of school was done. These schools were not fit local climate and architecture properties. Sometimes, schools were big or small. It was inadequate. They were not fit with new technologic developments, requirements. Especially, these problems increased with the new law. Until now, primary school or secondary school, two type school was planed in different type. But, with this law, two type education combined and single school was done, only primary school. Consequently, these buildings were changed to only primary school. So, these problems increased.

Construction of project of schools is not finish in the wanted time, because of financial problems. Foundation, organizations are not inadequate for check planning and arrangement of education investments.

Besides, in Turkey, public and private primary schools are more different. Standards of public primary schools are lower than private primary schools. Standards of private primary schools are the same as standards of developed countries. So, private primary schools are enough than public primary schools. Nowadays, generally, new private primary schools are in peripheral of city. So, walking distance of primary school from house has

been changed for private schools. Children that are go to private primary school wake up early for go to school. So, children have physical and physiological tired, while they go to school.

5.2. Proposals for Primary Schools

5.2.1. Proposed primary school areas with existing master plans

In Balçova, proposed population is 97398 in master plan. Besides, 8 primary school has been proposed in master plan (See table 5.7. and figure 5.6). Total proposal primary school area is 46442 m2 in master plan. Existing total school area is 23509 m2. When proposal primary schools are built, total primary school area will be 69951 m2.

Table 5.7. Proposed primary school areas in master plan of Balçova

School No	School Area (m2)
1	8000
2	7200
3	4490
4	5082
5	3250
6	3525
7	9395
8	5500
TOTAL	46442

In Narlıdere, proposed population is 184161 in master plan. Besides, 13 primary school has been proposed in master plan of Narlıdere (See table 5.8 and figure5.7). Total proposal primary school area is 75441 m2 in master plan. Existing total primary school area is 29930 m2. When proposal primary schools are built, total primary school area will be 105371 m2.

Table 5.8. Proposed primary school areas in master plan of Narlıdere

School Number	School Area (m2)
1	9980
2	7360
3	5612
4	2896
5	6047
6	5573
7	4550
8	7526
9	5252
10	6333
11	6000
12	3612
13	4700
TOTAL	75441

Table 5.9. Proposed primary school in master plan of Güzelbahçe

School Number	School Area (m2)
1	5084
2	3600
3	1835
4	2520
5	6880
6	16860
7	8900
8	25215
9	13626
10	10810
11	4130
TOTAL	99460

In Güzelbahçe, proposed population is 59162 in master plan. Besides, 11 primary school has been proposed in master plan of Güzelbahçe (See table 5.9 and figure 5.8). Total proposal primary school area is 99460 m2 in master plan. Existing total school area is 17755 m2. When proposal primary schools are built, total primary school area will be 117215 m2.

5.2.2. Proposals for Space Requirement of Primary Schools

Until the new arrangement is formed, primary school areas are separated in master plans according to 3194 number by-law. According to 3194 number by-law, minimum primary school area is 3500-5000 m2 and in settlements, primary school area must be separated per person 2 m2. Proposal standard is 1.8 m2 area per person for secondary school according to 3194 by-law. The minimum secondary school area is 5700-8500 m2 according to the 3194 by-law. But, primary and secondary schools were different in that time. But now, 8 year primary education was formed and space requirements of school area have been changed with the new arrangement.

In Balçova, there is total 1240 student in 1997-1998 education year in primary schools. There is 5 primary school in Balçova. Plot area of total primary schools per student is 6 m2, when single education type has been accepted. In developed countries, plot area of primary school per student is 15-30 m2. Plot area of primary schools in Balçova per student is too lower than developed counties.

In Narlıdere, there is total 5504 student in 1997-1998 education year in primary schools. There is 7 primary school in Narlıdere. Plot area of total primary schools per student is 10.6 m2, when single education type has been accepted. Plot area of primary schools in Narlıdere per student is lower than developed counties.

In Güzelbahçe, there is total 1240 student in 1997-1998 education year in public primary schools. There is 2 public primary school in Güzelbahçe. Plot area of total primary schools per student is 28.6 m2, when single education type has been accepted. Plot area of primary schools in Güzelbahçe per student is the same as developed counties.

In all primary schools, according to total student, when plot area per student is calculated, standard of plot area of primary school per student decreases. Consequently,

standard of plot area is lower in Balçova and Narlıdere than developed countries. It is inadequate.

As a result of the new arrangement, Ministry of National Education has proposed 10 m2 plot area per student. In developed countries, the average standard is 15-30 m2. 10 m2 proposal plot area per student has been accepted for primary schools. Besides, capacity of class is accepted 30 student. The standard can be provided according to economic, social, cultural structure of country.

When 10 m2 plot area per student is proposed, minimum plot area should be been 3000 m2 for primary school has 8 class. Consequently, plot areas of primary schools should be formed according to capacities of schools.

Generally, in İzmir and Ege Region, population of primary education age is 20 % rate of population. In Turkey, it rate is 24 %. Consequently, in study area, proposal number of student has been accepted 20 % rate of population.

In Balçova, proposal population is 97398, proposal number of student for primary student is 19480. According to proposal plot area per student is 10 m2, 194800 m2 total plot area of primary schools should be been. In Balçova, existing total plot area of primary schools is 23509 m2. Total plot area has became 69951 m2 with proposed plot area in master plan. Consequently, 124849 m2 plot area is proposed (See table 5.11). Plot area of primary schools will be not enough for future.

In Narlıdere, proposal population is 184161, proposal number of student for primary student is 36832. According to proposal plot area per student is 10 m2, 368320 m2 total plot area of primary schools should be been. In Narlıdere, existing total plot area of primary schools is 29930 m2. Total plot area has became 105371 m2 with proposed plot area in master plan. Consequently, 262949 m2 plot area is proposed (See table 5.11). Plot area of primary schools will be not enough for future.

In Güzelbahçe, proposal population is 59162, proposal number of student for primary student is 11832. According to proposal plot area per student is 10 m2, 118320 m2 total plot area of primary schools should be been. In Güzelbahçe, existing total plot area of primary schools is 17755 m2. Total plot area has became 117215 m2 with proposed plot area in master plan. Consequently, 1105 m2 plot area is proposed (See table 5.11). Plot area

of primary schools in Güzelbahçe is enough than the other primary schools so that Güzelbahçe is a developing district.

In a new primary schools, plot area should divided according to per student minimum 10 m2 plot area. Besides, existing and proposed primary schools with master plan that are have possible for widen should be widen for be enough.

Table 5.10. Population and number of student of primary age of study area

NAME OF DISTRICT	POPULATION		NUMBER OF STUDENT	
	Existing	Proposal	Existing	Proposal
BALÇOVA	68146	97398	7640	19480
NARLIDERE	47500	184161	5504	36832
GÜZELBAHÇE	13446	59162	1240	11832

NAME OF DISTRICT	PLOT AREA (M2 /STUDENT)			PLOT AREA			The lack of school area
	Existing	Prop.-master pl.	Proposal	Existing	Prop.-master pl.	Proposal	
BALÇOVA	6	3.6	10	23509	69951	194800	124849
NARLIDERE	10.6	2.8	10	29930	105371	368320	262949
GÜZELBAHÇE	28.6	9.9	10	17755	117215	118320	1105

Table 5.11. Proposal plot area for primary schools in study area

5.3. Planning Criteria for Primary Schools

In location of primary schools, basic aims of location as follows:

. Future population of the district and number of student should be calculated.

. Future requirements of students and people should be determined.

. Sources should be used more productively.

Primary school area should be at a distance of minimum 100 m. from some places like bar, prison, café, etc. 500 m. walking distance from house to primary school has been proposed so that it is max. Walking distance for children, which are in primary education

age. Besides, students with foot and car should arrive easily to primary school. It should be at a distance from national routes and places that have density and quick traffic load. Traffic roads of primary school should be suitable with traffic road of settlement. Traffic load of school roads should be decreased for compulsory service like garbage, health, fire, etc. Arriving vehicle safety should be provided to primary schools. Besides, handicapped students should be arrived to primary schools.

Primary schools should not be the buildings just used at certain times of the day. They also should serve as theatre and sport halls, etc. Around the school building, parks and cultural facilities should be set up.

Minimum primary school plot area should be 3000 m2 according to capacity of school. 10 m2 plot area per student has been proposed. Primary school should not be built in water land and flood plain. Besides, effecting the other factors to location principles of primary school as follows:

Slope: Slope of area is most important factor for primary school. Location and plant of school should be suitable slope of area. Planning should be made for school more economic and productively. Maximum slope of plot area of primary school should be %10 rate. Primary school is not built in area that its slope is more than %10 rate. Besides, when retaining wall is needed, height of retaining wall should not be more than 2 m. in primary schools.

Climate: Primary school buildings should be designed taking note of climatic properties of area of primary school. Local dominating wind, heat and damp properties should be taken note. In settlements that have hard climate and quickly and changing wind, especially, entrances of school should be designed taking note of these properties of settlement as, daily and seasonal conditions of wind. Separately, By Ministry of Public Works and Settlement, according to climate properties of settlement, criteria are formed for primary schools:

. In settlements which incur the hot and rainy weather, the construction should be done at dry, shaded and high spots. The entrance of the school building should face the north-south or only the north.

. In settlements with hot and dry weather, the plains should be preferred, and the school building's entrance should face either the west or the east.

. In the settlements with warm weather, the outskirts of the sloping areas and all directions can be chosen.

. In the settlements where cold weather is always present, the areas sheltered against the wind and the places exposing to the sunlight all the time should be the first choice.

Sun: Natural lighting and the sun should be used carefully. Besides, should be benefited from the sun. In settlements that are too hot, shading should be done in windows of school for protect from the sun.

Protecting natural sources: While primary schools are built, natural sources of land should be taken note and protected. Water sources, trees, rocks, reefs and the other natural sources should be protected and designed educational areas with these natural sources.

Appearance: The technical equipment necessary for the school building should not ruin its appearance.

Chapter 6

CONCLUSION

Education, today, is the decisive factor in the economic, cultural and social status of the world countries and the lack of education and educational facilities result in illiteracy which is a danger for the future of mankind.

So as to increase the literacy rate, the states should put a high premium on the qualified primary school education, which provides the individual with a life of ease at next steps.

In Turkey, the period of compulsory basic education has gone up to eight years with on Act, the date of which is 16 August 1997. Under this Act, primary and secondary school educations were combined and this event was renamed as Compulsory Basic Education and it covered the education of the students ranging from six years old to fourteen years old. However, this rearrangement has risen some planning problems.

This research thesis has been done to find out and resolve some planning problems at primary schools in the districts of Balçova, Narlıdere and Güzelbahçe pertaining to the new regulation. In order to dig into these problems, a questionnaire has been conducted at private and public primary schools in the study area. The outcomes of the questionnaire indicate the planning problems in the area:

. Before the Act, all primary and secondary schools served their aims. However, after the unified education, school facilities such as classes, activity rooms, labs, etc. could not meet the demand of the students attending those.

. In most primary schools, common spaces like computer rooms, multipurpose areas, labs, etc. have been converted to classes and only theoretical lessons are given due to the shrinking activity areas. That's why, standards and qualities have fallen at primary schools. The results of the questionnaire also point at the fact that the plot area of primary schools for per student is too far smaller than the one in the developed countries. Moreover, the new annexes have also decreased the function of the plot - area.

. In some primary schools which are not suitable for new constructions, the number of the storeys is increased, which is a disadvantageous situation for students. Because, at

emergency cases - fire, earthquake, etc. - This might hinder them from leaving the school building on time.

. Unfortunately, students at different ages have to share the same school facilities and this has caused a really important problem. In order to solve this problem, the school management has separated the floors or the buildings according to the classes that the students attend. However, this is not a solution. Because, the students use the same playgrounds, entrance and exit gates, corridors, stairs at the same time, which has caused chaos among the students. That's why, for the design of the schools, students' ages, interests, physical and mental development should be taken into account as their needs and personal tendencies differ in accordance with the age they are in.

. Since the 1950s in Turkey, primary schools have been constructed on the "standard project" which is put into practice by the Ministry of Public Works and Settlement. In the 1950s, the number of schools was inadequate and they were built in a short period of time to satisfy the needs. The other lacking things were budget and technical staff to produce various plans. As a result, the school buildings have been of single type; they have been distractive and gloomy in atmosphere; and they have not been apt to the climate, geographical and cultural aspects of that region.

. In Turkey, the space standards of public and private schools are different from each other. The standards of public schools are low when they are compared to those of private schools which are equal in quality to the ones abroad. In present times, private schools are located in the peripheral of city. So, walking distance has changed and the students have had to travel quite a distance to school every weekday, which causes exhaustion.

As a result of the questionnaire, space standards of public primary schools are lower than those of private primary schools. Public primary schools are too inadequate in terms of space standards, educational areas and technical equipment.

In Balçova, there were 5 primary schools in 1997-1998 education year. Plot area of total primary schools per student was 6 m^2 when the attendance to the school was just in the morning.

In Narlıdere, there were 7 primary schools in 1997-1998 education year. Plot area of total primary schools per student was 10.6 m^2 when the attendance to the school was just in

the morning. However, in developed countries, plot area of total primary schools per student is 15-30 m^2.

In Güzelbahçe, there were 2 public primary schools in 1997-1998 education year. Plot area of total primary schools per student was 28.6 m^2 when the attendance to the school was just in the morning. It can be said that the plot area of primary schools in Güzelbahçe per student is the same as developed countries. Because Güzelbahçe is a newly developing district.

As a result of the new regulation, the Ministry of National Education has proposed 10 m^2 /student plot area. In developed countries, the average standard is 15-30 m^2. The plot area per student attending primary schools is 10 m^2 and each class has the capacity of 30 students.

When 10-m2/student plot area is proposed, minimum plot area should be 3000 m2 for a primary school which has 8 classrooms. Consequently, plot areas of primary schools should be formed according to the capacity of schools.

The number of the students makes up 20 % of the total population in İzmir and Aegean Region. In Turkey, this rate goes up to 24 %. This thesis is based upon the population living in İzmir and Aegean Region.

In Balçova, the master plan has proposed the population of 97398 and consequently, 20 % of this population accounts for 19480. So, in my proposal, the plot area of primary schools should be 194800 m2 in total. In Balçova, existing total plot area of the primary schools is 23509 m2. Existing plot area and the one in the master plan account for 69951 m2. Therefore, there is a significant difference of 124849 m2 in the plot area of primary schools between my proposal and the master plan.

In Narlıdere, the master plan has proposed the population of 184161 and consequently, 20 % of this population accounts for 36832. So, in my proposal, the plot area of primary schools should be 368320 m2 in total. In Narlıdere, existing total plot area of the primary schools is 29930 m2. Existing plot area and the one in the master plan account for 105371 m2. Therefore, there is a significant difference of 262949 m2 in the plot area of primary schools between my proposal and the master plan.

In Güzelbahçe, the master plan has proposed the population of 59162 and consequently, 20 % of this population accounts for 11832. So, in my proposal, the plot area

of primary schools should be 118320 m2 in total. In Güzelbahçe, existing total plot area of the primary schools is 17755 m2. Existing plot area and the one in the master plan account for 117215 m2. Therefore, there is a significant difference of 1105 m2 in the plot area of primary schools between my proposal and the master plan.

The new primary schools to be constructed in the future should have the plot area of 10 m2/student. However, existing primary schools and the ones proposed through master plans cannot meet the requirements of the region.

Location criteria for primary schools are as follows:

. Future population of the district and number of student should be calculated.

. Future requirements of students and people should be determined.

. Sources should be used more productively.

. Primary school area should be at a distance of minimum 100 m. from some places like bar, prison, cafe, etc.

. Students should travel to school on foot or in car easily.

. It should be at a distance from national routes and places that have traffic jams, especially at rush hours.

. Travelling to schools should be easy and the vehicles for public service – couches, ambulance, fire service, dust-cart, etc. – should get into and get out from the school facilities without any problem and the defect students should be able to travel to school easily.

. Location and the slope of the area should be considered when the school building is constructed (the presumed maximum slop is 10 %). Besides, the height of the retaining wall should not be more than 2 m. at primary schools.

. The climatic assets of the region should be taken into consideration when primary school building is designed. The wind, heat and damp are important points that should be paid attention. For this reason, Ministry of Public Works and Settlements has set some criteria to build the school buildings considering the climatic assets.

. In settlements which incur the hot and rainy weather, the construction should be done at dry, shaded and high spots. The entrance of the school building should face the north-south or only the north.

. In settlements with hot and dry weather, the plains should be preferred, and the school building's entrance should face either the west or the east.

. In the settlements with warm weather, the outskirts of the sloping areas and all directions can be chosen.

. In the settlements where cold weather is always present, the areas sheltered against the wind and the places exposing to the sunlight all the time should be the first choice.

. Sunlight should be benefited from at the maximum rate whereas students should be protected from the harmful sunrays through sunshades.

. While primary school are built, natural sources such as spas, trees, rocks, reefs, should be conserved.

. The technical equipment necessary for the school building should not ruin its appearance.

. Primary school should not be built in water lands and flood plains.

. A walking distance of 500 m. is proposed for primary schools at this thesis.

. The location of primary schools should be far from main roads, crossroads and highways.

. Primary schools should not be the buildings just used at certain times of the day. They also should serve as theatre and sport halls, etc. Around the school building, parks and cultural facilities should be set up.

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57. Özel Öğretim Kurumlarına Ait Standartlar Yönergesi

APPENDIX A

THE COMPULSORY EIGHT-YEAR BASIC EDUCATION ACT

17/8/997

İlköğretim ve Eğitim Kanunu, Millî Eğitim Temel Kanunu, Çıraklık ve Meslek Eğitimi Kanunu, Millî Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun ile 24.3.1988 Tarihli ve 3418 Sayılı Kanunda Değişiklik Yapılması ve Bazı Kâğıt ve İşlemlerden Eğitime Katkı Payı Alınması Hakkında Kanun

Kanun No . 4306 **Kabul Tarihi : 16.8.1997**

MADDE 1.– 5.1.1961 tarihli ve 222 sayılı İlköğretim ve Eğitim Kanununun 9 uncu maddesinin birinci fıkrası aşağıdaki şekilde değiştirilmiştir.

İlköğretim kurumları sekiz yıllık okullardan oluşur. Bu okullarda kesintisiz eğitim yapılır ve bitirenlere ilköğretim diploması verilir.

MADDE 2.– 5.1.1961 tarihli ve 222 sayılı İlköğretim ve Eğitim Kanununa aşağıdaki geçici madde eklenmiştir.

GEÇİCİ MADDE 10.– İlköğretimin altı, yedi ve sekizinci sınıf öğrenimini ortaöğretim kurumları bünyesinde yapmakta olanlar ile çıraklık eğitim merkezlerindeki öğrenciler, eğitimlerini bu kurumlarda tamamlarlar. 1997-1998 ders yılı başından itibaren bu sınıflara hiçbir şekilde öğrenci alınmaz.

Bazı derslerin öğretimini yabancı dille yapan okulların hazırlık sınıflarında başarılı olanlar ile 1997-1998 öğretim yılında okumaya hak kazananlar da zorunlu eğitimlerini bu okullarda tamamlarlar.

MADDE 3.– 14.6.1973 tarihli ve 1739 sayılı Millî Eğitim Temel Kanununun 6 ncı maddesinin ikinci fıkrası aşağıdaki şekilde değiştirilmiştir.

Millî eğitim sistemi, her bakımdan, bu yöneltmeyi gerçekleştirecek biçimde düzenlenir. Bu amaçla, ortaöğretim kurumlarına, eğitim programlarının hedeflerine uygun düşecek şekilde hazırlık sınıfları konulabilir.

MADDE 4.– 14.6.1973 tarih ve 1739 sayılı Millî Eğitim Temel Kanununun 23 üncü maddesine aşağıdaki 3 nolu fıkra eklenmiştir.

3. İlköğretimin son ders yılının ikinci yarısında öğrencilere, ortaöğretimde devam edilebilecek okul ve programların hangi mesleklerin yolunu açabileceği ve bu mesleklerin kendilerine sağlayacağı yaşam standardı konusunda tanıtıcı bilgiler vermek üzere rehberlik servislerince gerekli çalışmalar yapılır.

MADDE 5.– 14.6.1973 tarihli ve 1739 sayılı Millî Eğitim Temel Kanununun 24 üncü maddesi aşağıdaki şekilde değiştirilmiştir.

Madde 24.– İlköğretim kurumları sekiz yıllık okullardan oluşur. Bu okullarda kesintisiz eğitim yapılır ve bitirenlere ilköğretim diploması verilir.

MADDE 6.– 5.6.1986 tarihli ve 3308 sayılı Çıraklık ve Meslek Eğitimi Kanununun 9 uncu maddesinde "eğitilirler" ibaresi "eğitilebilirler" ve 10 uncu maddesinin birinci fıkrasının (a) bendinde geçen "onüç yaşını" ibaresi "ondört yaşını"olarak değiştirilmiştir.

MADDE 7.– 30.4.1992 tarihli ve 3797 sayılı Millî Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanunun 11 inci maddesinin birinci fıkrasının (a) bendi aşağıdaki şekilde değiştirilmiştir.

a) Zorunlu eğitim çağındaki çocukların öğrenim gördüğü ilköğretim kurumlarının eğitim, öğretim ve yönetimi ile ilgili görev ve hizmetleri yürütmek.

MADDE 8.– 5.1.1961 tarihli ve 222 sayılı, 14.6.1973 tarihli ve 1739 sayılı, 5.6.1986 tarihli ve 3308 sayılı kanunlarda birlikte veya ayrı ayrı geçen "ilkokul"ile "ortaokul" ibareleri "ilköğretim okulu" olarak değiştirilmiştir.

MADDE 9.– 5.1.1961 tarihli ve 222 sayılı İlköğretim ve Eğitim Kanununun 6 ncı maddesinin birinci fıkrasının (a) bendinin (1) ve (3) numaralı alt bentleri, 8 inci maddesi, 9 uncu maddesinin ikinci fıkrası, 14 üncü maddesinin birinci fıkrasındaki "İlkokul ve ortaokulların birlikte veya ayrı oluşlarına" ibaresi, geçici 9 uncu maddesi, 14.6.1973 tarihli ve 1739 sayılı Millî Eğitim Temel Kanununun 25 inci maddesinin birinci fıkrası ile geçici 2 nci maddesi yürürlükten kaldırılmıştır.

GEÇİCİ MADDE 1.– A) Sekiz yıllık kesintisiz ilköğretim giderlerinde kullanılmak üzere, 1.9.1997-31.12.2000 tarihleri arasında aşağıda belirtilen işlemler ve kâğıtlar için eğitim katkı payı ödenir.

1. Vergilerinin tarh ve tahakkuku ile ilgili olarak mükellef ve sorumlularca vergi dairelerine ve belediyelere verilen beyannameler ile Sosyal Sigortalar Kurumuna verilen sigorta prim bildirgelerinden 500 000 lira, gümrük idarelerine verilen beyannamelerden ise 1 000 000 lira;

2. 1318 sayılı Finansman Kanununa göre taşıt alım vergisine tabi olan motorlu taşıtların kayıt ve tescili ile devirlerinde 10 000 000 lira;

3. Spor-Toto, Spor-Loto ve Sayısal Loto oyunlarında her bir kolon için 10 000 lira, at yarışlarında oynanan her bir bilet için 20 000 lira;

4. Silah taşıma ve bulundurma müsaade vesikaları için 20 000 000 lira, kara avcılığı ruhsat tezkereleri için 10 000 000 lira;

5. Hava yolu ile iç hat yolcu taşımacılığında düzenlenen her bir bilet için 500 000 lira, dönüşlü biletler için 1 000 000 lira;

6. İstanbul Menkul Kıymetler Borsasında yapılan iş ve işlemler nedeniyle alınan menkul kıymet kotasyon ve tescil ücretlerinin, kurtaj ücretlerinden borsa yönetimine ödenecek borsa paylarının ve Sermaye Piyasası Kurulu tarafından yapılan tescil ve kayıtlar nedeniyle alınan ücretlerin dörtte biri kadar ayrıca hesaplanacak tutarlar;

7) Cep telefonu sahipleri adına tahakkuk ettirilen aylık sabit tesis ücretleri kadar yılda bir defa olmak üzere ayrıca hesaplanan tutar ile adlarına GSM aboneliği tesis edilenlerden 2 000 000 lira;

8. 13.4.1994 tarih ve 3984 sayılı Kanun uyarınca Radyo Televizyon Üst Kurulu tarafından yayın kuruluşlarının reklam gelirlerinden alınan pay kadar ayrıca hesaplanacak tutarlar;

9. 492 sayılı Harçlar Kanununa ekli 4 sayılı tarifenin I numaralı bölümünde belirtilen tapu işlemlerinden harç mükellefiyeti doğuran (492 sayılı Harçlar Kanunu ile diğer kanunlarda yer alan istisna ve muafiyetler dikkate alınmaksızın) her bir işlemin tarafları için ayrı ayrı 5 000 000 lira;

10. Bu fıkranın 3, 5 ve 7 numaralı bentlerinde yer alan katkı payları katma değer vergisi matrahına dahil edilmez.

11. 1 numaralı bentte belirtilen eğitim katkı payı mükellef veya sorumlular tarafından beyanname verme süresi içinde; 2 numaralı bentte belirtilen katkı payı taşıt alım vergisi mükellefleri tarafından bu vergi ile birlikte; 3 numaralı bentte belirtilen katkı payı kolon ve bilet bedeliyle birlikte; 4 numaralı bentte belirtilen katkı payı vesika ve tezkere sahiplerince bu belgelerin verilmesi veya yenilenmesinden önce; 5 numaralı bentte belirtilen katkı payı bilet bedeliyle birlikte; 6 numaralı bentte belirtilen katkı payı İstanbul Menkul Kıymetler Borsası ve Sermaye Piyasası Kurulu tarafından tahsil edilecek olan ücret ve gelirlerle birlikte; 7 numaralı bentte belirtilen nispî pay Türk Telekom A.Ş.'ne yılda bir defa (birincisi bu Kanunun yürürlüğe girdiği tarihi takip eden ayda, diğerleri her yılın Ocak ayında), maktu pay ise abone tesis ücreti ile birlikte; 8 numaralı bentte belirtilen katkı payı Radyo Televizyon Üst Kurulu payı ile birlikte; 9 numaralı bentte belirtilen pay taraflarca işlemden önce ödenir.

12. Belediyeler, müşterek bahis ve talih oyunlarında bahis ve oyunu tertipleyenler, Sosyal Sigortalar Kurumu, Sermaye Piyasası Kurulu, İstanbul Menkul Kıymetler Borsası, Türk Telekom A.Ş., Radyo Televizyon Üst Kurulu ve hava taşımacılığı yapanlar tarafından bu fıkraya göre bir ay içinde tahsil edilen eğitim katkı payları, ertesi ayın 20 nci günü akşamına kadar beyan edilerek ödenir.

13. Bakanlar Kurulu, bu fıkranın 1, 2, 3, 4, 5, 7 ve 9 numaralı bentlerinde yer alan tutarları ayrı ayrı beş katına kadar artırmaya yetkilidir. Eğitim katkı payının tarh, tahakkuk ve tahsilinde, ilgili mevzuat hükümleri ile 213 sayılı Vergi Usul Kanunu ve 6183 sayılı Amme Alacaklarının Tahsil Usulü Hakkında Kanun hükümleri uygulanır.

B) 1.9.1997-31.12.2000 tarihleri arasında 24.3.1988 tarihli ve 3418 sayılı Kanunun 7 nci maddesi hükmü yerine aşağıdaki hüküm uygulanır.

Eğitim, gençlik, spor ve sağlık hizmetleri vergisinin oranı % 10'dur. Bakanlar Kurulu, verginin kapsamına giren her bir mal veya mal grubu için bu oranı sıfıra kadar indirmeye, üç katına kadar artırmaya yetkilidir.

Eğitim, gençlik, spor ve sağlık hizmetleri vergisi, tütün mamulleri ile her türlü alkollü içkilerin (tabiî köpüren şarap ile vermut ve kına kına şarabı dahil, sair şarap ve bira hariç) katma değer vergisi hesabına esas alınan perakende satış fiyatı; sair şaraplar ve bira ile her türlü alkolsüz içeceklerin (su, soda, sade gazoz, meyveli gazoz ve meyve suları hariç) imalatçılarla ithalatçılarda oluşan katma değer vergisi matrahı üzerinden hesaplanır. Alkolsüz içecekler hariç verginin hesaplanmasında 5 000 liraya kadar olan kesirler 5 000 lira ve katları olarak uygulanır. Bu vergi, katma değer vergisi ve diğer vergi, resim, harç, fon, pay ve benzerlerinin matrahına dahil edilmez.

C) Bu maddenin (A) ve (B) fıkralarına göre tahsil edilen pay ve gelirlerin tamamını 3418 sayılı Kanunun 39 uncu maddesindeki hariçat paylaşım esasları dikkate alınmaksızın yılı Bütçe Kanununun (B) işaretli cetveline özel gelir, sonda yıllık kesintisiz ilköğretim giderlerini karşılamak üzere (A) işaretli cetvelinde Millî Eğitim Bakanlığının bütçesinde mevcut veya yeniden açılacak tertiplere özel ödenek kaydetmeye Maliye Bakanı yetkilidir.

D) 13.4.1994 tarihli ve 3984 sayılı Radyo Televizyon Kuruluş ve Yayınları Hakkında Kanunun 32 nci maddesinde belirtilen ve Üst Kurulun gelirleri arasında yer alan reklam gelirlerinden alınacak payın, yayın izni ve lisans ücretlerinden elde edilen gelirler ile 7.12.1994 tarihli ve 4054 sayılı Rekabetin Korunması Hakkında Kanunun 14 üncü maddesinin birinci fıkrasının (b) bendinde belirtilen gelirler ve 23.2.1995 tarihli ve 4177 sayılı Petrolün Korunması Hakkında Kanunun 25 inci maddesi gereğince Rekabet Kurumu adına elde edilen gelirler ve ayrıca İstanbul Menkul Kıymetler Borsasınca yapılan ilk halka işlemler nedeniyle alınan menkul kıymet komisyon ve tescil ücretlerinin, kurtaj ücretlerinden borsa yönetimine ödenecek borsa paylarının ve Sermaye Piyasası Kurulu tarafından yapılan tescil ve kayıtlar nedeniyle alınan ücretlerden halen birikmiş tutarları üzerinden Maliye Bakanının teklifi üzerine Başbakan tarafından belirlenecek kısmı sekiz yıllık kesintisiz ilköğretim hizmetlerinde kullanılmak üzere Maliye Bakanlığınca bütçeye özel gelir ve Millî Eğitim Bakanlığı bütçesine özel ödenek kaydedilir.

E) 22.9.1994 tarihli ve 4033 sayılı Kanunun 14 üncü maddesinde öngörülen tasfiye işlemleri; bu Kanunun yayımı tarihinden itibaren bir ay içinde tamamlanır. Toplanan gelir ve bağışlardan arta kalan miktar sekiz yıllık kesintisiz ilköğretim hizmetlerinde kullanılmak üzere Maliye Bakanlığınca bütçeye özel gelir ve Millî Eğitim Bakanlığı bütçesine özel ödenek kaydedilir.

F) Sekiz yıllık kesintisiz ilköğretim giderlerini karşılamak amacıyla yapılan her türlü bağış ve yardımlar; Millî Eğitim Bakanlığı adına Türkiye Cumhuriyeti Ziraat Bankası ve Halk Bankasında açılacak özel hesaba yatırılır ve özel tasarruf mevduatı gibi nemalandırılır.

Hesapta toplanan tutarlar Millî Eğitim Bakanlığınca uygun görülen zamanlarda, bir yandan bütçeye özel gelir, diğer yandan Millî Eğitim Bakanlığı bütçesine mevcut veya yeniden açılacak tertiplere Maliye Bakanlığınca özel ödenek kaydolunmak üzere aynı Bakanlığın Merkez Saymanlık Müdürlüğü hesaplarına aktarılır.

Bu hesapta toplanan gelirler ve yapılan harcamalar her altı ayda bir Maliye ve Millî Eğitim Bakanlığı denetim elemanlarınca birlikte denetlenir.

G) (C), (D), (E) ve (F) fıkralarına göre kaydolunan özel ödenekler, sekiz yıllık kesintisiz ilköğretim ile ilgili cari, yatırım ve transfer giderlerinde kullanılır. Yapılacak harcamalardan yatırım niteliğinde olanlar yıllık programla ilişkisi kurulmak üzere Devlet Planlama Teşkilatına bildirilir.

Bu ödeneklerin harcanmayan kısmı ertesi yılın bütçesine devren gelir ve ödenek kaydolunur.

Bu maddeye göre tahsil edilecek gelirlerden yapılacak harcamalarda; 1050 sayılı Muhasebe-i Umumiye Kanunu, 2886 sayılı Devlet İhale Kanunu ve 832 sayılı Sayıştay Kanununun 30-37 nci

maddelerinde yer alan vize ve tescil hükümleri ile 180 sayılı Bayındırlık ve Iskân Bakanlığının Teşkilat ve Görevleri Hakkında Kanun Hükmünde Kararnamenin 32 nci maddesi uygulanmaz.

Bu maddenin uygulanmasıyla ilgili usûl ve esaslar ile eğitime katkı paylarının ödeme süreleri ve yerleri Maliye Bakanlığınca; harcamalara ilişkin usûl ve esaslar Millî Eğitim Bakanlığı ile Maliye Bakanlığınca müştereken tespit edilir.

MADDE 10.– Bu Kanun yayımı tarihinde yürürlüğe girer.

MADDE 11.– Bu Kanun hükümlerini Bakanlar Kurulu yürütür.

17/8/1997

APPENDIX B

QUESTIONNARIRE AT PRIMARY SCHOOLS IN THE STUDY AREA

Date:

Interview:

Name of primary school:

Address of primary school:

Education Type:

1997 – 1998 Education Year

Number of students:

Number of classrooms:

Number of teachers:

Number of buildings:

Facilities in the buildings:

Number of floors in the building:

Building area:

Open space area:

Plot area:

Class area:

Number of students in a classroom:

1996 – 1997 Education Year

Number of students:

Number of classrooms:

Number of teachers:

Number of buildings:

Facilities in the buildings:

Number of floors in the building:

Building area:

Open space area:

Plot area:

Class area:

Number of students in a classroom:

The Other Educational Areas Except Classroom in Primary Schools

Educational areas	Existing	Non-existing	Number	Area (m2)
Laboratory				
Library				
Conference hall				
Gymnasium				
Multipurpose area				
Dining hall				
Café				

Music room				
Art room				
Computer room				
Teacher's office				
Administ. office				
Ass. Admin. office				
Doctor's office				
Toilet				
Others				

. What causes space problems as a result of compulsory eight-year basic education regulation?

. If there are solution to this problems, what are those?

. What are physical changes after eight-year basic education regulations at the school?

APPENDIX C

SITE PLANS OF PRIVATE PRIMARY SCHOOLS IN THE STUDY AREA

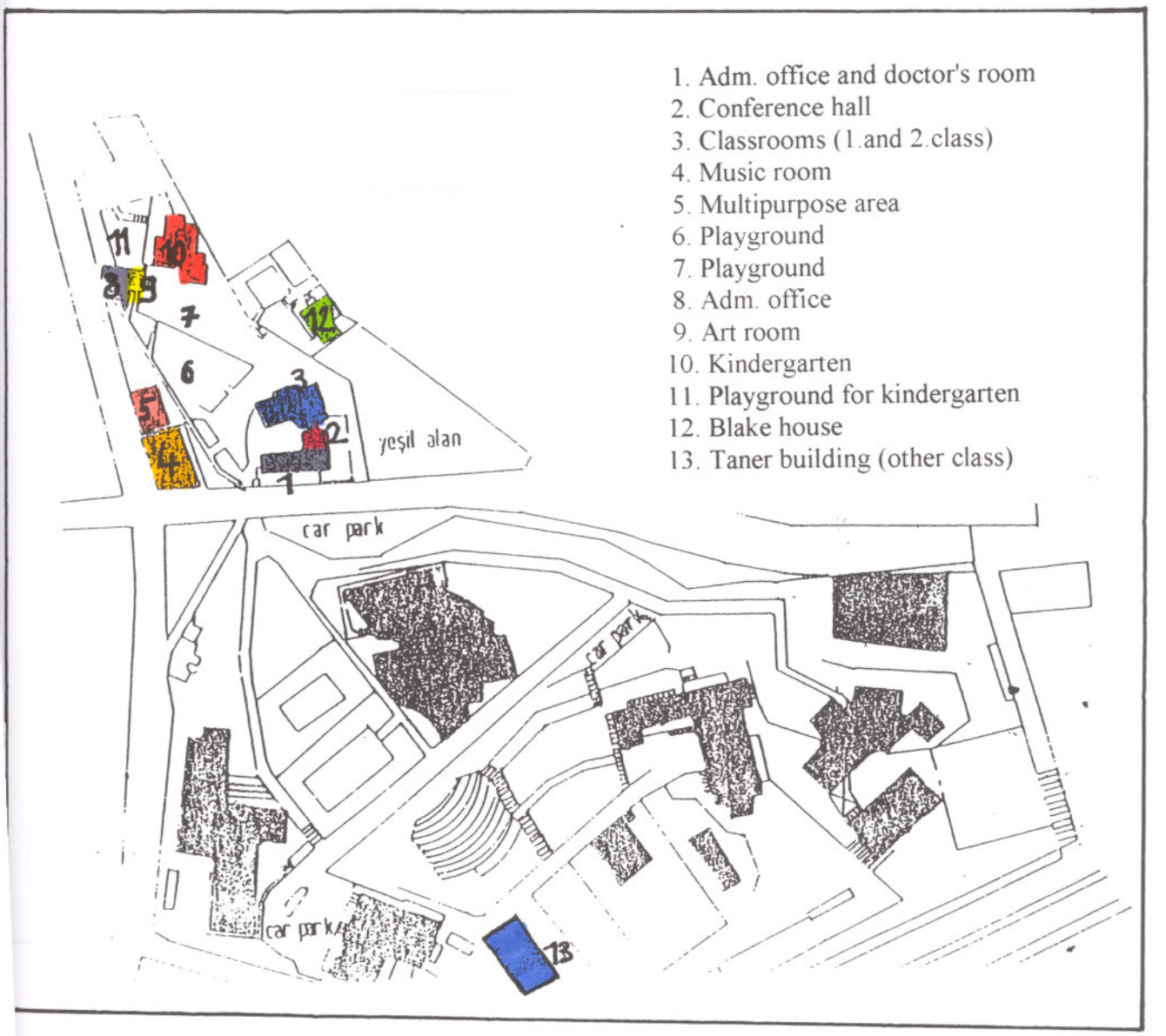


Figure C.1. Site plan of İzmir Sev Private Primary School

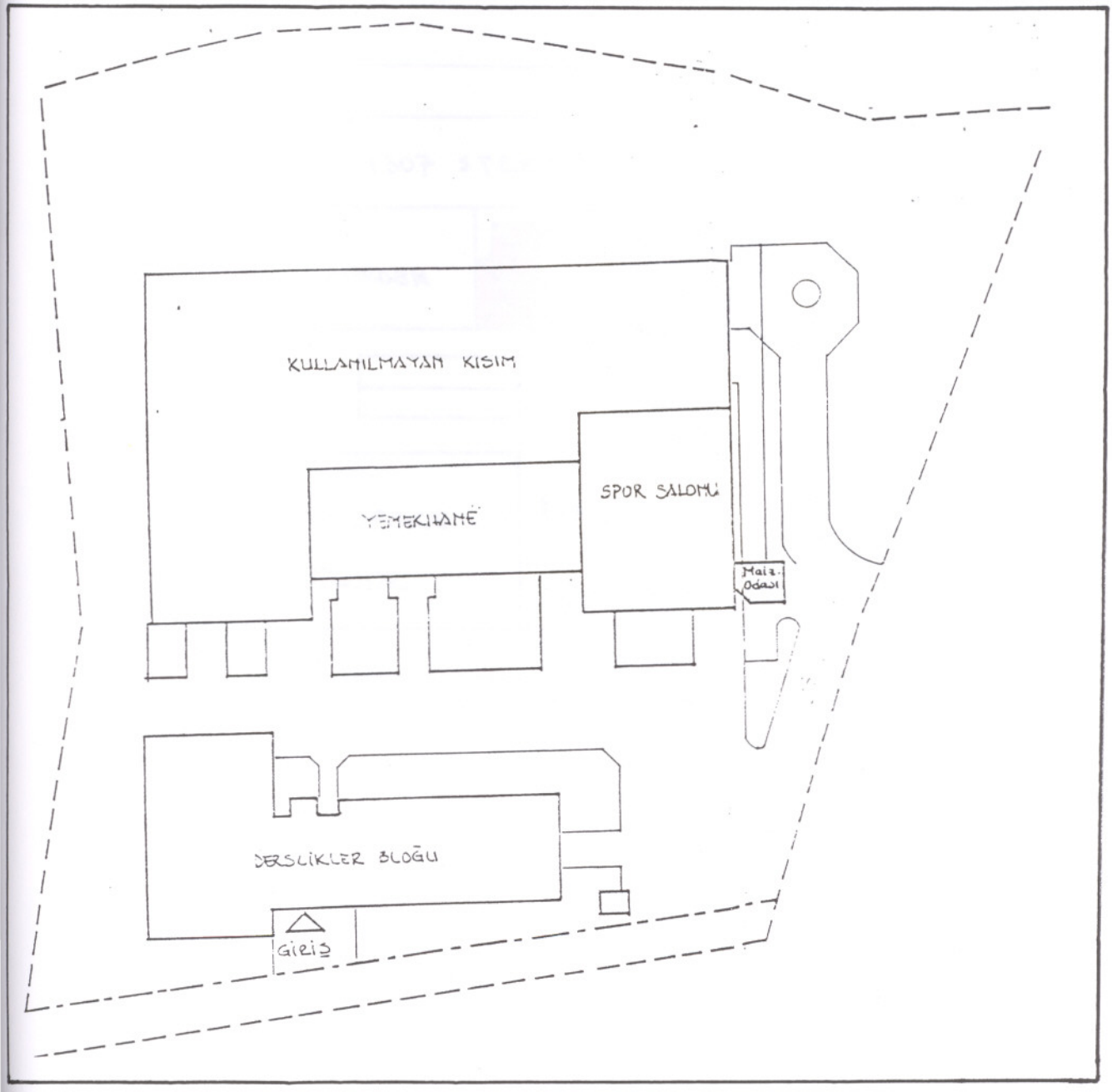


Figure C.2. Site plan of Tevfik Firret Private Primary School

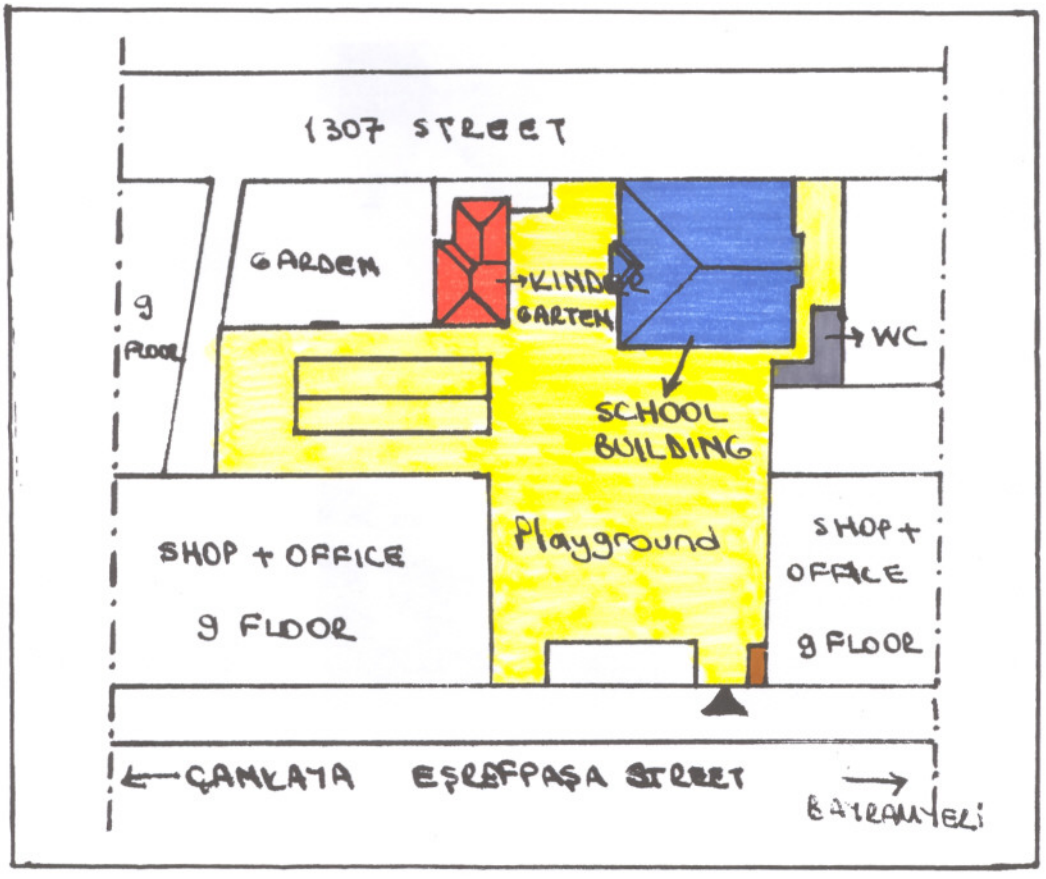
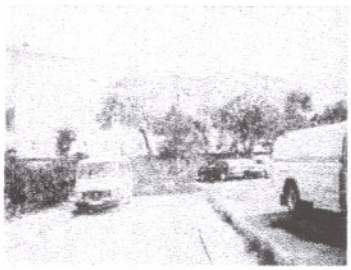


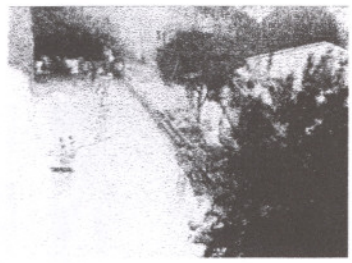
Figure C.3. Site Plan of Piri Reis Private Primary School

APPENDIX D

PHOTOS OF PRIMARY SCHOOLS IN THE STUDY AREA

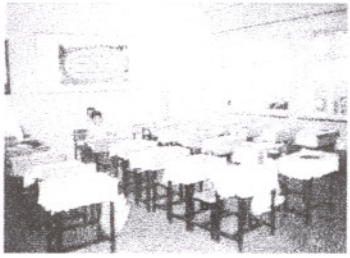


(a)

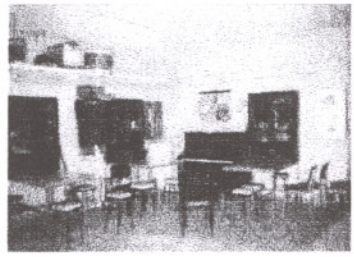


(b)

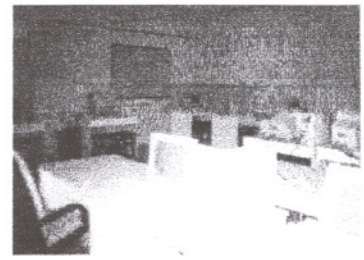
(c)



(d)

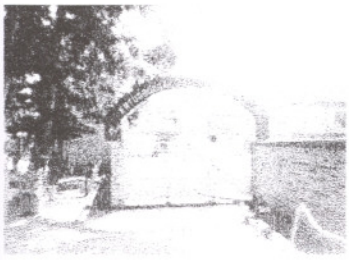


(e)



(f)

Figure D.1. Views from Balçova Primary School, (a) School building, (b) Playground, (c) Corridor, (d) Classroom, (e) Laboratory, (f) Computer room

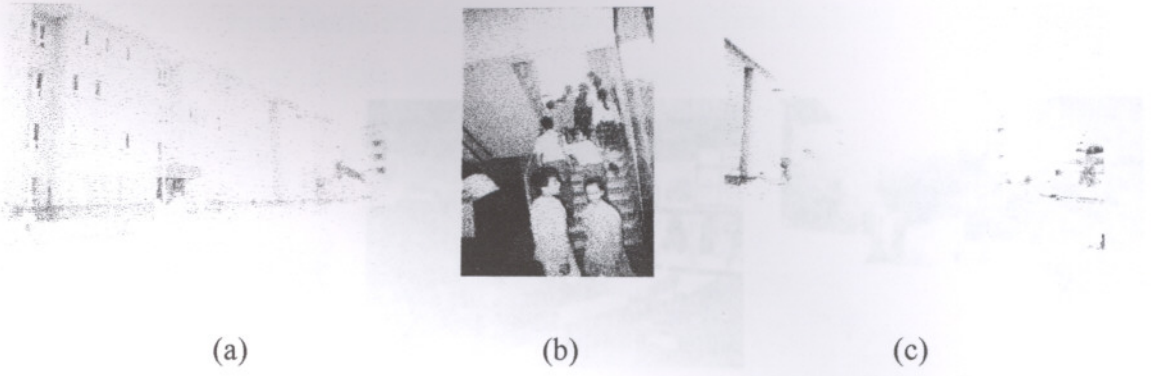


(a)

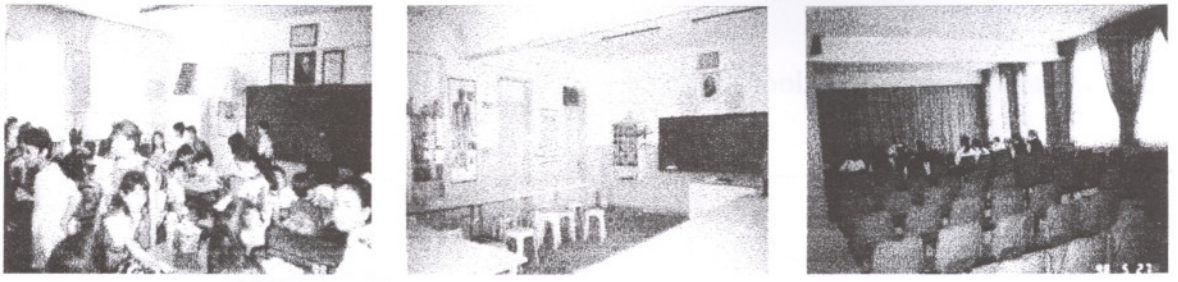
(b)

(c)

Figure D.2. Views from Ertuğrul Gazi Primary School, (a) School building, (b) Playground, (c) Classroom



(a) (b) (c)



(d) (e) (f)

Figure D.3. Views from Vali Kutlu Aktaş Primary School, (a) School building (b) Corridor, (c) Playground, (d) Classroom, (e) Laboratory, (f) Conference hall

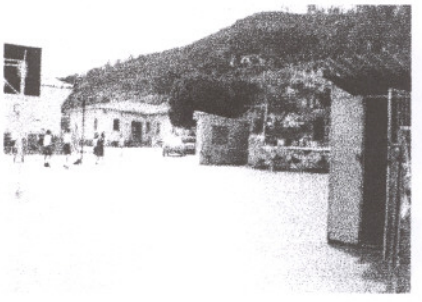
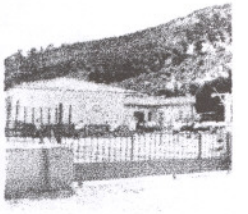
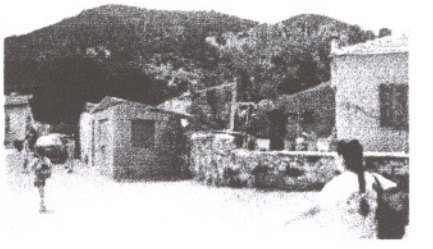
(a) (b) (c)

Figure D.4. Views from Orhangazi Primary School; (a) School building, (b) Playground, (c) Laboratory



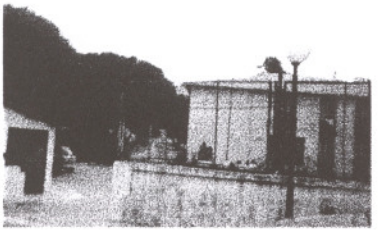
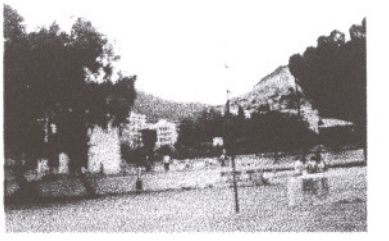
(a) (b) (c)

Figure D.5. Views from Sıdıka Akdemir Primary School, (a) School building, (b) Classroom, (c) Playground and toilets

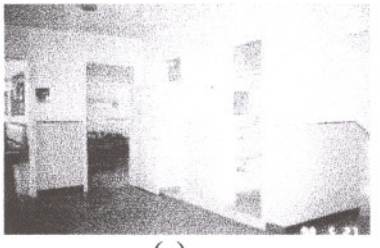




(a) (b) (c)

Figure D.6. (a), (b), (c) Views from Kılıçaslan Primary School

(a) (b)



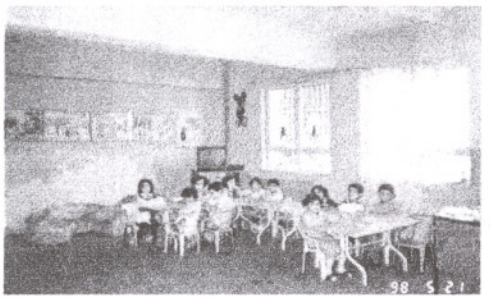
(c) (d) (e)

Figure D.7. Views from Narlıdere Primary School, (a) School building, (b) Playground, (c) and (e) Playground, (c) Toilets and corridor, (d) Classroom

(a)

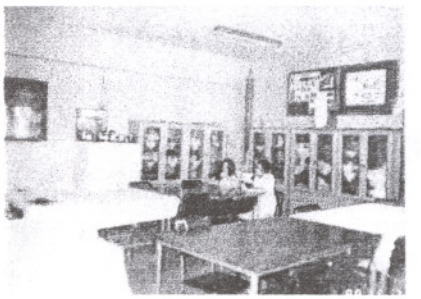
(b)

(c)



(d)

(e)



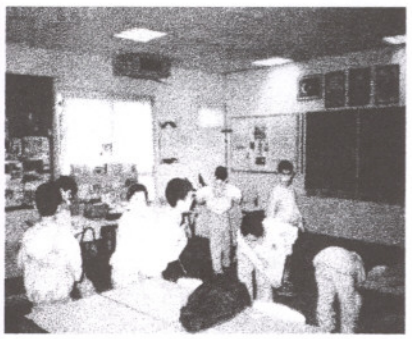
(f)

Figure D.8. Views from Ali Bayırlar Primary School, (a), (b) School building, (c) Playground, (d) Kindergarten class, (e) Classroom, (f) Workshops

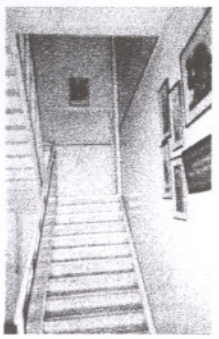
(a)

(b)

(c)



(d)



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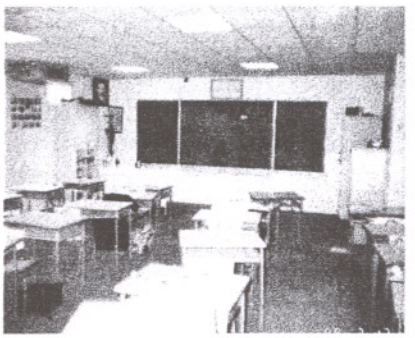

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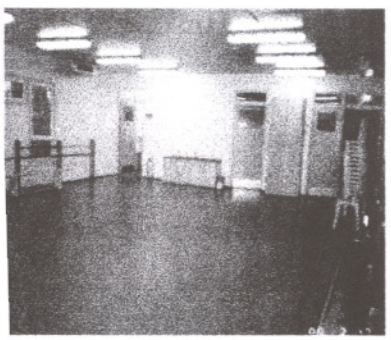
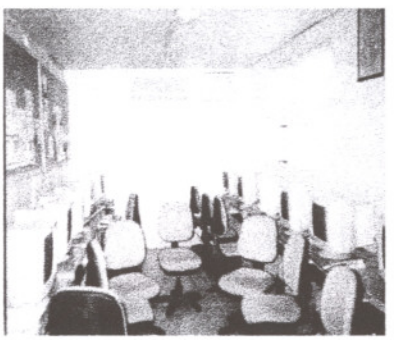
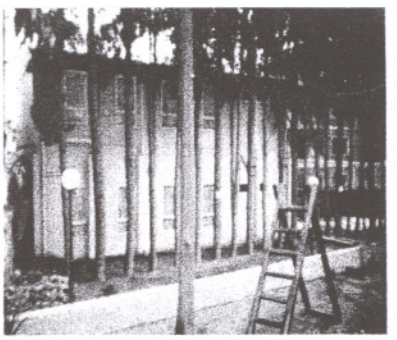


(g)



(h)



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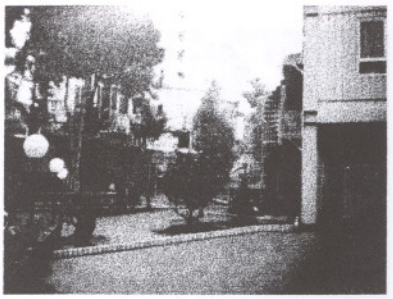
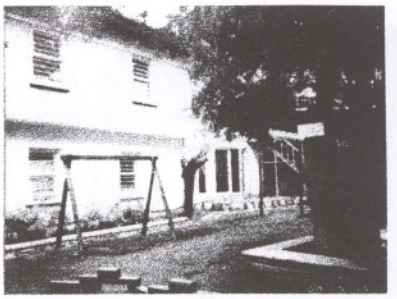
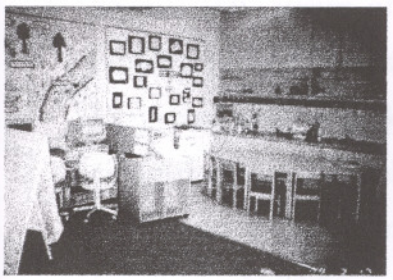


(j)

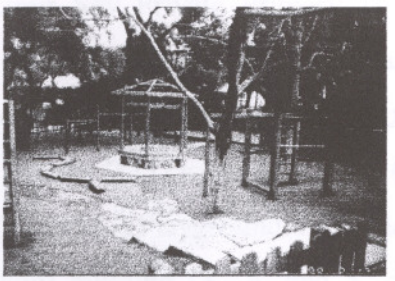
(k)



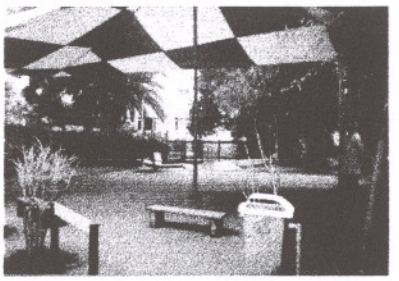
(l)



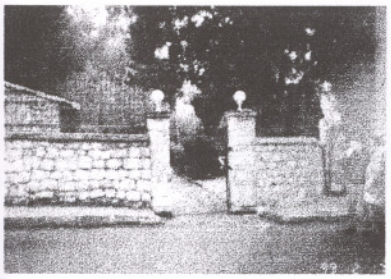
(m)



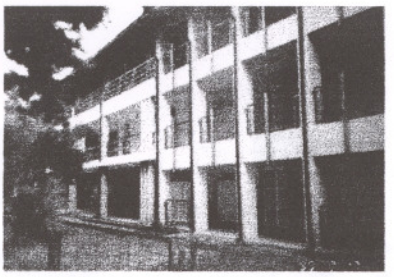
(n)



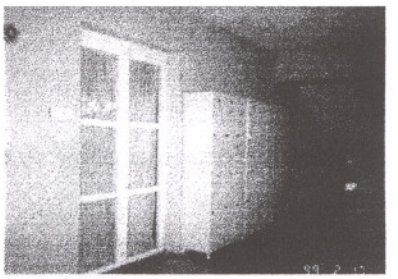
(o)



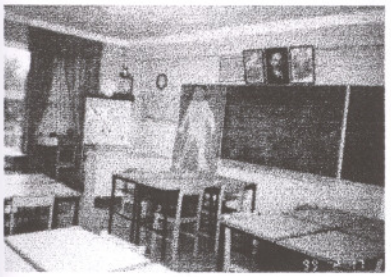
(p)



(r)



(s)



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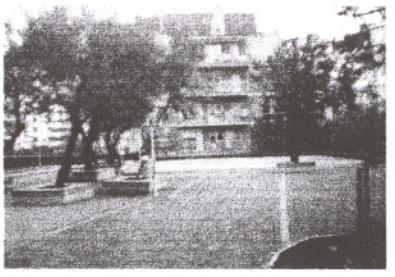
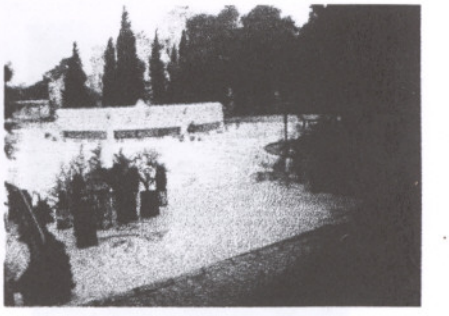


(u)

(w)



(v) (y) (z)

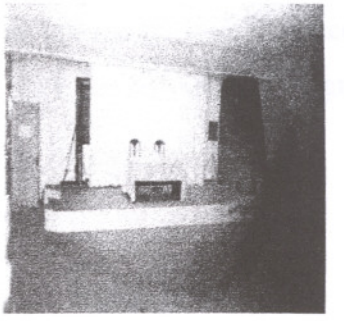
Figure D.9. Views of Izmir Sev Private Primary School, (a) School (b) School building (1. and 2.class), (c) Playground, (d) and (f) Classroom, (e) Interior space, (g) Conference hall and close playground area, (h) Computer room, (ı) School building (English prep.), (j) Blake house, (k) Garden of school, (l) Kindergarten building, (m) Kindergarten classroom, (n) and (o) Playground for kindergarten class, (p) School (r) Taner building – school building (3., 4. and 5. class) -, (s) view from Taner building, (t) Classroom of Taner building, (u) and (w) Playground for 3., 4., 5. class, (v) Library and garden of school, (y) Exit, (z) View of garden of school

(a) (b)

Figure D.10. View from Izmir Turk Private Primary School, (a) School building, (b) Exit

(a)

(b)



(c)

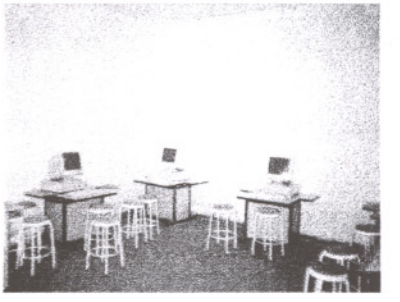
(d)

(e)

(f)

(g)

(h)

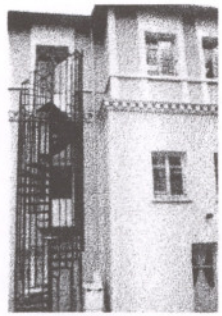


(ı)

(j)

(k)

(l)



(d) (e) (f)

Figure D.13. Views from Piri Reis Private Primary School, (a) School building, (b) Interior space, (c) Kindergarten class, (d) Corridor, (e) School building, (f) Classroom