

*The Investigation with Correspondence Analysis of the Decisions of the Supreme Council for
Science and Technology (SCST) between the years 1989 and 2014*

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Summary

INTRODUCTION

In recent years, there has been a shift in the ideas regarding the relationship between science and technology (Barnes, 1982). According to Barnes (1982), although science and technology can maintain their existence as institutionalized activities that are independent of each other, there is, in fact, a weak, very complex and interactive (Brooks, 1994) symbiotic relationship between them, which brings mutual benefit to both (Barnes, 1982). Brooks (1994) likens the relationship between science and technology to double-stranded DNA, which can exist independently, yet which in fact is not functional until it is matched.

In Turkey, the search for a policy to be followed in the field of science and technology and the development of the first policy started with the Planned Era (1963). The first institution that played a role in managing scientific activities was the Scientific and Technological Research Council of Turkey (TÜBİTAK) (Yıldız, Ilgaz & Seferoğlu, 2010; Göker, 2002). According to Göker (2002), what was in question was a science policy. Technology policy, on the other hand, first appeared in the Fourth Five-Year Development Plan (1979 - 1983). When evaluated in terms of science and technology policy, it is seen that Turkey prepared three strategy papers (Turkish Science Policy 1983- 2003, Turkish Science and Technology Policy: 1993- 2003, Vision 2023: Science and Technology Strategies), and 27 meetings were held under the supervision of the SCST.

The SCST was established on October 4, 1983 by the Statutory Decree No. 77 published in the Official Gazette No. 18181. The aim of the SCST (1983) is "to determine, conduct and coordinate the research and development policies in the field of science and technology in accordance with the economic and social developments and national security goals" (Statutory Decree No. 77). The main responsibility of the SCST is to assist the government in the identification of long-term science and technology policies.

PURPOSE

This study examines the decisions taken by the SCST about education, technology, science, health and research fields during the meetings between the years 1989 and 2014 through conformity analysis. Also, the study aims to identify the decisions taken on technology, science, health, and research fields and to discuss the decisions made with regard to education.

METHOD

A mixed method research design was employed in the study. Both the phenomenological approach, which is one of the qualitative research methods, and the conformity analysis, which is an analytical method, were used (by using the results obtained from the qualitative research method).

FINDINGS

The decisions on education did not increase as years passed; they were not carried out within a plan; and they were unevenly distributed across the years. It can be said that

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more decisions were made by the SCST on technology compared to those on education. It is also seen that decisions on science were taken only in six meetings, and they are fewer than those on technology and education. The decisions of the SCST on health are the most limited. When the decisions on health are examined, it is seen that only in the year 2005, two or more decisions were taken, and no other decisions on health were made until the year 2013. The decisions on research, on the other hand, were mostly taken in 1989 and in the 2000s.

DISCUSSION and CONCLUSIONS

It can be stated that the majority of the decisions on education are related to higher education, and that the decisions on the other levels of education are limited. The decisions on higher education include raising scientists; emphasizing the innovative and entrepreneurial identities of universities; restructuring the graduate programs, scholarships and university entrance exam; and reversing brain drain. Other decisions on education are developing strategies for gifted students, developing a digital version of the educational materials used in the primary and secondary schools and at undergraduate programs in universities, and improving foreign language education. The SCST has been developing policy instruments to stimulate innovation and entrepreneurship at universities.