Monitoring the Education Rights of Children at Risk
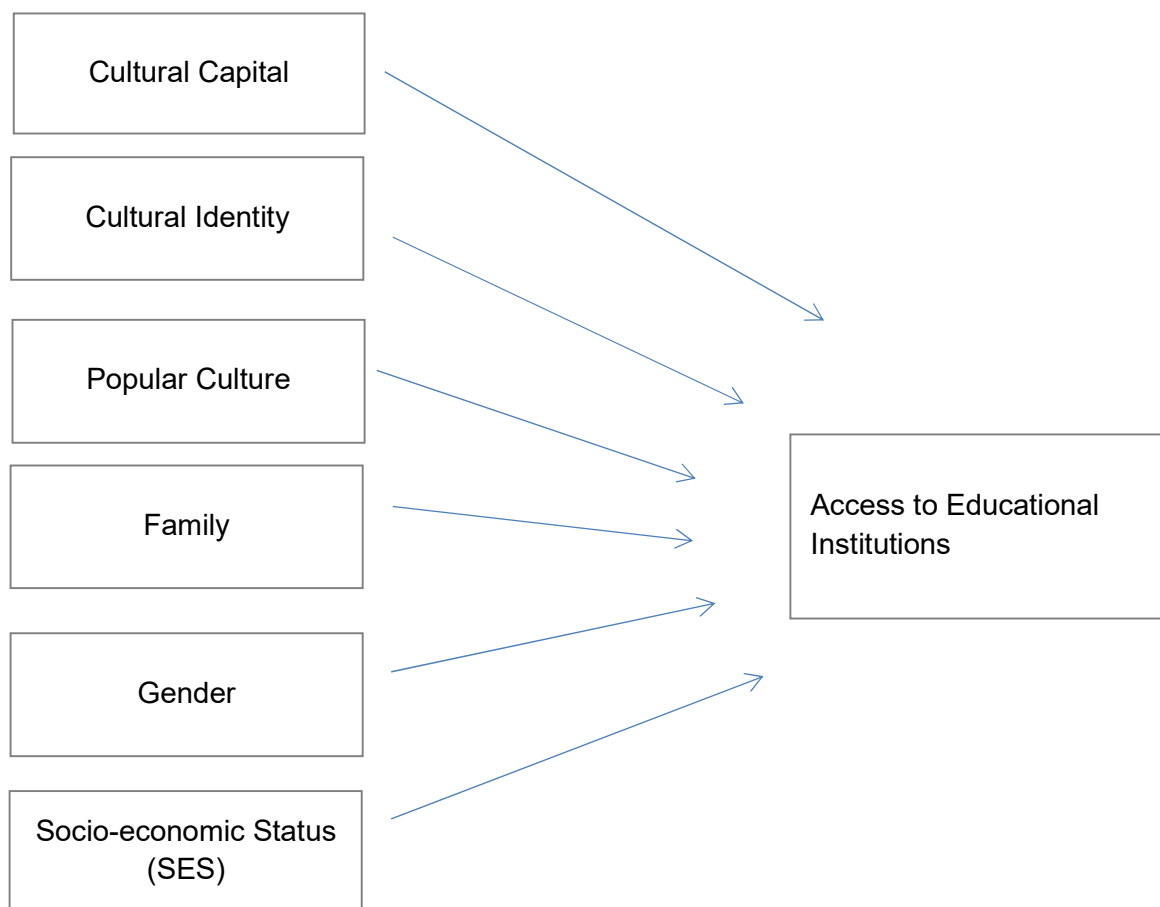
Introduction

Education, by definition, is an institution that enables individuals to acquire certain talents in the society. The language learning, speaking and writing necessary for children and young people to participate in society, and having certain cognitive abilities are realized through the educational institution. Modernization, on the one hand, brought about mass education, on the other hand, it enabled institutions to specialize and provide education to people with abilities according to the needs of the society. In contrast to feudal society, it has been very important in modern society that everyone has the right to access basic education processes, and democratic institutions have facilitated this access. Along with the industrialization process, the need for people with skills and professions in many different specialized fields has kept the problem of 'access to educational institutions' on the agenda. Since the educational institution has such a vital importance that it can be an important part of the people becoming extremely weak, as well as, providing certain services.

As part of the modernization process, the educational institutions in Turkey is a prominent institutions. In the Ottoman Empire, the institution that was taken the most model among the Western modern institutions was the educational institution. After the proclamation of the Republic of Turkey and those established as part of the conversion performed in the cultural field to provide training to all citizens through mass education, is located between enrollment leaps and Rural Establishment of Institutes prominent examples. Until the 1980s, educational practices, which were largely under the control of state institutions, were privatized, especially with the implementation of neo-liberal policies. Hence, the education system moved to an area outside the field of education right, citizenship and equal rights, and began to stand out as part of the field of class privileges. Other cultural processes accompanying the privatization and the increase of the legitimacy of private schools (religiousization of education, identity politics discussions) have also started to affect basic educational processes such as schooling. Therefore, the phenomenon of accessing educational institutions has begun to be defined and investigated as a social scientific problem by disciplines such as educational sciences, sociology, and history.

In this context, this study, which was carried out together with 4th year students of the Department of Sociology in the 2019-2020 academic year of Izmir University of Economics, can be considered as a sociological research that tries to define the ways in which the subject of "barriers to access to education" is researched in the relevant literature. Meta-analysis is one of the qualitative methods used in social sciences, and it allows us to conceptually look at the ways in which a subject is described and evaluated in the historical process. In other words, meta-analysis makes it necessary to investigate around which problems any social phenomenon is addressed by social scientists. In the historical process, certain problems have been explored with certain concepts. For example, while the concept of "gender" was not included in the conceptual repertoire of social sciences in the 1920s, in the 1970s, with the influence of the feminist movement, "gender" began to be defined as operational

in various scientific researches. Similarly, the issues and problems related to education and training have been handled with different concepts in different historical periods and the conceptual maps of the researchers have changed.

In this context, the IUE, Sociology Department students said the diversity and transformation of inquiry, identified variables around and tried to analyze by scanning the bibliography regarding approaches to the issue of social scientists and international context Turkey.

| Cultural Capital |
| Cultural Identity |
| Popular Culture |
| Family |
| Gender |
| Socio-economic Status (SES) |

→ Access to Educational Institutions

The 6 variables we tried to summarize in the table indicate the main factors that we accept to have an effect on the phenomenon of 'access to education'. By evaluating the effects of these variables on the phenomenon of "access to educational institutions", which is defined as the dependent variable, we also accepted that we will enlighten the ways in which barriers related to access to education are handled in social scientific literature.

The main sections in this study consist of the findings of our students, who examined these variables separately. One of the methodological basis of the study is historical periodization (1950-1980) and national / international comparison (1980-2020). Considering the impossibility of reviewing all studies belonging to these periods and contexts, necessary scans were made using the relevant archives and databases; also represent data relating to media education, especially in Turkey in the mentioned period were also collected.

1. In the chapter 1, the studies about the relationship between Gender and Education are discussed. In this section, the authors focused on studies investigating the effects of gender-related phenomena on access to education. Especially gender inequality, which is one of the barriers to access to education, and the problems faced by girls and women with education are examined. Accordingly, based on the articles, books and other academic research they examined, the researchers found that the following arguments came to the fore. 1950 period, Turkey's single-party era of multiparty period of transition with a lot of educational changes. The biggest obstacle for girls to go to school is the family factor. Especially families with patriarchal family structure prevent girls from accessing education. Most families in eastern Turkey (Kars, Van, Mardin, etc.) who do not register their daughters to school, believe that girls should marry. In short, the eastern region where most of the training is genderalized, the eduction is critical issue, and the relationship between education and gender is discussed and evaluated by worldwide and Turkish institutions.

2. Chapter 2 is written by our students, who deal with research on the relationship between Cultural Identity and Education. On a national and international scale, different processes stand out regarding access to education based on intangible cultural elements (religion, language, ethnicity, values, etc.). In this section, a meta-analysis study has been conducted to determine the effects of cultural identity that create barriers to access to education. For this purpose, the research problem in Turkey and appropriate studies carried out between the years 1950-2020 on the subject in the world were screened using a variety of databases. Studies in the literature show that language, which is one of the determinants of religious identity, cultural homogeneity, ethnic identity, multilingual education policies, and political ideological distinctions are important in determining cultural identity and revealing the obstacle to education.

3. Chapter 3 focuses on studies on the Family-Education relationship. The family has a very important function as the first socialization institution of the individual, and the encouraging or preventing attitudes of the family to education directly affect the place of children and young people in the process of access to education. The arguments developed on this issue are as follows:

a) The education level of the parents has an important place in the literature in order to analyze the relationship between the data of the studies conducted between 1985-2020 and the family and access opportunities to education.

b) The role of the man, that is the father, in the family is important in analyzing the relationship between the data of the studies conducted between 1985-2020 and the family and access opportunities to education.

c) To analyze the relationship between the data of studies conducted between 1985-2020 and the family and access opportunities to education, attention should be paid to the relationship status of the parents (married or divorced).

d) The economic status of the family has an important place in analyzing the relationship between the study data between the years 1985-2020 and the family and access opportunities to education.

4. Chapter 4 evaluates studies that examine the relationship between Socio-Economic Status (SES) and Education. The basic hypotheses, which offer a solution to the socioeconomic inequality problem in education, are formed as follows:

a) There is a relationship between the socio-economic inequality in education and the dominant ideological approaches of the given period.

b) The role of the state in providing socioeconomic equal opportunities in education always stands out as an important trend in terms of frequency.

c) As the number of state / public schools increases, the number of socio-economically disadvantaged groups in the society decreases.

5. In Chapter 5, studies that make the relationship between Cultural Capital and Education problematic are evaluated. Accordingly, the research questions defined in this section are as follows: What did the people who conducted the studies focus on when they associated cultural capital and its indicators with education? Hypotheses developed based on the research questions are listed below:

a) during the period 1950-1980 in both Turkey and the world's resources, capital and general olarakkültürel barriers in access to education is given importance when examining the family's socio-ekonomikstatü.

b) during the period 1950-1980 in both Turkey and the world's resources, cultural sermayev other issues examined inequalities in access to education under the title My name is ailenineğit background.

c) during the period 1950-1980 in both Turkey and the world's resources, and cultural inequalities in access to education under the name sermayev emphasis has been given to the student and the family dilyetenek.

d) Resources in the 1950-1980 period emphasized the impact of participation of cultural activities on access to opportunities in the educational institution.

e) Sources in the period 1950-1980, the benefits of participation in extracurricular activities in accessing opportunities in the educational institution were mentioned.

6. Chapter 6 explores studies investigating the impact of Popular Cultural elements on access to education in general. The most important reason for the inclusion of popular culture in this study is that, especially after 1980, with the increasing effect of globalization and internet technology, the place you have acquired in the children's world of the media and popular culture rather than the family institution is becoming more prominent. In the researches, the reflections of technology on daily life and its positive or negative effect on educational processes, digitalization, use of social media, etc. The topics were discussed and the authors of this section searched for these studies.

Within the framework of the themes and issues we have identified above, this study actually tries to answer a simple aim: In different historical periods, researchers have analyzed the issues such as family, socio-economic status, cultural capital that we assume to have an effect on the variables related to education. Undoubtedly, it is almost impossible to fully analyze such a comprehensive subject over a period of time. However, by using the information they have learned in other lessons, our students have determined their main study areas by using the databases that stand out worldwide within the framework of the above-mentioned separate subjects. As such, our study can be considered as an exploratory bibliography / literature study.

In this study, meta-analyzes of our students on their own topics provide sections from these research trends and show how projects that investigate barriers to access to education have changed over time and how new concepts and perspectives have evolved.

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Methodology:

Inequality in accessing educational institutions subject is studied in literature all over the world. In this report, the main topic is to evaluate how it is difficult to reach educational institutions regarding to different time periods and countries. Academic and non-academic literature was analyzed in a deep way in terms of 6 headlines mentioned abose. These headlines are gender, cultural identity, family, socio-economic status (SES), cultural capital and popular culture.

The research method used in this study is meta-analysis. Because, in Covid-19 pandemic period, all institutions like schools were closed, field study was not allowed. Thus, this study does not include any field study such as survey, but includes national and international literature reviews. Through these literature reviews, we compare Turkey's 1950-1980 time period to 1980-2020 time period. Furthermore, the condition of Turkey was compared to foreign countries like the USA and some European countries.

CHAPTER 1: CULTURAL CAPITAL & ACCESS TO THE EDUCATION INSTITUTIONS

Research 1: Effect of Cultural Capital on Access to Educatinal Institutions Between the Years of 1950 – 1980

Turkey (1950-1980):

Between the years of 1950-1980, in Turkey, Democrat Party has an important role. When Democrat Party was selected in 1946, all political and economical systems were changed and new policies and strategies emerged.

Firstly, this time period is evaluated as post-WWII era under import substituting industrilization. It means that Turkey's economy was highly dependent to foreign economies. Moreover, liberalism and nationalism ideologies were given importance. This is why no data on foreign languages was found to analyze cultural capital. Since, rather than globalized neoliberalism, we see a nationalistic liberalism. Hence, aggrandizing national language and culture is the most important subject.

Politically, between the years of 1946-1961, Democrat Party administrated Turkey. In that time period, Turkey experienced significant changes in terms of systems of almost all institutions, as economic changes mentioned above. Moreover, we see important changes in education system as well. In Democrat Party term, Village Institutes which support education of children in villages who do not have enough resources to go to cities for education, were closed and new education system with new books and curriculum were applied. While changing education system they focused on profound needs than other needs that feed cultural capital of children and families.

After 1961, we see a relaxation, as Democrat Party lost its power. So, social movements on different topics found freedom to speak their truths. Until 1980, expression of ideas was easy and common. In that time period, some thinkers and journalists criticized education system a lot. There are lots of media materials that criticize current education system and the faults of Democrat Party.

Data Distribution:

In this meta-analysis report, our independent variable is cultural capital and dependent variable is inequality in access to education. It is given importance to find data from different kind of methods and sources. The main sources to make research was Sage, online libraries of some universities like Izmir University of Economics and Ankara University, Google Scholar, Newspapers, and websites of some organizations like UNICEF. In the table below, there are some of the used journals list.

Journal Names	1950-1960	1961-1970	1971-1980
Development Psychology		1	
Journalism Quarterly		1	
The Journal of Ethic Studies			1
Spring Journal			1
Merril-Palmer Quarterly of Behavior Development			1
Review of Research in Visual Arts Education	1		
Childhood Education			1
Journal of Reading Behavior			1
Sage Journals		1	2
NBER			1
School Life	1		
Journal of Human Resources			1
Journal of Educational Psychology	1		
Sociology of fWork and Ocuupations			1
Rural Sociology			1
Research Quarterly	1		
American Journal of Sociology		1	
New Zealand Journal of Sociology			1
Pasific Sociological Review			1
Ankara Üniversitesi Eğitim Bilimleri Fak. Dergisi			1
Eğitim ve Bilim			7
Türk Kütüphaneciliği		3	1

Regarding to number of sources, 34 of them is from the world and just 22 of them was from Turkey. This paper contains both quantitative and qualitative researches. Finding data for Turkey was really difficult, as mentioned above, rather than relationship between indicators of cultural capital and education system, changes in education system and providing profound needs of education system

and nation were discussed and analyzed. However, there were some researches, books or other types of sources that tend to be used in this report.

	World	Turkey
Journal Article	22	15
Books	2	4
Report	9	3
Bibliography	1	-

Findings

In this part findings will be presented under specific concepts and topics. So, analyzing data would be more systematic and understandable. The main headings are socio-economic status of family, education background of family, participation in cultural activities, participation in extra-curricular activities, and language skills.

	World	Turkey
Socio-economic Status of Family	12	5
Education Background of Family	8	4
Language Skills	9	9
Participation in Culutral Capital Activities	2	5
Participation in Extracurricular Activities	8	-

a) Socio-economic Status of Family

The most emphazed topic in the found resources is socio-economic status (SES) of family. As Grenfell (2008) mentioned that Bourdieau focuses on the relation of cultural capital and economic capital. This means that economic capital tend to improve cultural capital of individuals as well. Because students' economic capital is dependent to their family, socio-economic status of family tend to give information on opportunities children have.

Juster (1975) mentioned that there is a positive correlation between parents education and income level, and their children's academic life. Moreover, Leibowitz (1977) discussed that high quality or effective goods purchased by families increase abilities that promote the children's productivity in

school, which means that socio-economic status of families' should be considered while analyzing cultural capital and academic life.

b) Education Background of Family

After socio-economic status, another important point is education background of families, so education level of family is one of the indicators of students' cultural capital.

Bee and Egeren (1969) claimed that middle class mothers use more complex sentences and adjectives. In this research, it was proven that middle class mothers are more educated, so their language skills are more developed than low class mothers. This research tend to be analyzed under language skills heading as well, however, it shows the importance of education level of mothers too. In a nutshell, the more mothers are educated, the more chance children have for improving their cultural capital, so having more opportunities in education field. Moreover, Resnick and Robinson (1974) found that there is a positive correlation between opportunities in education and literacy rate of parents. Furthermore, Won, Yamamura and Yang (1977) discussed that educated parents support their children's later education life more than other families. Lastly, Paul Rankin (1967) found that high achiever students' families are more educated, so reading habits of students and their mothers are obviously high than low achiever students. Consequently, in literature, writers and researchers focused on education of parents a lot.

c) Language Skills

Between the years of 1950-1980, concept of language skills was considerably important. This is why in the whole world there are amounts of researches about native and foreign language skills. However, they focused on native language more than foreign language. The reason behind it was liberalism and nationalism. Countries focused on their national values while adopting liberalism. Even there were some researches that support that bilingualism is not a key for success, but there are few researches on foreign languages as well. This point is really interesting, because bilingualism is supported today. Today, knowing more than two languages is seen as high intelligence matter, also high cultural capital. However, in 1950-1980, it was not like that and researchers focused on native language skills more than others. In Turkey, there were Kurdish-Turkish issue in education as well. Tezcan (1980) mentioned that students whose native language is Kurdish faced with more problems and obstacles in education. However, Turkish education makes them adopt easily in work life and city life.

Hegel (1970) and Yamaç (1963) studied importance of reading abilities. They supported that reading individuals are more self-confident, intelligent and intellectual. This means that the most considerable indicator that shows language skill is the reading habits. In that time period there are amount of researches that emphasize reading habits.

d) Participation in Cultural Activities

Participation in cultural activities is a cultural capital indicator, and there are some important researches on this topic. To illustrate, T. M. Gilliatt and S. D. Forseth (1949) mentioned that students who take places in art related activities have more creativity, so this affects their academic success positively.

On the other hand, for Turkey, there is no research on the relationship between cultural activities and education. Nevertheless, there are some journalists and writers that focused on this topic. For instance, Samurçay (1978) mentioned the importance and functions of theater training. In general, finding research from Turkey was really difficult, as they could not spend time for indicators of cultural capital because of unsettled education system and insufficiency in profound needs in education.

e) Participation in Extracurricular Activities

As the last cultural capital, researches on participation in extracurricular activities were collected and analyzed. It is obvious that researches give importance this theme a lot. Finding data on extracurricular activities were easy. Extracurricular activities are activities that is not in formal school curriculum like student clubs and sport. Otto (1976) determined that this kind of activities increase the socio-economic status, mental abilities and academic success.

Unfortunately, for Turkey, this sort of researches are really insufficient for the same reasons mentioned above. However, books on the Village Institutes display that writers has given lots of information on extracurricular activities in these institutes. However, journalists mentioned a lot that new education system is not successful as Village Institutes and this new system could not improve students' cultural capital and so their opportunities in academic life.

Research 2: Effect of Cultural Capital on Access to Educatinal Institutions Between the Years of 1980 – 2020

First of all, this project's dependent variable is 'obstacles for accessing education' and independent variable is 'cultural capital'. There may be a lot of factors that are in education, but here are the researches used in accordance with the perspective of the cultural capital effect. Likewise, cultural capital has been investigated using other indicators to indicate certain things about education. In other words, the subject of accessing education and cultural capital has not been directly investigated. Research on this issue does not directly work on cultural capital and access to education. Many of the researches were conducted on education and cultural capital, and in this section, there were inferences about the cultural capital effect on access to education barriers based on these researches. Since the years discussed in particular were 1980-1999, there was not much work on access to cultural capital and education, but research was conducted using different indicators. From here, indicators that are actually used can be an obstacle to affecting access to

education. For example, race is one of the most important indicators in the world context because it is a major hesitation factor in sending their children to school for black parents when viewed. On the other hand, people with different ethnic identities and blacks are also low in cultural capital because of the racism they are exposed to, but of course not all blacks and groups with different ethnic identities. Anyway, of course, there's a case where black and white people are getting closer and socialised at school. In general, the issue of racism is really a major obstacle to access to education, and it's also cultural capital. Between 1980-1999 years there is no big differences about cultural capital meaning and used in researches but research with different indicators. Anyhow, other researches used to cultural capital has been used previous research as indicator of academic, school success and student achievement. According to the research conducted between 1980-1999 at first about cultural capital on school, academic success highly effective because generally according to researches high cultural capital level in education life provide to a lot of learning paths and make easy to understand learning. Of course low cultural capital level means unsuccessful academic or school success. But in general previous researches results are throught to cultural capital increase to academic success and student achievement. About the obstacles for accessing education there is no obtacles for accessing education and also opposite has a positive effect. Again according to previous research one of the important indicator is family. If open the family word there are many aspect affect by the family. Education of parents in the family, family background, number of siblings, socioeconomic status, single parents and family school relationship. Education is highly related with the family as mentioned before for instance race from family and in those years seen as like big issue for the obstacles for accessing education. In here family as a whole seperate to parts there are many aspects. In the beginning, parents are the most important influences on their hildren education life. In the Family cultural capital perspective, it can have a positive effect as well as an obstacle in education. Cultural capital level, or sufficient cultural capital accumulation, has resulted in children of non-earning families being more inadequate in education, according to research conducted, but on the other hand, these results cover the years 1980-1999 and do not apply to every family. There is such a situation that parent's education also affects the education of their children. On the other hand, when we look at obstcles for accessing education according to the research conducted between 1989-1999, a certain judgment has not been achieved, but we can say that if the family's cultural capital level is low, their children can fully access education or even complete their education until the last level, but their choices are in a certain direction. So, in other words children make choices based on their cultural capital level. The above mentioned indicators are all related and relevant. Cultural capital has an affect on the family-school relationship. Anyway, according to previous research social class differences and class, these indicators are important in many ways. As mentioned earlier, the importance of family is an important issue for barriers to access to education, social class differences and class are related to this. So, the class status of the family affects access to education. In perspective of for obstacles accessing education, class and social class differences children of lower class families may have difficulty accessing education, and there are many reasons such as economic

reasons or number of the family members. For example, the age of the children of a crowded family is close to each other and all children cannot go to school, and this can be an economic problem and prevent the access to education. Access to education is higher in middle and uppe class families than in lower class families. According to the researches conducted between 1980-1999, generally middle and upper-class families have more gains in terms of economic and cultural capital, so their children have greater access to education because they are both economically good and more involved in cultural capital activities. For example, families in the upper classes have more advantages in education, but also more participation in social activities in terms of cultural capital. For example, from the perspective of cultural capital, they are more involved in cinema and theatre activities. As a result, cultural capital gains more because children take their families as models. At the same time, class differences create inequality in society about cultural capital and access to education. Cultural capital inequality also occurs among students at school. In any research conducted between 1980 and 1999, Anyway has a general impact on cultural capital has an positive affect on education and access to education, but we reach the obstacles to accessing this education with our own implications, because between 1980 and 1999, cultural capital and obstacles for access education there are no studies in the literature that include topics together.

Research 3: Effect of Cultural Capital on Access to Educatinal Institutions Between the Years of 2000 – 2020

At the beginning of this research, we had presuppositions of the issue cultural capital and education, about how the correlation was studied in the international literature. The correlation's variables are at the core of the analysis, the dependent variable here is equal opportunities and access to education and the independent variable is cultural capital. For our purposes we had to define cultural capital and operationalize it. Therefore, the cultural capital in the frame of reference of the family background and education its indicators were used in the data collection in the literature review. These indicators are; cultural activities of the family, time spent on the cultural activities, cultural consumption patterns, education background of the family and the family-school relations. The topic was studied in the context of 21st century and inevitably the trends of the time period effect the studies on education. These trends are; increasing globalization process, cosmopolitanism, for example international education, multiculturalism, multilingualism, the importance of technology (information-based era, digital learning), meritocratic view of education, the dominant psychology discourses for child education and development (different styles of parenting). Studies on the subject comprise these trends as the authors conduct their research. Thus, for this meta-analysis a search comprising these trends as well as the indicators were made. The total of the numbers are as shown in Table 1 and the Table 2 the sources of this analysis are listed.

The data was searched in the databases such as Web of Science, IUE library, DergiPark, Google Scholar and Sage. The keywords of cultural capital, academic achievement, school attainment, family

background (e.g. socioeconomic status), education and social mobility and other indicators specified at the beginning were used to scan the databases. The main objective of the data search was to find the literature sources which include the correlation of cultural capital (in the context of family background) and equal opportunities in education rather than directly looking at access to education.

	The World	**Turkey**
Articles	23	5
Books	9	2
Reports	2	6
Internet Resources	-	2

Journal name	**Quantitative Research articles**	**Qualitative Research Articles**	**Theoretical Articles (Literature Reviews)**
Social Science Research	1	-	-
Poetics	2	1	-
Sociological Forum	-	1	-
American Sociological Association	1	2	-
British Journal of Sociology of Education	2	-	2
Theory and Society		-	1
International Journal of Science Education	1	-	-
Sociology of Education	2	-	-

Social Forces	2	-	-
Cultural Trends	1	-	-
Economics of Education Review	1	-	-
Sociology	1	-	-
The British Journal of Sociology	1	-	-
The Sociological Quarterly	1	-	-
Sakarya University Journal of Education	-	1	-
Cumhuriyet International Journal of Education	1	-	-
Journal of Private Education (Turkey)	-	-	1
Journal of Social Sciences (Turkey)	-	-	1
Cultural Sociology	-	-	1

This qualitative meta-analysis is carried out with total of 49 sources that include the main problematic of cultural capital and education. In order to analyze these data, certain methods will be used such as content analysis, as well as ideological and discourse analyses in the form of descriptive-interpretive approach. The conceptual framework of the data are organized in the way that it would make it possible to identify the problems presented in the texts and also make them more manageable. This organization is made with dividing the sources in accordance with their content and the primary indicator of cultural capital. These primary indicators are, meritocracy, higher education, extracurriculars, family-school relations, studies which focus on western or eastern culture context, gender related cultural capital and socioeconomic status. The sources will be interpreted and described under these 7 main subjects. Primarily, for the studies that use meritocracy to explain the one of the causes for inequalities in education, the critique of the meritocratic discourses can be observed. These studies criticize the prevalent self-achievement based understanding in the education system especially related with the changing view of success in today's world with the belief

that people are self-made and they emphasize that children are in the restrictions of their origins and family backgrounds when it comes to the issue of cultural capital (e.g. Jaeger, 2009). Most studies included in the analysis that have meritocratic view of cultural capital are quantitative, so the measures are standardized. The studies on the extracurricular activities and the effect and cause of participating them during school life contributes to the inequality of social stratification (Stuber, 2009). Attendance in school activities can be beneficial because it is one way for students to break through the 'gatekeeping' processes of universities (Kaufman, 2004, p, 145). Elitism in schools alienate students from low socioeconomic status and engagement in extracurriculars helps students who do not possess cultural capital to integrate more to the school environment. In order to understand the influence of the social class background on activities of extra-curriculum researchers conduct survey on university students or use the survey data from other studies and primarily focus on the relation of socioeconomic status and cultural capital on the participation of such activities. Studies that involve higher education as a research variable focus on the experiences of students with lower cultural capital. Since universities demand a certain level of highbrow culture practices, it is hard for the disadvantaged students to adjust to college (Lehmann, 2014). Another research, takes the issue as a part of social cultural even, students from middle class background has a certain social network already and also experience in engaging with the authorities of school (Jack, 2016) and this skill, as a part of the cultural capital thickens the inequalities. The researchers suggest consolidation where the education system needs to take steps to reach to the disadvantaged students and make up for what they could not attain in their families. Some research put forth the perspective of family school relations to better understand the cultural capital differences of students. The literature on the issue draws importance to cultural reproduction theory by Bourdieu (Dumais, 2006) and the crucial role of parents in their children's education. The involvement of parent not only contribute to the cultural capital of their kids but also it effects the teachers' evaluations on the students. As teacher evaluations are important, also the power of parents to criticize the teachers' undesirable comments on children is also related to the cultural capital (Weininger & Lareau, 2003) because these parents provide the pedagogical help needed by their children (p. 375). Studies that center the matter of cultural differences of societies such as Western and Eastern cultures, investigate how the concept of cultural capital is perceived in different cultures. Yamamoto & Brinton (2010) look at the Japan case, where which parents with opportunities contribute to their children's education by providing 'shadow education'. Tutoring is getting popular in some societies as the families invest in their children' education in order for them to have upward social mobility. Another research conducted in Denmark suggests that the country has relatively more mobility and try to explain the situation by the means of non-economic capital (Jaeger & Holm, 2007). However, results of the research indicate that even Denmark although it is a Scandinavian country, the social class inequalities are surprisingly relevant (p. 799). The problematic of gender inequalities applies here in the context that the cultural capital passed down to children in the family differs according to the child's gender. Girls and boys are encouraged for different area in school life, and according to Adamuti-Trache & Andres (2008), since

parents transmit different cultural capital to their children of opposite gender, the outcomes of them studying in the science field differs also. The effect on gender in relation to cultural capital is often neglected in the literature however, the studies that include the variable in the equation found out that a required level of cultural capital makes a lot of difference for girls in school (Dumais, 2002). For the last indicator of cultural capital in relation with the family background is, socioeconomic status and social class. While talking about the influence of cultural capital the authors inevitably mention socioeconomic status because the issue with forms of capital is that they are always related to economic capital, directly or indirectly (Sullivan, 2001). As also mentioned before, parents with middle class backgrounds can provide their children tutoring, extracurriculars, highbrow culture and of course other practices like multilingualism to their children. This privilege deprives others from being equal in school system and having opportunities.

The media analysis includes a sample from the mainstream media in order to show how the issue of education is covered regarding to the implications of cultural capital. A newspaper article published in the date January 1, 2020 in *Cumhuriyet* paper, mentions the importance of parents to make schedules for their children's daily routines and activities, including studying in the school break. The article is full of other suggestions such as which cultural activities to do in the summer vacation with their children, like visiting museums or reading books. Also, making some ground rules and encourage their children to make small research online to keep them engaged and always learning. The writer evidently consults a clinical psychologist to give a professional opinion on the issue. The participation of an expert is aimed to be more effective on parents, who the article focuses as the readership. The content of it which is based on the expert's opinion encourages parents to have more responsibility on their children's development by basically being more involved in their education. Hall, (1973) argued that are encoding and decoding processes involved while producing and receiving messages in the media. The readers in this case, decode the message in the article and decoding can be done it 3 ways, which are, hegemonic, negotiated, and oppositional positions. The readers of this article are expected to partake into the dominant (hegemonic) position and apply the presented 'suggestions' without any critical view, because both sides share the same level of understanding on the importance of education for children and that is why they use the names of experts to enforce the professional discourse. However, not all parents have the education background to understand what the article is suggesting, the writer may not be reaching to the reader. The assumption of all readers will apply the given recipe is dysfunctional for the parents who do not have the required cultural capital or at least have the perception that education of their children is so important, they have to organize themselves accordingly. Not all children are being supervised for their studies because their parents may not value their children's formal education as they are expected by the writers of this article. It can be observed that the parent example of the latter is being ignored of the readership. That is a concrete example of how family background has an effect on the children.

CHAPTER 2: CULTURAL IDENTITY & ACCESS TO EDUCATIONAL INSTITUTIONS

Reserach 1: Etnicity and Education

Discussions about achieving effective and efficient education of children have been overwhelming about low economic status, but the cultural identity of children can help us to understand the additional significant obstacles of education. Race also is a concept that has played a significant role in human history and has been researched in almost every country within the cultural identity concept. The fact that genocide and particular countries discriminate against specific races in history has drawn the world's attention to the subject of race and racism. In the Western countries, the color and the religion of people was playing a discriminatory role. Back in World War II, the Jews and Blacks exposed the high level of discrimination in many societies. The sense of nationalism was spread all of the world in those times, and the other races and ethnicities were seen as 'different ' and as 'other' after the war.

 When we consider the 'identity' concept, the race is one of the most important notions that comes to mind. Although 'identity' has become very popular in educational researches, the concept was not in the literature before the 80s. Therefore, race was one of the most important focal point before the '80s. Today with the increase of the importance of human rights, these discriminations have been reduced over time, but they are still expressed within certain cultures. In the educational researches before the '80s in the United States, the main topic was the discrimination of Black people. Even there was a multicultural education in the USA, many students were experiencing institutionalized discrimination. After the second world war, the white middle classes in the United States were enjoying a luxury life because of neoliberalism. Therefore, middle-class values have become the cultural norms of society (Durham, 1965). The students who do not fit those 'values' are experiencing marginalization in educational institutions by the school system, teachers, and students. Therefore, the opportunity to access education can be influenced by the prejudiced attitudes of individuals or groups. Although discrimination to Black people decreased after the '60s, not only in education but also in business life, employers were discriminating against blacks by paying higher wages to whites, and this situation was killing the motivation of black people from academic and working life (Welch, 1975). The racial gap in the academic achievement in the United States was high, and this difference is not pointing us the superiority of any race, but the importance of interpreting how race is influencing the children's access to education. Black students are perceived with low-level skills at school therefore, the teacher's approach against black students may occur differently than other students (Carter & Goodwin, 1994). Also, the cultural capital of parents is a substantial factor for black students' educational achievement. While the education level of parents increases, the student's education level is increasing similarly both for white and black students (Lieberson & Fuguitt, 1967). Naturally, many black students with low education level parents are likely to fail at school, or they may not consider studying at university. Black people receive fewer returns from their educational

accomplishments than do whites in business life, even though the education level of parents of blacks and whites is a distinctive factor. While the privatization of schools has high rate in the United States because of the capitalist system, the funding of school is playing a crucial role in the sufficient education of children. Another discriminatory factor appeared to be disproportionately public funds to white schools (Anderson & Foster, 1964). Low economic situation and long distance between home and school mostly seen at the immigrant children. These factors cause many other factors for children such as health problems, lack of school tools, obligation to work, and all of them are posing risks to access to education. The other significant concept is the racism which is still produced in the educational institutions. Many children experience racism by their peers and teachers with the exclusion and with the name-callings. Children who experience racism may have several reactions such as low self-esteem, low motivation and lack of interest in academics. These reactions also have negative consequences on educational success and to the social life of children.

Furthermore, we focused on the studies published after the 1980s, and this is the period that we found the most research because the majority of educational studies had developed after the 80s. Especially the world has been examined years between 1950-2020 and Turkey 1980-2020, because there was a restricted literature for Turkey. After we examined many articles, we understand one of the most important researches after 1980 was about children dropping out of school. The issue of minorities' dropping out of school gains importance because school completion is the most serious barrier to future occupational mobility and success (Felice, 1981). The American Indian students have a high rate of drop out. The teachers' low expectation and low economic situation of students is killing the motivation of American Indian students (Powers, 2006). For example, Navajo children may have low parental support about education because of low cultural capital; this situation may trigger the dropping out of school (Brandt, 1992). The other ethnic identity that appears with a high rate of dropout rate in the United States is the Hispanic children. Those children's reasons for drop out of school are emerging as having low socio-economic situations and home responsibilities. (Rumberger, 1983). Differently, the Arab students who study in the United States have to engage with high stigmatization after the 9/11 event. Arab students are associated with being criminals because of their race and religion and accused of being terrorists (Daraiseh, 2012). Occupation and industry distribution of Arab and Muslim men changed after 9/11 and these changes negatively affected the earnings of Arab and Muslim men.

The students with multiple stigmatized identities are struggling with the marginalization at school. The experience of marginalization also appears in two ways at school; one is the academic level marginalization which happens when children cannot access curriculum, and cannot have the opportunity to participate in classes, and the other one is the social level marginalization which children are excluded from by their peers (Messiou, 2006). There are many kinds of identities that we can put under the scope of the 'culture of power' (Chambers & McCready, 2011). We should examine the privilege of white, middle class, heterosexual groups for success models of schools and

understand the marginalization of certain students. 'Making space' at school occurs to be as a coping strategy for students. According to Chambers and McCready (2011), some African American students attempt to "make space" in school to verify their social and cultural identities. On the other hand, black students who adopt a 'raceless' persona or 'acting white' may face exclusion from their other black peers. Acting white is an unacceptable attitude among black students. Therefore, black students do not feel comfortable while speaking standard English or having good grades. Alternatively, children with two different cultural identities of their parents may face difficulty to find a place in both groups. Another term which 'racial opportunity cost' is a term that allows students to sacrifice their racial and cultural identity to achieve academic success with the constructed norms, and this term introduces the other aspect of schools (Chambers & McCready, 2011). School system want students to choose between academic success and self-expression. Therefore, there are limited identities for children to express themselves at school for academic achievements. The school also occurs as an area to build and shape the identity of children because while some students find their identity some are not. The ones who can't identify themselves can experience exclusion at school (McCreery, 2004). John U. Ogbu is also one of the researchers interested in the relationship between cultural identity and education. Ogbu's main point was the exposure of minority students to discrimination by the white educational system. He grouped the minority students into three categories; autonomous minorities, immigrant minorities and castlelike minorities (Fordham & Ogbu, 1986). According to Ogbu, the minorities' education and business life was controlled by the whites. Although they achieved academic success, after-school wages would be below their academic achievements because of the system controlled by whites. Traditionally, the intellectual capital was owned by white Americans and the job ceiling for minorities was a discouraging factor for educational accomplishments. Ogbu also divided minorities as voluntary and involuntary minorities (Ogbu & Simons, 1998). This classification shows that not all minority students fail at school. When minorities have family support or have goals for the future, they might ignore the discrimination against them, and they can focus on academic achievements.

Different races are faced with racism and discrimination not only in the United States but also in other countries. There is only one article for Ireland, but the study in Ireland shows us the minority students in the primary schools are experiencing racism, name-calling, and even sometimes physical violence (Devine, Kenny, & Macneela, 2008). Minority students in Taiwan are facing language barriers, along with problems of students in Ireland. Nationality of children can still pose a problem for local students. Different language, different nationality, hybrid identity and different religion is sufficient reasons to perceive minority students as 'other'. The other discrimination occurred to be against Palestinian Arab students in Israel. In the 1999, the Minister of Education promised equal education for all children (Golan-Agnon, 2006). According to the researcher, after the promise, education inequality continues between the poor and the rich, Arabs and Jews, boys and girls in Israel. Even there are no private schools in Israel, only 8% of Arab children accepting to university

(Golan-Agnon, 2006). Another important issue is that money investments made to Arab students are lower and lesser than Jewish students. According to Golan-Agnon (2006);

"The void that resulted from their alienation from their national culture is partially filled by their assimilation in a marginal and distorted type of Israeli culture with ghetto characteristics."

The Arab-Israeli culture is occurring, but this situation is not preventing those people from cultural, political, and economic marginalization. Arabian-Israeli people are "making space" in certain ghetto areas in the cities, and the long-distance between school and home, and low economic status is posing risk to children's access to education. Likewise, in Swedish society, "foreignness" is associated with discrimination, occupational opportunities, and unequal education (Hinnerich, Höglin, & Johannesson, 2015). Students with different ethnic backgrounds discriminated related with grading by teachers. The researcher concludes this situation from the investigation of blind and non-blind grading. In the United Kingdom, some of the minority students are suffering in education because of language barrier. The parents who live in the UK expressed that they are experiencing marginalization from poor education services (Milbourne, 2002). Many non-English-speaking parents are uncomfortable about the language barrier and lack of cultural awareness of teachers because they are unable to communicate with the teachers. In the Belgian schools, there is also racism against Turkish students. The racist jokes of some teachers towards Turkish students in the classroom is a serious issue. Culture based jokes can affect negatively the motivation of children (Stevens, 2008). Racism from the teacher is a problem that can cause many children to lose interest in academia.

Race and Education Case in Turkey

Turkey is a cosmopolitan country. Having many different ethnic identities brings many political problems with itself. 85% of the population in Turkey speaks Turkish as a mother language, but the rest of the population speak languages such as Kurdish, Zazaki, Arabic, Armenian, and Romaic. In this cosmopolitan structure of Turkey, the most significant identity has been the Kurdish identity in terms of their population, their places in history, and their roles which play in politics. Until 1991, minority languages, especially the Kurdish language experienced restrictions in Turkey. Turkish education for Kurdish people is a controversial issue in politics, many children experiencing the language barrier, and having difficulty in accessing equal education rather than many of their peers. Turkish education and restriction of speaking Kurdish at school is perceiving as an assimilation process by Kurdish people. In 2012, the Kurdish language was allowed as an elective course, but this implementation is not sufficient for many Kurdish students. Kurdish people declaring that they are not feeling comfortable while speaking in their mother tongue at school, because they are feeling the pressures

and exclusions of others (Kaczorowski, 2017). The refusal of recognition of the Kurdish identity was handling as a security issue because of the recognized terrorist organization by the Turkish government. Any complaints about not able to talk Kurdish was counting as a terrorist crime in the 1990s (Hassanpour, Skutnabb-Kangas, & Chyet, 1996). Linguistic and cultural genocide against Kurds in Turkey was psychologically harming many Kurdish families and children. There are many Kurdish people is living in the East and Southeast side of Turkey. These regions have the highest illiteracy compared with other regions, and secondary school students are less successful in nationwide examinations. The average number of households in the Eastern and Southeastern regions in Turkey is also the highest (Şahin & Gülmez, 2000). Crowded houses of children might affect their school success negatively. The curriculum of the Turkish schools as a whole is about the unique cultural heritage of being Turk, and the curriculum does not involve Kurdish history (Kaya, 2009). The emphasis of the Turkish language and culture in the curriculum can be observed as a stressing of the national unity of Turkish people. Ignoring certain ethnicities in the education system encouraged different ethnic groups to oppose, and minorities started to perceive education as acculturation rather than enculturation. Students, who feel that their culture is not represented in the school system, inevitably encounter problems about their educational achievements. Newborn children who live in the East and Southeast region of Turkey start to speak Kurdish with their families. Therefore, they might experience a language barrier at school if their parents didn't teach them the Turkish language.

Another significant problem is the Syrian refugees, which is still at the center of Turkish politics. Turkey has been affected at a high level by the Syrian issue that began in 2011, because Turkey is one of the hosting countries for Syrian refugees. One of the biggest problems with Syrian refugees is the children who can't access sufficient education in Turkey. They may be exposed to cultural, educational, and economic risks based on their alienation to the society and socio-economic impossibilities. Many Syrian children are trying to cope with low socio-economic situations, poor housing, the different curriculum of the education system, and the language barrier. Different language of Syrian children is posing a risk to accessing insufficient education at Turkish schools. While many children at school learning math and social sciences, Syrian children have to learn Turkish while they stay behind from the other courses. As a result of the insufficient educational policies, immigrant children have to deal with different problems such as unequal conditions of the schools, teachers, and their expectations for the school environment. As a result of these issues, students from the dominant groups were academically more successful than minority students. According to cultural differences theory, ignoring the values and beliefs of other cultures are concluding with school failure (Yiğit & Tarman, 2016). The ignoring of other cultural identities is making minorities feel that they are excluded from society. The biggest problem can be seen as the failure of minority students is ignored, and when the integration of students to the school environment have cared less by the governments.

Research 2: Cultural Identity and Access to Education

The main objective of this thesis is to examine how various markers of cultural identity determine and affect the accessing to education in Turkey and in the world. With that aim, this study examined both media texts and the academic literature from 1950s to present. Thus, the independent variables of the research are cultural identity markers and the dependent variable is the accessing to education. These variables are analyzed in the literature review as follows; language versus barriers to education and teaching effectiveness, multiculturalism versus access to education, religious identity versus schooling, globalization and cultural homogeneity versus barriers to the preservations of local cultural knowledges and values, multicultural education versus school achievements. Examined academic writings and media productions demonstrate the effects of insufficient state support, ethnicity and race-based discrimination, linguistic discrimination, as well as material shortages in education, such as the number of schools and various school equipment, as some of the major barriers to education. We also noticed that there has been multiple research on the topic of racial minorities and access to education since 1950s, and we also witnessed the rise of multilingual education in recent decades.This study demonstrate that certain themes remained the same, such as economic difficulties and poverty, whereas some other factors have started to be more emphasized over time in Turkey and the world. For instance, the examined academic literature indicates that the homogenizing effects of globalization is identified as a threat to the teaching of national, local cultural values and even the national language itself. It is believed that younger generations are exposed to the detrimental effects of western values, thus, not being able to learn the national and local values. In this atmosphere of cultural anxiety, national language is often perceived as the chief building block of the national culture, as well as being a conduit for transmitting desired cultural values.

Meanwhile, this meta analysis also observe the rise of bilingual education systems by the latter half of the 20th century, such as in Catalonia since 1983, where both Spanish and Catalan are now simultaneously used as the language of education. Arguably, bilingual education systems lowered the barriers to education. At around the same time, we can also detect that the issue of single language as the mean of education is problematized by the media productions in Turkey, as observed in the film Hakkari'de bir Mevsim (1983). This study also noticed that migrant communities are relatively more attached to preserve the cultural values of their home countries through preserving their native languages in contemporary world.Examined media productions produced in Turkey also indicate that teacher is considered as a sacred figure, as someone who is positioned to fight various societal ills despite many obstacles. Rural poverty has historically been portrayed as a major barrier in the access to education in Turkish media productions. But our research indicates that since 1970s and 1980s, cultural factors such language barriers and self-centered and profit-oriented nature of capitalism are also started to be emphasized as major barriers to a quality education. As much as material difficulties, it is the cultural factors, such as language barriers and the profit-oriented culture of capitalism, are positioned as the major barriers to education in Turkey in these media productions. Hence, to reiterate, examined academic texts and media productions demonstrate that cultural factors are started to be emphasized more frequently in recent decades especially in Turkey as the

main barriers to education. In this meta-analysis within between 1950-2020 Turkey / world distinction and scope taking into account and ıt's tried to conceptual explanation.

Language;

Language is one of the most important elements that make up the culture. With this position, language is loaded with a function to represent all the accumulations formed within the education and culture of a society. Although the sociological structure of multicultural Anatolia, even though it recognized that other than Turkish in Turkey in other languages, education in mother-tongue problems still continue according to existing literature.

Socialization is one of the functions of education, transfers the values, norms and cultural accumulation of the society to new generations. The key role of cultural transfer is the language of education. The fact that English is the universal language in the world and the spread of English in the countries of exploitation has been reflected in the literature in 1950-1985. According to a study in Pakistan, the cultural heritage of non-Western societies may decrease due to the prevalence of English in educational languages. According to to Aydıngün(2004), although writer agrees with the view that the loss of language will destroy the cultural identity, she stated that it is necessary to defend the view that a community that has been disconnected from the culture can protect the ethnic group borders symbolically. According to the research, it is understood that very few people understand their own language that the new generation speaks Russian due to education. In addition, the fact that minority groups are foreign to the language of the society they are involved in, has been stated in the researches that it makes it difficult for them to access education where they migrate. Language competence is an important part of resettlement and affects well-being directly and indirectly by increasing self-efficacy, reducing social isolation and improving education and professional opportunities.

Religious identity (religious sect of family);

Religion-society-education interaction has always been on the agenda and questions investigating the effect of religion and education on social life have attracted the attention of researchers every period. Religion and mind played a decisive role in the compatibility and incompatibilities of the existence of religion and education in the historical process. It is mentioned in the literature that there is a harmonious association in the sense of understanding the human, the universe and their relations, as long as it can take the inevitable contribution of religion correctly and balanced. According to the conclusion drawn from the studies examined in the world axis, it has been determined that minority groups and groups belonging to different religious sects have obstacles in access to education due to compulsory religious education. The importance of how public schools interact with religious communities, particularly minority religious communities, is a problem faced by many school systems around the world, as research in the Philippines has shown in transferring Christianity and Islam to individuals through education. The effects of religious and social issues relate to the field of

education. In the history of the Republic of Turkey, it is seen religion lesson about different applications. These can be summarized as the years when religious lessons have never been taught, the years when they have been taught electively, and the years that have been compulsory since 1982. According to Bilgin (2001) and Normann (2000), there are some new searches, especially in European countries, in addition to the sectarian / religious and non-denominational approaches to religious education. The new approaches that are tried to be developed in England, Germany, Norway are called "supra-sectarian model", "non-confessional model", "unifying model", "pluralist model", "phenomenological approach"(as cited by: Aydın ,2017) In Turkey religion lessons located in schools because of sociological and historical backgrounds. When considered within the scope of Turkey Imam-Hatip schools opening / closing issues has been found in the literature. It has been stated in the studies that mixed education discussions, and the change of the political order, along with radical changes in education systems. Religious education has brought with it the discussions of secularization, and the period determined from religious education policies has frequently been found in researches.

Political ideology- national identity

It has been reflected by the researches that the educational institution, which has an important place in the construction of national identity, has been given a binding duty to impose Republican Revolutions by the society. Thus, education has moved away from its original function and strengthened official ideology and lifestyles to fulfill national identity. Some researchers argue in this context that education should be transformed into a form that performs its true function and should be freed from the domination of political mechanisms. In addition, education should be re-grounded peacefully with the beliefs and values of the society, and the society should be able to decide on the identity that expresses itself. In Turkey from 1950s it's seen according to researches that the political consequences can creates drastic changes in the field of education. Identity in the context of education, it is necessary to understand how to strengthen Turkey's national identity for the scope of accessing to education. When the concept of 'national' is added to the culture, it is said to gain social integrity and stability through research. National defines the unity of culture by determining its difference from other cultures and clarifying its borders. Especially in the 1976s, right-wing / leftist fights have been widely covered in the literature by mentioning the idealists(ülkücüler) called commandos. One of the results in meta-analysis is deaths, injuries due to right-left quarrels in schools and which side is dominant in school caused the other side to move away from the school. This issue seriously affected school attendance. According to the researchers, political ideologies affect the national identity, which directly implies cultural identity.

Cultural homogeneity;

In the early years of the Republic, where the nation-state paradigm was put into practice, there was an increase in efforts to try to tekleştirme/ homogeneity about on cultural diversity in education as much as possible. The state had made it a priority to establish control over education, and on the one

hand, it legally recognized the right to open schools to minorities, and on the other hand applied to measures that would make it easier to control them. Turkism (nationalism) thoroughly ın the early 1900s, when it became more evident, it was stated in the researches that different cultures and pressures on the educational activities of minorities increased. Research to see Turkey in the political / national identity has been adopted as Turkish identity. Although this is said not to be based on ethnicity, it is a manipulative attitude. Similarly, official ideology is based on Turkish / Islamic synthesis; in this case, there is oppression on non-Turks and those who do not see themselves as Turks, and on other non-Muslim cultures and communities. As stated, these cultures are either prevented or restricted from expressing themselves. For this reason, official ideology melts other identities, cultures and sects, especially in schools and transforms them into Turkish identity, which is the only identity. In addition, the studies in the literature state that the concept of education in mother tongue has become synonymous with education in Kurdish in our country. More emphasis on Kurdish culture in our country compared to other minorities is more about the political agenda.

	World	Turkey
The number of articles	23	18
Books	8	2
Reports	3	2

CHAPTER 3 - POPULAR CULTURE & ACCESS TO EDUCATIONAL INSTITUTIONS

Research 1: Barriers to Access to Education and Culture

In this study; "Obstacles for accessing education" is the dependent variable and tradition and religion values are independent variables for the research. Culture is a way of life. Traditions, customs, beliefs reflect how our culture is. These concepts shape our lives. It tells who we are. Tradition is a set of values that have been settled in society for many years, have been adopted by community, have influenced people's lives and behavior, and have sanction power. According to Durkheim; religion is "a unified system of beliefs and practices relative to sacred things, that is to say set apart and forbidden, beliefs and practices which unite into one single moral community, called a church, all those who adhere to them" (1915). Every family institution and society has a culture. Each region has its own culture. These cultures change over time. The study focused on the issues of the 1950-1980 periods in Turkey. 1950s era Democratic Party was in power in Turkey. The prominent subjects of this period are village institutes and democrat party. The Studies show that in the field of education are generally religious sanctions and co-education. The literacy difference between men and women is

about in half. Statistically, we can say that there is an inequality of opportunity in education between men and women. The Democratic Party is a right-wing party and supports the traditional family structure. So we may say that religious and traditional cultural obstacles appear in this period in relation to politics. In this period one of the most important issues is that the village institute in Turkey. Village institutes have been a power indicator for political parties. People who wanted the school to be closed during this period said that co-education did not comply with national values and traditions in society. So, with the cultural change, there are also changes in education. For this reason, traditional structure influence to education in a negative way at this point. As an important finding, there are changes in the cultural structure of the society with the change of power and political parties. During this period, Turkey tries to be developed country. There is a study of the period between the years of 1942-1962 in Turkey. The economy is not very good, families want to employ their daughters and increase their household income. Some families want their daughters to get married because the cost of the house will be reduced. According to the results; girls cannot access education due to the socio-cultural structure of the society. When we examine the education of 1980-2020 periods, we can see that tradition and religious values affect education. According to World Value Survey; societies with high scores in Secular-rational and Self-expression values are that Sweden, Norway, Japan, Benelux, Germany, France, Switzerland, Czech Republic, Slovenia. These countries also have a good quality of education but on the other hand societies with high scores in Traditional and Survival values are that Zimbabwe, Morocco, Jordan, Bangladesh. In these countries, gender discrimination is high and girls' participation in education is low. At this point, there is a link between values and access to education. UNESCO (2012) explains the major obstacles for females to progress in education "Social and cultural expectations: values and traditional beliefs limit females. Parents don't allow their daughters to attend school nor universities." It is concluded that Islam has a negative effect in the researches on education. Carroll (1983) "Females were excluded from the mosque, where most elementary education occurred." According to the Islamic religion, women should use head scarf and the headscarf problem in Turkey has been discussed. Political institutions used religious values. Those who wear the headscarf could not enter the university. 1950s year in Turkey's political institutions closed the village institutes using the traditional structure of the country and national values. Later in the 1980s, the headscarf was banned by politicians. Women cannot enter university. When we explore access to education and religion, tradition in Turkey, a new concept emerges, politics. There is a connection with politics. When religion and education relation studies are analyzed in the literature, Christianity and Islam usually come to the fore. Religious values affect education according to researches but the important point is that not every religion affects education negatively. For example, Hinduism and Buddhism have positive effect on education. So, not all religious influences negative to education. To increase the literacy rate in Turkey and girls in order to encourage their children to school have been many projects. Some of these projects; Turkcell "Snowdrops project" is a social responsibility project, which started in the Eastern Anatolian region of Turkey. Girls living in this region cannot go to school due to their family's traditional attitudes and

customs. The other one is that The Aydın Dogan Foundation "Father send me to school", Mercedes Benz - "Each girl is a star". In the world; The United Nations Educational, Scientific and Cultural Organization (UNESCO) was born on 16 November 1945. UNESCO works to create the conditions for dialogue among civilizations, cultures and peoples, based upon respect for commonly shared values. One of the objectives is attaining quality education for all and lifelong learning. When we look at the table of contents it is not enough study in Turkey articles on the subject. Religious subjects in Turkey there are too many news outlets and Web sites, but there is more research and analysis on religious practice and education in the world. 1950-1980 periods, political structure plays a decisive role when we look at the concept of religion and tradition in Turkey. Qualitative studies are more than quantitative. Studies on eastern religions are very important, but studies on this issue are not sufficient. Turkey ignores the identities of the girls in the eastern region, thus becoming obstacles to access to education. As a suggestion; there is requiring for changing of mentality in the society to solve the girls' schooling problem. Education seminars should be given to families. Government policies need to be strengthened. (Strong punishment system and economic packet etc.) Religion and spirituality are different concepts. In the light of these, the effect of culture on education also differs. Consideration as separate topics may be important for future studies.

The used datab fort his part is given below:

	The World	Turkey
The number of artıcles	16	7
The Number of books	4	6
The number of websites	4	6
The number of reports	3	2

Research 2: Barriers to Access to Education and Neoliberal Education Policies

In this study; "Barriers for accessing education" is the dependent variable and neoliberal education policies and private schooling values are independent variables for the research. Twenty-two articles were examined for the meta-analysis study. Relevant for the world sixteen, six research from Turkey. Seven of these are quantitative and five are qualitative research. There are ten articles as literature review. A total of seven books on my topic were examined. I have reviewed twelve research reports and websites in total. This issue, Between 1980-2000 periods, mostly literature studies were concentrated. There are more qualitative research methods on the subjects such as the research of the factors in the choice of schools of families between 2000-2020 period. Researches around the

world are mostly supported by quantitative and statistical data. At the same time, research covering many countries has been obtained about the data. In this meta-analysis, neo-liberal education policies paved the way for private schooling in Turkey after 1980. The effects of this change and transformation in the field of public school and private schooling are examined on equal access to education for students . Especially in the 1980s experienced social, political and as a result of people's desire to improve themselves want quality of life arising from economic developments in Turkey. So, Private schooling process has accelerated. The facilities provided by the state to the establishment and operation of private schools also contributed to the private schooling process. At the same time, the close relationship of education with socio-economic status has enabled the distinction between private school and public school as a class issue. Considering the historical development of private schools in Turkey, while the number of private schools was more stable until the 1950s, it started to increase in the Menderes period, with the enactment of Private Education Institutions Law No. 625 on private schools in the 1960s, this process accelerated. Their numbers decreased in the anarchic environment of the 1970s, their numbers increased again after 1980, As of 2017-2018 academic year, private schools have reached a ratio of 17 among the total schools. Visibly proportion of private schools in Turkey seem to have a way to increase took place in the 2000s because of the historical development and social conditions, the role of the state in the field of education changes, which is reflected in the institutions providing education and training. Especially the recent governments are mostly positive about the fact that private schools are in the field of education. It seems possible to trace this positive view in the post-1980 government programs, development plans, MEB Shura and Strategic Plans, MEB budget, performance and activity reports. Increased positive impression of private schools, after the process in 1980 and Turkey's relations with the EU as a result of changing economic and social situation beside the adoption of neo-liberal economics, and it can be shown as the intensification of privatization movements worldwide. Turkey and the world experienced in these developments school finance, curriculum development, customization, such as schools and environmental relationships has led to fundamental changes in many areas. In general article researches, why parents prefer private school, the state's studies towards private schools, the location of private schools under the privatization of education in connection with neo-liberal policies; success in private and public schools, etc. comparison in terms of, after 1980, qualitative and quantitative researches were conducted on the topics related to the impact of private sector development on education, the increase of private schools. In the majority of research, private schools and private schooling in education (in terms of neo-liberal policies and privatization in education) and educational sciences (such as its effect on success, reasons for parent preference) have been tried, and as a result, the service of private schools in education has been expressed in positive or negative. In the literature, it has been seen that the arrangements related to private schools and private schools serving within the Turkish Education System have been described by relating them to equality of opportunity, social justice, social mobility, and minority education. Increasing perception of private schooling with increasing state support in a society may have

increased the enrollment rate and an alternative area to the state for education finance. However, enrollment in special education, for example, in Turkey it feeds the perception of freedom he wanted to go to school with money and adversely affects the social justice of the state adjectives. This raises the question of how to maintain the balance between social classes in education, it causes inequality between state-private schools in terms of physical conditions and educational conditions, and the opportunity and opportunity inequality for the lower socio-economic class, which is the only choice right, is the official school. In this context, this study in 1980 and later in Turkey, government provide incentives for private schools by addressing private schooling in education, and it is tried to be shown how education support affects private schooling and public schools with neoliberal education policies. It reveals that this system can benefit from the "good, beautiful and high quality" people who have money than affect the quality of education, and that the children of the people with low income should stay within the possibilities of the state schools. It kind of fosters educational inequalities, educational differences between schools, class structure of society, education of elite class. Neoliberalism has turned the education sector services into a commercial commodity, bringing competition and privatizations to this area. One of the reasons for privatization in education is to create the impression that public schools are inadequate in all respects and private schools are quite sufficient. The withdrawal of the state from the education sector has delivered the poor and discriminated segments(e.g.excluded girls) to non-permanent campaigns and projects of charities, rich business owners, non-governmental organizations. It is clear that these studies will not produce permanent and wide-ranging results. Thus, the right to education has become a charity. However, the right to education is the basic human and citizenship right. For this reason, the right to education should be publicly secured and made accessible to everybody.

	The World	Turkey
The number of artıcles	16	6
The number of boks	3	4
The number of websites	2	10

CHAPTER 4: FAMILY & ACCESS TO EDUCATIONAL INSTITUTIONS

Research 1: The Effect of Family as an Institution on Access of Education

Family structure in Turkey varies under social, economic, regional and cultural structures. However, regional changes are more prominent. "XIX in Turkey. the sociodemographic and economic transformations experienced starting at the end of the century have led to the change of family structure and the emergence of different forms of family. In this process, the functions of traditional family forms gradually disappeared and family forms suitable for the new life forms brought about by

the modernization process began to take an important place in social life (Özbay, 1985).; Duben, 1985; Duben and Behar, 1998). "

In Turkey, there are 3 important factors in family structure change. The first is the migration from village to city with industrialization and the introduction of women into the business life. Second, with regulation in the laws, birth control along with the rise of the age of marriage and technological and economic developments. The third is a change of mindset or a change of mind depending on these factors. (Thornton, 2005)

While the large family had a significant size in Turkey in the early 1980s, it was replaced by the core family in the early 2000s. The reasons for this are economic and educational factors.

Family and education issues are divided into two periods in Turkey. Between the years 1985-2000 and 2000-2020... between the years 1985-2000 there was an intense nationalism in Turkey and multicultural education was seen as a disadvantage (Cirık, 2008). In addition, from 1985-2000, the state and the family were only interested in the education of the child. Parents were content with simply sending their children to school. Due to the economic crisis and the coup, the level of education in the people of Turkey was low and the parents thought that the best education for their children's future would be taken at school. Between 2000-2020, however, with post - modernity, multicultural education ceased to be a disadvantage and began to be considered important for children to better understand and understand the world. In addition, between these years, the education of the child and the education of the family began to come into the agenda. It has come to be thought that education should start from the family. Between 2001 and 2002, family education programs were started to be given by the Tawhid Foundation. Officially, it was commissioned by the prime minister's office in 2009. (AEP)

Distribution of Data

In the Meta-analysis section, different data sources are used. The main sources of this research are the online libraries of universities such as Izmir University of Economics, SAGE, Journal park, Google academic, children at Risk and UNICEF.

Number of ...	World	Turkey
Article Review	11	18
Book	3	4
The Internet Site	2	3

Report	-	2

Total data consists of 19 sources from Turkey and 11 sources from the world. These sources are; 8 books (3 World, 5 Turkey), 4 web sites (1 World, 4 world) and 1 Turkey report.

There are also resources that are indirectly available, though not directly related to the issue of family and education.

Findings

In this section, the study was evaluated under 4 Basic headings. These are the educational level of the family, the role of the man and therefore the father in the family, the importance of family relations, and the economic income of the family. So much so that in studies, the level of education of the family determines even the educational status of the child and the frequency of going to school. In addition, the father's mission within the family is reflected in the child's ties to school. And in other studies, it is seen that peace within the family, that is, marriage, also affects the success of children in their educational life. Finally, the economic status of the family is directly proportional to the success of the child in academic life.

a) Educational Level of Family

The educational level of the family plays an important role in the child's attainment of education. As Bennet and his friends noted in a 2006 study, children from families with high levels of economic income are more likely to receive an education or go to school. In addition, children of families with good economic income do not start their educational life only at school or receive education only at school. These families also enable their children to receive a pre-school education. From another point of view, families with low levels of education see their children's education as simply sending them to school.

As we can see from Bilgin's 2009 study, families with low education levels are more concerned with their costs than with their children's education. And these families, they work their children on the street. In the same study, the scholar observed that the families (most of them) of children who had to work on the street were illiterate. Furthermore, in Scholar's study, families ' educational levels come across as a major barrier to children's tendency to go to school.

In his 1994 book, Ergün says that the educational level of the family directly affects the success of the children in their academic lives. In the same book, children who are punished too often and raised under strict management show that they fail more in their educational and academic lives. In addition, children of families who are unable to help their children with homework due to lack of education levels are more unsuccessful in their educational lives than others.

b) The Role of Man in The Family

The role of the man in the family plays an important role in the child's educational life. As can be seen in Ergün's 1994 study, children who are helped not only by their mothers but also by their fathers are more successful in their academic and educational lives. A work by Oevermann is also included in Ergün's book. According to oeverman, children's fathers ' occupations and children's achievements in school, education and academic life are directly proportional. That is, a worker's child and an academic's child are not at the same level of Education.

c) Family Situation

Children whose parents are divorced go to school less often, and their school grades are also lower than others. In a 2006 study by Arrends-Kuenning and Duryea, the status of the family is significant. That is, it is important that the parents of the family the child is in have a dialogue with each other. For example, in this study, children from divorced families have less frequency of going to school than others. Also, children from divorced families have fewer success rates in their academic lives. In addition, in Latin America, children who grow up in foster care are more likely to care about school than children whose parents are divorced or not. Also, the educational lives of these children are more successful.

d) Socioeconomic Status of Family

Children of families with high economic income are more successful in education or in school than those with low income levels. A 2016 study by Agirdag et al shows that children from low economic income families also have low grades in their educational lives. This is because they are unable to access resources or ancillary course content outside the school.

In the study, Boer and friends, educational inequality is due to socio-economic factors. In addition, children of families with low socio-economic status have to make more effort, effort and effort than children of families with high socio-economic status.

A 2019 study of Children at Risk, an international website, also shows the reasons for students with low academic achievement due to their socio-economic status. Children of low-income families have to make more effort to reach education than others. In addition, this study is also a regional study. In this study, schools in low-income areas, in other words, ghettos, are less successful.

CHAPTER 5: GENDER & ACCESS TO THE EDUCATION INSTITUTIONS

Reseearch 1: Gender and Education 1

There are many dependent and independent variables in parallel with the subject of education. In this study, the relationship between gender and education was examined as an independent variable.

Gender inequality has been analyzed in different ways in the field of education. This difference is related to the social, economic and political situation of the particular period.

Between the years 1950-1960 the transition to multiparty politics in Turkey has led to significant changes in the education field, as in all areas of life. With the 1950s, major and important reforms took place in the field of education and training. It is one of the major reforms such as the removal of village institutes and the opening of new universities. This period is the period in which significant progress in the field of education Considering the numerical expression in Turkey. During these periods, researches were made based on theoretical studies. In the studies, the policies implemented by the states were discussed. Studies have been carried out by using economic, social and cultural barriers in access to education as a theme. The studies have been handled from a historical perspective. Problems in schooling of girls include lack of schools in the villages, poverty, girls' domestic responsibilities, and cultural structure. The socio-cultural structure of the society is the leading problem in the schooling of girls. Theoretically, there is awareness that boys and girls have the same options. However, in England and West Germany, for example, girls receive less science and vocational education. In contrast, women in East Germany have the right to work even while married. As patriarchal societies, men have dominant rights on many issues. For example, decision making ways in government, industry and schools can be given.

Since the 1960s, there has been much development in the education of women. During these periods, the main factors affecting girls' education were examined. Religious influences, social attitudes, school and subject selection and the labor market can be listed at the top of these factors.

In 1950-1980 period, there is a change in the primary education processes of women in Africa. Studies are used based on UNESCO statistics. In the 1980 period, the term 'sex' is used more than the concept of 'gender'. The arguments that Western education in Africa is effective in insufficient women's access to resources and promoting gender-specific class formation are supported. Along with the social and economic processes in Africa, women's participation in formal education is one of the most important problems. In studies conducted in these periods, there is usually a comparison of two different ethnic groups. Comparisons are focused on social mobility. It is stated that migration and migration waves in this period affect the educational life and socio-economic status of women and men. In this case, it is stated that it started with migration.

The variables of the studies are mainly used for family background. In Turkey the opportunity to benefit from the educational services of the population and the degree of inequality of opportunities, provinces, unit placements are evaluated according to gender and age. In studies, the subject of education has been examined with the development of countries. In the Constitution, the demographic information was classified and analyzed by considering the items related to education. Urban and rural living areas were examined comparatively. Similarities and differences between girls and boys are examined. Considering the general results of the studies, the inequality of opportunity in education varies by region. Often in research that patriarchy is an important factor in Turkey it

indicated. The researches were carried out using open-ended interviews and participant observations. Defending social change tools and disadvantaged groups has become the main goal. Gender inequality not only in Turkey, the world was highlighted as a result of comparisons claimed in other countries.

Education is examined in the process of socialization. Republican period has been a significant increase with the literacy rate in Turkey. Education is an important measure of social development and this is in line with the quality of the educational situation. Another focus of focus on gender inequality studies in the field of education is regional differences. The differences in the access of women and girls living in different regions such as village-city to education were examined. Studies focused only on girls and women are not carried out. Education of boys is also examined in the studies. Studies use statistics from the State Institute of Statistics. While researchers were studying about with gender and education, they conducted studies based on the abilities of girls and boys. In addition, the academic success of girls and boys is comparatively achieved. In the choice of lessons, girls tend more towards arts, unlike boys. In the 1980s, mothers employment, academic achievement of girls and girls home occupations were used as variables. Compared and contrast was used very frequently at the basis of the studies conducted in this period. For instance, the academic achievements of girls were changed according to schools, and comparisons were made between individuals of different ethnic backgrounds. With the introduction of feminist movements in the 1980s, individuals started to be aware of many issues and protect their citizenship and individual rights in societies. Looking at the results of the research, women and girls are at a disadvantage in the world. Not only do girls experience problems with access to education, they also experience some problems during the time they receive education. In the 1990s, there are two important questions focused on the study. These; 'How do girls experience on educational curriculum in which women do not figure significantly?' and 'What exactly is the nature of this omission and what is its significance for girls' education?' (Foster, 1992). UNESCO data were used in the studies conducted in these periods. In terms of sociological theories, studies have been concluded using the perspectives of radical theorists and critical theorists. At the same time, the studies were examined by considering discourse of radical pedagogy and feminist pedagogy. Apart from these, the studies carried out in this period also include critical and feminist discourse. In addition, another point that prevents women from accessing education is the view that cultural norms and domestic affairs harm girls. The accessibility of women to education has been examined from a socioeconomic perspective. For example, women in higher socioeconomic classes experience fewer restrictions on access to university. In the analysis of the studies conducted after 1980, analyzes were made using feminist theories and feminist perspectives. Looking at the results of the research, the educational status of the family is closely related to the way women will follow in their future education life. In the analysis of the studies, functionalist theories were carried out using reproduction theories and feminist theories.

Research 2: Gender and Education 2

World(2000-2020 Period)

- ❖ In Bangladesh, girls' ability to complete schooling is compromised by poverty and the practice of early marriage. Although most girls enroll in school, dropout rates are high around puberty. This paper uses a panel survey (2001 and 2003) of nearly 3,000 adolescent girls in rural Bangladesh to predict schooling outcomes. The analysis explores household and community factors to explain school enrollment, dropout, and marriage. Girls in poor households are more likely to drop out before reaching secondary school. Girls in wealthier households are more likely to drop out later, because of marriage, and having more siblings increases this possibility **(Mahmud & Amin,2006)**.

- ❖ The US study focused on the process from the colonial times to the present day. Firstly, girls were more limited than boys in vocational choices, focusing on factors that prevent girls from going to school (eg poverty), focusing on 'what to do to eliminate girls' access to education' barriers. . They choose more risk-free professions like i.e : teacher. (Madigan, 2009).

- ❖ The national girls' education program examined gender inequality in The Indian state of Gujarat. In this study, KGBV (Kasturba Gandhi Balika Vidyalaya), the access program for girls to education, contributed to the access to education for girls in disadvantaged areas. (Shah,2011).

- ❖ In Gambia (Africa), there is high gender inequality. According to this study, girls are forced to neglect their education due to their heavy household responsibilities. Boys only have the task of going to school, while girls are primarily forced to do household chores. That's why girls' access to education falls behind. (Nije&Manion&Badjie,2015).

- ❖ The education of girls in Pakistan is a problem that has not been solved for a long time. Pashtun is one of the disadvantaged regions in Pakistan, where the education level of girls is very low.Boys have a higher education level than girls. Across the research, girls' access barriers to education include family factor, poverty, lack of female teachers, etc. determined as. (Jamal,2016).

- ❖ In parallel, we can give the example of 'Malala'. Malala began to work on this issue when she was just 12 years old, due to the abolition of girls' right to read as a result of the changing regime in her country. Malala became a representative of girls in Pakistan. However, Malala was seen as a threat to 'sharia', so he was shot in the head by the Taliban but did not die. Malala continues his studies on education in England. Malala is an important example of this issue because of the struggle for girls' access to education. (Yusufzay,2013).

- In the educational activities described in this article, the authors focus on the issue of girls' right to education as a vital dimension to both social change and democratic development. Recent events in Chibok, Nigeria (April 2014), Malala Yousefzai's Nobel Peace Prize (October 2014) and the rise of many wars around the world have been among the catalysts for the development of the educational activities initiated by the authors in Catania, Sicily, giving its students global qualifications on global issues such as war and peace, development and democracy. The great awards of these educational activities give hope for the continuation and deepening of the same activities. (Cristaldi&Pampanini,2016).

- According to the data of the millennium development goals; The education of girls has had positive effects on development and social change, but especially in the Global South countries, education of girls in general often contradicts social and religious norms. Success measurements are limited to quantitative achievements without qualitative data collection. (Porter,2016).

- In rural China, despite the difficulties of peasant girls accessing education (poverty, challenging conditions of schools, etc.), they are struggling to get education and are seen to be successful. (Seeberg & Luo, 2016).

- In Vietnam, girls' education has often fallen behind because of their responsibilities for household chores. (Jones & Marshall & Anh., 2016)

- According to research conducted in Kibera, a slum neighborhood in Kenya, the level of education of the family affects the education of girls. For this reason, studies have been made to increase the level of education of mothers in particular. In other words, the level of education of the family is directly proportional to girls' access to education. (Kabiru, 2018) .

Turkey (2000-2020 Period)

- UNICEF's report work in many more provinces to support girls' education with the support of the 'Let's Girls to School' campaign. According to the study, women are not adequately trained in Turkey, rather than a problem that is concentrated especially in less developed countries.**(UNICEF,2003)**.

- Problems in schooling ratios in various parts of Turkey, principally in the Eastern and Southeastern Anatolian Regions, have been demonstrated in many former studies. Since the

individuals with lower schooling ratio are generally girls, such ratios also bring together an inequality between men and women **(Kocabaş & Aladağ &Yazuzalp,2004)**.

❖ The 'Let's Girls to School' campaign, which is carried out to improve the access of girls to education in Van, Aydın and Adıyaman, is one of the important steps taken in this regard. **(Çameli,2008).**

❖ In Van, the most important reasons why girls do not go to school are that boys are seen as superior to girls. **(Tunç,2009).**

❖ In this research conducted throughout Turkey, mothers' attitudes about their approach to girls' education were investigated. 59% of the participant mothers commented that it is not possible for girls to enjoy the right to education on equal terms. Almost all mothers (96.2%) argued that girls should receive education. The general view of mothers is that gender inequality in education should be eliminated without discrimination between girls and boys. **(Bener,2009)**.

❖ According to the education statistics published by the Ministry of National Education (MeB), the net schooling rate in primary education in the 2006-2007 academic year was 92.25% for boys, while in girls it was 87.93%. In secondary education, the same numbers were 60.71% and 52.16%, respectively, compared to 21.56% and 18.66% in higher education. Gross schooling rates are slightly higher than expected. As the MEB data shows, schooling rates in Turkey are rapidly declining after compulsory education and there is a great differentiation, especially on the basis of gender. Even in compulsory primary education, the net schooling rate decreases by up to 88% in girls. The higher the level of education, the lower the rate of schooling. There are many economic, cultural, geographical, familial reasons for this. In this study, both influences were discussed in a framework that limits the databases at hand. In terms of the demand for access to education, it has been examined on the basis of household budget surveys (HBA) published by the Turkish Statistical Institute (TUIK). In education, the public service supply was analyzed through indices obtained using data on all public investments carried out on the Statistical Regional Unit Classification Level 2 (IBS2). (**Bakış &Levent et. al. (2009).**

❖ Research examining the reasons for not registering late or enrolled in primary school; it points to the necessity of policies that focus on children and families living in the most adverse conditions, aimed at breaking the resistance of fathers to their daughters to school, using economic incentives and providing safe schools and transportation opportunities for girls**(Education Monitoring Report,2009)**.

- In Turkey, the factors influencing the research taken la schooling of girls in general, the issue of educational differences between boys and girls in Turkey is still continuing. The basis of this problem is that the education level of the family affects the education of girls. In addition, as the family population increases, the number of girls who cannot go to school for economic reasons increases. **(Duman,2010).**

- Especially in rural areas and poor households in eastern provinces, girls have been found to have more problems accessing education. In addition, according to TNSA (Turkish Population Health Survey), girls who go to school in rural areas in eastern areas are lower than in other regions. **(Equal Opportunity in Education Report, 2010).**

- As Turkey has a young population in general, with a young population there are also significant in terms of the female population. Since the proportion of girls in pre-primary, primary, secondary and higher education levels is compared with that of boys, it is understood that girls are watching boys behind at all levels. When the rates of girls at these levels are compared, it is seen that the proportion of girls decreases as they move from preschool to primary and secondary education institutions, especially in the professional and technical fields. When the proportion of girls in the fields of higher education level in associate, undergraduate, graduate, doctorate and medical specialization is compared, it is understood that the lowest rate is at the associate degree level and the highest rate is at the specialization level in medicine. The area that attracts attention by being far behind boys and girls is their education abroad. The proportion of girls in language and postgraduate stages in terms of both science and social fields is much lower than that of boys**.(Seven, M & Engin, A . (2010).**

- As a result of the surveys conducted on 179 girls in Erzincan and Siirt, the most important factors that negatively affect the schooling rates of girls in secondary education are; socioeconomic conditions and the reason that girls did not win the desired secondary school is seen as a factor preventing them from continuing their education after primary education. **(Özbaş,2012).**

- In Şanlıurfa, socio-cultural and family reasons are the main obstacles in schooling of girls. These obstacles cause girls to be non attendance from school and leave school. **(Adıgüzel,2013).**

- The concept of gender refers to the socially established and learned patterns of femininity and masculinity. Studies on gender make it necessary to take into account not only the work

done about women, but also the discriminatory attitudes towards them. However, it is closely related to the ability of individuals to take an active role in society, to know and exercise their right to live in harmony with society. Education, one of these rights, is extremely important for knowing and exercising other rights. Based on this thought and approach, the concepts of gender and education rights are discussed first. Based on these concepts, a situation has been made in terms of gender in terms of gender, which is aimed at the individual and social repercussions of the education status of women and education in Turkey. For this purpose, the right to education and the importance of education individually and socially have been emphasized. Statistics for the place of women in the education process were presented in Turkey later. In addition, some inferences were reached by establishing a relationship between the level of education of the woman and the statistics about society. According to these inferences, it is understood that girls in Turkey are more disadvantaged than boys since birth, and this manifests itself in many areas. Based on the findings of the social place of women and the level of education, it was discussed on the efforts to resolve the women's political and working life and the problems identified. Finally, a perspective on the solution to women's education problems has been presented in Turkey **(Özaydınlık,2014).**

❖ Various campaigns in recent years to address gender inequality in education and increase the access of female students to education are continuing in our country. As a result of these, the difference between men and women in schooling rates in Turkey has decreased. When evaluated according to the levels of education, the rates of male-female schooling, which are at the same levels of primary and higher education, have improved significantly in the last few years in the secondary education level and the difference has decreased to 1.2 points. However, it is clear that there is a mismatch between education and the labour market. Because men and women, especially those with a similar level of schooling at almost every level of education, show significant differences in participation in school/post-university employment **(Education Sector Report, 2014).**

❖ With the contributions of UNICEF, UNFPA (United Nations Population Fund), UN (United Nations Women) and Aydın Doğan Foundation, it is important to access girls' education, improve their life skills and empower girls in society. **(Strong Girls Strong Tomorrows Report, 2015).**

❖ When looking at the registered population in preschool education according to gender, the proportion of boys enrolled in preschool education in the countryside is higher in all age groups than the proportion of girls. Likewise, when looking at the state of schooling according to gender, the schooling rate of girls in preschool education in the countryside is quite low, and it has been found that girls, especially 3 years old, have little schooling in preschool

education.One thing that stands out regionally in gender-based schooling is; In eastern Anatolia and G.eastern Anatolia region, 5-year-old girls had the lowest schooling rate in rural areas, and this situation was found to have similar consequences for the urban area **(Kocakurt,2016)**.

- ❖ In Turkey, 2 million 482,432 people are "illiterate", with the population over 14 years old, 84% female. The fact that women participate in formal education in particular is more limited than men also restricts their participation in many areas of life. As the level of education increases, women's participation in formal education decreases. Approximately 1 in 5 women in Turkey has not completed any school. 71% of women received six levels of high school education. Only 17% have high school and equivalent and 12% have access to over-high school education. As a result, we're going to have to Public and private areas, all women and girls, women trafficking, sexual and all forms of abuse, including the elimination of all forms of violence and discrimination, elimination of all practices such as child age and forced marriage, increasing the budget share allocated to education and health to the OECD average, ensuring gender equality, the acceptance and strengthening of robust policies and legally applicable legislation for women and girls at all levels, etc. are important **(2017-Education-Sexism-Report).**

- ❖ The access of women and girls to education has been one of the most prominent topics in the name of gender equality in Imece's Problems Survey for the second Support Program. Global indices and the findings are encountered in the national reports, Turkey's girls showed improvement in primary education access, but suggests that access to secondary education and the continued gender differences in continuing higher education. Closing this gap is very important in terms of women's and girls' access to education at higher education level, their participation in employment and their future occupations and positions. Therefore, facilitating girls' access to education at all levels of education to eliminate inequalities between men and women. In addition to access to education, what kind of education is accessed is another of the most prominent topics for imece's second Support Program. The most important output obtained in the research is that gender roles and inequalities arising from these roles affect education in different layers regarding the quality of education. At this point, education is considered as a process that develops both formally under the roof of the school and in informal spaces. On gender equality and women and girls in order to examine barriers and underlying issues of these barriers within the framework of the issues that research are performed primarily in the field of gender equality published global, national and local many the index has been compiled from data and research that emerged from the report.This report covers them **(İmece,Tema:Toplumsal Cinsiyet Eşitliği Raporu,2017).**

❖ In the research carried out in Mardin / Midyat, as a result of the researches conducted for girls' schooling, and interviews with the families so that girls can attend school, most families are convinced to send their girls to school. **(Yıldırım & Beltekin & Oral,2018)**.

❖ According to the 2018 Report on Education at a Glance, 4,652 U.S. dollars per student in Turkey is spent, from primary school to higher education, while OECD countries have an average of 10,520 USD. The expenditure rate on education in Turkey is less than half the OECD average, and Turkey remains the country with the least expenditure on education after Mexico among OECD countries. In the OECD average, spending on public resources in primary and secondary schools accounts for 90 percent of education expenditures, and 9 percent of household and private resources spending. In Turkey, as a result of the commercialization of education, the proportion of public education expenditures is 75 percent, and the proportion of education expenditures from households and private sources is 25 percent. According to the levels in the 2018 Report on Education at a Glance, the expenditures of countries per student show that Turkey's rhetoric of 'we allocate the most share of education' goes beyond propaganda. OECD countries average 8,759 in preschool education; It is 8,631 Dollars in primary education, 10,010 in secondary education and 15,656 USD in college. When we compare the same expenditures in Turkey with TUIK's 2017 education expenditure statistics, 2,05 5 in preschool education; It is $1,591 in primary school, 2,395 in secondary education and 3,736 USD in college. Differences between Turkey and other OECD countries on a gradual basis are increasing, let-by-step(2018-2019 Education-Teaching Year Report).

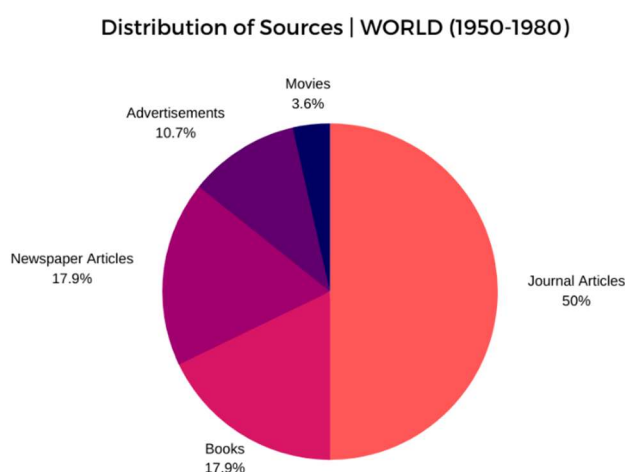|	TURKEY	THE WORLD
The Number of Articles	20	11
Books	2	8
Reports	9	1

CHAPTER 6: SOCIO-ECONOMIC STATUS & ACCESS TO THE EDUCATION INSTITUTIONS

Research 1: Periodic Evaluation of the Relationship between "Socioeconomic Status and "Access to Education", 1950 - 1980

First of all it should be noted that the main independent variable of this meta-analysis is socioeconomic status. The dependent variable is "inequality of opportunity in education". Hence the keywords commonly used in the research study are consisting of some concepts which are quite related with socioeconomic status –like "equal access to education", "economic barriers", "income", "education problems", "right to education", "academic achievement", "access to services", "family", "class", "sociology of education" etc. In other words, in this analysis, it is aimed to determine that what main indicators which are noncommittal to "equality of opportunity in education" from a socioeconomic standpoint are. In this context, a literature study consisting of the examination of journal articles and academic books, as well as a content analysis consisting of newspaper, advertising and movie reviews were conducted.
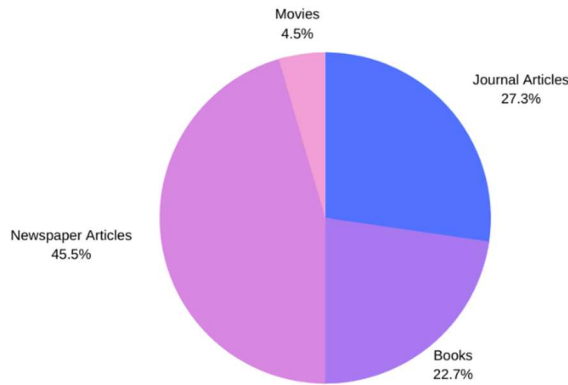
3. a. Distribution of Sources in Meta-Analysis

Since the analysis is evaluated separately both in the world and in Turkey, the distribution of sources can be shown as follows:

Distribution of Sources | WORLD (1950-1980)

Movies 3.6%
Advertisements 10.7%
Newspaper Articles 17.9%
Journal Articles 50%
Books 17.9%

Distribution of Sources in World

Distribution of Sources | TURKEY (1950-1980)

Movies
4.5%

Journal Articles
27.3%

Newspaper Articles
45.5%

Books
22.7%

Distribution of Sources in Turkey

As can be seen, 14 journal articles have been scanned in the world's resource distribution and this amounts corresponds to 50% of the research. Then, this percentage is followed by an analysis of newspapers and books in equal proportion. The most prominent point in the distribution of sources in the world is easier to find the sources of academic literature. This is because there is a wide range of studies in the literature about the relationship between socioeconomic status and education. However, the case is not the same for Turkey. The number of academic studies of the period in Turkey is very small, but on the other hand, the media content is very rich. In this respect, 10 newspaper reports corresponding to 45.5% directly related to the research topic in Turkey were analyzed in detail. In addition to this, 6 journal articles, 5 books and 1 movie analysis were made.

On the other hand, distribution of methodological approaches in journal articles is shown in Table 2 below:

Number of Quantitative and Qualitative Approaches

12
Quantitative
Approaches

5
Both of them

8
Qualitative
Approaches

in total: 25 Journal Articles
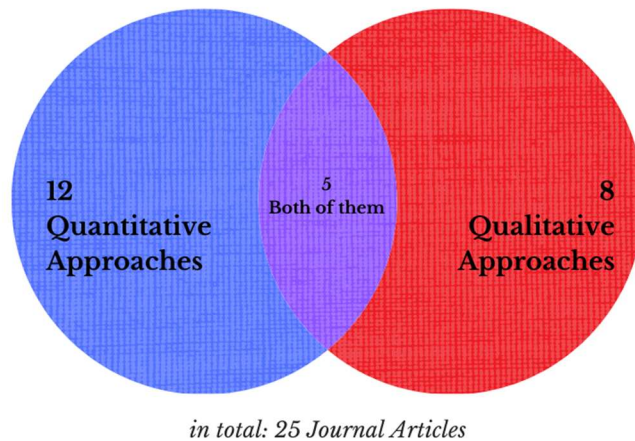
Methodological Approaches Distribution in Journal Articles

3. b. Topic Distribution of Sources in Meta-Analysis

After reading the sources used for the research, the main topics mentioned by the sources are coded as output in the first phase of the meta-analysis. Following a frequency analysis, the most frequently cited issues related to socioeconomic status and inequality of opportunity in education are shown in the table below:

Other
8.6%

Class Structure
12.1%

Ethnicity
3.4%

Cultural Capital
17.2%

Capitalist System
13.8%

State Policies
10.3%

Schooling Rates
3.4%

Student Subculture
6.9%

Unequal State Expenditures
12.1%

Rising Costs for Education
12.1%
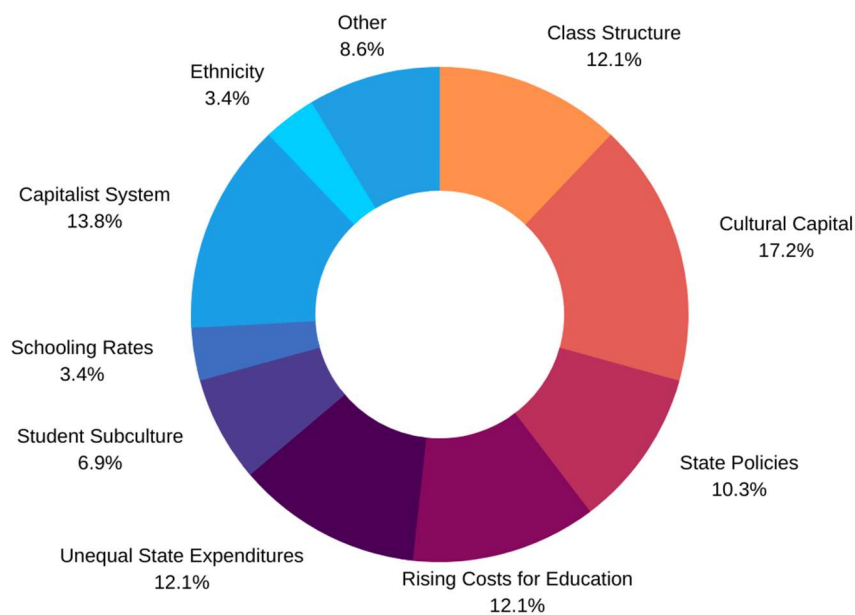
Table 3.a.Indicator Frequency Table

As can be seen in the distribution of topics, there is a concentration on certain topics in the given period. In the next phase of the analysis, it is aimed to gather the results under a common roof for the systematic progress of the analysis. At this stage, topics such as Cultural Capital (17%), Rising Costs for Education (12.1%), Unequal State Expenditures (12.1%) or Class Structure (12.1%), which are frequently mentioned, were intended to be contextually associated. Bu Tabulation according to this association phase is as follows: (note: associated topics are expressed in the same color.)
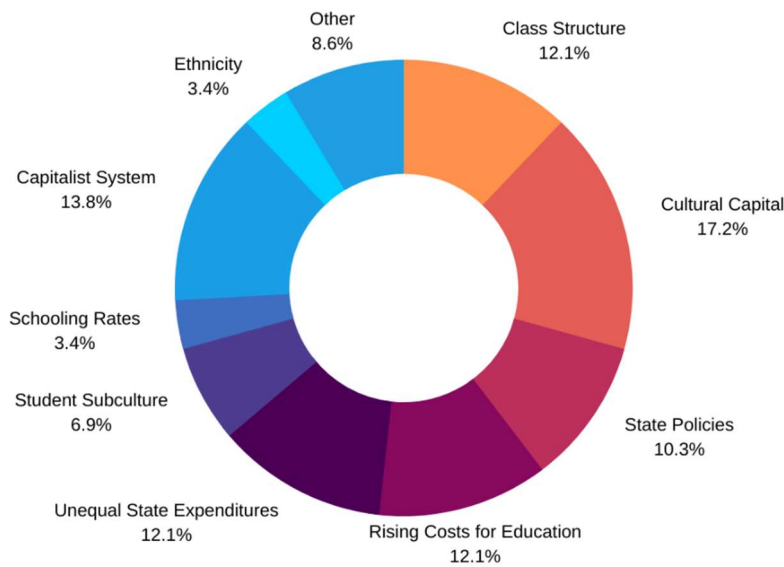
Indicator Categorization

According to this association frequency, the highest percentage share was that of the "capitalism barrier", expressed in red, with 25.9% of the total. The other factor that follows this is the "state barrier" with 22.4%, indicated by the orange color. Next is "family barrier" with a 17.2% slice marked with yellow. Finally, another important factor is the "financial barrier" with a share of 12.1% marked with purple.

In short, between 1950 and 1980, capitalism, state, family and financial barriers were the main indicators that socioeconomically created the inequality of opportunity in access to education in the world and in Turkey.

3. c. Trends

In the next phase of the analysis, it is examined how often these four main indicators have been used or not within the given periods. The status of trends are shown in 3 main categories: the sum of all resources, the distribution of sources from the world only, and the distribution of sources from Turkey only.
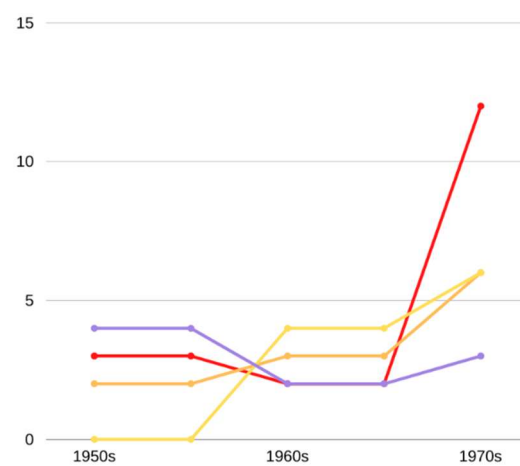
Indicator Trend Table (Total)
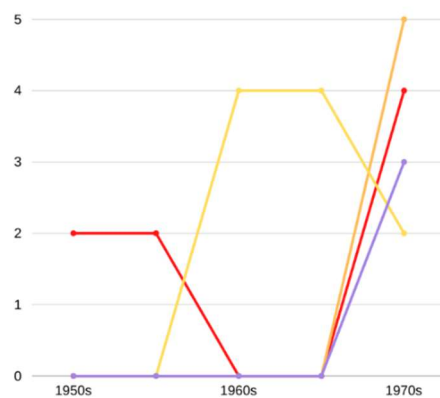
Indicator Trend Table (World)
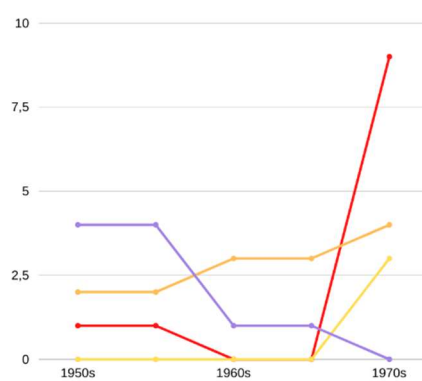
Indicator Trend Table (Turkey)

In every 3 trend Tables, it appears that the capitalism barrier for socioeconomic disadvantage in education have increased, especially after the 1960s. However, the state barrier that validates the hypothesis also increases gradually over the years in given period in each 3 charts. When financial barriers are examined, the frequency of financial barriers in Turkey, which has declined sharply, is remarkable, while this barrier fluctuated chronologically in the world. While the family barrier was absent in the 1950s and 1960s' Turkey, it has seen the highest frequency in world sources in the 60s.

CHAPTER 7: DISCUSSION

There are obvious inequalities in the education system and some are related to cultural capital. In this research report, our aim is to assess the barriers to access to cultural education in the world and in Turkey for the period 1950-2020 and to analyze. The report contains information both from Turkey from the world.

While investigating barriers to access to education, 6 important subheadings were identified: gender, family, socioeconomic status, cultural capital, cultural identity and popular culture. Each subject was researched by the senior students of the Izmir University of Economics, and then all data were combined in this report.

Looking at the world, it was easy to find data for all indicators, as there were many studies about the socio-economic status and educational status of the family, participation in cultural and extracurricular activities, and especially students' language skills. These indicators have been found to lead to inequality in access opportunities. For example, students who participate in cultural and extracurricular activities have an increased chance of being successful in later academic life and finding more opportunities in education and working life. Looking ahead to Turkey, the situation is more difficult. First, we see an unsettled education system due to political and economic issues. Despite this, the most frequently mentioned theme is language skills. In a nationalist liberal system, it is clear that students value language skills: there are many studies or articles focusing on reading habits and its impact on academic life.

There is a lot of media material between 1965-1980 that criticizes the education system. These sources especially criticize the closure of the Village Institutes. Village Institute, has an important place in Turkey's education system for our research; Since the education system in the Village Institutes supports the students' cultural capital. In addition, it is stated in the books that the cultural capital and economic capital of families are insufficient to support their children. To sum up, Turkey, because of macro-economic and political issues could focus on the relationship between cultural capital and education.

Gender has a critical position in our country. Inequalities in access to education have also been noticed due to our gender roles that come from our culture. One of our findings is that girls' education life is put at risk first when compared to boys. Unfortunately, these roles continue to be replicated as part of our cultural identity today. Nevertheless, with the opportunities that come with modernization, the concept of gender could be broken down a bit.

The socioeconomic status of the family and family has been one of the striking factors. Children who could access education in line with the opportunities provided by the family were affected not only by the financial resources of their families but also by their values. The education system, which was opened to privatization in the neoliberal order, increased the importance of the financial resources of families for children. The barriers to access to education, which have become widespread with privatization, should be reduced with good planning.

In summery, the most critical obstacles to access to education are gender, socioeconomic status and family. Especially in the neoliberal order, the importance of socioeconomic status has increased and the gap between classes has widened. In addition, our cultural values and identities, including our gender roles, have been replicated through our families and added to the barriers to access to education. If this report, which can be regarded as a situation analysis, is taken into consideration by the institutions and improvements are made in the education system, these obstacles can be easily overcome.

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