

Turkey-Education Sector Study

World Bank – State Planning
Organisation

17 March 2006

Müjde Gürlek

TÜSİAD Education Working Group
Member

Pre-School Education

◆ TÜSİAD published “Right Start: Pre-school Education in Turkey” in June, 2005”

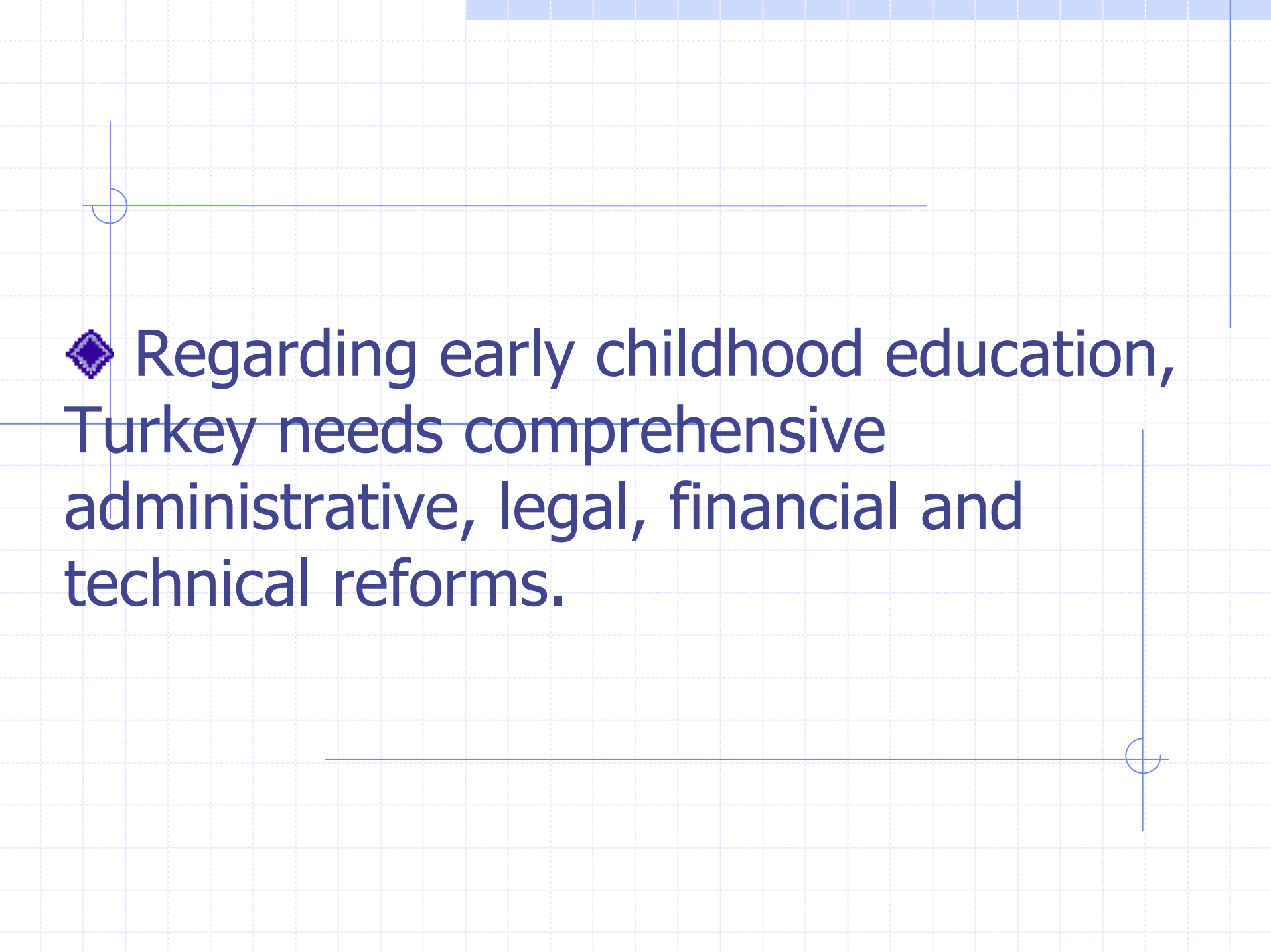
(You can download the report from <http://www.tusiad.org/rapor.htm>)

Early Childhood Education

- ◆ In Turkey, the priority has been given to primary school education
- ◆ The share of pre-school education expenditures is;
 - 0,1% of the total budget
 - 1% of the Ministry of Education Budget
- ◆ European Commission 2005 Turkey Progress Report;
 - Despite the 68% schooling rate increase within the last four years, only 16% of the age group could attend pre-school education.

The Current Situation and Problems in the Early Childhood Education

- ◆ Most of the pre-school educational institutions provide services in the big cities of the west regions of Turkey
- ◆ Most of the pre-school educational institutions are not free from fee-paying
- ◆ The only purpose of early childhood education is considered as preparing children for primary school education
- ◆ Providing services only in corporate models negatively affects access to pre-school education.
- ◆ Individual differences are not taking into consideration in the preparation of educational curriculum.



◆ Regarding early childhood education, Turkey needs comprehensive administrative, legal, financial and technical reforms.

Early Childhood Education Approach

- ◆ Instead of “pre-school education”, “early childhood education” approach should be adopted.
- ◆ In the first stage, free early school education services must be compulsory for the age group of 6.
- ◆ Access to the educational services should be increased to 100% in 2010 for the age group of 6.
- ◆ In the medium term, for the age group of 4-5 years old and in the long term for the age group of 0-3 years old, same implementations should be applied.

Distribution of the Early Childhood Education Services Between Models

Years	6 years old (61-72 months) population (1000)	Schooling rate % (1000)	Number of Pre- Schoolers (1000)	Corporate Model (1000)	Other Models (1000)
2005	1.286	28	360	333	27
2006	1.274	58	739	662	77
2007	1.284	70	899	799	100
2008	1.289	80	1.031	896	135
2009	1.299	90	1.069	982	187
2010	1.304	100	1.304	1.043	261

Needs for Classrooms, Schools and Teachers According to Years

Years	Number of Classrooms Needed	Number of Schools Needed	Number of Teachers Needed
2005	16.650	3.330	16.650
2006	--	--	16.450
2007	3.325	665	6.850
2008	2.425	485	4.850
2009	2.150	430	4.300
2010	1.525	305	3.050
Total demand	9.425	1.885	35.500
Total capacity	26.075	5.215	52.150

Resource Needs for The Public (million dollars)

Expenditure items	2006	2007	2008	2009	2010	Total
Corporate Model (public)	1015.2	1218.2	1310.2	1361.17	1363.8	6269.1
School building and equipment	---	86	61	54	39	240
Administration costs	975.6	1132.2	1249.2	1307.7	1324.8	5989.5
Other models (public)	7.7	10	13.5	18.7	26.1	76
Total Public	1022.9	1228.2	1323.7	1380.4	1389.9	6345.1

Total Cost of The Corporate Model Per Student/Year

	Investment Cost	Administration Cost	Total
Corporate Cost	115\$	1800\$	1915\$

Total Cost of the Other Models Per Student/Year (Except the Corporate Model)

Other Models	400\$
-----------------	-------

Private Sector and Early Childhood Education Programme

- ◆ Private sector needs to be encouraged to invest in early childhood education.
- ◆ New investments can be provided by public-private partnership.
- ◆ Provincial local administrations and local governances should support building schools either by their own resources or their initiatives.
- ◆ NGO's should be allowed to have the same benefits as private sector in terms of government supports
- ◆ Regarding EU funds, early childhood education should have a priority.

Administrative and Institutional Reform Proposals

- ◆ 'Pre-School Education General Directorate' should be named as 'Early Childhood Education General Directorate'
- ◆ 'Early Childhood Education Coordination Board' needs to be established under the MoNE's structure, for providing the coordination between the relevant institutions.
- ◆ Specifications and minimum standards should be defined for corporate and other models.

Early Childhood Education and Turkey

- ◆ Early childhood education will;
 - increase education level of the society,
 - provide a healthier society,
 - contribute to the social cohesion and
 - strengthen the human capital.