

EXAMINING AND COMPARISON OF EDUCATION AND TRAINING SYSTEMS FROM PRE-SCHOOL TO HIGH SCHOOL IN TURKIYE AND THE TURKISH REPUBLIC OF NORTHERN CYPRUS, STATES OF THE TURKIC WORLD



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ABSTRACT

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The aim of the research is to examine the structure of education and training from pre-school to high school in Turkey and the Turkish Republic of Northern Cyprus, the States of the Turkic World, and to compare them with each other. In order to achieve this aim, it has been collected through document review from the literature related to each of these states, printed scientific and official sources, and data on the official websites of the ministries of the relevant states. While analyzing the data, descriptive analysis method was used. In the research, the themes of languages of education, pre-school education, primary school education, secondary school education and high school education were created by considering the descriptive analysis method stages; The sources that can be accessed and evaluated within the scope of the research were examined within the scope of these themes. The data obtained were defined, supported by direct quotations, and interpreted by adhering to the original form of the data. At the end of the research, it was concluded that there are similarities and differences in the structure of the education and training systems of the Turkish States. Based on these results, at the end of the research, suggestions were presented for the continuation and further development of the common points and good practices in the education and training system of the Turkish States with an increasing contribution.

Contribution/ Originality: On the basis of the contribution of this study to the literature, the important, contemporary and technological developments in the education and training systems of Türkiye, the Turkish Republic of Northern Cyprus and the States of the Turkic World enable the appropriate ones to catch up with the systems of the developed countries, reach a higher level than them, and to interact with each other with the systems and studies that are significant to enable them to share and thus implement them in their own systems.

1. INTRODUCTION

The rapid change of information creates new needs. In line with the expected needs, it becomes a necessity to restructure the education and training system, to bring the system up-to-date and to make changes in the system (Kosterelioglu & Bayar, 2014). Education and training systems create an open and dynamic system that interacts very closely with its environment, and today it can be successful not as long as it can adapt to change, but as long as it creates change. In order to make this change and transformation, the structure and problems of the education and training system should be analyzed very well. Managers who want to solve the problems of their country should

first turn to educational institutions and the education and training system, and solve the problems in this area (Ozyilmaz, 2021).

The education and training system implemented in a country is directly related to the level of development of that country. From this point of view, the stronger and more solidly the education and training systems of the countries are, the higher the development, progress and living standards of the countries will be and will continue to be. Because of all these effects, it is of great importance that the changes and regulations in the education and training system, which are an effective tool in the development, progress and high living standards of the countries, are arranged by taking into account the social structure, culture and characteristics of those countries.

All nations have education and training systems specific to their characteristic structures. This system is created, organized, developed and progressed in accordance with the socio-cultural, political and economic characteristics of those nations. Education and training systems may differ from country to country depending on the cultural and historical background of that country, the education and training philosophy that has prevailed in the country from past to present, culture, economic and political factors.

The fact that there is a strong connection between progress, development, development and education and training in recent times shows that education and training is the single most important power that will ensure social, cultural development and economic progress. This situation has made it inevitable to make changes in line with the values and possibilities of the society in education and training, where states have a dynamic and constantly renewed structure, in line with the era we live in, technological progress and developments. In this context, as in all world states, it is seen that Türkiye, the Turkish Republic of Northern Cyprus and the Turkish World States (Azerbaijan, Uzbekistan, Kazakhstan, Kyrgyzstan and Turkmenistan Republics) have undergone and have to undergo some changes in their education and training systems recently. It has become a necessity to implement and implement the changes made in order to increase the quality of education and to reach the level of modern civilizations, which is the main goal since the declaration of independence of countries, in schools and similar institutions, which are the application areas of education and training systems, in a full, correct, effective and respectable manner (Pinar, 2016).

When the education and training systems of Türkiye, the Turkish Republic of Northern Cyprus and the Turkish World States are examined, it is seen that the states try to develop their education and training systems in accordance with their own social and cultural structures and geographical locations. In order for this effect of education and training systems to be a positive one, states should examine the education and training systems of other states and in this context, focus on the problems in their own education and training systems and seek solutions (Pinar, 2016; Yazici, 2009).

As there are many common basic features in the education and training systems of these states, there are also important differences that vary from country to country. Learning the education and training systems of the States of the Turkic World and understanding the connection between these systems provide very important data in terms of understanding the meaning of this geographical region. With the reforms they carried out after gaining their independence, the States of the Turkic World not only aim to prepare students for higher education and training institutions and higher education, but also to present a multi-purpose scientific formatting in the schools in the previous education and training institutions. This situation is tried to be put forward as combining and transforming the theory and practice known in the field of practice in daily life. It is very important for the states of the Turkic World to meet, share and use common denominators for the unity and integrity from past to present. Especially within the scope of common language use, in 1928, with the application of the Unified New Turkish Alphabet, with the transition of the Republic of Türkiye to the Latin Alphabet, alphabet unity was tried to be achieved in all the Turkic World States, and as a result, the door to language integrity and unity was opened (Caliskan, 2018b; Sethakul & Utakrit, 2019).

In this context, apart from Türkiye and the Turkish Republic of Northern Cyprus, the existence of the Republics of Azerbaijan, Uzbekistan, Kazakhstan, Kyrgyzstan and Turkmenistan, which gained their independence with the dissolution of the Union of Soviet Socialist Republics (USSR) in 1991, and seven independent Turkish states in the world can be mentioned. In this study, the structure of education and training systems from pre-school to high school in Türkiye, Northern Cyprus Turkish, Azerbaijan, Uzbekistan, Kazakhstan, Kyrgyzstan and Turkmenistan Republics were examined separately and then compared with each other. Thanks to this comparison, facts, trends and problems related to education and training can be analyzed from various aspects and resolved from a broader perspective, and the similarities and differences of states can be revealed. By focusing on all the universal features of education and training, educational phenomena can be analyzed with a holistic perspective. In this context, the foundations of education and training practices can be revealed, and it contributes to the formation of theory by observing how and how the studies done in one country emerge in other countries (Toran & Güder, 2020).

In the study, the similarities and differences in the structure of education and training between Türkiye, the Turkish Republic of Northern Cyprus and the States of the Turkish World have been revealed, and the sharing and convergence of important and beneficial points in the education and training systems, which continue to develop, and to share the positive developments in education and training with other states. It is aimed to set an example and to serve to further increase the sharing among them. On the basis of the contribution of this study to the literature, the important, contemporary and technological developments in the education and training systems of Türkiye, the Turkish Republic of Northern Cyprus and the States of the Turkic World enable the appropriate ones to catch up with the systems of the developed countries, reach a higher level than them, and to interact with each other with the systems and studies that are significant to enable them to share and thus implement them in their own systems.

Today, it has been seen that there are limited and narrow-scoped studies in the literature on the education and training structure of Türkiye, the Turkish Republic of Northern Cyprus, the States of the Turkish World and their comparison with each other. Based on the results of the research, it is aimed to provide a positive contribution to the literature, in which the education and training systems of Türkiye, the Turkish Republic of Northern Cyprus and the States of the Turkish World are analyzed and compared with each other.

For this reason, this research aims to examine the structure of education and training in Türkiye and the Turkish Republic of Northern Cyprus, the States of the Turkish World, and to compare them with each other. In order to achieve this aim, answers to the following questions were sought:

Turkish States;

- a. Educational languages.
- b. Pre-school education.
- c. Primary education.
- d. Secondary education.
- e. Is there a difference between high school educations?

2. METHOD

In this section, there are explanations about the research model, material, data collection and analysis, validity and reliability studies.

2.1. Model of the Research

This study was designed in the qualitative research model. The qualitative research model is the sum of the activities in which the information is organized, the information that cannot be noticed in the sources is discovered, and all these data and study results are reported. The main goal of the research is to interpret the information in the data obtained (Yıldırım & Şimşek, 2013). In addition, the design of this research is a case study. In the case study,

several situations are discussed in depth and it is focused on how the factors related to these situations affect each other (Yıldırım & Şimşek, 2013). In this study, the current education and training system of Türkiye, the Turkish Republic of Northern Cyprus and the States of the Turkish World has been examined in detail and compared with the current situation.

2.2. *Materiel*

The sources obtained and used in the research were determined by using the purposive sampling method. In this sampling method, it provides the researcher with the opportunity to make an in-depth analysis in cases where the obtained information is intense (Yıldırım & Şimşek, 2005). In addition to purposive sampling, in order to achieve this aim, the data on the current situation and targets of the present state and targets are obtained from the official sources of the relevant states, from the published scientific and official sources such as thesis, book, journal, article related to each of these states, from the official websites of the ministries of the relevant states. Density sampling was also used. For the research material, official sites of the ministries of Türkiye, the Turkish Republic of Northern Cyprus, the Turkish World States in the 2020-2021 academic year, the websites of the universities in these countries, the theses in the Council of Higher Education (CoHE) thesis scanning center, the published national and international equivalence documents and the report. Information, published books on the subject, related articles in databases, all databases related to the subject were scanned and official sources were used. Due to the fact that the sources obtained as a result of the survey do not show a wide distribution, all the sources written about the education and training of the Turkish States have been tried to be included in the research.

2.3. *Data Collection*

Document analysis, one of the qualitative research techniques, was used in the data collection phase. Stages of document review technique; accessing and collecting documents, checking the originality of the documents, checking the documents for understanding, analyzing the data and using the obtained data (Yıldırım & Şimşek, 2008).

Research, education and training resources of Türkiye, Turkish Republic of Northern Cyprus, Turkish World States (Azerbaijan, Uzbekistan, Kazakhstan, Kyrgyzstan and Turkmenistan Republics) were examined by considering these stages. In the study carried out using the document review method, without any year limitation, studies that include the words related to education and training systems related to the above states in the title are Council of Higher Education (CoHE) thesis scanning, SCOPUS, ERIC, WOS and ULAKBİM and etc. databases were scanned.

2.4. *Analysis of Data*

Descriptive analysis, one of the qualitative data analysis methods, was used in the analysis of the data. It refers to the systematic and clear, understandable, reliable description and interpretation of the data obtained on the basis of descriptive analysis, to deal with it in the context of cause and effect, and to draw conclusions from the data obtained. Direct quotations are frequently used in the descriptive analysis method. The four stages in which descriptive analysis takes place are as follows; In the first stage of the analysis, a conceptual framework is formed from the questions of the research. In this context, it will be determined which themes the data will be arranged. In the second stage of the analysis, the data is organized according to the comprehensively established framework. In the third stage of the analysis, the data are identified and supplemented using direct quotations. In the last stage of the analysis, the findings are analyzed and interpreted, and comparisons are made with the needed data (Yıldırım & Şimşek, 2013). Considering the stages of the descriptive analysis, the themes of the languages of education of the Turkish States, pre-school education, primary education, secondary school education, and high school education were formed in this study. The sources accessible within the scope of the research were examined one by one

considering these themes, the data obtained were analyzed and defined, it was tried to be supported with direct quotations, and the data was interpreted by ensuring that the collected data remained original. The codes and concepts that were reached while the data were being recorded were classified under the headings of the determined themes and tables suitable for the purpose were created.

2.5. Validity and Reliability Studies

Within the scope of the research, validity was examined in two aspects, internal validity and external validity (Yıldırım & Şimşek, 2008). In internal validity, the relationship between the themes created within the scope of the determined concepts and the results obtained in the research, their connection with each other and whether they form an integrity with the content are taken into consideration. In order to provide internal validity in the research, it was examined in detail whether the data obtained from the sources were suitable for the determined content and whether the findings were consistent with the content, and the determined themes were created in relation to the research questions. External validity is whether the research sample is representative of the research population; to determine whether it is suitable for research. In order to ensure external validity in the research, the official sites of the ministries of Türkiye, the Turkish Republic of Northern Cyprus, the Turkish World States, the websites of the universities in these countries, the theses in the Council of Higher Education (CoHE) thesis scanning center, the published national and international equivalence documents and report information, Related published books, related articles in databases, all databases related to the subject were scanned and official sources were used.

The reliability of the research was handled in two aspects, namely internal reliability and external reliability (Yıldırım & Şimşek, 2008). In order to ensure internal reliability in the research, data were collected and analyzed by more than one researcher, and a common goal and consensus point was provided. In addition, an effort was made to present the data obtained from the sources to the targeted audiences by quoting directly and without adding any comments, and the explanation and interpretation of the obtained research data was left for later. In order to ensure external reliability, the research process, its stages are explained clearly, in detail and in detail, and it has been revealed that the analysis results obtained from the research depend on the data.

3. FINDINGS

In this section, there are concepts and comparisons related to the education and training system of the Republic of Türkiye, the Turkish Republic of Northern Cyprus and the States of the Turkic World (Azerbaijan, Uzbekistan, Kazakhstan, Kyrgyzstan and Turkmenistan).

3.1. Evaluation of Data on Official Languages Used by States in the Education and Training System

Comparison of the data for the languages used in the education and training system in the Republic of Türkiye, the Turkish Republic of Northern Cyprus, the States of the Turkic World (Azerbaijan, Uzbekistan, Kazakhstan, Kyrgyzstan and Turkmenistan) is given in Table 1.

Table 1. Data on official languages used by States in the education and training system.

States	Language(s) Used
Republic of Türkiye	Turkish
Turkish Republic of Northern Cyprus	Turkish
Republic of Azerbaijan	Azerbaijani
Republic of Uzbekistan	Uzbek
Republic of Kazakhstan	Kazakh, Russian
Republic of Kyrgyzstan	Kyrgyz, Russian
Republic of Turkmenistan	Turkmen, Russian

As seen in Table 1, Türkiye, Turkish Republic of Northern Cyprus, Azerbaijan The Republics of Uzbekistan and Uzbekistan use only the state language as the official language of instruction. However, Kazakhstan, Kyrgyzstan It is seen that the Republics of Turkmenistan and Turkmenistan use Russian as the official language of education, as well as their own state language. The reason for this can be explained by the disintegration of the Union of Soviet Socialist Republics (USSR) and the fact that the influence of the Russian population living in these countries was higher and their rate was higher than other Turkish states. However, especially in the Republic of Turkmenistan, Russian is gradually applied in education (Agamaliyev, 2020; Akyol & Kuralbayeva, 2021; Gursoy-Naskali, 2002; Kara & Solak, 2017; Kinaci, 2010; Mammadov, 2008; Shuinshina, 2006; Yıldız & Yılmaz, 2018).

3.2. Evaluation of the Data on the Pre-school Education and Training System of the States

Türkiye, Turkish Republic of Northern Cyprus, and Turkish World States are given in Table 2. In all states; the purpose of pre-school education; In accordance with the general aims and basic principles of the national education of the states, it is to ensure that national values are given attention, to ensure that children acquire physical, mental and emotional development and good habits, to prepare them for higher education, to speak the languages of the states correctly and beautifully, and to promote national and universal values. In these institutions, education is given in order to prepare children for their future life and education, to develop and accelerate their socialization, and to master communication and interaction skills and tools with adults and peers. In these schools, children are taught stories about heroism, housework, patriotism, and national anthems of states. In addition, the basics of teaching in a foreign language are started methodologically (Caliskan, 2018a). Preschools are generally opened as kindergartens, kindergartens, under the auspices of formal and non-formal education institutions, as kindergarten classes and applied classes according to appropriate physical structure and capacity, and continue to serve (Agamaliyev, 2020; Akimcan, 2008; Alimbekov, Dumanaeva, & Smoke, 2017; Caliskan, 2018a; Edunews, 2020; Gul, 2019; Shiraz, Azizov, Döş, & Arıbaş, 2017; TRNC, 2005; TRNC National Education Law, 1986; Turan, 2005).

Table 2. Data on state pre-school education and training system.

States	State of Compulsory	Level of Education	Age (Year)	Duration (Year)
Republic of Türkiye	Not compulsory	Crèches Pre-school Kindergarten	0-3 3-6 5-6	1-6
Turkish Republic of Northern Cyprus	5-6 Years Compulsory	Game Class Pre-school/ Kindergarten	4-5 5-6	1-2
Republic of Azerbaijan	1.5-6 Years Not Compulsory (Compulsory After 6 Years)	Children's Halls/Child Houses Young Houses Gardens Children/Family/School Gardens	1.5-2 2-3 3-6	3-5
Republic of Uzbekistan	Not compulsory	Crèches Pre-school	2-4 4-7	2-5
Republic of Kazakhstan	Compulsory	Kindergarten Pre-school Children's Gardens	1-3 3-6 1-6	1-6
Republic of Kyrgyzstan	Not compulsory	Crèches Pre-school	6 Months- 3 Year 3-7	3-5
Republic of Turkmenistan	Not compulsory	Crèches Pre-school/Kids Gardens	0-3 3-6	3

As seen in Table 2, pre-school education in the Republic of Türkiye constitutes the first level of formal education and covers the education of individuals who have not reached primary education age. While early childhood education covers the education of children aged 0-3, pre-school education covers the education of children

aged 3-5. The education of 5-6 year old children is carried out in kindergartens, which are opened within the body of formal and non-formal education institutions, which are under the responsibility of the Ministry of National Education.

Pre-school period in the Turkish Republic of Northern Cyprus; it consists of a game class (4-5 age group) and a main class (5-6 age group). Compulsory basic education starts from the kindergarten. The pre-school education run by the state lasts for one or two years and has been expanded according to a program to cover the entire pre-school education age population (TRNC, 2005; TRNC National Education Law, 1986).

Pre-school education in the Republic of Azerbaijan; it covers students aged 1.5-6 years and is called upbringing (kindergarten/nursery) and is not compulsory. Children's houses are the institutions where children between the ages of 1.5-2, children between the ages of 2-3, and children's gardens and family gardens are educated between the ages of 3-6. school gardens; garden internets opened within other schools ; children's homes where families send their children to boarding schools; The educational institutions where orphans, orphans and children in need of care receive education, consist of children's homes for mentally handicapped and handicapped children. Pre-school education (school education) starts with institutions called kindergartens and kindergartens, whose names are different, and continues until the age of 6 (Equivalence Guide, 2021; Ministry of Education of the Republic of Azerbaijan (Ministry of Education of Azerbaijan), 2020).

In the Republic of Uzbekistan, special and separate importance is given to pre-school education and training. Because the most important reason for the sensitivity in preparing children for school with pre-school education is that it affects their whole life. In Uzbekistan, pre-school education is given in kindergartens and kindergartens (called honeymoon gardens). After this education, children receive education in primary and secondary education institutions. After all these trainings, willing students attend vocational schools or universities (Caliskan, 2018b). Kindergartens start at the age of 2-4 and kindergartens at the age of 4-7.

In the Republic of Kazakhstan, pre-school education is divided into categories according to the age of children and the mode of study, depending on the purpose. These are depending on the age of the students; kindergartens for children aged 1-3, kindergartens for children aged 3-6, playgrounds for children aged 1-6 (Gul, 2019). Another aim of pre-school education institutions is to accelerate the socialization of children. Teaching Kazakh in these institutions is compulsory (Caliskan, 2018a).

In the Republic of Kyrgyzstan, 12 types of education are provided within the scope of pre-school education institutions. These; kindergarten for children aged 6 months to 3 years, kindergartens for children aged 6 months to 7 years, kindergarten for children aged 3-7, kindergarten for special students, orphanages for orphans aged 3-18 years, up to 3 years old Children's home for orphans and special students, rehabilitation centers, children's family home for orphans between the ages of 2-18, a progymnasium for smart children, a kindergarten school for parents and children, community kindergarten provided by local authorities, children with short durations such as 3-5 hours gardens (Akimcan, 2008; Alimbekov et al., 2017; Gul, 2019). Education and training in the Republic of Kyrgyzstan is determined by the law in its constitution. According to this Education Law, all Kyrgyz citizens can have the right to free education and training provided that they go to public schools. Compulsory education is 11 years in Kyrgyzstan. This 11-year education; The period from 1st to 5th grade is called beginning, from 5th to 9th grade is called middle education, and from 9th to 11th grade is called higher education. Individuals who can successfully complete 11 years of compulsory education have the right to apply to higher education institutions (Caliskan, 2018a).

In the Republic of Turkmenistan, children aged 1-6 are accepted to pre-school education institutions. The pre-school education group, which also includes the zero age group, is called the bond of the bereaved and the ages (Caliskan, 2018a). There is a network of pre-school education institutions in the Republic of Turkmenistan for the upbringing and education of pre-school children. These pre-school education institutions; nurseries, kindergartens, kindergartens.

Generally; as seen in [Table 2](#), pre-school education is not compulsory in all states except the Turkish Republic of Northern Cyprus, Azerbaijan and the Republic of Kazakhstan. It is completely compulsory in the Republic of Kazakhstan, in the Turkish Republic of Northern Cyprus and the Republic of Azerbaijan, it is compulsory just before the start of primary school. This is because; It is considered that it would be appropriate to carry out education by the state, to leave it to the people's own will, to provide pre-school education for one or two years in the Turkish Republic of Northern Cyprus, and to make it compulsory to be expanded according to a program to cover the entire pre-school education age population in these states.

3.3. Evaluation of Data on States' Pre-Primary Education and Training System

Türkiye, the Turkish Republic of Northern Cyprus, and the Turkic World States are given in [Table 3](#). In all states; To provide every child with the basic knowledge, skills, behaviors and habits necessary to be a good citizen in accordance with the aims and duties of primary school, the general aims and basic principles of national education; to raise him in accordance with the national moral understanding; is to prepare each child for life and higher education by raising them in terms of their interests, talents and abilities. In order to ensure the emotional and social development of the students, it is ensured that a stable education is applied, participation in the course environments or other activities in the environment, gaining confidence by encouraging the successful subjects, reinforcing and developing the unity, solidarity and common feelings. Attention is also paid to the development of skills in finding, analyzing and interpreting information as the basis for personal and collective work ([Azerbaijan Education, 2020](#); [Education Law, 1993](#); [Edunews, 2020](#); [Kyrgyz Ministry of Education, 2019](#); [Ministry of Education and Science of the Kyrgyz Republic, 2021](#); [Official Site of the President of the Republic of Kazakhstan, 2019](#); [TRNC, 2005](#); [Turk, 2015](#); [Turkmenistan Education System, 2020](#)).

Table 3. Data on States' primary education and training system.

States	State of Compulsory	Level of Education	Age (Year)	Duration (Year)
Republic of Türkiye	Compulsory	Primary School (Grades 1-4)	6-9	4
Northern Cyprus Turkish Republic	Compulsory	Basic training Primary/Primary Education (Grades 1-5)	6/7-10/11	5
Republic of Azerbaijan	Compulsory	Basic Education Primary School (Grades 1-4)	6-10	4
Republic of Uzbekistan	Compulsory	Primary School (Grades 1-4)	6-7 and 11	4
Republic of Kazakhstan	Compulsory	Primary/Primary School (Grades 1-4)	6-10	4
Republic of Kyrgyzstan	Compulsory	Primary/Primary School (Grades 1-4)	7-10	4
Republic of Turkmenistan	Compulsory	Primary/Primary School (Grades 1-3)	6/7-10	3

As seen in [Table 3](#), primary education in the Republic of Türkiye is the first stage of compulsory education and covers the education of children between the ages of 5.5/6 and 9. The education period is four years ([Aslan, 2013: 3-34](#)). Since it is a stage in which students' behaviors both about their school and about they will be shaped, it is the education stage that should be taken seriously and given importance.

Primary school education in the Turkish Republic of Northern Cyprus; it covers the 5-year period from the 1st grade to the 5th grade in primary school, covering the age group of 6/7 to 10/11 ([TRNC, 2005](#)).

The age of starting primary school in the Republic of Azerbaijan is 6. primary school level, general education (public education) 1-4. It covers classes and is mandatory. Primary school (Primary education grades 1-4). Diplomas are not issued to those who have completed primary school in the Republic of Azerbaijan ([Equivalence Guide,](#)

2021). Students who have completed primary school can continue their education in the same school or in a school of their choice.

Primary school in the Republic of Uzbekistan; primary school, which covers the ages of 6/7-11, lasts 4 years and is compulsory (Equivalence Guide, 2021). The quality and content of school subjects in primary school is flexible according to different types of schools and working conditions. Students who have completed primary school can continue their secondary education in the same institution.

Primary education in the Republic of Kazakhstan; it lasts 4 years (covers grades 1-4, ages 6-10) and is the first step of secondary education (Equivalence Guide, 2021). Students start secondary education after completing a 4-year primary education.

The first stage of general education in the Republic of Kyrgyzstan is the 4-year (grades 1-4) primary school stage. Children aged 7 officially start with primary school and continue until the age of 10.

Primary education in the Republic of Turkmenistan, consisting of a combination of primary and secondary school levels; It lasts for 9 years and is compulsory. Primary school (Sovat) lasts 3 years, 1-3. consists of classes and covers the ages of 7-10 (Equivalence Guide, 2021).

Generally; as Table 3 shows, primary school is compulsory in all states. The reason for this is the importance of the aims of primary school education mentioned above. Primary education is 4 years in all Turkish States except the Turkish Republic of Northern Cyprus (5 years) and the Republic of Turkmenistan (3 years). The reason for this is that in all states, the combination of primary school and secondary school is seen as primary education, although it does not matter if the primary school is 3 or 5 years, but this difference is already completed in secondary school. In addition to the above-mentioned objectives of primary school, another purpose is to prepare for higher education.

3.4. Evaluation of Data on States' Secondary School Education and Training System

Türkiye, Turkish Republic of Northern Cyprus, and Turkic World States are given in Table 4 in all states education in secondary schools; to gain communication skills, to develop reading and writing, to use computers at a sufficient level, to reveal talents by directing them to various arts and fields, to assimilate values such as peace, democracy, justice, equality, to adopt principles and revolutions, to reveal professional abilities and potentials. It enables students to develop speaking and writing culture, communication skills, cognitive activity and logical thinking, the formation of knowledge and thoughts within the framework of the subjects included in the education program, the development of world civilization, the development of their ability to use modern information and communication tools, evaluating events and making plans for the future. The basic values in the content of secondary school are defined as patriotism of the states and civic duty, respect, unity, labor and creativity, continuous education (Constitution of the Republic of Kazakhstan, 2019; Dunder, 2016; Edunews, 2020; Gul, 2019; Kyrgyz Ministry of Education, 2019; TRNC, 2005; Turkmenistan Education System, 2020).

As seen in Table 4, secondary education in the Republic of Türkiye is the second stage of compulsory education and covers the education of children between the ages of 9/10 and 14. The education period is four years and it is free in public schools. In the second stage, students are given the right to choose, and students choose between secondary schools and imam-hatip secondary schools. In secondary schools, there are elective courses according to the abilities, development and preferences of the students to support high school education (Aslan, 2013).

Secondary school period, which is the first step of secondary education in the Turkish Republic of Northern Cyprus, covers the period from the middle 1st grade to the middle 3rd grade, including the 11/12-14/15 age group. Secondary school period 6-9. consists of classes. Those who successfully complete secondary school can continue to vocational high schools or high schools according to their success, desire, interest, talents and abilities (Cyprus Turkish Education System, 2021).

Table 4. Data on States' secondary school education and training system.

States	State of Compulsory	Level of Education	Age (Year)	Duration (Year)
Republic of Türkiye	Compulsory	Secondary School/Imam Hatip Secondary School (Grades 5-8)	9/10-14	4
Turkish Republic of Northern Cyprus	Compulsory	Middle School/Fine Arts/Middle School College (Grades 6-9)	11/12-14/15	3
Republic of Azerbaijan	Compulsory	General Secondary School/Middle School (Grades 5-9)	10-15	5
Republic of Uzbekistan	Compulsory	General Secondary School (Grades 5-9)	11-16	5
Republic of Kazakhstan	Compulsory	Primary Education (Basic Secondary Education) (Grades 5-9)	10-15	5
Republic of Kyrgyzstan	Compulsory	Primary education (Basic General Education Grades 5-9)	10-15	5
Republic of Turkmenistan	Compulsory	Elementary Secondary School (Grades 4-9)	10-16	6

In the Republic of Azerbaijan, secondary education, including primary and secondary school, lasts 9 years (4 years of primary school+5 years of secondary school, of which the second stage) and is compulsory. General education is called "General education (Primary, basic education)" and lasts from 1st grade to 11th grade. Secondary School (Main education, grades 5th-9th) (Equivalence Guide, 2021).

Is compulsory for 5 years (Grades 5-9), covering the ages of 11-16. Exams are taken in the last year of secondary school, students who are successful are given a diploma and the right to continue with a higher education (Equivalence Guide, 2021).

Secondary education in the Republic of Kazakhstan lasts 5 years (grades 5-9, ages 10-15) and is the second stage of secondary education. Students who finish secondary school (basic school) graduate by taking the exam prepared and organized by the state. Students who are successful in this graduation exam are given a primary education diploma (Equivalence Guide, 2021).

The second stage of general education in the Republic of Kyrgyzstan is secondary school, 5 years (Basic General Education), 5-9. It covers classes and consists of 10-15 age groups.

Republic of Turkmenistan; it consists of primary and secondary school stages and is compulsory for 9 years. Secondary school lasts for 6 years (classes from 4th to 9th grades, from 10 to 15 years old) and the school year is implemented in two terms. Students who successfully complete secondary school enter the graduation exam prepared and organized by the state. Students who are successful in the exam and pass this exam are entitled to receive a primary education diploma (Equivalence Guide, 2021).

Generally; as Table 4 shows, secondary school is compulsory in all states. The reason for this is that the aims of secondary school education mentioned above are taken into consideration and generally all students receive primary and secondary education and want to raise the level of education. In the Republics of Azerbaijan, Uzbekistan, Kazakhstan and Kyrgyzstan, secondary school education is implemented as 5 years.

It is applied for 4 years in the Republic of Türkiye, 3 years in the Turkish Republic of Northern Cyprus and 6 years in the Republic of Turkmenistan. Considering primary and secondary school as a whole in all states, total primary education is 8 or 9 years. Primary and secondary school education is 8 years in total in the Republic of Türkiye and the Turkish Republic of Northern Cyprus, and 9 years in the States of the Turkic World. This result shows us that the difference in years in primary and secondary education is equalized as a whole in primary education.

As a result, although there is no difference in the education systems of the states, it is seen that besides the primary and secondary school objectives mentioned above, another common goal that emerged from the research is to prepare for the next education.

3.5. Evaluation of Data on States' High School Education and Training System

Table 5 includes data on high school education systems in Türkiye, the Turkish Republic of Northern Cyprus, and the States of the Turkic World. In all states education in high schools; In accordance with the general objectives, basic principles and reforms of the national education of the states, in order to provide all students with a minimum common, basic general culture and value judgment at secondary education level, to recognize the problems of the person and society, to seek solutions to the problems and to contribute to the economic, social and cultural development of the country and to gain strength, to prepare students for higher education or both for profession and higher education or for daily life and business areas in line with their interests, talents and abilities with various plans, programs and schools. In addition, it is ensured that students are guided and developed in line with their interests, wishes and abilities and branches in the fields needed by the states, and for this purpose, they are prepared for the university they will attend, a profession or business life (Agamaliyev, 2020; Cyprus Turkish Education System, 2021; Dundar, 2016; Education Law, 1993; Gul, 2019; Köpeczi-Bócz, 2020; Kyrgyz Ministry of Education, 2019; Shuinshina, 2006; TRNC, 2005; Turkmenistan Education, 2020; Zhiyenbayeva, Belyanova, Petunina, Dmitrichenkova, & Dolzhich, 2021).

Table 5. Data on States' High school education and training system.

States	State of Compulsory	Level of Education	Age (Year)	Duration (Year)
Republic of Turkish	Compulsory	Anatolian/Science/Fine Arts/Sports High School (Grades 9-12) Social Sciences/Vocational and Technical Anatolian/Multi-Program Anatolian (Vocational and Technical Programs)/Anatolian Imam Hatip High School (Preparatory/9-12 Grades)	14-18 14-19	4 5
Turkish Republic of Northern Cyprus	Not compulsory	High School/Vocational/Technical High School/Anatolian/Science/High School College/Fine Arts/Practical Art School (Preparatory/Classes 9-12)	15-18	3/4
Republic of Azerbaijan	Not compulsory	Full Secondary Education High School (Grades 10-11) Vocational High Schools	15-17 15-18	2 2-4
Republic of Uzbekistan	Not compulsory	Academic/General High Schools (10-11 th Grades) Vocational College/Vocational Technical High Schools	15/16-17/18 15/16-18/19	2 2-3 3-4
Republic of Kazakhstan	Not compulsory	High School (Grade 10-11-12) (Colleges, High Schools), Technical and Vocational Schools (Vocational Education)	16-17 16-18/19	2-4 2-4
Republic of Kyrgyzstan	Not compulsory	General Secondary Education General High Schools, Colleges (Grades 10-11-12) Secondary/Basic Vocational/Technical High Schools (Grades 9 and 10)	16-17 15-18	3 2-4
Republic of Turkmenistan	Not compulsory	Basic Vocational Education (Secondary Vocational Education) In Technical Secondary Education (Grades 9, 10 and 11)	16-18 16-18/19	2-3 2-4

As seen in Table 5, secondary education constitutes the last stage of compulsory education in the Republic of Türkiye. Although the education period is four years here, as in other levels, it is free in public schools. It covers the education of children aged 14 to 18/19. Secondary education consists of high schools that incorporate and

implement different programs. Secondary education includes all general, vocational and technical education institutions that provide formal and non-formal education. In the Turkish education system, the secondary education level is a whole. Besides vocational high schools, there are high schools providing academic education.

The high school period, which is the second level of secondary education in the Turkish Republic of Northern Cyprus; it is divided into multi-program modern high schools, colleges, Anatolian high schools, vocational technical high schools and fine arts high schools, in which 3-or 4-year programs are applied according to the education and training programs (TRNC, 2005).

High school education in the Republic of Azerbaijan; after 9 years of compulsory education, full secondary education is carried out with classical 2-year high school education (covering 10th and 11th grades, secondary education) or changing vocational high school education and training for 2-4 years. Education is given to students aged 15-17. Mostly primary, secondary and high school education and training are carried out in school buildings located in the same place. Students who complete high school are entitled to receive a "Secondary Education" diploma (Atestat) (Equivalence Guide, 2021).

In the Republic of Uzbekistan, secondary education consists of general high schools and vocational/technical high schools. Students; they attend general high schools between the ages of 15/16-17/18 (2 years), Vocational/Technical high schools between the ages of 15/16-18/19 (2/4 years), and general high schools for 2 years (17-18 years) and 10-11. covers classes. Vocational high schools last 2/3 years, Technical vocational high schools take 3/4 years. When students finish their high school education, they take the final exam and students who are successful in this exam are given a high school diploma. Those who are not successful in the final exam are given a certificate stating that they have completed this education only. At the end of the Vocational/Technical High School education, an exam is held in the same scope and the students are given the Vocational/Technical High School diploma related to the field they have completed (Equivalence Guide, 2021).

High school education in the Republic of Kazakhstan; it lasts 2-4 years and 10-11-12. It covers classes. Students who are successful in the exam held by the state at the end of their education are given a diploma that enables them to continue their education. The education age is 16-18/19. The education age of Technical and Vocational Schools (Vocational Education) is 16-17 years old. Medicine, pedagogy, music and art etc. in vocational/technical secondary education. There are colleges and technical schools covering technical departments (Equivalence Guide, 2021). Compulsory education is 11 years. The fact that secondary education is compulsory and the students who complete the 9th grade are prepared for a profession they want while studying in the 10th and 11th grades provide individuals with the opportunity to find a job more easily and quickly (Caliskan, 2018a). Vocational technical education and training institutions, increasing the academic knowledge level of the workforce; they are working on the employment of the unemployed or those who have been laid off and their work-related restructuring. In this context, education and training in vocational technical high schools is of great importance for families with low income and poor conditions (Caliskan, 2018b).

General secondary education in the Republic of Kyrgyzstan, general high schools, colleges (Grades 10-11-12) Ages 16-17 and the duration of education is generally 3 years, Secondary/Basic, Vocational/Technical High Schools (Grades 9 and 10) 15-18 years The education period is mostly 2-4 years. Along with general high schools, there are also high school types for specific areas (such as lyceums and colleges). Graduation exams are applied in the last year of high schools and those who are successful in these exams are given a diploma and the right to continue their education. Vocational/Technical secondary education, which provides the training of qualified manpower with vocational education, constitutes one of the most important links of the education system (Equivalence Guide, 2021).

In high schools in the Republic of Turkmenistan; the duration of education in general high schools/colleges is 2/3 years. Students take the final exam in the final year of high school and those who are successful receive a high school diploma. Thanks to this diploma, students gain the right to continue their education and training. In

technical secondary education, medicine, pedagogy, music and art etc. There are colleges and technical schools that house technical departments. The education period of the program is 2/4 (16-18/19 years) years. Those who are successful in the graduation exams are given a technical secondary education diploma. Vocational high schools and colleges are schools with vocational secondary education. The education and training period of these schools is 2/3 years and education is given to students between the ages of 16-18/19. Graduates are given a vocational high school diploma (Equivalence Guide, 2021).

Generally; as seen in Table 5, high school education is not compulsory in all states except the Republic of Türkiye (high school education is compulsory). The reason for this is the implementation of 4+4+4=12 years of compulsory education in the Republic of Türkiye and the reason why it is not compulsory in other states, as stated above in the aims of high school education. It is evaluated that it is due to preparing students for higher education or both for profession and higher education, or for life and business fields, in line with their interests, talents and abilities, with various programs and schools. While performing these tasks, a balance is ensured between the wishes and abilities of the students and the needs of the society. It is seen that high school education is implemented as 2-4 years in the Republics of Azerbaijan, Uzbekistan, Kazakhstan, Kyrgyzstan and Turkmenistan. It is applied for 4 years in the Republic of Türkiye and 3-4 years in the Turkish Republic of Northern Cyprus. It is considered that this is due to the fact that the States of the Turkic World gained their independence with the dissolution of the Union of Soviet Socialist Republics (USSR), and that they steered their independence based on the education system of the same country. Another result is that high school education is given between the ages of 14-19 in all states.

4. DISCUSSION AND CONCLUSION

Looking at history, it is seen that nations that have been successful around the world have made great and important moves and breakthroughs in education. As in the time of the War of Independence, the most valid and correct way that societies resort to as a solution in times of poverty, desperation and destruction; scientific, rational thinking. Within the scope of this thought; It is necessary to make the human resources in the society effective and equipped with the innovations and information of our age, as a result of correct and on-site diagnoses, by identifying scientific and technical deficiencies and what to do for practice. Nations that can be applied and successful in education and training as a result of all these will take their place on the page of history and will rise to the level of contemporary civilizations. Türkiye, the Turkish Republic of Northern Cyprus and the States of the Turkic World have passed through the stages and difficulties mentioned above in the history scene and they continue to pass.

The Turkic World States, which were influenced first by the education and training policies of the Tsarist Russia and then by the ideological education and training system of the USSR, tried to reorganize their education and training systems according to their own state-specific ideas with their independence. The conditions of these newly established Turkic World States, which differed in many points such as human resources, economic situations, political authorities, and population structures, were effective in determining their education and training systems (Caliskan, 2018a). The most important and striking common feature of the States of the Turkic World is that they have reading and writing rates approaching 100%.

One of the important elements that guide education and training policies is national culture, historical traditions and customs, and the other is the importance of the place of countries in the world, the situation in technological developments and the effect of globalization in many ways. Education and training systems can differ from each other in terms of content, science and practice in the field, science and philosophy, science and belief, depending on the characteristics of the basic connections between the concepts of reason, intelligence, logic or belief. When all these expressions are considered, the development and progress of education is closely, directly and closely related to the development of science and technology. One of the most important aims of education is to adopt knowledge and skills and make them applicable. This will be possible by combining the education and

training systems of different states with the technological developments that have emerged in the direction of reason and science, on a common denominator, point and stakeholder culture. Namely, scientific knowledge and practical skills are basically universal all over the world. When we concretize these concepts a little and want them to be applied to today's conditions, when the issue of what information, how much, when, where, how and with what methods should be adopted; Education and training not only depends on the national identity, but also on the general development level of the states, the percentage of the total population in literacy, cultural and moral background, the level of economy and the quality of relations in this field, etc. It turns out that it depends on dozens of other variables (Dundar, 2016; Gul, 2019).

The geography of the Turkic World has the same cultural codes and genes of people who have lived and established relationships within the scope of a common culture for centuries in the past; It has been a region where the people of the people, who have almost the same characteristics in terms of language, religion, belief and race, spread. For this reason, the only solution for Türkiye, the Turkish Republic of Northern Cyprus and the States of the Turkish World to act together is the creation of joint education systems.

After gaining their independence, the States of the Turkic World carried out important studies in the field of education and training as in many other fields, supported the studies in this field and took important steps to increase the success of the state in every aspect in the education and training center (Şişman & Arı, 2009). Achieving a population structure compatible with the goal of balanced and sustainable development can only be achieved by improving the educational qualifications of the population and increasing the quality of life. Sending their own students to higher education institutions abroad and the arrival of students from other countries from abroad have accelerated. Connections with foreign states have increased in the field of education and training as well as in health, commercial and military fields, and agreements have been made by adhering to some protocols. Along with this process, many partner institutions were opened in the field of education and training. New, up-to-date textbooks that deal with country culture and values such as mother tongue, national history and geography in the Latin Alphabet have been prepared and published. Türkiye, the Turkish Republic of Northern Cyprus, the States of the Turkish World, which have a common culture and value, should be united in a common language and alphabet, more communication in education and training, exchange of information and transfer of experiences to each other should be ensured and this should continue (Akhmadjonov, 2019; Duymaz, 2015; Ergin, Açıışlı Çelik, & Akkaya, 2021; Savaş, 2010; TR General Directorate of Laws and Decisions of the Prime Ministry, 2014).

As a result of the research within the scope of the above-mentioned, Türkiye, the Turkish Republic of Northern Cyprus, the States of the Turkish World ; education and training systems are examined, the results are presented in Table 6 as a whole and comparatively.

Table 6. Türkiye, Turkish republic of Northern Cyprus, States of the Turkish world collective comparison of education and training systems.

States	Language (s) Used	Pre-school Education	Primary School	Middle School	High School
Republic of Türkiye	Turkish	Crèches Pre-school Kindergarten (Not compulsory)	Primary school (Grades 1-4) (Compulsory)	Middle School/ Imam Hatip Secondary School (Grades 5-8) (Compulsory)	Anatolian/Science/Fine Arts/Sports High School (Grades 9-12) Social Sciences/Vocational and Technical Anatolia/Multi-Program Anatolia (Vocational and Technical Programs)/Anatolian Imam Hatip High School (Preparatory/9-12 Grades) (Compulsory)
Northern Cyprus Turkish Republic	Turkish	Game Class Pre-school/Kindergarten (5-6 Years Compulsory)	Basic training Primary/Primary Education (Grades 1-5) (Compulsory)	Middle School/Fine Arts/Middle School College (Grades 6-9) (Compulsory)	High School/Vocational/Technical High School/Anatolian/Science/High School College/Fine Arts/Practical Art School (Preparatory/9-12 Grades) (Not compulsory)
Republic of Azerbaijan	Azerbaijani	Young Houses/Gardens Children/Family Gardens (Not compulsory)	Basic training Primary school (Grades 1-4) (Compulsory)	General Secondary/Middle School (Grades 5-9) (Compulsory)	Full Secondary Education High School (Grades 10-11) Vocational High Schools (Not compulsory)
Republic of Uzbekistan	Uzbek	Crèches Pre-school (Not compulsory)	Primary school (Grades 1-4) (Compulsory)	General Secondary School (Grades 5-9) (Compulsory)	Academy/General High Schools (Grades 10-11) Vocational College/Vocational Technical High Schools (Not compulsory)
Republic of Kazakhstan	Kazakh Russian	Kindergarten Pre-school Children's Gardens (Compulsory)	Primary/Primary School (Grades 1-4) (Compulsory)	Primary education (Basic Secondary Education (Grades 5-9) (Compulsory)	High School (Grade 10-11-12) (Colleges, High Schools), Technical and Vocational Schools (Vocational Education) (Not compulsory)
Republic of Kyrgyzstan	Kyrgyz Russian	Crèches Pre-school (Not compulsory)	Primary/Primary School (Grades 1-4) (Required)	Primary education (Basic General Education (Grades 5-9) (Compulsory)	General Secondary Education General High Schools, Colleges (Grades 10-11-12) Secondary/Basic Vocational/Technical High Schools (Grades 9 and 10) (Not compulsory)
Republic of Turkmenistan	Turkmen Russian	Crèches Pre-school Children's Gardens (Not compulsory)	Primary/Primary School (Grades 1-3) (Compulsory)	Primary education Middle School (Grades 4-9) (Compulsory)	Basic Vocational Education (Secondary Vocational Education) Technical Secondary Education (9th, 10th and 11th Grades) (Not compulsory)

When Table 6 is examined; the education and training levels in the Republic of Türkiye, the Turkish Republic of Northern Cyprus, and the States of the Turkish World and the time allocated to these levels can be seen.

When the pre-school education system of the states is examined; it varies between 0-6 years old. Generally, nurseries and kindergartens vary according to the age range, but there are nurseries and kindergartens in all states. It can be seen from here that all states attach great importance to pre-school education. In other words, pre-school education is considered important in all states and it is evaluated that the level of education can be increased as a result of applying education more actively and efficiently from a very young age, and it is evaluated that it contributes and will contribute to the level of development of the states.

States' Basic Education (Primary and Secondary School) when we examine the system; it starts at the age of 6 and the ending age varies. Generally, primary school is applied as a compulsory 4 or 5 years. It is applied as primary education in the Republic of Türkiye, the Turkish Republic of Northern Cyprus, the Republic of Kazakhstan, the Republic of Kyrgyzstan, and the Republic of Turkmenistan. It is implemented as a primary school in the Republic of Azerbaijan and the Republic of Uzbekistan. Some countries include primary and secondary schools in basic education, some countries do not (such as the Republic of Uzbekistan). Basic Education (Primary and Secondary School) is implemented as general secondary education in the Republic of Azerbaijan. It is also seen from the table that there are differences in the implementation of the Basic Education (Primary and Secondary School) systems of the states. These systems, which vary according to the states, may of course vary according to the structural situation of the citizens and states who are educated, but it is considered that the application of the system, which is considered to be applicability and the result at the highest level and increases the level of education, by other states will contribute to the education systems all over the world and especially in developed countries.

When we examine the Secondary Education (Middle School and High School) system of the states; varies as middle school and high school sections. The Republic of Türkiye, the Turkish Republic of Northern Cyprus, and the Republic of Kazakhstan implement secondary education as a high school part. In the Republic of Azerbaijan, the Republic of Uzbekistan, the Republic of Kyrgyzstan and the Republic of Turkmenistan, secondary education is implemented as secondary school and high school. Some countries include middle school and high school in secondary education, while some countries only include high school. It is also seen from the table that there are differences in the implementation of the Basic Education (Primary and Secondary School) systems of the states. It is seen that the years of education applied by the states in the same high schools also differ. For example; General High Schools in the Republic of Türkiye It is applied for 4 years, 3 or 4 years in the Turkish Republic of Northern Cyprus, 2 years in the Republic of Azerbaijan, the Republic of Kyrgyzstan and the Republic of Turkmenistan, and 3 years in the Republic of Uzbekistan and the Republic of Kazakhstan. Again in the Republic of Türkiye, Vocational and Technical Secondary Education is 4 years, in the Turkish Republic of Northern Cyprus 3 or 4 years, in the Republic of Azerbaijan, the Republic of Uzbekistan 3 years, in the Republic of Kazakhstan 2-3 years, in the Republic of Kyrgyzstan 2 years, In the Republic of Turkmenistan, it is applied for 1 year.

Generally, 12 years of education are compulsory in the Republic of Türkiye (4+4+4) and it is implemented gradually, and then transition to higher education can be made. In the Turkish Republic of Northern Cyprus, 9 years of education are compulsory and the total education period is 12 years (5+3+4), and then transition to higher education can be made gradually. In the Republic of Azerbaijan, 9 years of education are compulsory and the total education period is 11/12 years (4+5+2/3), and then transition to higher education can be made gradually. Uzbekistan In the Republic of Türkiye, 9 years of education are compulsory and the total education period is 12 years (4+5+3) and continues gradually, and then transition to higher education can be made. In the Republic of Kazakhstan, 11 years of education are compulsory and the total education period is 11 years (4+5+2), and then transition to higher education can be made gradually. In the Republic of Kyrgyzstan, 11 years of education are compulsory and the total education period is 11 years (4+5+2) and continues gradually, and then transition to higher education can be made. In the Republic of Turkmenistan, 12 years of education are compulsory and the total

education period is 12 years (4+6+2) and continues gradually, and then transition to higher education can be made. Accordingly, it has been concluded that compulsory education varies between 9 and 12 years in Türkiye, the Turkish Republic of Northern Cyprus and the Turkish World.

Compulsory education period is one of the indicators of the education quality of a country. One of the reasons for these differences in compulsory education between states is considered to be the economic conditions of the states.

5. SUGGESTIONS

In line with these results obtained;

In the regulation of education policies, the necessity of mutual cooperation and increasing the ways of teaching the values of Türkiye, the Turkish Republic of Northern Cyprus and the Turkish World to young people should be taken as basis to obtain.

Studies on the unity of the alphabet should be accelerated, Türkiye, the Turkish Republic of Northern Cyprus, the common alphabet system of the Turkish world has revealed as a result of research that the Latin Alphabet. It should be evaluated that the Turkish states providing a certain standard and unity in the Latin Alphabets will strengthen communication in every field.

Computer translation technology among Turkish languages should be developed as soon as possible. While making translations with high success rates between the languages of the developed countries of the world such as German, English, Russian and French, it is necessary to start technological translation between Turkish languages that are very close to each other according to these languages.

Scientific studies that will strengthen cultural unity such as common alphabet and common historiography for the Turkish world should be carried out within a certain strategy. Activities such as congresses, periodicals, edited books and joint projects should be increased for the common values of the Turkish world.

In all states, all citizens should be given education throughout their lives, with the principle of continuity in education, and they should be given the opportunity to receive information, courses, support and assistance specific to life and business areas. The principle that it can be given anywhere, in every situation and at every opportunity should be adopted.

Education and training programs in all countries and the methods they apply accordingly should be developed in accordance with the educational aid materials, various materials, tools, scientific and technological innovations, social and country needs used in the lessons.

In order to ensure productivity, development and modernization in education, attention should be paid to the development of education and culture with scientific research and evaluations suitable for Türkiye, the Turkish Republic of Northern Cyprus, and the States of the Turkish World.

All education and training institutions and other education and training institutions that support them should be supported financially and morally, and it should be tried to reach the level of developed and modern states in the field of education and training.

Türkiye, the Turkish Republic of Northern Cyprus and the States of the Turkic World, world standards should be tried to be achieved by adhering to national and moral values.

The only solution for the states to act in unity by establishing studies in the field related to Türkiye, the Turkish Republic of Northern Cyprus, the States of the Turkic World and foreign student exchange programs, joint education systems should be established.

In out-of-school education in Türkiye, the Turkish Republic of Northern Cyprus, and the Turkish World States; ensuring the establishment of institutions that operate effectively in order to help individuals to use their spare time more efficiently and effectively, to develop themselves more in scientific and technological fields, and to

help them develop their theoretical, personal knowledge and practical knowledge and skills in a profession they want to do (science centers, art and music schools, student dormitories, touristic centers, stadiums, playgrounds).

Preparing students in all education and training institutions, especially teacher candidates, to teach the formation of the identity of Türkiye, the Turkish Republic of Northern Cyprus, the Turkish World; for this purpose, it can be suggested that basic and elective courses be created and placed in programs for the recognition, learning and always knowing of common values.

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