

## SECTION 4. NEXT STEPS

Throughout the last several years, the Government of Turkey has adopted a more open process for planning and implementing education policy. Increasingly, the government is listening to and working with nongovernmental organizations and other stakeholders to facilitate broader participation in education policy formulation and more successful implementation of government programs. Moreover, it has been encouraging closer collaboration with international organizations that work in the sector, including the World Bank, the European Union, UNICEF, and the European Investment Bank, among others.

This gradual change towards a more open dialogue and collaboration with all stakeholders is part of an evolving process of education policymaking in Turkey. Indeed, since the late 1990s, policy development has included more actors than it did previously; emphasized non-traditional and more transparent processes, partnerships and institutional arrangements; and generated flows of information and analysis among institutions that both critique and support policy reform. As a result, education policy is increasingly being formulated by a process of organizational learning within and among institutions, especially through dialogue between policymakers and practitioners.

Turkey should continue to sustain and improve these open processes in the development and implementation of education policy. Much of the policy work that has been formulated so far, including the policy options outlined in this report, still requires successful implementation. In addition, the leadership of the Ministry of National Education should mandate more open dialogue and effective communication processes across the educational system, processes that should include senior MONE officials, general directorate managers and staff, provincial managers and staff, and school principals and teachers. Such open communication is needed to enhance the entire implementation process and itself constitutes a critical success factor for achieving change.

Given the new context for policy formulation and participatory implementation, it is expected that MONE will continue to develop new institutional practices, internally as well as externally, with its collaborating partners. These practices, which will continue the paradigm shift discussed in Section 1, need to address leadership and a willingness to accept change on the part of decision-makers, capacity development, and support for changes in the knowledge, attitudes and practices of staff across the Ministry, allowing staff to focus on implementing the overall education strategy. It is expected that these efforts will generate a flexible and dynamic environment necessary for change.

In conclusion, the World Bank recommends that MONE consolidate and deepen the emerging education sector strategy by incorporating, as appropriate, lessons learned from the analysis of policy options presented in this Education Sector Study and initiatives taken in other countries and in other sectors. In addition to deepening the existing strategy and seeking to extend public understanding and ownership of the strategy, the Ministry could develop it further by: (i) including specific targets and schedules, (ii)

delineating financial requirements to implement it over a specific time period, including through the development of a medium-term expenditure framework; (iii) assigning clear responsibilities to managers and staff, and authorizing them to take the related decisions on policy and implementation; (iv) delegating greater decision making authority and accountability to local actors and practitioners, as appropriate; and (v) instituting a process of adaptive, collective learning and feedback during implementation.

The steps described above will ensure that the government can successfully call upon stakeholders and other partners to contribute, both technically and financially (and in a more efficient way), to achieving the goals of an education system that will serve Turkey in its pursuit of European integration and global competitiveness.