

Chapter 7

TEACHERS' AND PRINCIPALS' VIEWS ON THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME IN TURKEY¹

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INTRODUCTION

Today, societies are changing rapidly, and this change and development are manifested all over the world. With advanced technology rapidly encompassing the whole world, worldwide communication has become easier, and it has been possible to reach everything in a very short time, which has made the borders between countries lose their meaning. The phenomenon of globalization, which is the result of all these, is reflected in education as well as in social, cultural, and economic life. Designing education systems that can adapt to the changes and developments and that can respond to the needs of societies and individuals has been among the most important priorities of all world countries. Only a quality education system can raise individuals equipped with qualifications required by modern science and technology and society and working life (Gultekin and Anagun, 2006). Therefore, when designing education policies, education policy makers should consider this process of change and development and the qualifications that future generations need to possess.

Like all other countries, Turkey has been affected by the change and transformation process brought about by today's age, and the necessity of restructuring the education system to keep up with this change has emerged. Thus, it has been necessary to reconsider the education programs constituting the backbone of the education system and to redesign all dimensions ranging from objectives to content, from educational activities to assessment. This change needed in education policies, in fact, points to the necessity of changing perspectives on education. According to Bolat and Celik (2014), the factors that constitute today's philoso-

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the IB Diploma Programme to foreign universities, it may be suggested to make a detailed presentation to students while they decide on which university and department they will apply for. Some international universities admit students according to their IB Diploma grades, and course exemptions are granted to students who graduate from the Programme. Considering that the participants think that the IB Programme is more advantageous for students to be admitted to international universities, Turkish universities can use the same system. Taking into account the participants' views on the assessment process in the Programme, the teachers involved in the Programme can be provided with the support of International Baccalaureate examiners so that they can better guide their students in the process.

Finally, since the International Baccalaureate Programme is not widely implemented in Turkey, especially in public schools, the number of Turkish studies on this subject is limited. Conducting more studies on this subject may contribute to the relevant literature. In Turkish schools, the Ministry of National Education Program is implemented, and most of the schools do not implement an extra program. The schools that implement the IB Diploma Programme are mostly private schools. The Programme can be integrated into public schools, or the Ministry of National Education program can be revised according to the Programme.

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