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Master Thesis

Education and Poverty in Turkey

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DIPLOMA THESIS ASSIGNMENT

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Economics Policy and Administration
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Thesis title

Education and Poverty in Turkey

Objectives of thesis

Objective of this work is to analyze the problems caused by low investments in education that mainly effects both internal and foreign policy of Turkey. Investigating education policies that were chosen by the governments, beginning from the establishment of Grand National Assembly in 1920. Studying different geographical regions that have been neglected over the years by ruling parties over time.

Objectives will be achieved by focusing on three main hypotheses.

- 1 – The distribution of governmental education funds is not equal and enough over all geographical regions in Turkey.
- 2 – High unemployment rates and lack of education effects political structure of the country.
- 3 – Unstable political structure causes separatist movements. Through research results and observations, conclusions will be made and discussed.

Methodology

This thesis will cover both theoretical and practical part. Theoretical part will consist of theoretical background which will be based on scientific books and papers. Academic resources will be reviewed and theory behind will be explained.

Practical analysis of the theory will consist of news outlets, most importantly government newspaper where all the laws are published, as part of the observation about the country. Using primary information sources from different backgrounds and professions will be collected by conducting online surveys.

Based on the results that will be gathered from theoretical and practical part of this work, hypotheses that were mentioned will be discussed and results will be introduced.

The proposed extent of the thesis

60-80

Keywords

Poverty, region, economic growth, distribution of income

Recommended information sources

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Declaration

I declare that I have worked on my diploma thesis titled “Education and Poverty in Turkey” by myself and I have used only the sources mentioned at the end of the thesis. As the author of the diploma thesis, I declare that the thesis does not break copyrights of any their person.

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Education and Poverty in Turkey

Abstract

There are different concepts that affects closely the development level and how to measure it in a country. One of the most important is the education level of individuals in a country. It is a fact that education level may affect different aspects of society. Countries who manage to reach high education levels are also considered as developed countries. Education is an important tool to reduce poverty and help individuals to gain necessary knowledge and ability to achieve their respected objectives in their chosen professional fields. By reducing the time to look for a job by giving people the required efficiency in this process, education helps reducing the unemployment rate. This work focuses on education level in Turkey and its direct affects to poverty in Turkey. These two concepts are closely investigated. Their joined affect on separatist movement that has been going on since the 80s. Education policies of newly formed Republic in 1922 is also investigated to be able to understand the start of these policies in the country. Decisions and ideas of upcoming governments and their affects on the education levels are researched. Results are in line with the literature. Data that was gathered from the statistical institute shows that percentage of uneducated population and the birthplace of terrorist group members follow similar trends. Correlation between these concepts are shown and proved.

Keywords : Education, poverty, gini coefficient, unemployment, education levels, education policies, Turkish Statistical Institute.

Vzdělání a chudoba v Turecku

Abstrakt

Existují různé koncepty, které úzce ovlivňují úroveň rozvoje a způsob měření v zemi. Jedním z nejdůležitějších je úroveň vzdělání jednotlivců v zemi. Je skutečností, že úroveň vzdělání může ovlivnit různé aspekty společnosti. Za vyspělé země se považují také země, kterým se podaří dosáhnout vysoké úrovně vzdělání. Vzdělávání je důležitým nástrojem ke snižování chudoby a pomáhá jednotlivcům získat nezbytné znalosti a schopnost dosáhnout svých respektovaných cílů ve zvolených profesních oborech. Vzdělávání pomáhá snižovat míru nezaměstnanosti tím, že zkracuje čas hledáním práce tím, že lidem poskytuje požadovanou efektivitu v tomto procesu. Tato práce se zaměřuje na úroveň vzdělání v Turecku a jeho přímé dopady na chudobu v Turecku. Tyto dva pojmy jsou důkladně prozkoumány. Jejich společný vliv na separatistické hnutí, které probíhá od 80. let. Vzdělávací politika nově vytvořené republiky v roce 1922 je také vyšetřována, aby byla schopna pochopit začátek těchto politik v zemi. Jsou zkoumána rozhodnutí a myšlenky nadcházejících vlád a jejich vliv na úroveň vzdělání. Výsledky jsou v souladu s literaturou. Data, která byla získána ze statistického institutu, ukazují, že procento nezděděného obyvatelstva a místo narození členů teroristické skupiny se podobají trendům. Korelace mezi těmito pojmy je ukázána a prokázána.

Klíčová slova : Vzdělávání, chudoba, gini koeficient, nezaměstnanost, úroveň vzdělání, vzdělávací politiky, turecký statistický institut.

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1. Introduction

Education is one of the most important criteria to see and understand the development levels of a country. It is a fact that investments in education even if they are less than some average value, helps the general growth of the country. Education levels of individuals in a country, is a criterion that shows us the development level of the society. From an economic and cultural point of view. It assists in raising individuals with the necessary skills, ready for professional life.

Individuals with higher education has less risk of unemployment. It also helps to reduce the time that people spend to look for a job. Which in return creates more responsible citizens that can help the country as a whole. Education system in a country is shaped by the political, economical situation in the country. Main reason is that education system which is created by the government, needs to help the government itself to raise better citizens. It also creates equal opportunity in distribution of income. Equal distribution of income is what makes a country just. The most important aspect is that education helps to decrease the poverty. As the poverty level decreases, peace and welfare in the country also increases.

Poverty and education are two concept that are closely linked. It can be assumed that as the education level of the public increases, poverty levels will decrease as a response. As it was mentioned before, increased education will shorten the time that is spent looking for a job since it basically helps the individuals gain the ability that is required. Other than this higher efficiency in individuals that is taught by the school system will help them to stay in their jobs longer period of time. High education level also effects the equality of distribution of income. Which will lessen the space between richest and the poorest individuals in a country.

In this work, link between these two concepts will be investigated for a specific country, Turkey. Education system throughout the years will be researched. Beginning from the creation of Grand National Assembly, first ever education law that created the basis of the education system in the country will be discussed. Over the upcoming years as the world changes, education system in Turkey tried to adapt as well. Changes in the government also effected the education system closely. From Republican People's Party to Democrat Party and in the end Justice and Development Party is investigated. Their education expenditure over the years and their main focus points are important part of the concept to understand how the country changed over the years.

Over the years, focus point has diverted to defense spending. It is known that there has to be a balance between defense spending and other public expenditures. This change in focus over the years were caused especially because of the separatist movements in eastern anatolia and in southeastern anatolia. To conclude, this work will focus on the reasons of these separatist movements and the connection between education levels and terrorism in Turkey.

Education in a country changes everything. From the poverty to the elected officials. Elected officials are the decision center for every country. Their selection regarding the distribution of the budget may effect everything including the future of every individual in a country. To prove this relation, it is vital to look into the spending to education in two specific regions that have the highest members to separatist groups.

2. Objectives and Methodology

2.1. Objectives

Objective of this work is to analyze the problems caused by low investments in education that mainly effects both internal and foreign policy of Turkey. Investigating education policies that were chosen by the governments, beginning from the establishment of Grand National Assembly in 1920. Studying different geographical regions that have been neglected over the years by ruling parties over time. Investigate effectively the internal environment of Turkey that is caused by the low education levels and high unemployment rates which are very effective in country policies. Examining the data, differentiate according to geographical regions. Influence of different laws that were put by the governing individuals and effectiveness of these laws will be investigated. To understand the reasons behind the separatist movements that Turkey has been dealing with since 1980s.

Objectives will be achieved by focusing on three main hypotheses.

- 1 – The distribution of governmental education funds is not equal and enough over all geographical regions in Turkey.
- 2 –High unemployment rates and lack of education effects political structure of the country.
- 3- Unstable political structure causes separatist movements.

Through research results and observations, conclusions will be made and discussed.

2.2. Methodology

This work will cover both theoretical and practical part. Theoretical part will consist of theoretical background which will be based on journals about the subject and books. Academic resources will be reviewed and theory behind will be explained. Practical analysis of the theory will consist of news outlets, most importantly government newspaper where all the laws are published, as part of the observation about the country. Using data that will be taken from National Statistical Institute, correlation between the concepts discussed will be investigated. Comparing the data provided, relationship between poverty, education and terrorism will be researched. Using primary information sources from different backgrounds and professions will be collected by conducting online surveys. Based on the results that will be gathered from theoretical and practical part of this work, hypotheses that were mentioned will be discussed and results will be introduced.

3. Literature Review

3.1. Education

Increase in the education level in any country has positive results for the country itself and in personal level. On a personal level, education helps to create more efficient citizens which in return increases the benefits for these citizens. It is obvious that higher education for any person will shorten the period to find a job (Çalışkan, 2007: 285). Possible risks of being unemployed will be reduced with the help of higher education. Other than direct affects on a personal level, it also has positive effects in a community level. Rise in the education level in a country improves economic development of politic and communal dimension. Increasing the level of education is considered as a tool that enables democratic processes to function more efficiently. Except this point, it helps to create better citizens, better community health, political stability, lowering poverty, increase in environmental awareness. One of the most important gains from high education level, is that with high education, personal income level increases. As the education level increases risk of unemployment decreases as well. High educated individuals stay more time in the work force than their uneducated or low educated counterparts (Çalışkan, 2007: 286).

Another studies suggest that education is the process of creating the desired change in the individual's behavior through his own experience. Education often means literally, socializing and preparing a person that is similar to his/her fellows and create a beneficial member to the society. In the broadest sense, education is to acquire mental and physical abilities that will be provided to children, adolescents and adults. It is a planned system of activities that provides certain improvements in people's behavior according to predetermined goals. Main goal of education is learning. When there is a permanent change in an individual's behavior, it can be accepted that education is working (Taş, 2007: 158)

Education as a concept, in a community is defined as learning information, belief, social norms, cultural aspects of the country. Education system in a country is shaped according to current economical, social and political environment. Reason is that, education system is created to answer the society's needs and wants. Investing in education can lead to later gains for society (Abington and Blankenau 2013). Education is a process of making desired changes in the behavior of individuals. Function of education is to improve the behavior of individuals in a desired way. Learning as a concept is different than education. Learning, is the behavior changes in the individuals who attend these education processes.

Increase in knowledge and abilities can be included in the learning process as a result of education. Success of education system can be measured with the result of the learning process (Çalışkan, 2007: 287). Expected result such as increase in the knowledge, increase in the ability and having a desired behavior set for individuals are the main conclusion that can be expected. In any case that, results are not as expected, it can be concluded that the education system as a whole failed (Çalışkan, 2007: 288). Many factors decrease the success of this proces for example corruption (Persson and Tabellini 2004).

From an economical perspective, education is a tool that gives the necessary knowledge, abilities, attitude and habits that the economic system needs, to individuals of that society. With all the points mentioned, main functions of education can be summed to, socializing individuals, improving habits, attitudes, knowledge of individuals, teaching professional skills that prepares to the career (Çalışkan, 2007: 290).

3.1.1. Benefits of Education

In an individual level, one of the most important benefit of education is to train individuals suitable for developing and changing markets. If we define the main economic function of education as this, it can be argued that as the education level increases, unemployment rate decreases. Other than this point it can be seen that as the level of education in a society increases, timeframe which an individual stay employed increases as well. Which in return helps the society as a whole. As it was mentioned, education is not just about the knowledge about any profession or generally about the world (Çalışkan, 2007: 290). For education system to be deemed as successful, it has to improve individuals abilities. High levels of education can be seen to improve the ability to be efficient while looking for jobs. Which in return decreases the time that people might spend while they are unemployed. (Çalışkan, 2007: 288)

Education helps to complete the socialization of individual. Reason is that, education creates an individual who has practical view, talents and other behavioral norms for the society. As the living conditions for society changes everyday. Increased need for knowledgeable person in the production processes of any given industry makes education more important. Qualities that are searched for in the professional lifes are changing (Çalışkan et al., 2013: 31). These aspect of the world today, makes the education and looking for a job a long lasting process. From this perspective, it can be argued that development of

the society can be measured with the level of the education system (Çalışkan et al., 2013: 32; Ramcharan 2004).

To understand the economic growth or the economic position of a country, we can't just look at GDP per capita. Even there is a high income level, there are countries where social problems can't be solved. With these points made it can be concluded that there has to be a better relationship between personal development and economic growth. Level of schooling is related to growth rate of GDP (Krueger and Lindahl 2001). Most important aspect of this link is education. Education as a tool for development in a country, does not only affect the economic growth of a country but it also affects the political and cultural spheres also. Which in the end helps the whole society to improve in all directions (Çalışkan et al., 2013: 32). When we take into account the economic dimension of education, it can be said that it is a tool to increase the imagination power and the efficiency of a society. Education is an effective tool to increase the chance of raising people that are efficient workforce for the society. In return from the personal gain perspective it can be said that education is the main factor that positively affects the personal gain source of an individual for a lifetime. On the other hand, in micro dimension for a person and on macro dimension for a society, education have positive results (Çalışkan et al., 2013: 32). Globalization process which increased rapidly in the 90s, education's affect was seen clearly. Increase in the education level, also affects the health and mainly personal gains. So education is a vital tool not just only for the increase in the general economic situation of the country but also for the increase in personal gains. Education provides a better distribution of income throughout the society which in return helps to decrease the poverty level. It can be discussed that education increases general health levels, decreases cigarette use, increases the number of voting citizens, increases democratical thinking in the society. (Çalışkan et al., 2013: 33)

Affects of education towards the economic growth can be understood with 2 main mechanisms. First of all, new information that has been taught to individual during the education process help to uncover new information, development of production technology and invention of new technology. People who have the highest education level is accepted as scientists, technicians and other experts who will increase the efficiency in production process. This increase directly helps to gain basic knowledge and abilities to the society. Other than this aspect, it also helps to direct and send the new technologies and new information forward in the society. For these particular reasons it can be argued that

education the tool that gathers the personnel that have the quality which the economy needs to the production process. (Çalışkan, 2007: 294).

Quality of life can also be affected in a positive way by education. But it can only be affected if the education system is properly designed to be effective and efficient. It helps developing the country socially and economically. It decreases the crime rates by teaching the public to respect and follow the rules and guidelines that have been put by the government over the years. Educated individuals are researchers, they have a need to improve themselves so in return they help development process of society. Contrary of common belief, developed countries do not develop because they give a big share of the budget to education. They are developed because they care about the education and learning of individuals who create the society (Taş, 2007: 170).

3.1.2. Education Affect on Distribution of Income and Development

Development concept does not only mean increasing the production and national income per capita, but also changing and renovating the economic and socio-cultural structure in a society. Other than the increase in national income per capita, it generally effects structural changes such as the changes in efficiency and quantity of production factors in general. Increase of the share of the industry in national income and increase in exports are the basic elements of development. In classical economic theory, the concept of capital was explained by just physical capital, which consisted of machinery and equipment. However, the increasing importance of the effects of personal and social features on production has led to the acceptance of the concept of human capital. Positive abilities that can be mentioned here regarding to the importance of human capital, are knowledge in the workforce, abilities and experience (Taş, 2007: 160)

Distribution of income is a subject that has been investigated by the economists. Theoretical work in the field suggest that link between education and injustice in income distribution are not linked directly. On the other hand politologists believe that increase in the education expenditure is very effective for decreasing the unjust income distribution. Developed countries in our time, have always put education as a high priority investment in their strategic plans. As it is evident with the experience of these developed countries, education spending that is made by the government directly affects the economy. Except this it also positively affects the distribution of income in a country. Studies show that, societies with high personal income also has a better justice system. That's why education services

are considered as public goods especially in the developing countries. Certainly education by increasing the qualification and abilities of the poor part of the society which in return helps them to regain their self esteem and increase their chances of better paid jobs(Ulusoy et al., 2015: 52).

Equality of opportunities in education is a very important aspect that affects the fight with poverty and inequal distribution of income. With education, hard-working and talented individuals can move to a higher class in society and as a consequence to have a larger income. In most countries expenditure on education is usually in the second place after defence expenditures. Without a doubt standards of the citizens of any country can be measured with the current education level and the health services in a country. As the expenditure towards education increases, families who are below the poverty line will have better conditions in the future. So it can be said that this kind of public expenditure corrects the income distribution (Ulusoy et al., 2015: 52).

Education services can only exist when private and public sectors exist or when they are acting together. The same can be applied to the reserch and development (Pop Silaghi et al. 2014) If the education is not granted by the government and it is granted by just private sector, it is certain that only the families with specific economic capabilities can have their children educated. If the education is just granted by the government, and it is financed by the taxes only without any prive sector affect, education of the children will be irrelevant to their families income. These two factors can result as the following. In the first case where the private sector gives the education, inequal income distribution can be increased as it will just help the families with higher income. In the second case, if the primary education is mandatory and higher education is not, it can be argued that situation may increase the inequality in the distribution of income (Ulusoy et al., 2015: 53).

It has been established that there is a direct linkage between education level and the income. To be able to give every member of the society the necessary level of education with an equal opportunity, education system must follow three main points. There must be a rapid increase in the education system. Secondly, education services must be distributed equally to the members of the society. Last point is that different income levels between individuals with different educational background has to be lowered to minimum (Ulusoy et al., 2015: 52).

3.2. EU Education System and It's Effects on Turkish Education System

Comparing Turkey and EU countries in the context of mandatory education, we can see that main aim is to give them theoretical knowledge, general information based on basic skills in pre-school. Reading, writing and oral expression. Basic preparation for social life is vital in this period. Afterwards, preparing the students for a higher education institute by providing general education with the first cycle of secondary education, supporting students according to their individual development characteristics and abilities. Ensuring that they will be ready to the next step in the education system (Erginer, 2006: 329)

EU education politics can be defined as cooperation and harmony that are according to decisions that had been taken by European Commission. These politics include from basic education to lifelong learning. It also contains within, all national and regional levels of education as well. Main aim of EU education policy is to increase the understanding between the member country citizens and create a European ideology. EU doesn't enforce these education policies to member countries, instead they allow the countries to create their own educational models that is suitable for their socio-economic structures (Sağlam, 2011: 91).

EU which consists of 27 countries does not have a single education system. On the contrary EU aims to gain from different education systems among its members. To be able to achieve a wide range of educated individuals. Education programs throughout EU are considered innovative. They also require the use of new technologies in education as well (Sağlam, 2011: 91).

In Turkey, National Education Basic Law that was published in 1973 is similar to EU common education goals. Some ideas in mentioned law such as equal education rights for everyone, equal opportunities in education show similarities with EU education policies. As Turkey wanted to join EU, Turkey was asked to show more effort when it comes to education. To achieve this National Ministry of Education created offices to answer these needs (Sağlam, 2011: 92).

Progress reports that were prepared by EU regarding the education system in Turkey from 1998 to 2006 showed that Turkish Education System is generally compliant with EU education policies. On the other hand, education services, lessons, education personnel and general staff were behind EU standards. High education gap between the poor regions and

rich regions, low possibility of education were the other problems these reports specified (Sağlam, 2011: 92).

Primary school education is vital for the whole process (Abington and Blankenau 2013; Blankenau and Youderian 2015). Basic knowledge students will learn is the basis for the education levels that follows. To be able to increase the quality of education EU had created the Socrates Programme in 1995. It contained formal education, general education, distant education and European Language education. It helped to develop European dimension in education and cooperation between the member countries (Sağlam, 2011: 92).

Socrates programme had its affect in Turkey as well. Especially to keep the new generation of students to have the necessary academic knowledges about basic education. Abilities that student should learn such as literary knowledge, mathematical knowledge, science and technology, foreign languages, communication skills, learning to learn, entrepreneurship, creative thought, etc. Importance of an application like this is to understand the level of the students after the education. PISA is an exam to measure the language, science, mathematics, problem solving and thinking abilities of students. Turkey had very low results in this exam. In 2009 it was seen that, eventhough Turkey still did not have the necessary level like the other countries such as Portugal, South Korea, Italy, Norway and Poland, it was one of the countries that increased its success (Sağlam, 2011: 93).

In line with the EU foreign language education policy, foreign language classes are in the Turkish education programme. In 1997, regulations in education made primary education 8 years instead of 5 years. Also they included mandatory foreign language lectures to the programme (Sağlam, 2011: 94).

Yearly progress reports that were prepared by EU for Turkey, suggested to create an National Agency. So that this agency can help Turkey to gain access to Socrates and Leonardo da Vinci and youth programmes. Socrates programme that usually increase the cooperation regarding to education between the countries throughout Europe. Leonardo da Vinci programme that helps regarding to professional education. From 2004 these programmes tried to help Turkey and its youth to gain access to this community of 'education' that has already been used throughout Europe (Sağlam, 2011: 97).

There is a specific aim of EU regarding to education and culture. Main aim is to increase the number qualified manpower. Under this policy there have been studies to develop professional and technical education. SVET (Strengthening Vocational Education) project, MVET (Modernisation of vocational Education and Training in Turkey) project and CEDEFOP (The European Centre for the Development of Vocational Training) cooperation can be counted among the improvements (Sağlam, 2011: 97).

EU had some structural changes planned regarding to high education. One of the first step towards this goal is the Sorbon Declaration on 1998. With this declaration high education was divided between bachelor and master. In 1999 same countries who signed the Sorbon Declaration, signed Bologne Declaration. This was a reform process that aimed to create European Higher Education Area until 2010. Main purpose is to create a one type high education system, a balance between variety and cooperation. Two years after the Bologne Declaration, ministers of education from 32 countries gathered in Prague to investigate the process so far (Sağlam, 2011: 98).

Increased access to modern communication technologies makes it important for citizens (Tremblay, Lalancette, and Roseveare 2013) in a society to learn critical thinking and to participate in decision making processes by shaping the society. Education system is a powerful tool to raise young people as active, critical thinkers by encouraging democratic learning. Especially with participatory teaching approaches (Sağlam, 2011: 100).

One of the most important reforms in high education to reach EU level of education is ECTS. This is a system that helps students to transfer their lecture credits from one high education institute to another. In 2005 High Education Council in Turkey made it mandatory for high education institutes to use ECTS. This was reported in the progress report that was conducted by EU as a positive development (Sağlam, 2011: 101)

3.3. Education System in Turkey

Production of science and technology, circulation of scientific knowledge, training of individuals with high creative potential have changed countries in every aspect. These changes that have been made by the education system increased the rivalry between the countries further. This rivalry can be seen about innovation of new technologies, gaining more information and constant development need of the countries. Education as a result must

be more adaptable to changes in the world than any other public good (Çalışkan et al., 2013: 30).

Turkish National Education Law has determined some essential objectives and to achieve these objectives, some systems have been put into action. Some of these applications are change in programmes, lowering or increasing the number of classes. Increasing the types of schools and changing the period of education. Some quantitative actions are to increase the number of schools and teachers. In some projects, main aim is to increase the number of girls who continue their education instead of leaving the school. We can see in the *Figure 1*, *Figure 2* and *Figure 3* below, the number of female students who are put of schools in three countries. Iran, Turkey and Germany. To be able to understand the results of the measures that Turkey has been taking.

Figure 1 Number of Out-of-School Children in Iran, 2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Out-of-school children										
Total	187,633	180,715	111,986	81,693	25,748	16,263	15,497	16,911	...	...
Female	99,884	97,115	66,580	...	...	...	...	...	...	...
Male	87,749	83,600	45,406	...	...	...	...	...	...	...
Out-of-school adolescents										
Total	388,974	297,565	265,320	144,530	129,459	...	174,888	157,392	...	...
Female	223,699	170,388	150,038	81,105	88,470	...	118,941	102,981	...	...
Male	165,275	127,177	115,282	63,425	40,989	...	55,947	54,411	...	...

Source: retrieved from <http://uis.unesco.org/en/country/ir#slideoutmenu>

Figure 2 Number of Out-of-School Children in Turkey, 2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Out-of-school children										
Total	247,866	311,775	404,089	342,826	277,326	277,670	310,864	273,461	...	...
Female	143,203	172,925	216,743	183,138	149,901	147,831	162,135	143,085	...	...
Male	104,663	138,850	187,346	159,688	127,425	129,839	148,729	130,376	...	...
Out-of-school adolescents										
Total	76,067	47,582	38,445	168,359	290,895	425,786	523,363	477,710	...	...
Female	69,134	...	...	104,472	163,251	228,913	274,962	252,367	...	...
Male	6,933	...	...	63,887	127,644	196,873	248,401	225,343	...	...

Source: retrieved from <http://uis.unesco.org/en/country/tr>

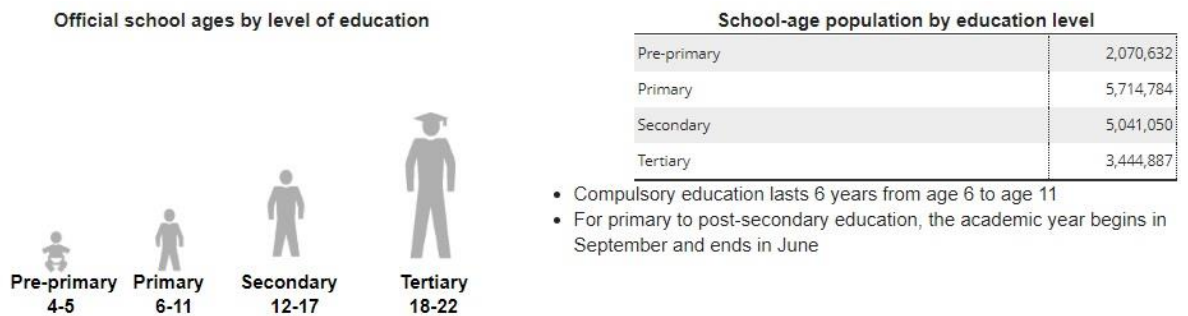
Figure 3 Number of Out-of-School Children in Germany, 2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Out-of-school children										
Total	70,080	71,525	95,234	102,890	92,141	52,589	14,502	15,035	...	...
Female	35,532	36,126	45,040	48,415	41,954	21,244	2,469	...	...	...
Male	34,548	35,399	50,194	54,475	50,187	31,346	12,033	...	...	...
Out-of-school adolescents										
Total	124,789	160,212	101,677	148,775	200,686	218,462	214,672	217,214	...	...
Female	60,441	79,494	45,269	66,372	88,662	94,666	91,088	92,501	...	...
Male	64,348	80,717	56,408	82,403	112,024	123,796	123,584	124,713	...	...

Source: retrieved from <http://uis.unesco.org/en/country/de>

One of the main criterion while assessing a country's status is to analyse the qualitative measurement of the workforce. Countries that have the sufficient number and the quality of the labor force are recognised as developed countries. On the contrary, under developed or developing countries have problems to train the labor force that they require.

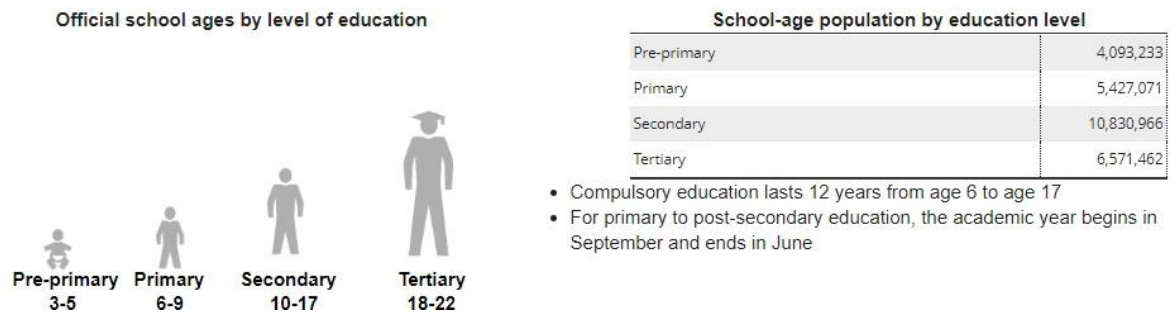
Figure 4 Mandatory education years in Iraq, 2019



Source: retrieved from <http://uis.unesco.org/en/country/iq>

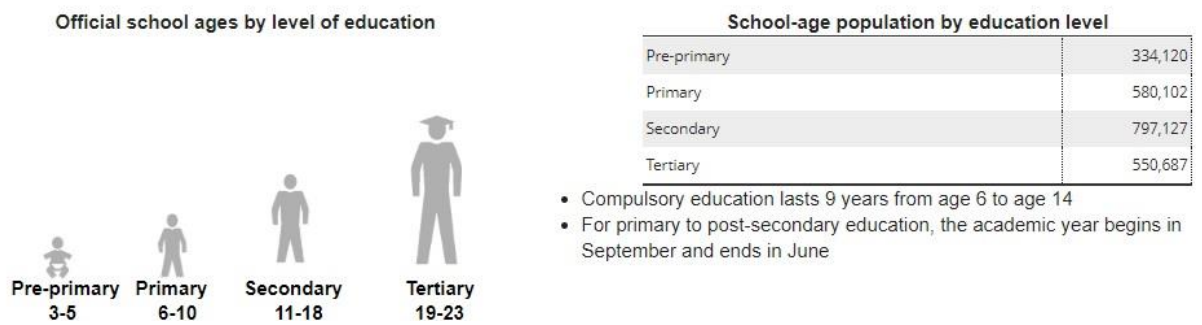
In Turkey there is 12 years mandatory education. Which consist of three levels. First 4 years, primary education. To compare, below graphs of mandatory education systems of three countries including Turkey can be seen (Figure 4, Hata! Yer işareti başvurusu geçersiz., Figure 6).

Figure 5 Mandatory Education in Turkey, 2019



Source: retrieved from <http://uis.unesco.org/en/country/tr>

Figure 6 Mandatory Education in Czechia, 2019

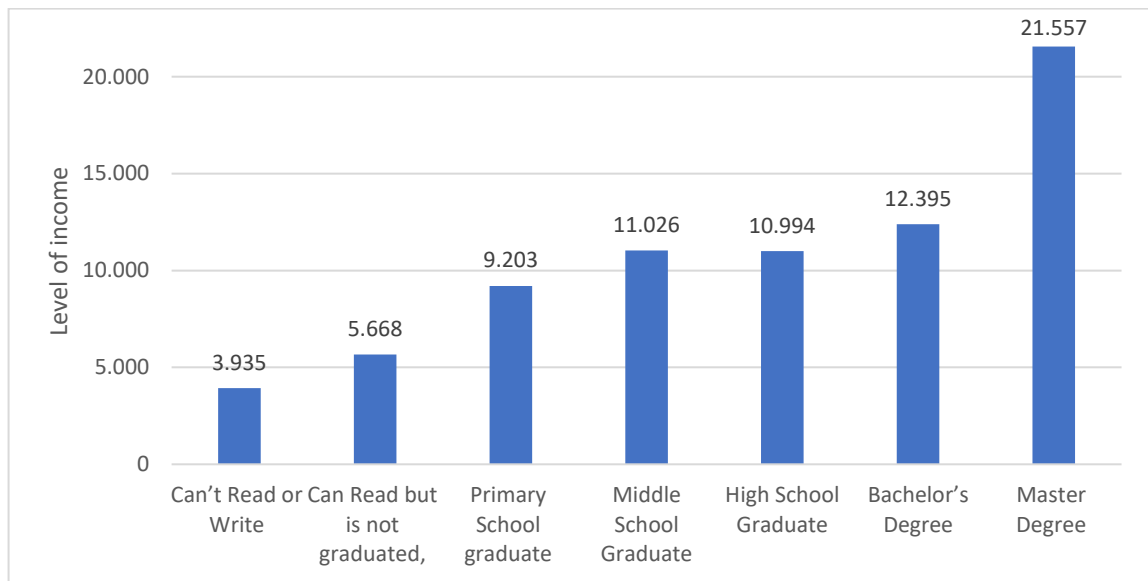


Source: retrieved from <http://uis.unesco.org/en/country/cz>

After 4th grade middle school until 8th grade. Last level of mandatory education is **high schools** which begins with 9th grade until 12th grade. High school has different categories that students can choose from. First of all normal high schools, every student that finishes first two levels of mandatory education can enter these high schools with gaining necessary points from exams that are prepared by the Ministry of Education. Second type of high schools are **vocational high schools** where students focus on specific fields that they want to pursue. Mostly graduates of these high schools becomes technicians if they choose to follow the profession they were taught. Third type of high schools are **Anatolian High Schools**. These type of high schools are focused on foreign language education. Fourth type of high schools are **Science High Schools**. These are specifically designed for preparing students for science departments of universities. University education is not mandatory in Turkey. (Turkey, Fullbright Education Commission).

Income levels in Turkey according to education levels of individuals can explain affects of education in a country. People who are unable to read are approximately gaining 4,000 TL for a year. On the other hand people who are able to read can approximately gain up to 5800 TL in a year eventhough they are mostly uneducated in the sense of primary or secondary education. People who graduated normal high schools can gain nearly 11,000 TL in a year, on the other hand vocational high school graduates can gain approximately 12,000 TL. People who are graduated from bachelor degree gets approximately 20,000 in a year (Ulusoy et al., 2015; 57).

Figure 7 Yearly Level of Income in TL According to Levels of Education



Source: (Ulusoy et al., 2015: 58)

3.3.1. Education Expenditure in Turkey

Having a profession with high income requires high level of education. In this context, to accept education as a prime public service and make it free, especially to deliver this service to low income individuals, especially ones who can't have the university education that stays out of the main education system, to create scholarship opportunities to create equal opportunities in education will help in reducing inequality between labor income. If we assume that all public services, most importantly education, can be reached equally, and financed through increasing rates of taxes, we can see that real expenditures may work towards equality of income distribution which works for members of the society with low yearly income. Returns of human capital investments are much higher than those of physical capital investments. Especially in developing countries (Ulusoy et al., 2015: 58).

In 1999, public education expenditure was 2,70% of the GDP in Turkey. This percentage fell down to 2,5% in 2001 due to the economic crisis in Turkey. After the crisis, spending increase further and reached 3,30% in 2007. In 2008, due to global crisis this rate of expenditure decreased to 3,20%. In 2014 it reached 4,23%. As we can see education spending in Turkey has been increasing since 1999. Looking at these results, we can assume that inequality in income distribution will decrease. On the other hand if the individuals who have higher income benefit from this increase in education spending we can expect an increase in the inequality (Ulusoy et al., 2015: 59).

We can compare the expenditure of Turkey to other countries to be able to understand if the increase over the years are sufficient. In 2012, the country who spend most was Iceland with 8% of its GDP spent for education. In 2012 Turkey's expenditure for education was approximately 4,23%. Average expenditure of 25 OECD countries expenditure in the year 2012 is 5,40%. It can be seen that eventhough there is a stable increase in the expenditure over the years, it can't reach to an average (Ulusoy et al., 2015:60). The level of public expenditures on education varies from 2.8 % GDP (in case of Romania, 2000) to 8.81 % GDP (Denmark, 2010) (Benešová, Šánová, and Laputková 2015).

Table 1 Share of Public Education Spending in GDP by years

Year	2006	2007	2008	2009	2010	2011	2012
Turkey	2,96	3,31	3,18	3,8	3,42	3,52	4,23
OECD Average	5,22	5,12	5,25	5,67	5,62	5,46	5,4

Source: (Ulusoy et al., 2015: 61)

3.3.2. History of Education in Turkey

In 9th of May 1920, after Grand National Assembly was established, government programme explained that education was one of the main priorities of newly created republic. Difference than before was mainly in the content of education. Apart from scientific knowledge that are required, new education plan also included parts to increase the national identity, self-esteem and entrepreneurship (Kapluhan, 2012: 174). In 15th of July 1921, teachers assembly in Ankara gathered more than 250 male and female teachers from all over the country. Mustafa Kemal Atatürk was the main speaker in the event. Focus points of this assembly was primary school education programme and middle school education programme. This assembly lasted for 6 days before coming to an end (Kapluhan, 2012: 174).

It is easy to understand that one of the main focuses of the newly formed government was education. It can be seen from the speech of Mustafa Kemal Atatürk, he said that ‘Intangible forces increase with science and wisdom. For this reason; most important work of the government is education works.’ He also made a speech in 27th of October 1922 which also mentioned his focus on education, ‘It can be seen that the most important and efficient work is our work with education. It is vital to be succesful in education works. The real emancipation of a nation can only happen with this.’ (Kaplukan, 2012: 176)

With the need of adapting to the modern world, founding staff activated all the control elements of the modern state in order to realize the desired reconstruction. They used many tools of the modern state such as education, family, law, army, police, communication and transportation in order to transform the society into a different era. In the hands of the founders, who turned towards Anatolian based nationalism, there was a society that was largely homogenous in ethnic and religious terms after the War of Independence. But this society could not have the desired national consciousness. Kemalists wanted to transform this existing society, who mainly had an Islamic, Arabic culture, who used languages that were not sufficient to meet modern technological needs, whose historical tradition was based on the Ottoman Empire and caliphate, into a modern society. In other words, Mustafa Kemal Atatürk and the founding leaders, wanted to change this society not only the political, social and cultural institutions, but also the value system, perspective and mentality of the whole society. To achieve this, a modern Turkish Language had to be created (Şimşek et al., 2012: 2814).

These times when government was trying to improve the education level in the country was war years for the newly formed republic, which in return showed some difficulties regarding to education. Main purpose in these years was to prepare youth as the republic needed (Kaplukan, 2012: 178). Another problem was that in 1927 %10 of the whole population was able to read and write. This number was 94% in the rural areas. 90% of the rural municipalities didn’t have any schools. Reading rooms or libraries were opened rapidly. 119 were opened in the cities and 659 were opened in rural municipalities (Kaplukan, 2012: 182).

Government’s focus for education expenditure was not the cities at that time. Their main focus was the rural areas and villages where most of the population couldn’t even read or write. To be able to increase the number of individuals who can read or write, ministry of

education introduced a new type of schools. Village Institutes were introduced at 17th of April 1940. These institutes focused on the villagers. By taking ideas from European education authorities, ministry of education created these schools which focused on education within the profession for the profession. They chose children who were living in villages (Kaplukan, 2012: 184). Village institutes raised 16.400 teachers and 7300 health officers. Main purpose was to take village children, educate them and send them back to their villages so that they can educate the public by themselves (Kaplukan, 2012: 185).

As time passed, main focus and the purpose were diverted. When Village Institutes were in their peak, They were seen as development centers throughout Anatolia. They thought not only main scientific knowledge but also how to take care of a field, how to take care of a house. Main reason was to prepare individuals for any problems they might face when they go back to their villages when they are teachers themselves. Diversion from the focus was followed by closing of all Village Institutes in 1954 by the elected party of the time, Democrat Party (Kaplukan, 2012: 188).

3.3.3. Education Politics in Democrat Part Time

Republic of Turkey which was founded in 1923 tried to pass from a single party regime to multiparty regime two times. First of these attempts were in 1925 and the second one was in 1930. But the results were not satisfying. Eventhough there was a one party regime without any break from 1930 to 1945, Republic of Turkey were not a dictatorship like its European counterparts. Multiparty process that began in Turkey at 1945. In 1946 Democrat party was founded as the second party. This was a required result since the country was a republic. Democrat Party was chosen by the public as the ruling party in 1950 and until 1960 they stayed in power (Tangülü, 2012: 390).

When Democrat Party came to power in 1950, they published regulations and programmes about education. They referred to education in the regulations as follows; “We will present the draft laws to your high approval as soon as we are ready to spread the blessing of education to all parts of the country with a fully democratic spirit and a wide and sophisticated plan to be determined according to the final results of the science.” (DP Regulation and Programme, 1946: 25)

According to the party main purpose of the education was not only giving the necessary knowledge about science and wisdom to students but also education was supposed

to create an individuals with humane and spiritual values. They believed that in the Eastern Anatolia, it was vital to open all kinds of education centers. They also created religious faculties with a proper programme (Tangülü, 2012: 392).

One of the issues they emphasize was primary education. They also criticized the Village Institutes because they believed studying must never include physical work. First action that they took was to disband the law that made mandatory body work that previous party put as a rule. There was another law that stated villagers must work at least 20 days while studying. They also cancelled this rule (Tangülü, 2012: 394).

In order to establish the continuation of studies after primary education and in order to raise qualified individuals, government before Democrat Party also gave importance to this matter. Therefore, the spread of secondary education across the country was aimed. Intense efforts have been made to overcome shortcomings. But before this point there were not much innovations (Taşdöven, 2013: 28)

Eventhough they were focused on this point, there were not a law that passed to create a better situation. Another issue was about middle school education which mainly included high schools. They introduced high schools with special programmes. This was backed by American Ford Foundation. There were 8 high schools with special programmes. Mainly these programmes were following American style of education where students have possible lectures they can choose from (Tangülü, 2012: 394).

In 1951, within the scope of equality of opportunity in education, night schools were opened for those who couldn't finish their education. Main success of Democrat Party was in the case of high education. They took over the government with just 3 universities, this number increased to 8 during their ruling (Tangülü, 2012: 395).

3.3.4. Relationship of Education Expenditure and Defence Expenditure

In the world today the most of the public expenditures are focused on defence industry. Defence is an important aspect for a country to protect and preserve its public in the case of any threats. On the other hand there is no certain information about the affects of defence expenditure on any other public spending. Many researches show that, if the country is in the position of exporter, defence expenditure helps economy in a positive way. On the other hand, social spending such as education and health, show the development level of a

country's economy. These public expenditures increase GDP and affects country's economy positively (Aksoğan, 2012: 265).

It can be argued that there is a balance between social expenditures and defence expenditure. It is generally assumed that a government must decrease its social expenditure to be able to increase its defence spending. Especially in heavily industrialized countries, defence expenditure creates a negative affect on social expenditures. Studies about this suggests that the change in the demand for public service in these industrialized countries and the allocation of resources should be against the defense expenditures and in favor of other social welfare expenditures. This requirement, especially after 1980s, changed against defence expenditure because of differences in political alignment. With this change in budget approach, there have been a decrease in the defence expenditure. It is highly believed that balance between defence expenditure and social expenditures, have been changing in the favor of defence expenditure (Destebaşı, 2017: 29).

There are two different ideas about defence expenditure. First study suggests that defence expenditures are not efficient in the case of economic growth, so in the end researchers believe that expenditures on defence industry must be transferred to social expenditures which have more positive affect on economic growth. Other study shows that, if we take both supply and demand part of defence industry we can have positive results. Defence industry creates new job opportunities which in return increases the economic growth. On the other hand, defense expenditures divert government from other public expenditures by creating cost (Destebaşı, 2017: 30).

Economic growth and defence expenditure can be explained with a theoretical approach. One of them is Keynesian approach which shows a positive correlation between two. Other one is the neo-classical approach that defends the opposite. According to Keynesian approach, demand that defence expenditure creates, expands the use of capacity and as a result enlarges the output level. In the end, capital gain, investments and growth increases. Defense spending has positive externalities. Factor productivity may increase thanks to these externalities. These externalities; training of military personnel, creating infrastructure and military research and development. Especially innovations as a result of research and development, will benefit the country as a whole (Destebaşı, 2017: 30).

While the neo-classical approach suggests that defense spending negatively affects economic growth, this view is based on the fact that defense spending has an exclusion effect on other investments, just like other public expenditures. As the defense spending increases, output and the income level of the government will increase as well. Increasing income will increase the demand for money in return will cause high interest. High interest rates will lead to decrease in investments as it will increase the cost of borrowing. Defense spending removes scarce resources from direct productive investments and human capital accumulation. Therefore, defense spending can cause high opportunity costs by shifting resources to be used in development projects with high growth rates to other areas (Destebaşı, 2017: 30).

3.4. Poverty

Poverty, which is akin to human history, is a phenomenon that has always manifested in some way in every geography. At the same time, this phenomenon, which is a common problem of underdeveloped, developing and developed countries, even if their levels are different, is defined as having a lot of trouble getting along or having few or no assets (Özdemir, 2013: 4).

First definition of poverty concept was made by Seebohm Roventree in 1901. According to this, poverty is a concept in which, food, clothing, etc. mainly necessary items for the continuation of biological existence can not be found. To explain poverty as just hunger or not being able to have enough food is also wrong. Humankind is not a specie that only depends on food. It is an entity with requirements such as food, clothing, shelter, education, health, infrastructure, culture, common life and so on (Özdemir, 2013: 4).

Poverty is the sum of the conditions that create hardship and stress. It is not an isolated state. Generally poverty can be assessed as income or material deprivation but it can be explained in different ways. Poverty as a concept is more than just lack of income. It also includes in it deprivation of basic resources such as food, shelter, clothing, education, social and cultural life. Income deprivation gives us information about the standards of living in relation to material deprivation (Saatçi, 2007: 628).

To be able to measure human poverty index was developed. This index was developed from three main criteria; First of all was percentage of people who have life expectancy below 40 years old. Second criteria was percentage of adults who can't read or

write. Third criteria is the standard for a proper lifestyle such as percentage of people who have no means to access healthy drinking water, percentage of population who can't access to basic health services, percentage of population below 5 years old who can't feed themselves properly (Gündoğan, 2008: 44).

Another index that was developed to understand poverty is HPI II. Criteria that were established to be able to measure this is as follows; percentage of population who has life expectancy below 60 years, percentage of functional ignorant individuals which is defined by OECD, percentage of people who live below poverty line and social exclusion due to long-term unemployment (Gündoğan, 2008: 44).

Poverty is no longer a problem that only exists in the least developed regions of the world. Most of the developed countries have problems with poverty today. To give an example even though EU is considered as a welfare zone, relatively the poverty is still high. Approximately every one person in seven is at the risk of poverty or relatively poor. In EU percentage of poor people among the old, disabled individuals are very high. Another welfare zone can be USA but according to USA population office data there are 37 million people who live under the federal poverty line. This number corresponds to 12% of the whole population (Gündoğan, 2008: 45).

Poverty is not a problem with one dimension. It has both income and non-income dimensions including a basic capability to live a full and creative life. It can also be linked to many factors such as race, gender, language and residence and it is also related to social and political disempowerment. World Bank reported in 1990 that there were 1.3 billion poor people in the world, from which the 70% were living in rural areas (Saatçi, 2007: 629).

Food poverty line is an estimation of the spending level that is necessary to purchase minimum essential number of calories on the basis of a typical diet in a country. This dimension of poverty is usually considered as extreme poverty (Saatçi, 2007: 629).

People who are living in eastern and southeastern Anatolia, 15% are poor and from these individuals 25% are extremely poor with insufficient resources to even buy food. In Turkey, poverty is directly related to low education levels. From a general perspective, 27% of the poor people didn't know how to read or write. Amount of women in this group were double the amount of men. In especially the eastern part of Turkey where the community is less educated, girls have less chance for education than boys (Saatçi, 2007: 629).

There is also a difference when talking about rural and urban poverty. Since the living conditions are very different in both cases, understanding of poverty also changes. Rural poverty roots from basically lack of access to a land and other similar financial and social assets. High unemployment, increasing seasonal work have shifted the poverty from rural areas to urban areas. Eventhough there was huge amounts of migration towards urban areas, poverty is still one of the biggest issues in rural areas. Poverty is also directly related to education levels of individuals in a country. In general it can be seen that illiterate people are the ones with low education level (Saatçi, 2007: 631).

First ever research concerning poverty was concluded in 2002 by the Turkish Statistical Institute in Turkey. It was published in 2004. According to this research relatively poor people in the whole population was 14,70% which corresponded to 10,000,000 individuals who were considered as poor. In cities this percentage was 11% whereas in the rural parts it was 19% (Gündoğan, 2008: 45).

Researches that were conducted for the years 2002-2006 showed that Turkey doesn't have a great issue concerning the food poverty index. In Turkey, in 2002 1,30%, in 2003 1.29%, in 2005 0.87%, and in 2006 0.74% of the individuals from the whole population was considered as individuals who were below the food poverty line. Considering food and non-food expenses, individuals who were below the poverty line in 2002 was 27% and in 2006 it was 18% (Gündoğan, 2008: 46).

Turkish Statistical Insitute concluded that, in rural areas of Turkey poverty is a bigger issue than it is in the urban areas. As the household numbers increase, risk of poverty increases as well. Poverty rate of individuals in households of three or four individuals is nearly %9, on the other hand, poverty rate of individuals in households of seven or more than seven individuals is %43. People who have the highest risk of poverty in Turkey are those who work in agricultural field. Poverty rate of these people in 2005 was 37% (Gündoğan, 2008: 46).

As the education level increases poverty risk decreases. Poverty rate of individuals who can't read is nearly 34%, poverty rate of individuals who are elementary school graduates is 14% and people who are university graduates is 1% (Gündoğan, 2008: 46).

Mostly the Turkish population lives in urban areas with medium development. Nearly 48% of the population live in Western Anatolia. Only 3% of the whole population

live in Eastern Anatolian cities which are the least developed in Turkey. When it is investigated from a general perspective, it can be said that none of the cities in the eastern and southeastern anatolia are well- developed. Marmara region, where the biggest and most populated city in Turkey resides, is known for many inequalities. Most of the cities in this region are well developed, 62% of the residents of this region belong in the poorest of the population (Saatçi, 2007: 631) .

For Turkey, individual food poverty rate was %1,35. This rate was 0,62% for urban population and 2,36% for rural population. World Bank reported that the poverty rate was 20% in Turkey. If the limit of poverty is taken as 80 cents US, poverty rate in Southeastern Anatolia will be 24%. If this limit is increased to 1.1\$, poverty line will increase to 44% (Saatçi, 2007: 629).

There are also regional income gap that is a result of inequality in income distribution. Marmara and Aegean regions have nearly 40% of the households in all Turkey. But these two regions hold approximately 55% of all income. This gap can be seen in monthly spending of families as well. Average monthly spending of a family who live in İstanbul is 800\$. This number is nearly 350\$ for the cities in eastern parts of Turkey. There is also a big gap within the city of Istanbul. 30% of the income goes to 1% of the whole population. Their income is more than 300 times higher than the poorest individuals who live in Istanbul. This serious income gap creates more poverty and most importantly social isolation. If it is viewed from another perspective it can be mentioned that this situation in Istanbul can be reflected to whole country. Cities with highest poverty and low income are also facing more poverty and more social isolation (Saatçi, 2007: 632).

In Turkey, existence of poverty is directly connected with low education. Among the general poor population of the country, nearly 19% were unemployed and 46% were housewives. From those who are working but still in the poorest section of the society nearly %85 lived in rural areas working as family workers. Primary working environment for poor people are manufacturing, construction and trade in urban areas (Saatçi, 2007: 631).

3.4.1. Education and Poverty in Turkey

One of the most important criteria that shows the economic growth, Unfortunately Turkey is not very bright in this subject. 68% of the population are not graduated from the mandatory 8 years of study. 19% of the population has above the threshold of 8 years study.

Nearly 11% of the population can't read or write on the other hand approximately 21% can only read and write without any specific education. 31% is graduated from elementary school, while 12,5% are graduated from high schools. High education graduates are just 4.4% of the whole population (Çalışkan, 2007: 296).

Besides the insufficient education level between rural and urban population, there is a big imbalance against the countryside. Biggest difference between rural and urban part can be seen in high school and university graduates. High school graduates in urban areas are nearly two times the amount of the people who are graduated from high school in rural areas. In university education this difference reaches up to three times. In the urban areas 23% of the population has the mandatory education, in the rural areas this number is 10%. In rural areas 71% of the population are below the mandatory education line, People who only can write and read are nearly 36% of the population in rural areas, however in urban areas this number is 27% (Çalışkan, 2007).

Table 2 Distribution of Population According to Education Levels (%)

Status of Education	Total	Male	Female
Under 6 years old	9,48	9,83	9,15
Illiterate	10,3	4,62	15,67
Literate without a Diploma	20,87	20,52	21,2
Elementary School Graduates	30,13	30,04	30,22
Primary School Graduates	6,93	6,95	6,91
Middle School Graduates	5,24	7,23	3,35
High School Graduates	12,58	15,08	10,21
University Graduates	4,47	5,72	3,28
Total	100	100	100

Source: Çalışkan, 2007: 297)

Other than differences between rural and urban area differences, there are also differences in genders as well. In Turkey 21% of the male population has at least mandatory education level. On the other hand female population that meets this level is just 13%. For the whole country, 15% of the female population can't read or write. This difference is not very high in primary education level. Real difference shows itself in middle school and high school. Male students that reaches this level of education is two times more than the female students (Çalışkan, 2007).

Development plans in an economy can't be thought separately from education policies. Basically, developing countries use education policies as a tool to use in their

strategies for the future. Looking at this it can be argued that the relationship between development and education is closely related (Taş, 2007: 164).

Rapid technological advances and the need to train a workforce that can use this newly found technologies. Having a society with required talents and abilities are the problem of developing countries. These problems can be fixed with direct education policies. Life standards of developed countries and developing countries are increasing rapidly. Main reason behind this difference between the countries is education. With globalisation, economies of the world are more connected than before. This causes an increase in rivalries, information economy, importance of quality (Taş, 2007: 164).

Important thing in this matter is the quality, compliance and effectiveness of the given education. In this context, it can be seen that Turkey had move forward since 1990s. Especially from 1990 to 2000, it can be seen that share of primary school graduates in the economy increased 20% and share of university graduates increased 130% (Taş, 2007: 166).

From another perspective, it can be said that, increase in the education level will also increase the number of women in the professional world. Qualified personnel efficiency will also reach to higher levels. Some professions which can also increase their numbers via high education such as doctors, dentists and judges are also going to increase due to high education levels (Taş, 2007: 167)

In Turkey, people who can't read or write were nearly 2.7 million in 2004. Their average salary per person for a year was approximately 2200 TL. Population who couldn't graduate any form of school but who can read and write are nearly 1.7 million of the population. Their average salary per person for a year was approximately 3450 TL. In the end, number of people who were graduated from higher education such as university or masters were 2.8 million people. Their average salary was nearly 15,000 TL. Which shows the increase in income as the education level increases (Taş, 2007: 168).

Especially, education after primary school is very important for decreasing the poverty rates in Turkey. However, problems that creates the inequality in education prevents poor people to get educated. Without making in-depth analysis, it can be said that education is one of the main tools in saving people from poverty (Taş, 2007: 169)

3.4.2. Terrorism

Terror means ‘fear’ in Latin. In this context, main purpose of terrorist activities are to dismantle the public authority by intimidation and violence. In the world, regardless of region, nearly every country are target these terrorist activities. As the attacks increase, it forces countries to take extra measures regarding to public safety. Which in return increases the cost of defence and safety. Another problem is to compensate the loss of society that is caused by terrorist activities (Özdemir et al., 2018: 434).

Terrorism gained a global dimension in our age. Destruction it causes increase everyday. So terrorism is the main focus points of governments for international security. Especially after 2001 attacks in USA, terrorism gained more focus. This situation created great reaction against terrorism in every part of the society. This reaction has also attracted the attention of countries that do not deal with terrorist activities, and people felt the need to learn about terrorism. Since terrorism occupy the news, it is impossible to stay indifferent to this topic (Öztürk, 2009: 86).

Terrorist acts are unusual and do not have predictable temporal cycle. Studies on terrorism suggest that the damage caused by the act can be evaluated only by the number of the terrorist acts. In order to take into account the differences of terrorist incidents in terms of size, it is seen that, some studies, the number of people suffering has been taken into consideration. However, there is no common approach (Alp, 2013: 3) .

In today’s world, terror and terrorism concepts are not have the same meaning in everyday, political and academic language. And there is no global terror or terrorism meaning that is accepted by the whole world. Reason behind this is the governments that are dealing with this create their own definition. Word terror, creates fear in our mind. Terror according to Turkish laws is by using violence, creating oppression, intimidation, terrorization, suppression or threatening to change the political, social, secular and economic order, disrupting the indivisible integrity of Republic of Turkey (Öztürk, 2009: 86).

Terrorism, in a sense, is an act which disregards the peace and prosperity of the government in order to gain political goals. Terrorist organizations are generally ruthless about reaching their goals, not caring about the well-being of innocent people. Terrorism can’t be defined as a conventional war effort or a petty crime. Main concept that makes terrorism different, is the political aims that it wants to achieve. In a sense terrorism is a

social concept, even though it is crude, it relies on doctrines and ideological focus points. Terrorism can be done consciously or unconsciously. Conscious terrorism aims to destroy the current order to create a new order with specific political aims that their ideology wants. Unconscious terrorism is an act that doesn't have a specific aim (Öztürk, 2009: 87).

Terror is an act that creates great fear amongst the public, on the other hand terrorism is an organization who wants to change the current order by systematic terrorist attack. In short terrorism includes, organizational and systematic acts. In terrorism there is always an excuse which is mostly oppression and despair. When terrorist events in a country involves institutions, governments or citizens of another country, terrorist act becomes international. In other words, a terrorist attack may contain foreign nationals. Terror does not have moral or geographical borders (Öztürk, 2009: 88).

Since the terrorists form the basis of their acts to ideologies, organizational structure, staff recruitment, programmes to implement, shapes and contents of the actions are always determined within their ideologies. Every organizational structure might have an ideology, but ideology of terrorist organizations is to disregard a given system by following some ideas that cause them to use violence to put from political agendas. Act of violence without an ideology can not be categorized as terrorism. Every act that creates terror, defines its own style of action, they take the basis ideology as a moving point. Today, terrorist organizations have numerous ideologies. Some of these organizations follow religious doctrines, some follow nationalist ideologies. Another kind is the followers of Marxist-Leninist ideologies (Öztürk, 2009: 88).

Ideological aspect of terrorism is vital for an organization. Ideology creates the moving point of the organization. Terrorist organizations act and make strategies according to the ideology they possess (Özdemir et al., 2018: 436).

Organization is a concept that is very important for terrorism. Most intense expression of ideological fight is organization. Most important weapon is the level of organization. Most of the terrorist organizations in the world can abuse the freedoms which are guaranteed by the constitution. Creating a political party, entering a political party, freedom to express ideas, science and art freedom, freedom of press, freedom to establish an association can be some of the ways that terrorist organizations use to spread their ideologies and gather new staff (Öztürk, 2009: 88).

Another basis point for a terrorist organization is the action. Biggest threat to a terrorist organization is to stay without any action. State of inaction starts to decompose the organization. Terrorist organizations chose a target which will send the necessary message to the public. Afterwards to keep their position in the world they continue their actions with the same violence. Organization that lives within a country, shows itself with armed struggle, as the violence increases, people who are afraid start to join this organization to protect themselves. Random acts of violence is the most important propaganda device of the organizations (Öztürk, 2009: 89).

Throughout history, people who are not happy with the current governmental system, resort to violence to show that they are the alternative system. Terrorism attacks the safety need that is preserved by the government. Sometimes, authority who establishes the system may have difficulty in answering everybody's needs. This causes some individuals who can't be satisfied generally and emotionally. This in return creates different levels of reaction against the current authority. These reactions can turn to violence and as it increases it can create terrorist attacks. Weakness of justice, raises the search of alternative justice of unhappy groups so it creates the ground for terrorism. Emergence of terrorism is generally depends on socio-economic situation of the people but it sometimes doesn't continue depending on this factor. Lack of justice, education and similar concepts are the reasons of terrorism (Öztürk, 2009: 91).

Clearly there are different political ideologies around the world and individuals and governments that operates these ideologies. Most used argument by terrorists are that they are an alternative to existing political movements, or propaganda that the political rights of the people that they defend are seized by the government that they are against. Some subjects that are pushed forward with this reality are, failure of governments to fulfill their promises, strict centralized bureaucratic structure, constant status quo approaching the issues discussed in the society, acting through fear culture, people's inability to express themselves comfortably and weakness of democratic culture. Immigration, rapid population growth, weakening of moral values create problems that increases the activity areas of terrorist organizations. They exploit the reasons such as oppression, exclusion and underdevelopment of services to gain support from the public. Especially their main aim is to gain support from the youth in the country (Öztürk, 2009: 92).

People who join the terrorist organizations are believed to be ignorant but high educated individuals can also join these organizations. In fact high rank officers in terrorist organizations are generally highly educated. Since the main target of terrorist organizations are youth in the society, it can be said that they have access to all documents and journals which are about the psychology of the youth in the society. These sources can be used with a good propaganda strategy to influence the target group. These special traits that terrorist organization offers are generally, freedom, environment to self-express (Öztürk, 2009: 92)

It can be said that the areas left empty by the government, family or school can be filled with these terrorist organizations. Years of research show that in most of the cases, people who are a part of these terrorist organizations, generally have psychological problems caused by growing up without a family, living in a violent environment or having some emotions that can't be fulfilled by the society. An individual who grow up under these circumstances may have an urge to get revenge from the society that he lived in (Öztürk, 2009: 92).

3.4.3. Economic Effects of Terrorism in Turkey

Terrorism do not just hurt human beings, it is also a tool to intimidate democratic institutions, undermines economies and destabilizes regions. Turkey has been dealing with destructive terrorism since 1970s and separatist terrorism since 1980s and religious terrorism since 1990s. Terrorist organizations that are active in Turkey can be investigated in three main categories according to their ideology. Eventhough there were periodic success against these organizations, it can be said that they are mostly still active. Turkey has actively been in conflict for more than 40 years against terrorist activities. Eventhough it is thought that some of these activities have been backed by foreign powers, to believe only to this would be unreal. In all cases, members of these terrorist organizations are the citizens of Turkey (Öztürk, 2009: 93).

Researched that are concluded in Turkey about the socio-economic development index of the cities in Turkey, it can be seen that cities in the last twenty places are in Eastern and Southeastern regions of Turkey. This situation of underdevelopment and poverty are caused by other reasons obviously. But it can be said that terror is one of the most important reason. Biggest reason that even the business people who were born in these regions are not investing in these regions is terror (Öztürk, 2009: 93).

Specially the risk of terrorism and terrorist attacks have big potential of disrupting the world economy in a very short amount of time. In this context, instability or timidity caused by terrorism make companies think twice before investing in a particular country. Effects brought by the budget deficit created by terror, have prevented the arrival of both direct investment and indirect investments. It also eliminates the adequate sources of financing local industry and opportunity to invest at lower interest rates in Turkey. Opening up policy that gained momentum in 1983 in Eastern and Southeastern Anatolia was blocked from expanding further in 1984 because of increasing terror activities in the region. Terror activities have not only increase the financial cost of investments, but also they create serious difficulties for the state itself. As states are responsible for ensuring general security, government must compensate for all commercial and economic losses as a result of terrorist activities (Öztürk, 2009: 95).

Main economical gains of terrorist organizations come from three main areas. One of these is drug trade, illegal trafficking of legal products and thievery of legal products. Numerous international sources express the size of organized crime committed by European mafia in billion of dollars. It is also stated from the same sources that the ratio of %4 to 4.5% of the total gross national product of European countries are directed by terrorist organizations or organized crime organizations. There are some main factors that keep the terrorist organizations standing. These are ideology, inside and outside support, financial resources and people. In this context, the need for financing is the main factors that terrorist organizations operating worldwide are needed for their actions and activities (Öztürk, 2009: 96).

It is not easy to put the direct results of terrorism on economy. Eventhough Turkey has been dealing with Turkey for over 30 years, there are not enough researches and papers about the economical cost of terrorism for the country. Whereas an efficient fight with terrorism can only succeed by understanding the nature and structure of terrorism as well as its economic costs (Özdemir et al., 2018: 437).

Due to extraordinary circumstances that terror creates, it is hard to measure the economic effects. On the other hand, effects of terrorism varies according to development level of the country, preventive methods that are taken after an attack. Other than immediate effects like loss of life and property, there are long term effects of terrorism. These long-term effects might be investments, consumer behavior, consuming rate, foreign trade,

tourism, real estate market, national income, etc. Effects of terror on economy can be investigated in 5 main mechanisms. First of all terrorist actions targets directly country's human and physical capital stock. Secondly, terrorism increases insecurity, instability and uncertainty in the country. Which in return disrupts the distribution of resources by creating changes in economic units. Such as saving rate, investments and consumer behavior. Third point is that terrorist activities, shifts the foreign resources from the affected country to other countries. Increased cost of security due to terrorism, increase the cost of the country in return. Finally, especially for developing countries, terrorist activities disrupts the biggest income source, tourism (Özdemir et al., 2018: 437)

First thing that comes to mind within the scope of the economic costs of terrorism, is the environment of uncertainty created by terrorism in the economy. This situation can be felt in all sectors of the economy. As the terrorist activities increase, investments decrease and public expenditure increase (Alp, 2013: 6).

Eventhough Turkey has been dealing with terrorism for many years. Cost and the dimension of terror has increased greatly. Global terrorism cost has increased from 4,93 billion dollars in 2000 to approximately 53 billion dollars in 2014. Except a drastic increase in the year 2001, as a result of twin towers attack in USA. Cost increased in an exponential rate (Özdemir et al., 2018: 437).

4. Practical Analysis

4.1. Analysis of Data on Education

Below, three tables can be seen. These tables are the literacy rates in Turkey over the years. Tables have been divided regarding to literacy rate of youth and adults. As the tables suggest, youth in the country, for this case population who are between the ages 15-24, literacy rate is nearly 100%. Adult population who are between the ages 25-64, put a different result since the literacy rates are lower than the youth (Table 3).

Table 3 Literacy rate according to age both sexes (%)

Year	2013	2014	2015	2016	2017
15-24 years	99,2274	99,35848	99,49439	99,62136	99,75087
25-64 years	96,77488	96,99798	97,16544	97,37991	97,61955
15+ years	95,25666	95,43963	95,60142	96,16733	96,15053

Source: <http://uis.unesco.org/en/country/tr>

Education attainment of the population can be seen in the table below. It can be seen that from 2013, population who graduated from at least primary education have increased till 2017. It has nearly increased 2% in four years. Eventhough an increase over the years might be a good result for the country, comparing with a EU member country, it can be seen that education attainment of the population is below the necessary levels. In Table 4 education attainment for Czechia and Turkey can be seen.

Table 4 Educational attainment: at least completed primary (ISCED 1 or higher), population 25+ years, both sexes (%)

Country	2013	2014	2015	2016	2017
Turkey	87,2977	87,8281	88,27713	88,9477	89,50145
Czechia	99,84897	99,85421	99,84998	99,83921	..

Source: <http://data.uis.unesco.org/index.aspx?queryid=168>

Table 4, shows the result for the same indicators. Population who are above 25 years old and who have at least graduated from primary education institutes in Czechia. There are slight decreases over the years but if compared, it is important to see that Turkey, regarding to this matter, is not successful enough to reach to the level of an EU member country.

This part of the work will focus on the analysis of the data that has been gathered by Turkish National Statistical Institute over the years. Following data shows the education level throughout the country. Focus will be on one city from each geographical region, so that comparison can be made easier.

Table 5, shows the education levels of people who are above 15 years old in 2008. Seven cities from seven different geographical regions were chosen, in order to make a comparison of efficiency of education systems in these regions. In the year 2008, in İstanbul, which is a city in Marmara region. It can be seen that from the total population that are over 15 years old, 33.5% were graduated from primary schools. People who are graduated from high schools were 21.3% and people who were graduated from universities and other high education institutes were 9.62% of the population. İstanbul is the most populated city in Turkey. Eventhough it is most populated, it can be seen that high educated individuals were scarce in the city in 2008.

Table 5 Characteristics of the selected regions 2008 (both sexes)

Province		Total (100 %)	Illiterate (%)	Literate without a Diploma (%)	Primary education (%)	High and vocational high school (%)	Universities and other higher educational (%)
Code	Name						
34	İstanbul	9.563.384	4.90	5.22	33.5	21.3	9.62
35	İzmir	3.011.095	5.48	4.71	35.7	21.2	10.02
61	Trabzon	576.525	10.50	7.20	30.5	21.9	7.40
42	Konya	1.428.000	8.19	4.30	44.5	16.2	6.19
47	Mardin	458.594	23.10	14.00	14.0	13.8	2.77
73	Şırnak	240.487	27.20	16.10	12.8	13.2	2.88
7	Antalya	1 400 342	5.92	4.09	38.5	19.5	8.50

Source: own calculation based on data from Turkish Statistical Institute, Educational Status

Completed, By Provinces. Retrieved from, http://www.tuik.gov.tr/PreTablo.do?alt_id=1018

İzmir is the third largest city by population in Turkey and it is a city from the Aegean Region. It can be seen that primary school graduates were 35.79% of the general population. People who graduated high schools were approximately 21% of the general population. This numbers further decreases when the education levels increase. Graduates from universities and other high education institutes in İzmir were approximately 10% of the population.

Trabzon is one of the most populated city in the Black Sea region, and it is important to understand the education status of the city in order to create a general idea about the region itself. 30.5% of the total population were graduated from primary schools in the city in 2008. Approximately 22% were graduated from high schools. Population who were graduated from universities and other high educational institutes were 7.4% of the population in Trabzon.

Konya is the biggest city by area in Turkey. It is also regarded as the most religious city in Turkey. In Konya 44.5% of the population were graduated from primary schools.

16% of the population were graduated from high schools in the city. University and higher education graduates were approximately 6.2% in the city.

Mardin is a city which is located in Southeast Anatolia. By looking at the data, it can be seen that 14% of the population were graduated from primary schools. Approximately 14% of the population were graduated from high schools. Graduates from high education were 2.77% of the population in Mardin.

Şırnak is a city which is located in eastern anatolia. 12.8% of the population were graduated from primary schools. 13.2% of the population were graduated from high schools. Graduates from higher education institutes were 2.88% in Şırnak.

Antalya is a city that is located in Mediterranean region. 38.5% of the population were primary school graduates. 19% of the population were high school graduates. Graduates from higher educational institutes were approximately 8.5% of the population.

By looking at the results from the data that was collected, we can easily see the differences in the regions. Since mandatory education in Turkey encompasses till the end of high school, it is expected to see that educated individuals on the level of university graduates or doctorate graduates are relatively low. Other than educated individuals in the cities, it is important to see the percentage of the total population who are illiterate. Investigating the cities separately, it can be seen that in the year 2008, percentage of uneducated individuals in İstanbul at 2008, were 10.12% of the population. In İzmir this number was 10.19%. In Trabzon percentage of uneducated population was 17.7%. In Konya this number was 12.49%, In Mardin 37.1%, In Şırnak 43.3% and in Antalya 10.01%. As it can be seen, as the cities go towards the eastern parts of Turkey, uneducated population increase.

Investigating further, coming years must be researched in order to see the improvements that have been made to education and their results. Specific years are chosen. Reason is that in these specific years there were changes in the education system of the country. Below it can be seen the numerical datas of the same cities in 2010.

Table 6 Characteristics of selected regions (year 2010)

Province	General Total (100%)	Illiterate (%)	Literate without a diploma (%)	Primary School (%)	High School (%)	Universities and other higher education (%)
İstanbul	10.042.447	3.60	4.30	26.7	23.36	11.79
İzmir	3.157.613	4.31	4.13	29.5	23.19	12.08
Trabzon	591.806	8.14	3.78	26.7	23.64	9.77
Konya	1.469.520	6.40	3.90	37.8	17.16	7.95
Mardin	455.015	17.40	12.90	19.9	14.98	3.95
Şırnak	236.658	19.10	16.10	16.7	12.88	3.68
Antalya	1.491.471	2.80	5.40	31.4	21.79	10.55

Source: own calculation based on data from Turkish Statistical Institute, Educational Status Completed, By Provinces. Retrieved from, http://www.tuik.gov.tr/PreTablo.do?alt_id=1018

In 2010, there were couple of changes in the education system in the country. First of all, exam system that has been used was changed. Since 2000, there was one exam system for entering the university. This exam was called ÖSS, which meant Student Choosing Exam. This examination were transformed into two different exams. One of them Passing to High Education Exam (YGS) and Undergraduate Placement Exam (LYS).

As it can be seen in table 6, in **İstanbul**, percentage of primary school graduates were approximately 26%. High school graduates of the population were 23%. Graduates from higher educational institutes were approximately 12% of the population. By comparison with 2008, it can be seen that there is an decrease in primary school graduates. In 2008, this number was 33.5%, on the other hand in 2010, it had approximately **decreased 6.8%**. High school graduates had **increased 2%**. Graduates from higher education institutes had approximately **increased 2%**.

Education levels of individuals in **İzmir** were changed also. Primary school graduates in İzmir were 35.8%. High school graduates were 23% of the population. Graduates from higher education institutes were 12% of the population. Comparing with 2008, it can be seen that there had been a decrease in primary school graduates. There had been nearly **%6 decrease** in primary school graduates in İzmir. High school graduates had **increased %2**. Graduates from higher education institutes had **increased 2.76%**.

In **Trabzon**, primary school graduates were approximately 27% of the general population. High school graduates were 23% of the population. Graduates from high education was 9.77%. In two years, primary school graduates had **decreased 3.8%**.

Percentage of high school graduates had **increased 2%**. Graduates from higher education had **increased 2.37%**.

In **Konya**, primary school graduates were 37.8% of the total population. High school graduates were 17%, higher education graduates were 7.95%. In two years, primary school graduates had **decreased %6**. High school graduates in the city had **increased 1%**. Graduates from higher education institutes **had increased 1.76%**.

In **Mardin**, primary school graduates were approximately 20% in 2010. High school graduates were approximately 15%. University graduates in the city were 3.7%. Doctorate graduates in Mardin were 0.04%. In two years that had passed, educated individuals also changed. Primary school graduates had **increased 5.9%**. High school graduates **had increased 2%**. Number of graduates from high education institutes had **increased 1.25%**.

In **Şırnak**, primary school graduates were 16.7% in 2010. High school graduates were 12.8%. Graduates from high education institutes were 3.68%. In two years, from 2008 to 2010, primary school graduates had **increased nearly 3.9%**. High school graduates **had decreased 0.4%**. Graduates from high education institutes had **increased 0.8%**.

In **Antalya**, primary school graduates were 31.4% in 2010. High school graduates were 21.7%. Graduates from higher education institutes were 10.5%. Comparing the data gathered from 2008 and 2010, it can be said that, primary school graduates in Antalya had **decreased 7%** in two years. High school graduates had **increased 2%**. Graduates from high education institutes had **increased 2%**.

In two years, these seven cities from seven different geographical regions had different results regarding education levels. Looking at the general picture, we can compare the percentage of people who are illiterate or literate but do not possess any diploma between two years. In 2008 this number was approximately 11.72%. In 2010, total population above 15 years old in these seven cities were 17.444.530. From this population, 4.67% were illiterate and 4.77% were literate but didn't graduated from any school. In total, people who were not educated at all were 9.44% of the population. Comparing two years, in 2008, this number was 11.72% of the population. It can be assumed that changes that had been made during these two years, were successful. Given data shows that the uneducated population had decreased over the years.

Results of the changes that was enforced in 2010, can be seen in the data provided. To have a better understanding the efficiency of these changes, it is important to investigate data further. In Turkey, high schools generally last four years. This is the last level of mandatory education in Turkey. Which means that in 2014, students who had studied throughout their high school studies with the new examination system. Effects of this new education system can be understood easily when compared with the first year it was used.

Table 7 Characteristics of selected regions (year 2014)

Province	General Total (100%)	Illiterate (%)	Literate without a diploma (%)	Primary School (%)	High School (%)	Universities and other higher education (%)
İstanbul	10 953 151	2.85	4.14	22.50	23.90	17.40
İzmir	3 306 941	2.03	4.97	26.60	23.60	17.20
Trabzon	606 696	5.60	6.39	23.80	24.77	14.50
Konya	1 564 902	3.30	5.12	32.70	18.20	11.90
Mardin	502 149	13.20	11.93	17.70	15.90	8.15
Şırnak	290 667	12.90	13.76	15.05	14.40	8.20
Antalya	1 675 652	1.54	0.70	26.40	22.90	15.40

Source: own calculation based on data from Turkish Statistical Institute, Educational Status Completed, By Provinces. Retrieved from, http://www.tuik.gov.tr/PreTablo.do?alt_id=1018

In the above Table 7, same cities are investigated. Percentages are important in this subject since, it can clearly show the effectiveness of changes that had been done to the examination system in 2010. It is also important to take into account the increase or decrease rate between the years, in order to compare how the implementations of the government has been effecting the education output in Turkey.

In 2014, **İstanbul** had 10.953.151 people who were above the age 15. From this population, 22.5% were graduated from primary schools. Approximately 24% were graduated from high schools. Graduates from universities and other high education institutes were approximately 17.4%. In four years, changes in the graduation levels of the population can be seen. Primary school graduates had **decreased 4.2%**. High school graduates had **increased 0.54%**. Graduates from universities and other high education institutes had increased **5.61%**. Besides the drastic drop in primary school graduates, it can be seen that university graduates had been increasing since 2008.

In **İzmir**, primary school graduates in 2014 were approximately 26.6% of the population that were above the age of 15. High school graduates in the city were 23.6%. Graduates from higher education institutes were 17.2%. In 4 years, there had been changes in the attained education levels of the people in İzmir. Primary school graduates had

decreased 2.9%. High school graduates had **increased 0.6%**. Number of higher education graduates had **increased 5.12%**.

In **Trabzon**, primary school graduates in 2014 were approximately 24%. High school graduates in the city were 24.7%. Graduates from higher education institutes were 14.5%. In four years, primary school graduates in the city had **decreased 2.7%**. High school graduates had **increased 1.7%**. Number of higher education graduates had **increased 4.77%**.

In **Konya**, primary school graduates were 32.7%. High school graduates in the city were 18.2%. Graduates from higher education institutes were approximately 12%. In four years primary school graduates had **decreased 5.1%**. High school graduates had **increased 0.6%**. Number of higher education graduates had **increased 3.95%**.

In **Mardin**, primary school graduates in 2014 were 17.7%. High school graduates were approximately 16%. Graduates from high education institutes were 8.15%. In four years, primary school graduates had approximately **decreased 2%**. High school graduates had **increased 1%**. Number of higher education graduates had **increased 4.2%**.

In **Şırnak**, primary school graduates in 2014 were approximately 15% of the population. High school graduates were 14.4%. Graduates from high education institutes were 8.2%. In four years, primary school graduates had **decreased 1.7%**, high school graduates had approximately **increased 1.6%**. Number of higher education graduates had **increased 4.44%**.

In **Antalya**, primary school graduates in 2014 were approximately 26%, high school graduates were approximately 23%. Graduates from higher education institutes were. In 4 years, primary school graduates had **decreased 5%**, high school graduates had **increased 1.11%**. Graduates from higher education institutes had **increased 4.85%**.

Information above shows that, between the years 2010 and 2014, there hasn't been a rapid increase in the education levels of the population in these cities. Primary school graduates had been decreasing consistently since 2008. From a general perspective, total percentage of uneducated people must be investigated. In 2014, total population who were above the age 15 in these seven cities were 18.900.158. From this population 6.3% were illiterate or did not possess any sort of diploma.

Concerning these 7 cities, it can be seen that lowest education levels are in Şırnak and Mardin. Coming to the closer years, it is important to investigate the data on 2018. It is the closest year to present. And by choosing this year we will be able to see the changes in these seven cities in the span of 10 years. Which in return will create a result regarding to improvement in education.

Table 8 Characteristics of selected regions (year 2018)

Province	General Total (100%)	Illiterate (%)	Literate without a diploma (%)	Primary School (%)	High School (%)	Universities and other higher education (%)
İstanbul	11.255.918	2.28	2.87	18.60	25.51	22.38
İzmir	3 458 872	1.60	3.70	22.10	25.55	21.51
Trabzon	636 468	4.61	5.30	20.19	28.21	18.28
Konya	1 643 654	2.57	3.88	27.40	0,21	15.35
Mardin	534 007	10.70	8.65	15.10	18.50	11.80
Şırnak	324 885	9.67	9.74	12.60	0,18	27.80
Antalya	1 806 136	1.27	3.89	21.50	26.10	19.50

Source: own calculation based on data from Turkish Statistical Institute, Educational Status Completed, By Provinces. Retrieved from, http://www.tuik.gov.tr/PreTablo.do?alt_id=1018

In 2018, in **İstanbul** primary school graduates were 18.6%. High school graduates were 25.5%. Graduates from universities and higher education institutes were 22.4% of the population who are above 15 years old. In 4 years, from 2014 to 2018, primary school graduates had **decreased 3.9%**. High school graduates had **decreased 1.5%**. University graduates had **increased 4.3%** and doctorate graduates had **increased 0.002%**.

In **İzmir**, primary school graduates in 2018 were 22% of the population. High school graduates were 25.5%. University and other high education graduates were 21.5%. In 4 years in İzmir, primary school graduates had **decreased 4.6%**. High school graduates had **increased 1.9%**.

In **Trabzon**, primary school graduates in 2018 were 20% of the population. High school graduates were 28%. Graduates from universities and other high education institutes were approximately 18.2%. In 4 years time, primary school graduates had **decreased 4%**, high school graduates had **increased 3.3%**. University graduates had **increased 3%** and doctorate graduates had **increased 0.07%**.

In **Konya**, primary school graduates were 27% of the population. High school graduates were approximately 21%. University graduates were 13.5% and doctorate graduates were 0.34%. Since 2014, primary school graduates in Konya had **decreased 5.7%**.

High school graduates had **increased 2.8%**. University graduates had **increased 2.8%** and doctorate graduates had **increased 0.06%**.

In **Mardin**, primary school graduates were 15% of the population in 2018. High school graduates were 18.5%. University graduates were approximately 11% and doctorate graduates were 0.07%. In 4 years, primary school graduates in Mardin had **decreased 2.7%**. High school graduates had **increased 2.5%**. University graduates had **increased 2.3%** and doctorate graduates had **increased 0.02%**.

In **Şırnak**, primary school graduates were 12.6% of the population who are above 15 in 2018. High school graduates were 18%. University graduates were 11% and doctorate graduates were 0.06%. From 2014 to 2018, primary school graduates had **decreased 2.4%**. High school graduates had **increased 3.6%**. University graduates had **increased 3.2%** and doctorate students had **increased 0.01%**.

In **Antalya**, primary school graduates were 21.5% of the population. High school graduates were 26%. University graduates were approximately 18% and doctorate graduates were approximately 0.3%. In 4 years that had passed, primary school graduates had **decreased 4.5%**. High school graduates had **decreased 3%**. University graduates had **increased 4%** and doctorate graduates had **increased 0.09%**.

According to the results from the table, it can be seen that there are changes that has been happening since 2008. To look from a general perspective, it is important to see the percentage of the population who are illiterate. By looking at the data, total population who are above 15 years old in these seven cities are 19.659.940. From this population, 2.52% is illiterate and 3.54% of the population are literate but did not complete any sort of formal education. In total, population that do not have any sort of education in these seven cities from the given population, are 6.06%.

Over ten years period, from 2008 to 2018, uneducated part of the population, decreased 5.66%. Lowest education levels are in Mardin and Şırnak with nearly 20% of the population being not formally educated. Understanding the situation regarding to the geographical regions have vital importance. With the examples given over the years, it can be said that eastern anatolia and southeastern anatolia are the less edcuated regions in Turkey.

Table 9 Percentage of uneducated population in selected regions by year 2018

Region	Population	Uneducated Population	Percentage
Marmara Region	24.465.689	1.013.704	4.14
Aegean Region	10.318.157	512.160	4.96
Southeastern Anatolia	8.876.531	977.072	11.00
Eastern Anatolia	5.966.101	660.152	11.00
Black Sea Region	7.674.496	676.372	8.8.0
Central Anatolian Region	12.705.812	592.477	4.66
Mediterranean Region	10.552.942	624.276	5.90

Source: own calculation based on data from Turkish Statistical Institute, Educational Status Completed, By Provinces. Retrieved from, http://www.tuik.gov.tr/PreTablo.do?alt_id=1018

In the

Table 9, populations of seven geographical regions. Comparing the percentages of uneducated population, it can be seen that, most of the regions are in similar conditions. Except, Eastern Anatolia and Southeastern Anatolia, where illiteracy rate is 11%. Following them is Black Sea Region with 8.8%. As it is shown in the table, Marmara Region is in best condition regarding the education status. Eventhough Marmara Region is the most populated region in Turkey, illiteracy rate is lower than all the other regions.

Looking at the statistics, it can be seen that, education levels in these regions are below the expected value. Except these three regions, all other parts of the country have approximately 5% illiteracy rate as an average. For Turkey this rate is 7.2%. This result show that especially Eastern Anatolia and Southeastern Anatolia are much more higher than the average of the country.

For primary education, a new type of school were introduced in Turkey, especially for the students who can't travel to school everyday. Since in Eastern Anatolia and Southeastern Anatolia, not all villages have schools, students have to travel long distances to their primary schools. Turkey, to prevent this and increase the education attendance from these villages, opened regional boarding primary school. This initiative was done in 1958. In Eastern Anatolia, there are 184 of these schools. In which 22.109 female, 38.446 male students. In Southeastern Anatolia there are 78 boarding primary schools, in which 8.517 female and 17.750 male students being educated.

	School (%)	Male Students (%)	Female Students(%)
Southeast Anatolia	7.30	15.30	15.50
Middle East Anatolia	3.38	5.31	5.34
Northeast Anatolia	2.50	2.92	2.91
West Anatolia	11.24	8.67	8.72
İstanbul	19.70	14.10	13.80
Turkey	10.073 (100%)	782.646 (100%)	718.442 (100%)

Table 10 : Percentage of pre-primary schools, students and teachers in 2017/2018 education period.

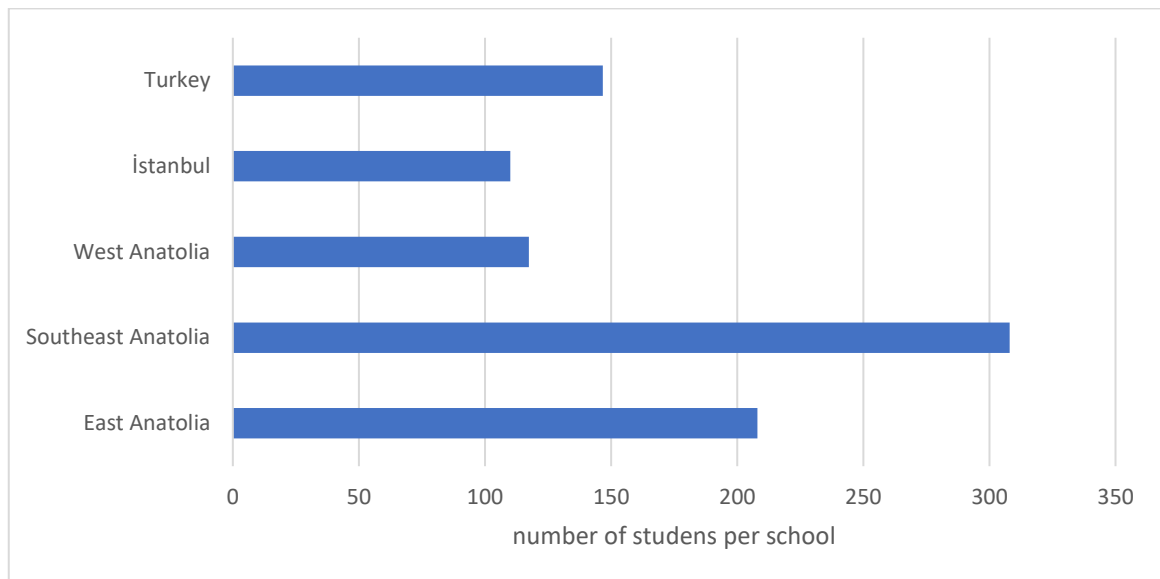
Source: own calculation based on National Education Statistics, Formal Education, retrieved from http://sgb.meb.gov.tr/www/icerik_goruntule.php?KNO=327

Table 10 shows the number of pre-primary education institutes throughout Turkey at the end of the education year 2017/2018. East Anatolia is divided into two parts, Middle East Anatolia and Northeast Anatolia. From the total 10.073 pre-primary schools in Turkey, Only 5.88% is in East Anatolia where İstanbul possess nearly 20% of these institutions. Male students who are attending these schools in East Anatolia is 8.23% of the total number. Female students are 8.25% of the total number. In İstanbul, male students are 14.1% and female students are 13.8% of the total number. Eventhough East Anatolia has approximately half of the students in İstanbul, school number is much lower. Situation is better in West Anatolia. From the total number of schools, 11.24% is in West Anatolia. Male students attending pre-primary school education is 8.67% and female students are 8.72% of the total number respectively. Another region where the education attainment is lower than the average is Southeast Anatolia. This region contains 7.3% of these institutions. Male students who are attending these institutions are 15.3% and female students are 15.5% of the total students in Turkey.

Looking into İstanbul as a comparing point, since it is the most populated city in Turkey. It can be assumed that, İstanbul contains required number of these schools because of the excessive population in the city. It is vital to investigate number of schools per number of inhabitants in order to assess the accessibility of these schools throughout the regions.

Important subject is to make comparison easier and understandable. In order to achieve this, number of students / schools in Turkey should be investigated. This will create an average that will help to understand the situation. In Turkey, there are 1.564.813 students that are in the age of pre-primary education. Number of pre-primary schools in Turkey is 10.669. It means nearly 147 students per school.

Figure 8 Number of students per school (pre-primary education)



Source: own calculation based on National Education Statistics, Formal Education, retrieved from http://sgb.meb.gov.tr/www/icerik_goruntule.php?KNO=327

In İstanbul, there are 2.163 pre-primary schools and 238.005 students that are attending pre-primary schools. As it can be seen the value of schools per student in İstanbul is higher than the average of Turkey. It shows that the accessibility to these schools by the students are easier. Every school is approximately attended by 110 students.

In East Anatolia, which the table above mentions as two separate entities northeast and middle east, there are in total 614 pre-primary schools and 127.746 students. Compare to the Turkish average and İstanbul the number of students per school is much higher 208 students.

In Southeast Anatolia, there are 766 pre-primary schools and 235.927 students who are attending these institutions. In this case it is even higher – 308 students.

In West Anatolia there are 1.160 pre-primary education institutes and 136.184 students. In this region the number of students per school is lower than countries average – 117 students.

Regarding pre-primary education institutes throughout the country, it is easy to see that as the region comes closer to the eastern parts of the country, number of schools decrease, even though the number of students is higher than some other regions. To better

understand the reasons behind the high percentage of uneducated population in the east, it is important to research the situation of primary schools where the basic knowledge are transferred.

	Schools	Male Students	Female Students
Southeast Anatolia	19.2%	16.8%	17.03%
Middle East Anatolia	10.7%	5.73%	5.77%
Northeast Anatolia	7.84%	3.07%	3.08%
West Anatolia	6.67%	9%	9%
İstanbul	6.39%	17.3%	17.3%
Turkey	100%	100%	100%

Table 11 Percentage of primary school and students in 2017/2018 education period

Source: own calculation based on National Education Statistics, Formal Education, retrieved from http://sgb.meb.gov.tr/www/icerik_goruntule.php?KNO=327

Table 11 shows the percentages of students and schools in different regions in 2017/2018 education year. Students are divided by male and female. It is important to understand the situation regarding the primary schools in Turkey. When it is said that the illiterate percentage of the population, it is generally understood that the population that could or did not attended the most basic level of education which is primary schools.

Number of total primary schools in Turkey is 24.739. Total number of students is 5.267.378. İstanbul contains nearly 6.4% of the primary schools in Turkey. As it is the most populated city, it can be assumed that the number of primary schools are adequate. From the total number of students, 17.3% is studying in İstanbul.

Middle East Anatolia contains 10.7% of the total number of primary schools. On the other hand percentage of students that are attending in primary schools is 5.75% of the total number of students. In Northeast Anatolia the percentage of primary schools to the total number is 7.84%. On the other hand the percentage of the primary school students is 3.07%. East Anatolia region is divided into two parts here, reason is that the area of this region is very big. In the East Anatolia region as a whole, number of primary schools is 18.6%. On the other hand the percentage of the number of students is 8.83% of the total number of students.

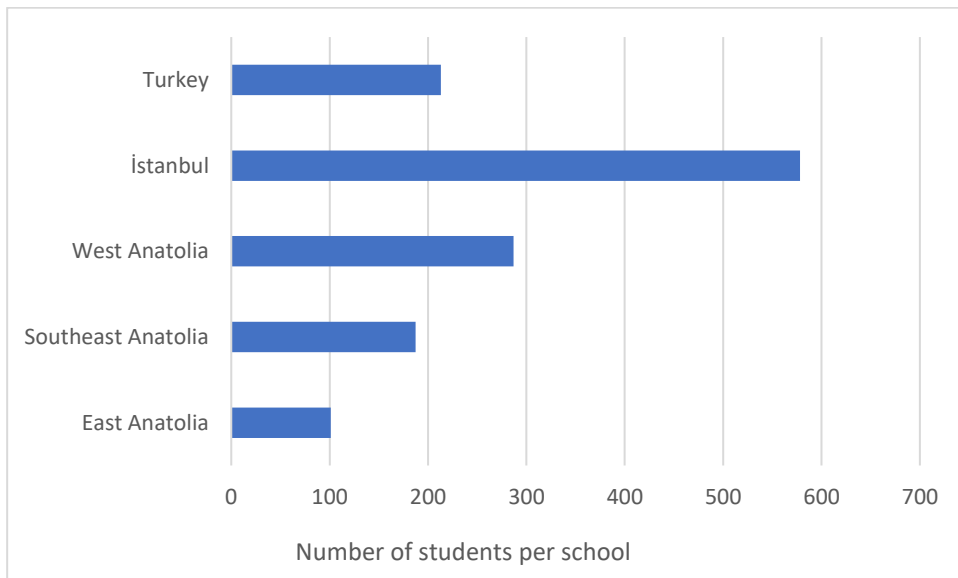
In West Anatolia, percentage of the number of primary schools in the region is 6.67%. On the other hand number of students in this region is 9% of the total number in Turkey.

Southeast Anatolia is another region that is less educated compared to other regions of Turkey. Number of primary schools in the region is 19.2%. Number of students who are attending to primary schools in the region is 16.94% of the total number of students in Turkey.

Comparison of the datas that are explained above, there must be a focus point. To be able to have a focus point, it is important to look into the rate of schools per students in these regions. Accessibility is very important in the potential of a region. To have a population who have a high level of education, there must be implementation that helps the population to have enough material to have education. The most important material in this case are the schools themselves.

In **Turkey** there are 24.739 primary schools and 5.267.378 students who are attending in 2017/2018 education period. **Rate of schools per students** in Turkey is **0.0046**. This number can be taken as an average to compare the data of the given regions above.

Figure 9 Number of students per primary school



Source: own calculatin based on data from National Education Statistics 2018/2019

In **İstanbul**, there are 1.583 primary schools and 915.210 students. **Rate of schools per students** in İstanbul is **0.0017**. Rate is lower than the average in Turkey as it can be seen clearly. Figure 9 display the number of students per school that is very high in Istanbul.

In **West Anatolia** there are 1.652 primary schools and 474.098 students who are attending these institutes. **The rate of schools per students** in West Anatolia region is **0.0034**. This number is still lower than the average rate on the other hand it is higher than İstanbul itself. Still, West Anatolia encompasses numerous cities in it and compared to İstanbul, it can be expected that it would have higher rate.

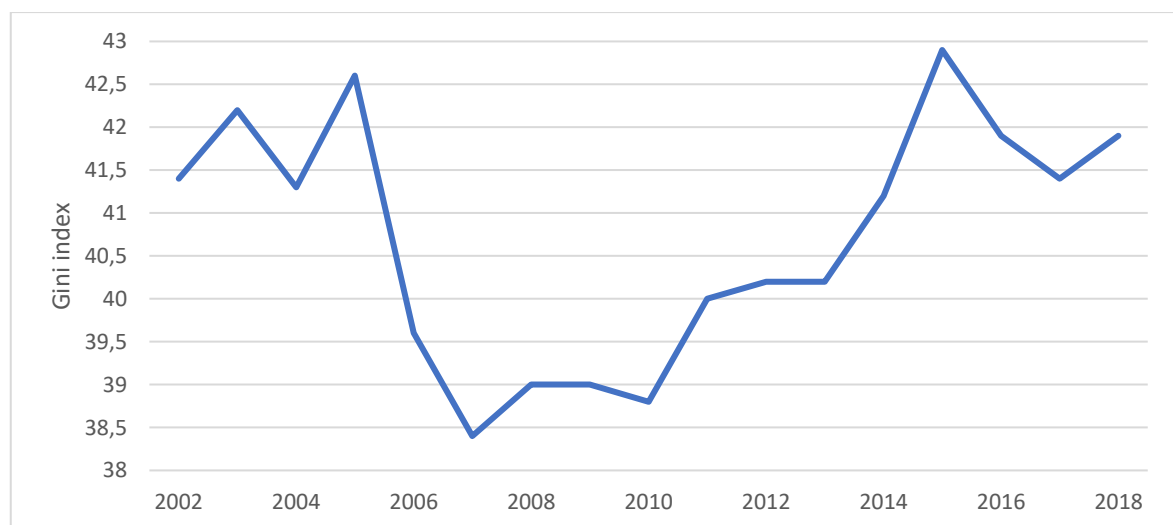
In **Southeast Anatolia** there are 4.761 primary schools and 892.695 students. **The rate of schools per students** in Southeast Anatolia region is **0.0053**. This rate is higher than the average in Turkey.

In **East Anatolia** there are in total 4.606 primary schools and 465.201 students. **The rate of schools per students** in East Anatolia region is approximately **0.0099**. This number is much more higher than the average and the highest accessibility in all the regions compared. Comparing the divided two regions, it can be seen that in Northeast Anatolia there are 1.942 schools and 162.050 students. In Middle East Anatolia, there are 2.664 schools and 303.151. Regarding to these numbers, **the rate of schools per student** in **Northeast Anatolia** is **0.011** and in **Middle East Anatolia** the rate of schools per students is **0.008**.

4.2. Poverty Analysis

Figure 10 shows the gini coefficient according to years in Turkey. It is easy to see that there had been some improvements to this situation over the years. Gini coefficient was 42.6 in 2005, there was a drastic positive decrease in 2007 to the situation where gini coefficient was 38.4.

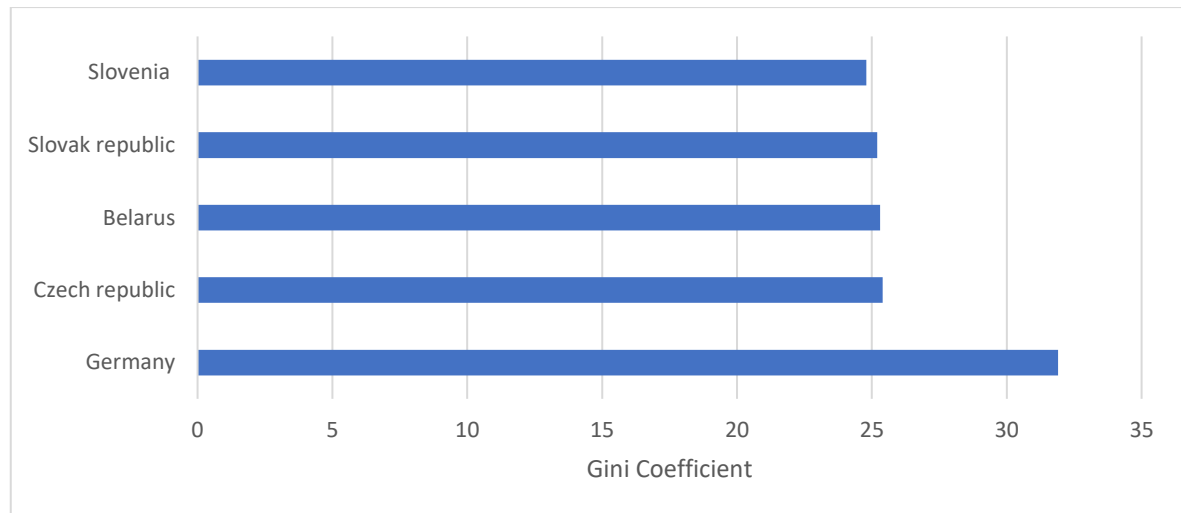
Figure 10 Gini coefficient in Turkey



Source: World Bank, 2018

Eventhough there was a decrease in these years, inequality further increased rapidly until 2015 where the gini coefficient was 42.9. In 2018, gini coefficient was again 41.9. This graph tells the situation in the country. It shows that even there were improvements in the past, situation is still not good and it getting worse again

Figure 11 Gini coefficient in the selected countries



Source: Word Bank, 2018

Figure 11 shows the situation in some other countries in Europe and Eastern Europe. In 2016, in Germany gini coefficient was 31.9. In Czech Republic gini coefficient was 25.4 in 2016. In Turkey this number was 41.9. By this comparison, it can be said that in Turkey, inequality levels are much more higher than these countries.

Table 12 Poor popution (in thousand), Risk of poverty 60 %

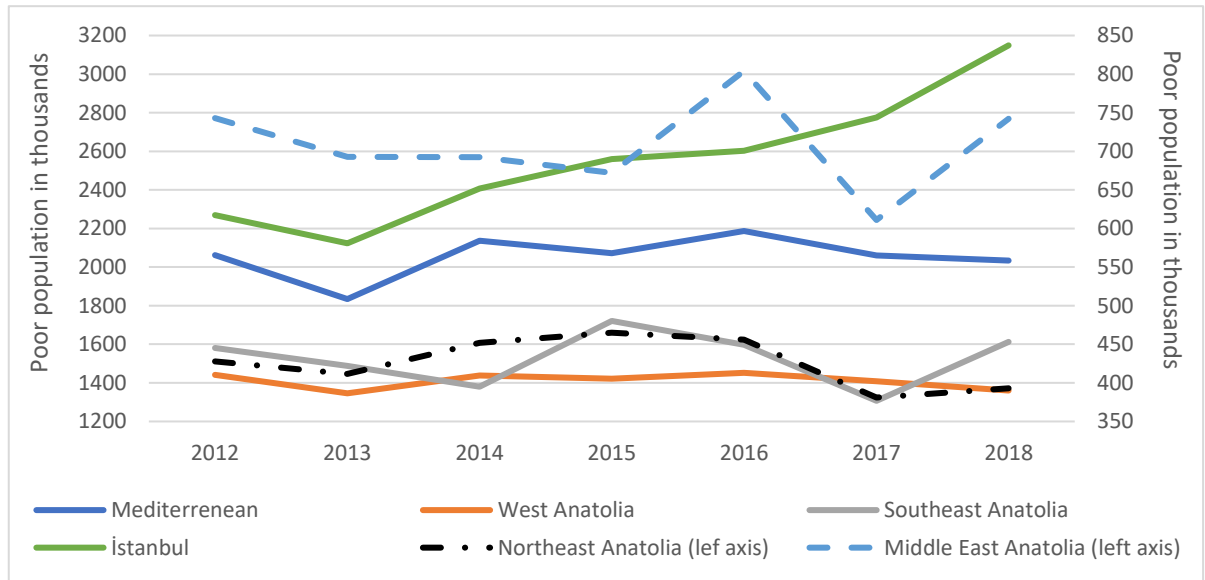
	Mediterranean	West Anatolia	Southeast Anatolia	Northeast Anatolia	Middle East Anatolia	İstanbul
2012	2 061,9	1 440,81	1 581,42	427,71	743,14	2 269,03
2013	1 834,32	1 345,83	1 488,06	411,57	692,82	2 123,27
2014	2 136,57	1 438,49	1 380,74	451,96	692,58	2 406,43
2015	2 072	1 421	1 721	465	672	2 560
2016	2 187	1 452	1 598	456	804	2 602
2017	2 060	1 408	1 307	381	611	2 776
2018	2 033	1 360	1 613	393	742	3 149

Source: <https://biruni.tuik.gov.tr/medas/?kn=66&locale=tr>

Figure 12 shows the number of poor population in different regions and in İstanbul. Data shows the population who have high risk of poverty. For this case risk of poverty is chosen as 60%. Looking further into the data yearly, it is important to understand the situation in 2018, since it is the closest time. In Mediterranean region, there were 2.033.000

people who were at the risk of poverty. In 2018, the population of this region was 10.552.942. Percentage of the people who were in high risk of poverty in this region was 19.2% of the population.

Figure 12 Poor population (in thousand), Risk of poverty 60 %



Source: own calculation based on data from Table 12

In West Anatolia, the population in 2018 was 10.318.157, as it can be seen in the graph population who were in the risk group in this region was 1.360.000. Percentage to the whole population in this case is 13.1%.

In Southeast Anatolia, the population in 2018 was 8.876.531. Population who were in the high risk of poverty in 2018 in the region was 1.613.000. Comparing the data, it can be seen that percentage of these people is 18.1%. As it was mentioned before this region had one of the highest rates of uneducated population. In 2018 percentage of uneducated population was 11% of the total population.

East Anatolia is divided into two sections due to its big area. In northeast anatolia, the population who were in the high risk of poverty was 393.000. In middle east anatolia, the population who were in the high risk of poverty in the year 2018 was 742.000. Combining the data it can be seen that in the whole region number of population in poverty risk was 1.135.000. In 2018, total population of East Anatolia was 5.966.101. To understand the situation looking at the percentage, it can be seen that it is 19%. Nearly 20% is at the high risk group in the region.

In İstanbul, people who were in the high risk of poverty in 2018 was 3.149.000. Total population of İstanbul at the same year was 15.067.724. Looking into the percentage that these people contains in the total number of people we see that it is 20.8%. Current situation is very important. But it is also important to understand the development of this situation. In order to understand the situation better, population who were in the high risk zone during the previous years must be researched.

In Southeast Anatolia, in 2012, population who were in the high risk of poverty was 1.581.420. Population of the region in 2012 was 7.958.473(Çoban:332). Percentage of the population in Southeast Anatolia was 19.8%. Comparing with the 2018, it can be seen that the poverty in the region reduced over the years. As it was mentioned above, the education levels in the region has also been increasing over the years. Assumption can be made that, as the education levels increase in the region, poverty has fell down over the years.

In Middle East Anatolia, the number of people who were in the high risk of poverty was 743.140. In Northeast Anatolia this number was 427.710. Due to the big area of the region, it is easier to divide it into two regions. In total, east anatolia region had 1.170.850 people who were in the high risk group. Population of the region in that year was similar to the years before. In 2010 population was 10.689.186, other than few hundred people, the population stayed approximately the same. This number of population is according to records of birthplace. But real population who resides in the region is just 54% of this number (Khalaf, 2019: 247). Rest of the population migrated to different regions. Comparing the number of people who are in the risk of poverty who are living in the region, It can be seen that 20.2% of the population were in high risk of poverty in the region. Data shows that there hasn't been a drastic change in the region regarding the status of the population.

İstanbul as the most populated city in Turkey, had 2.269.030 people who were in the high risk group regarding the poverty in 2012. Population in İstanbul in the same year was 13.854.740. Comparing the data, it can be found that the percentage of the individuals that are in the poverty risk was 16.3%. In İstanbul, the results are the opposite compared to other regions. It can be seen that, in other regions, the percentage of the people who are in the poverty risk group have been reducing over the years, on the other hand in İstanbul this number has been increasing over the years.

This situation can be explained by the excessive increase in the population of İstanbul. Population had increased 230.500 people between the years 2011-2012 (Deveci, 2020). This number continued increasing over the years. In 2018, there had been a research about the birthplaces of the population who are living in İstanbul. This research showed that in 2018, there were 546.296 Syrians were living in İstanbul. 251.299 were born in Erzurum, and moved to İstanbul, 232.730 were born in Malatya and migrated to İstanbul. 160.932 people were born in Kars and moved to İstanbul. It obviously shows that approximately 644.961 of the population who were living in İstanbul were from East Anatolia (NTV, 2020). This is an approximate number, because there are more population from cities in East Anatolia that are living in İstanbul.

Situation in İstanbul is different than any other cities and regions, basically because of this excessive migration towards the city. With the Syrians included in the population this number reaches above one million which is approximately 7% of the population in İstanbul. This extreme migration towards the city is the main reason behind the increase in the poor population.

Problem about poverty in Turkey has been a continued problem over the years. Increasing education levels have been helping the situation as it can be seen as the result of the inverse proportion between two concepts. Obviously, as the population increases in a region, education can not be enough to meet the requirements for the necessary decrease in poverty in the population. Eventhough, in some regions the rate of poor people has been decreasing over the years, looking at the general data, it can be seen that the situation in Turkey is still not in the necessary level.

Poverty is an issue with many dimensions, its results are also multi-dimensional. Other than the obvious reasons and effects of poverty, there are also results that effects the country as a whole. Psychology of individuals become important in this matter. Despair that has been increasing in these regions because of the situation creates further problems for the country. Researches about the subject that had been conducted in the past showed that in 1990, gdp per person was 1.487 TL. This number was 615 TL in East Anatolia and 890 TL in Southeast Anatolia. This shows that in 1990, gdp per capita in these regions were less than half of the average number in Turkey (Küçükşahin). Concerning the families, children number in a family is nearly 2-3 per family in West Anatolia. While in Eastern parts this number was 6-7 children per family. These data shows the real problem in the eastern parts.

Increase in population in these regions were and still are much more higher than western parts. However, income distribution in these regions are still lower than the country average.

Table 13 Life Standards in selected regions

	Eastern Part of Southeast Anatolia	Middle Parts of Southeast Anatolia	Western parts of Southeast Anatolia	Eastern parts of East Anatolia	Northeast part of East Anatolia	Western parts of East Anatolia
Housing (Rooms per Person)	0,8	0,8	0,9	0,8	0,8	1,3
Income (Average yearly income of a Household) USD	2.625	2.763	3.578	2.948	3.262	4.428

Source: <https://www.oecdregionalwellbeing.org/TR10.html>

The graph above shows the latest situation in these particular regions. In the latest years according to OECD data, in east part of Southeast Anatolia, disposable income per household, which is the average income for a household, is 2.625 USD for a year. In middle parts of Southeast Anatolia, average income is 2.763 USD for a year. In the west part of Southeast Anatolia income per household is 3.578 USD. As it can be seen that, the income rate changes within the region itself as we further investigate towards the western parts of the country.

Concerning the East Anatolia we have similar results. in the far east part of this region, disposable income per capita which refers to the average yearly income of a household, is 2.948 USD. In the west part of this region income increases to 4.428 USD. In the northeast part of the region, income per year is 3.262 USD.

This data shows that since 1990, not much have changed within the regions. This situation can clearly be understood by comparing these data to the average income per household in western parts of the country. In İstanbul, the income per household in a year is 7.695 USD. It is nearly twice the number compared to eastern parts of the country.

Poverty, as it was mentioned before can't be measured only with financial data. It also is affected by the living conditions. Results of poverty are multi-dimensional as well. Income disparity is one of them but on the other hand, there are psychological effects of poverty on the population. Not having a proper housing can be another aspect of the poverty which effects the thoughts and behaviors of the population. To understand this aspect of poverty, it is also vital to investigate the life standards of these regions.

In İstanbul, housing capacity can be measured with numbers of rooms per person in average. In İstanbul, this rate is 1.3 rooms per person. Which shows that in average every individual in a household possess a room.

In the east part of Southeast Anatolia, this rate is 0.8 rooms per person. Which shows that in this region in average one person in a household can't have a room of his/her own. In comparison, this situation puts this region in the worst conditions in the country. Situation in eastern part of East Anatolia is the same as Southeast Anatolia. It is important to understand these data since it directly effects the terrorist activities in the region.

4.3. Analysis of Terrorism in Turkey

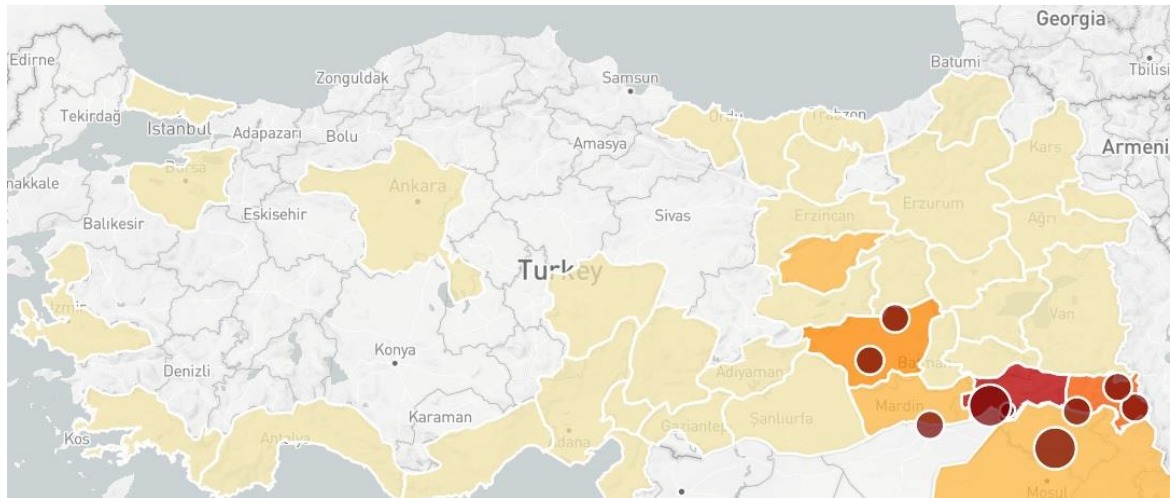
Turkey, with its geographical disposition in the world, has always been in close contact with terrorism. One of these organizations has been a problem in Turkey since 1984 when it was founded. Kurdish Workers Party, in another name PKK is a separatist terrorist organization. It is an organization that most of the world nations have accepted as terrorist. EU accepted the organization as a terrorist organization in 2004, and NATO as well have accepted PKK as a terrorist organization in numerous speeches and documents.

Since its foundation PKK is a terrorist organization which is responsible of hundreds of attacks in Turkish soil and they are responsible of the deaths of thousands, civilian, military officers and security forces. It is a Kurdish based operation, which follows the Marxist-Leninist ideology with separatist tendencies.

PKK, especially in the Southeastern part of the country, has been active for a long time, destroying the public safety, tourism, education, health institutes. Their activities include, kidnapping, trafficking drugs, trafficking human and attacks on the public which results in fatalities. Head of the organization Abdullah Öcalan was in hiding in 2003 in Syria, after some attempts of escape, he was caught by the authorities and currently spending his life in prison (Abadi, 2019).

Taking action after the Gulf War, organization saw the opportunity and took power in the Northern Region of Iraq. Which is just below the borders of Turkey. Places that they make their propaganda is close to Southeast Anatolia and East Anatolia. Eventhough their activities are mostly focused on these regions, they have been active throughout the country.

Map 1: Activity of PKK since 2015



Source: <https://www.crisisgroup.org/tr/content/grafik-ve-haritalarla-t%C3%BCrkiyedeki-pkk-%C3%A7at%C4%B1%C5%9Fmas%C4%B1>

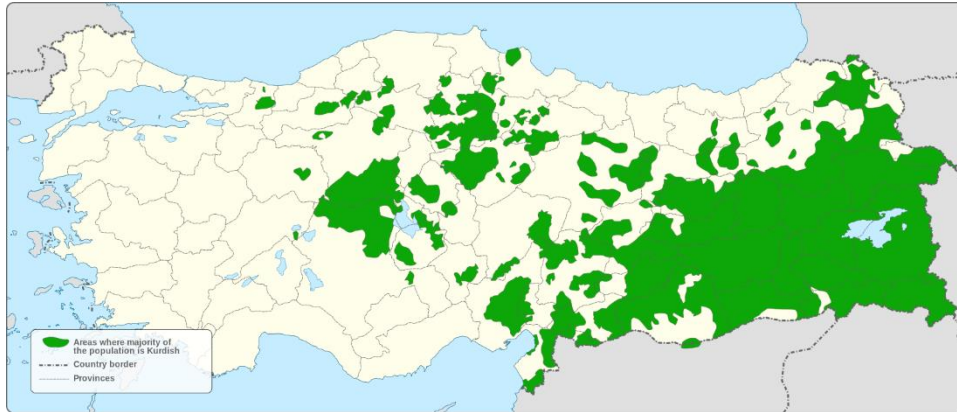
In the map above, the activities of PKK can clearly be seen. Dark areas being the regions with most fatal attacks, it is clear that the organization aims to create distortion in the Southeast region. This map shows the attacks that have happened since 2015 till 2020. There had been minimum 4,825 dead since 2015 in the result of these terrorist activities. This number contains the people who were diseased in both sides.

Some recent attacks that were made by PKK are as follows; In 21 March 2018, PKK killed two Turkish soldiers in an operation, In 18 August 2016, PKK claimed an attack with a hand made explosive on a police station in Elazığ, in which there were three officers died and 217 people were injured. In 26 August 2016, PKK made an attack with an explosive device targeting a police headquarters in Cizre region of city Şırnak, which killed 11 police officers and wounded 78 people. As these attacks show that this organization has been conducting attacks mostly towards security forces in Turkey, without caring about the possible injurities or fatalities of civilian public (Anon, 2013).

PKK generally focus on non-violent pursuits in European Nations, especially in Germany. In 2003, PKK was banned in Germany as an organization. After three years, leader of the organization, Abdullah Öcalan said ‘Germany has declared war on the PKK. We can fight back. Every Kurd is a potential suicide bomber’. There is still a huge support towards the organizations in Germany by the Kurdish population who resides there. German

intelligence agencies, estimate that there are around 11.500 supporters of PKK in Germany (Wittrock, 2008).

Map 2 : Kurdish Majority Areas in Turkey



Source: <http://internationalrelations.org/kurds-in-turkey/>

Above map shows the regions where the majority of the population are Kurdish. Map1 showed the places which were affected mostly because of the attacks from PKK. Comparing the two maps it can be assumed that, PKK has been conducting its attack mostly in the regions where Kurdish population lives in Turkey.

Since 2015, in the attacks that have been conducted by PKK, 764 people died in Şırnak, 728 people died in Hakkari. Two cities which are highly populated by Kurdish population. Kurdish population in the world is estimated to be 25-40 million in the world. 18-20 million are currently living in Turkey.

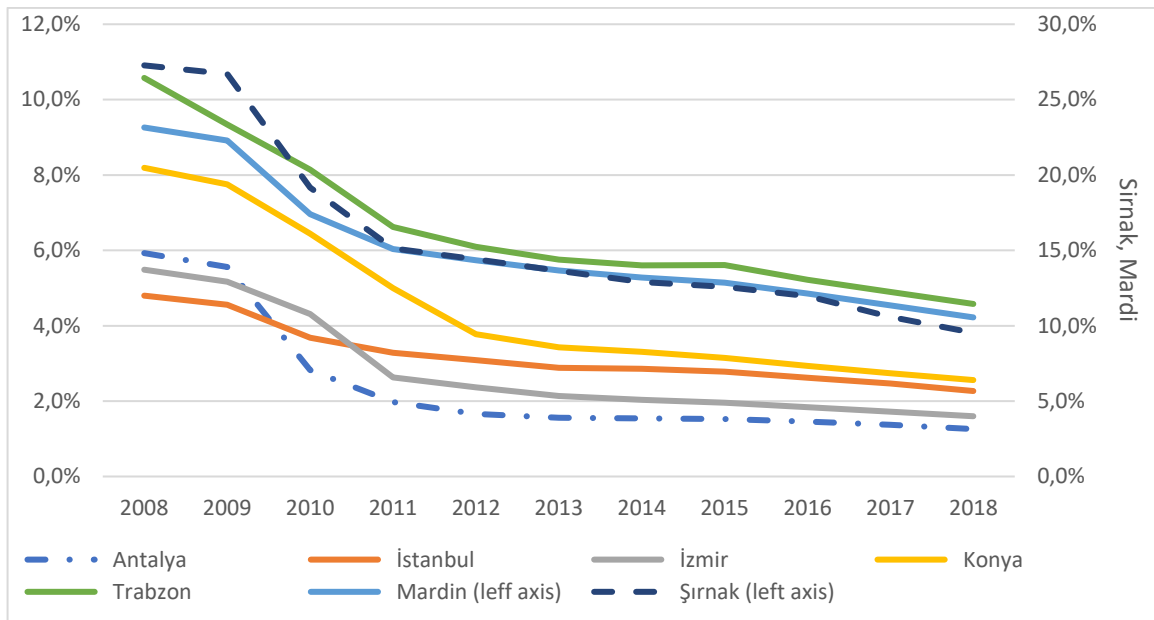
Other than Turkish, which is the accepted official language of Turkey, Kurdish people are speaking their own language as their native language. Situation regarding Kurdish language began in 1923, when the Republic of Turkey was founded. In the constitution of Turkey, there is a point that tells, 'Republic of Turkey with its lands and public, is an undivided whole. And the language is Turkish.' (Republic of Turkey Constitution)

Still in these parts most of the population uses Kurdish as their own language, even in some parts, elderly population do not know Turkish. Affects of this situation on education is obvious. It is forbidden to teach Kurdish as a foreign language. It is also forbidden to teach any material in Kurdish as well (Hassanpour).

5. Results and discussion

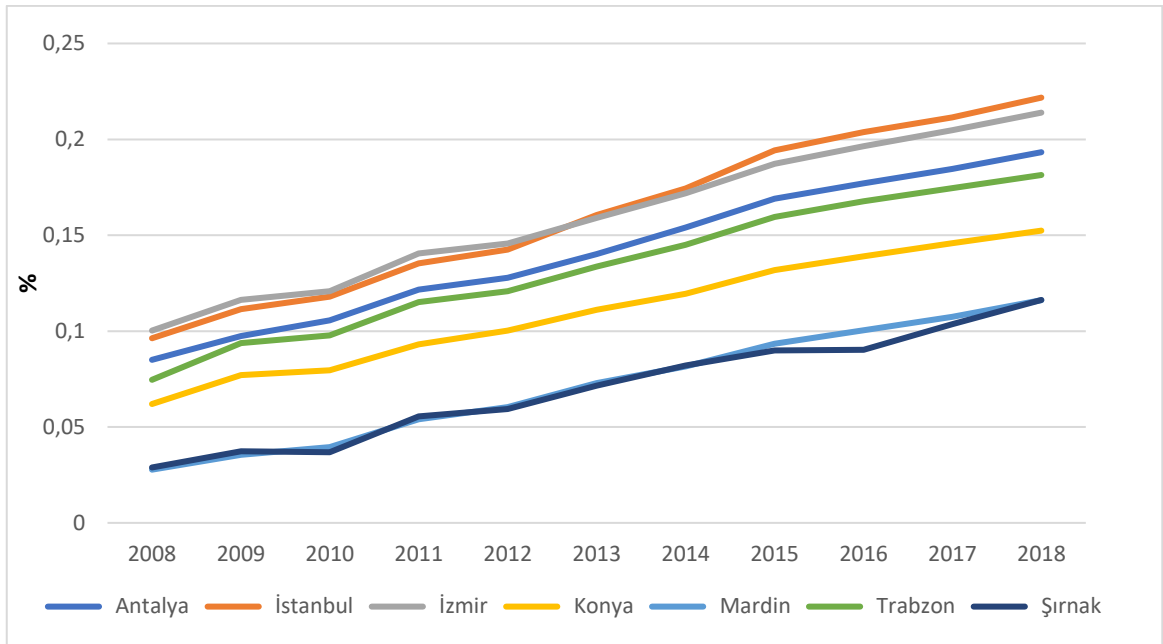
Data that has been gathered throughout this research, shows clear correlation between education and poverty in the world. Accessibility of educational facilities and poverty in a region is also closely correlated. As this work, researches through the data from several regions, shows that the education levels in Turkey is different throughout the country. Seven cities from seven different geographical regions were chosen in order to understand the situation regarding the education in Turkey. Following results were found in this subject. Figure 13 display the decreasing level of illiterate rate. The worst situation is in Simak and Mardi region. In case of Sirnak it is still around 10 %.

Figure 13 Illiterate (% of total)



Source: Data from Turkish Statistical Institute, retrieved from http://www.tuik.gov.tr/PreTablo.do?alt_id=1018

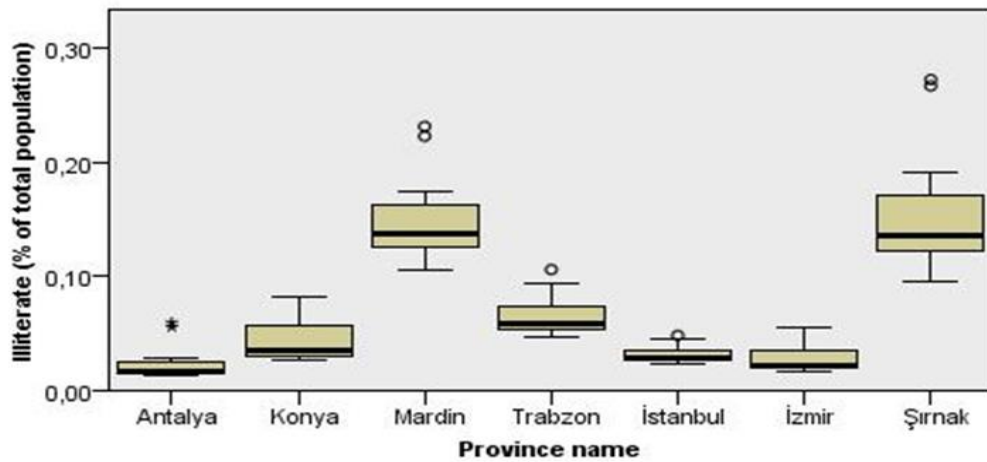
Figure 14 University degree (% of total)



Source: Data from Turkish Statistical Institute, retrieved from http://www.tuik.gov.tr/PreTablo.do?alt_id=1018

Figure 14 show the situation in the mentioned seven cities regarding to education levels through the years. From 2008 to 2018, data are combined. This clearly shows the increase in the population who has university degree. Eventhough the speed of the increase is not the same, it can be concluded that throughout the country, there is an increase regarding to education.

Figure 15 Box plot – illiterate rate



Source: own calculation

Results clearly shows that distribution of illiteracy (Figure 15) is not the same across the country, same situation applies for university degree (Figure 16) as well.

Table 14 Independent-samples Kruskal-Wallis test

Total N	77
Test statistics	60,6
Degree of freedom	6
Asymptotic Sig. (2-sided test)	0,000

Source: own calculation

Table 15 Hypothesis test Summary

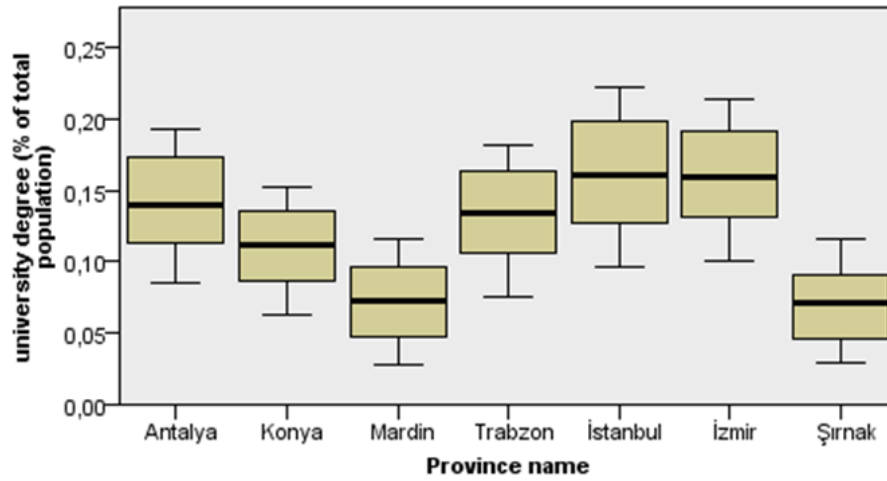
Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Illiterate (% of total population) is the same across categories of Province name.	Independent-Samples Kruskal-Wallis Test	,000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

Source : own calculation

Independent-Samples Kruskal-Wallis Tests (Table 14 and Table 15) were concluded regarding to illiteracy and university degree. Assumption was made that the distribution of these subjects in both cases were the same through the provinces. Results showed that main hypothesis was wrong, which concludes that the distribution is not same.

Figure 16 Box plot – distribution of the university degree



Source: own calculation

Median level of university degree is higher in İstanbul and İzmir and lowest in Şırnak and Mardin (Figure 16). It was also proved that we have to reject the null hypothesis about the distribution of the university degree (Table 16 and Table 17).

Table 16 Independent-samples Kruskal-Wallis test

Total N	77
Test statistics	41,013
Degree of freedom	6
Asymptotic Sig. (2-sided test)	0,000

Source: own calculation

Table 17 Hypothesis test Summary

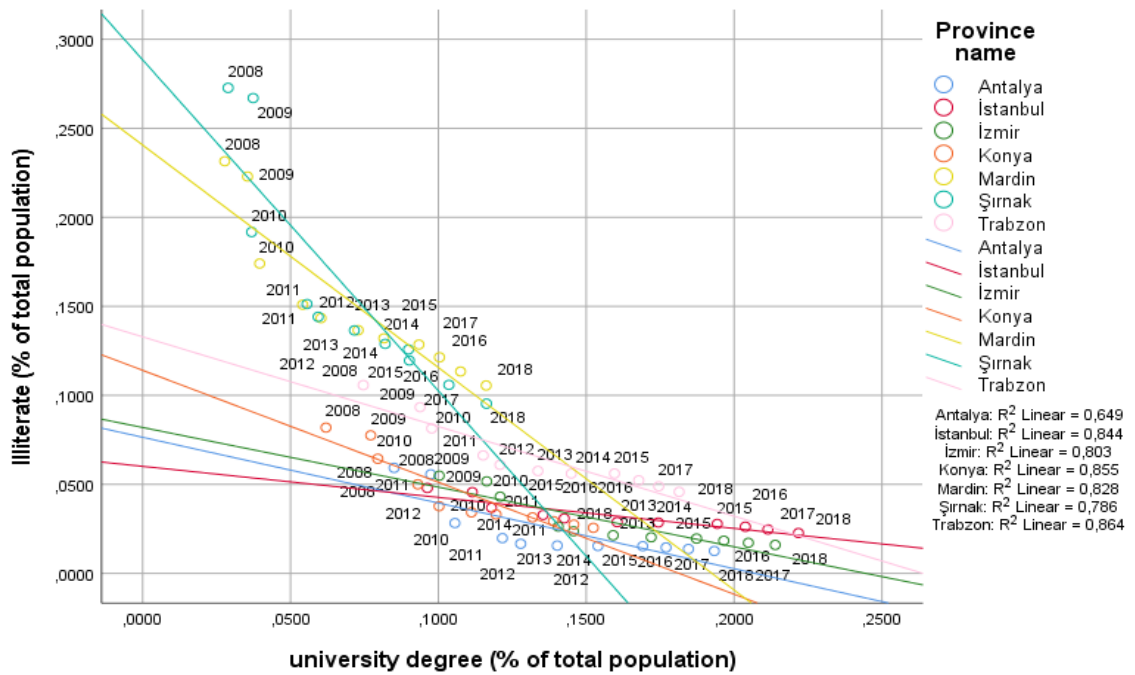
Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
2	The distribution of university degree (% of total population) is the same across categories of Province name.	Independent-Samples Kruskal-Wallis Test	,000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

Source: own calculation

As it is evident from Figure 17 there is a strong evidence between the high percentage of illiterate people and low level of university degree. Also the trend function for subgroups display very different value. The illiterate rate is decreasing and university degree rate is increasing, however, the speed of this is different across the regions.

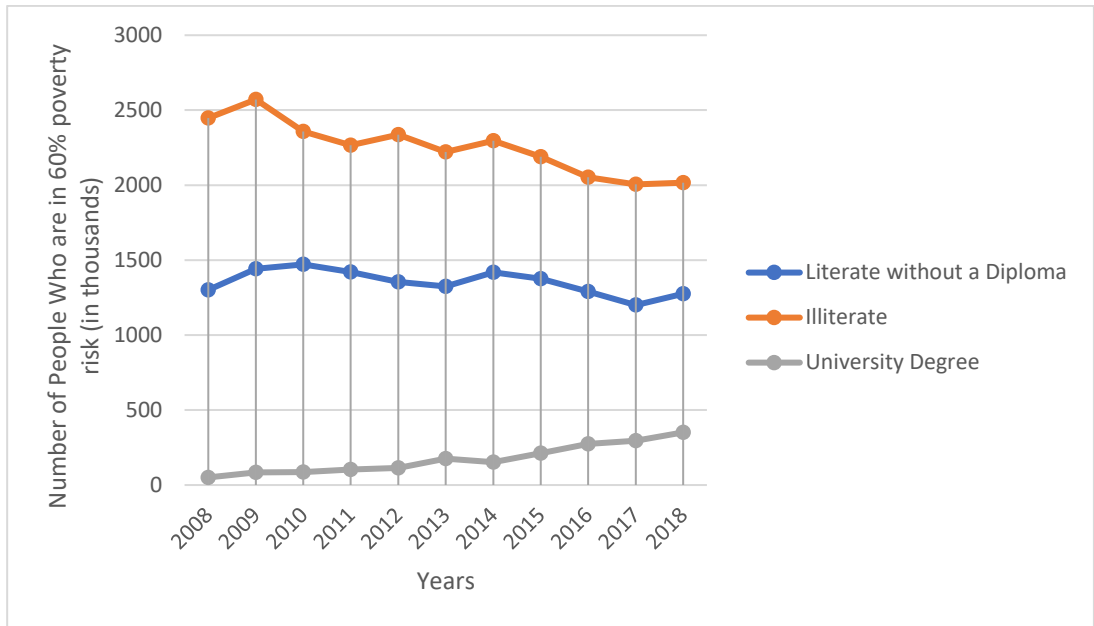
Figure 17 connection between the level of illiterate people and level of university degree in selected regions



Source: own calculation

Concerning the effects of education, it was mentioned that, level of education is closely correlated with poverty. As the education levels increase, risk of povert decreases. Below chart shows three variables regarding to this subject.

Figure 18 Number of People Who are in 60% poverty risk (in thousands)



Source: own calculation based on data from Turkish Statistical Institute, retrieved from <https://biruni.tuik.gov.tr/medas/?kn=130&locale=tr>

Figure 18 shows the data from 2008-2018, the number of people who are in 60% poverty risk group in Turkey. Number of people are mentioned in thousands in the graph. As an assumption, it can be assumed that, high educated individuals that are in the risk zone must be lower than the low educated or illiterate population. To test this hypothesis, t-test is conducted and the results are shown below (Table 18).

Table 18 T- test

t-Test: Assuming Same Variations, Two Variables

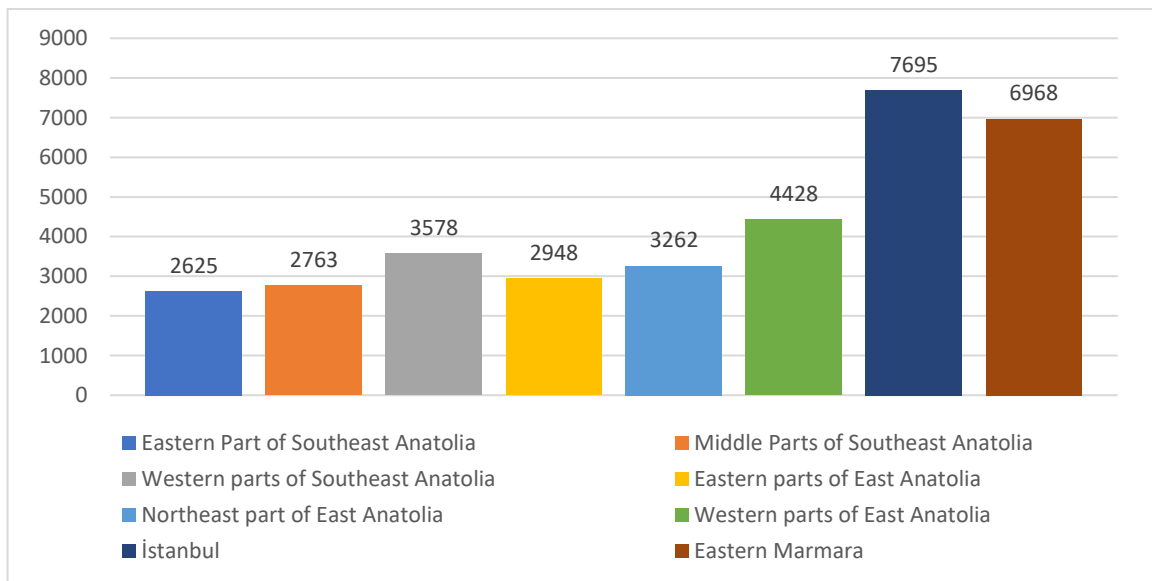
	Var 1	Var 2
Median	1351,987	172,7555
Variance	6807,312	9778,532
Observations	11	11
Cumulative Variance	8292,922	
Hypothesized Mean Difference	0	
df	20	
t Stat	30,36874	
P(T<=t) one-tail	1,65E-18	
t Critical one-tail	1,724718	
P(T<=t) two-tail	3,3E-18	
t Critical two-tail	2,085963	

Source: own calculation

Alpha degree is chosen as 0.05 for this test. Null hypothesis is that there is no mean difference between the variables chosen. For this test variable 1 is people who are literate without any sort of diploma, variable two is chosen as the people who are graduated from university. According to the hypothesis, mean of the datas from two variables must be the same. As we can see, the p-value in the result of the t-test is lower than the chosen alpha value. In conclusion we can assume that our hypothesis is wrong. Which shows that the results of education changes the risk of poverty in Turkey.

This poverty in Turkey is generally focused on the eastern parts of the country. As it is mentioned before, poverty is a multi-dimensional problem that has more than one reason. Except the financial poverty, it can be seen that there is poverty that is caused by life standards as well.

Figure 19 Average Income per Household for a year



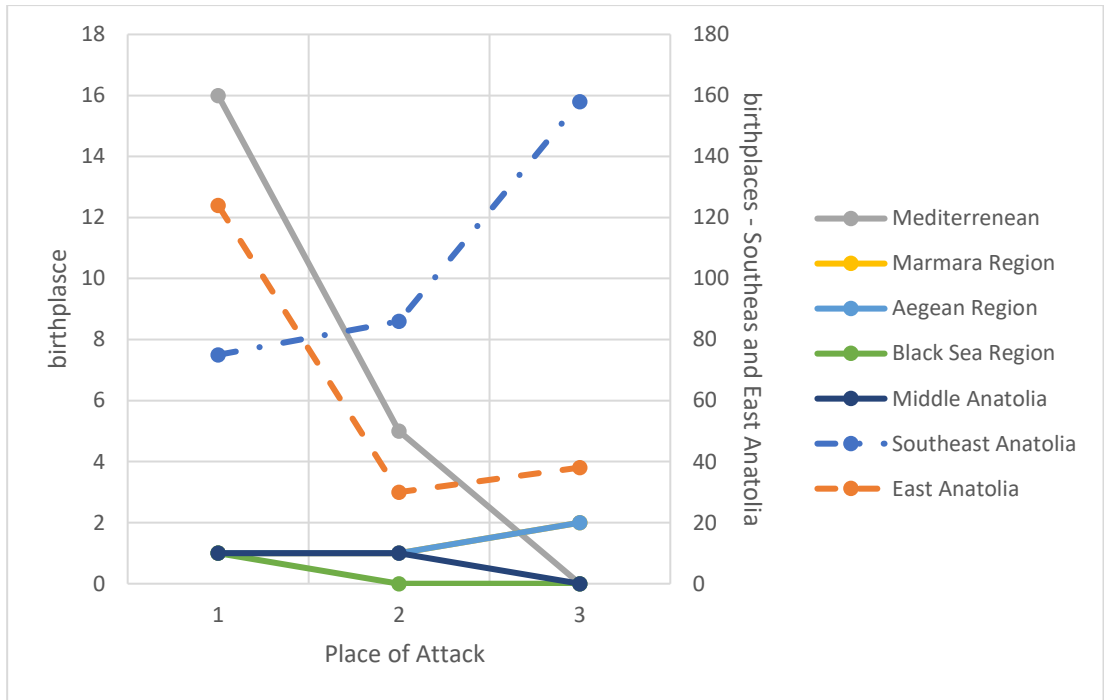
Source: <https://www.oecdregionalwellbeing.org/TR10.html>

Figure 19 shows the average income per household for a year in USD. As it can be seen, as the region come closer to west, income levels are increasing as well. For example, in İstanbul average income per household in a year is 7695 USD. On the other hand, in the eastern part of southeast anatolia this number falls down to 2625 USD. Another variable that shows the poverty clearly is the life standards in the regions.

Results of poverty can vary with respect to countries. In Turkey, poverty and lack of education fuels the power of separatist movements for years. PKK has been active in the

southeastern anatolia and eastern anatolia for years. As it takes its power from the Kurdish population that are living in Turkey, attacks that they have been doing, have been affecting the very same population that they aimed to protect. PKK conducts its activities, where it has the strongest connections.

Figure 20 Birthplaces of PKK Members who died in terrorist attacks



Note: 1 – Hakkâri attack

2 – Mardin attack

3- Diyarbakır attack

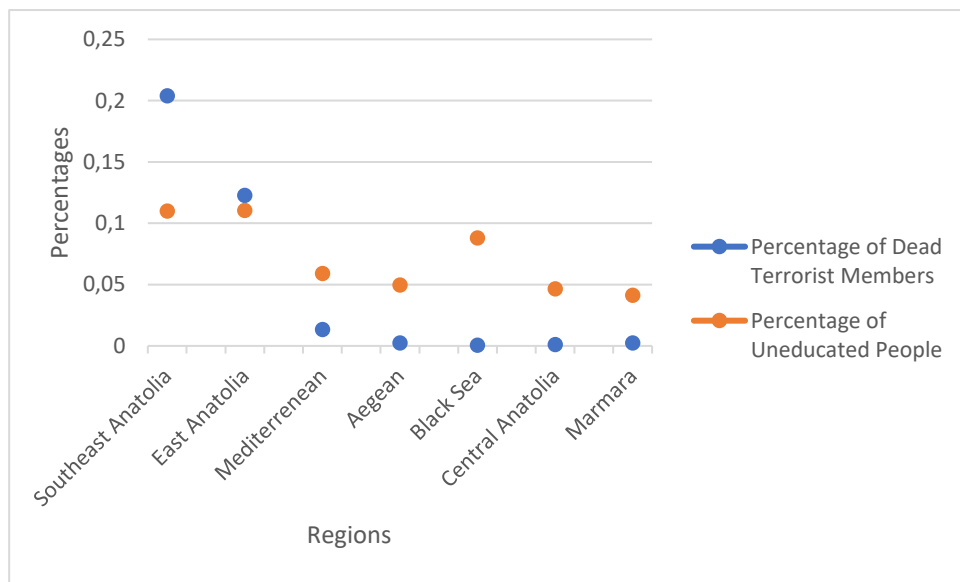
Figure 20 shows the birthplaces of PKK members who were killed during three different attacks. 1, symbolizes Hakkari attack. 2, symbolizes Mardin attack and 3 symbolizes Diyarbakır attack. These attacks were conducted by PKK in these cities. Interesting result is that, graph shows us that most of the members of PKK who died in these attacks were from Southeast and East Anatolia.

In Hakkari attack approximately 10.3% of the deceased members of PKK were from Southeast Anatolia. In the same attack, almost 17% were from East Anatolia. Similarly in the other attacks, most of the deceased members are from these regions.

As it was mentioned above, PKK is a organization that has been active in Turkey more than 30 years. Data shows us that, this organization gains its supporters mostly from

East and Southeast Anatolia. Deceased staff of the organization are found to be from these regions mostly. Approximately 20% of the total deceased were from Southeast Anatolia and 12% were from East Anatolia. It is an established fact that these regions have the highest number of individuals who are in the poverty risk zone (Figure 21).

Figure 21 Comparison between Dead Terrorist Members and Uneducated people in selected regions



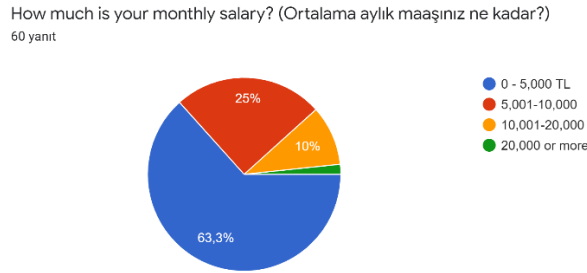
Source : own calculation

Figure 21 shows the clear correlation between the uneducated population and the percentage of terrorist who were from these regions. Data was not sufficient to create a full analysis because of the limitations regarding to terrorism. As it was mentioned, terrorism is a concept that is very volatile and hard to create data for. It can only be measured with the number of deceased. Figure still shows that two data sets follow similar trends throughout the regions.

Opinion poll was conducted in order to understand the opinion of the public about level of education, status of poverty and terrorism. Opinion poll had 60 results from different individuals from different backgrounds. Main idea here was to gather information from primary information sources that have been living in Turkey and who have been livwith these changes. It is vital to understand how they see the situation.

Answers were taken from people with different backgrounds, different age groups and different average monthly income.

Figure 22 Income Levels of Primary Information Sources

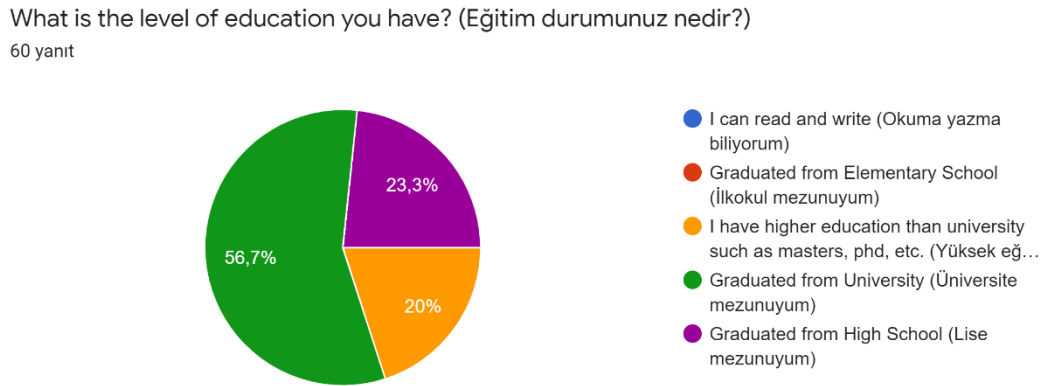


Source: own calculation based on own opinion poll

https://docs.google.com/forms/d/1a6KUGMd-HDOGqqJw9Dgfr8ZfP_Bb4f3feg5JcKYak7Y/edit#responses

Figure 22 shows the income levels of the respondents of the survey. Figure 23 shows education levels. It can be seen that most of the respondents graduated from university. Approximately 24% were graduated from high school and 20% have higher education than university such as master and doctorate.

Figure 23 Education Levels of Primary Information Sources



Source: own calculation based on own opinion poll

https://docs.google.com/forms/d/1a6KUGMd-HDOGqqJw9Dgfr8ZfP_Bb4f3feg5JcKYak7Y/edit#responses

Questions regarding to the issues that were discussed had different answers from these individuals. Main question was that, if they think the education levels in the country are enough or not. Most of the answers show that these individuals do not think the education

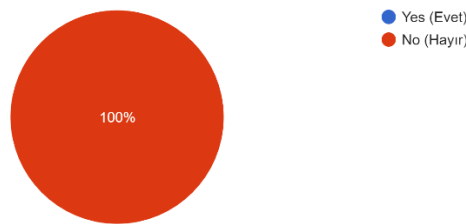
levels are enough. They believe that the reasons are that investments of the government are not enough for the education level to be sufficient.

These individuals also believe that the poverty is also a big issue in Turkey. Most of the respondents believe that the main reason of poverty is education. Some of them think that the main problem is education not poverty. But most of the results show that, public opinion is that the low education creates a poverty. They also believe that some regions are disregarded when it comes to education investments. They also believe that this is a result of government policies.

Terrorism issue was also discussed. Respondents believe that reasons behind terrorism act is low education levels, effects of foreign countries and government policies regarding to these regions. They believe that policies do not help the people in the region to make them feel accepted to the society.

Figure 24 Situation of Education According to Respondents

Do you think the education level of the population is enough in Turkey? (Halkın eğitim seviyesi size göre yeterli mi?)
60 yanıt



Source : own calculation based on own opinion poll

[https://docs.google.com/forms/d/1a6KUGMd-](https://docs.google.com/forms/d/1a6KUGMd-HDOGqqJw9Dgfr8ZfP_Bb4f3feg5JcKYak7Y/edit#responses)

[HDOGqqJw9Dgfr8ZfP_Bb4f3feg5JcKYak7Y/edit#responses](https://docs.google.com/forms/d/1a6KUGMd-HDOGqqJw9Dgfr8ZfP_Bb4f3feg5JcKYak7Y/edit#responses)

In figure 23, it can be seen what do the respondents think about the education level in general. Question was, if they think that education level in population is enough or not. Answer shows that 100% of the respondents think that the level of education is not enough. Another question investigated if they think which regions in Turkey needs the education most. Answers were in correlation with the literature and analysis that were conducted in

this paper. Approximately 90% of the result suggest that education investments must be focused on East Anatolia and Southeast Anatolia. They were also asked if they think when the education levels are higher, poverty will decrease or not. Again approximately 90% of the answers suggest that this is the case. Public opinion in this case is that if the education level increase in Turkey or in the regions that were mentioned, poverty will decrease as well.

For the last part, it was asked to the respondents, if they think the government is doing enough in order to reduce the poverty. Answers of the respondents show that, they do not think that government in Turkey do enough to change the situation in these regions

5.1. Discussion

Main hypotheses of this work was to investigate the distribution of educational facilities throughout Turkey. If this distribution was made equally over the years for all the geographical regions of the country. Accessibility of these institutions and its effect on the education levels of the society that are living in the country. It was found that the distribution of these facilities were different throughout mentioned regions. Which resulted different education levels in different cities in these regions. Seven cities were chosen randomly, these cities were not the most populated or they did not have any specific quality that affected the selection process.

In order to understand the results better, education system in Turkey was introduced. From the first ever laws that were passed when the Republic of Turkey was founded were also investigated. Changes that were made throughout the years were researched in order to understand the differences in the system, and possible results of these changes. Comparison was also made with other countries, to understand the situation of Turkey in comparison to other countries in the world. As it was mentioned numerous times, education level is one of the main criteria that shows the development status of a country. By comparing Turkey with other countries, level of development in Turkey was also investigated. Results showed that, eventhough Turkey is in the lower ranks compared to european countries, it also has a stable increase in the level of education.

Other researches also show that there is a correlation between education and poverty. Experiments that were concluded in this work showed that there is a close correlation between the population who were uneducated and people who were graduated from universities regarding to the risk of poverty. These data that were gathered showed that, as

the education levels of population increase, there is a direct decrease in the percentage of the population who are in high risk of poverty.

In Turkey, regional poverty is an issue. As it was shown by the experiments that were done with the data gathered, it is shown that, the eastern regions of Turkey has more of its population who are in the high risk zone regarding to poverty. On the other hand western parts of the country, have higher life standards than their counterparts in the east. Researches showed that, average income levels are approximately double the amount in the western cities. This situation were proven by the experiments that have been conducted, which clearly showed that average income levels per household is much lower in the eastern cities. Not just income, but also life standards were investigated. It showed that, in the eastern cities, usually a person does not even have a room for his/her own. Which shows the low life standards in these cities. As the literature suggested, results of these experiment showed the same results.

Regarding the issues about terrorism. Concept has some limitations mainly because, statistics of terrorism can only be investigated by the number of the dead or injured people. Becuase of the nature of these attacks, it is rather hard to pinpoint a correlation between the attacks. As the literature suggests, terrorist activities are random mostly. As it is hard to pinpoint these actions as logical. By researches that have been conducted in this work, it can be seen that, there is a correlation between the regions that less educated and which has the lowest life standards in the country.

Experiments about the correlation between terrorism, poverty and education levels were conducted. But they couldn't bear logical results due to insufficient data and the limitations regarding the terrorism that were mentioned above. On the other hand given charts show that respectively there are similarities in the trends of these data.

6. Conclusion

In this paper, main focus was to understand the situation regarding to education in Turkey. As the literature suggested, the link between education levels and poverty rates in the country were investigated. Another concepts that were hypothesized in order to understand the overall situation and reasons were terrorism. General effects of education and poverty were discussed and it was found that the main criteria in development status in a country was measured with these concepts. As the education levels increase, status of the country also improves. In Turkey, results of this experiment are following this general trend as well.

Experiments showed the direct connection between the education levels of the population and the risk of poverty in the country. History of education also showed the development of the system throughout the years in the country. How different regimes took on this important subject was also investigated and it is obvious that they taught the concept was very important for the future of the country. On the other hand they focused on different things. Some regimes undermined the changes that were made by their predecessors.

By further investigation, it was seen that this close connection between these concepts were evident. On the other hand, focus of education investments were not distributed equally. This was shown via t-test and charts of education analysis of seven cities from seven geographical regions of Turkey. It can be seen that the educated population is highly distributed.

Understanding the situation regarding poverty in Turkey, gini coefficient of the country were compared with numerous countries. It was clearly shown that trend regarding to inequality in distribution of income is volatile in Turkey. There were some increases and rapid decreases over the years. When it is compared to OECD average it was seen that situation in Turkey were worst than the average in the world.

One of the most important problems which Turkey has been dealing with more than 30 years, terrorism, was also researched. Data was found regarding to activities of the Kurdish based terrorist organization PKK. Results showed that the focus point of these attacks were the same regions which had lowest level of education and highest level of poverty risk. Eventhough comparison couldn't be performed because of the unstable nature of terrorism as a concept, it was clearly shown that percentage of uneducated individuals and percentage of terrorist who were deceased in these attacks were from the same regions.

In conclusion, this work investigated the reasons of three important concepts for Turkey. By investigating the data that was gathered, it was shown that there is a close relationship between the concepts. Since they all affect the well-being of the population. Kurdish minorities that have been living in the same regions for hundred of years, were disregarded from the total country. Unable to speak their own languages in educational facilities, unable to work properly, they were pushed out from the society which turned some of them to follow other ideas. Ideas that have been destroying the personal security and the unity of the state. This situation could be averted, by increased investments and most importantly by accepting these minorities to the society. In return to expect them to live as a part of the society.

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