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## DECENTRALIZATION OF EDUCATION SERVICES AND APPLICABILITY IN TURKEY

**Fuat UZUN**

*Deputy General Manager Ministry of Environment, Urbanization and Climate Change, Ankara, Turkey,*

*fuat.uzun@csb.gov.tr*

*ORCID: 0000-0002-3069-4758*

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### ABSTRACT

Today, in the field of public service, it is very important and rooted in theory and practice all over the world changes are occurring. These changes are; change in the perspective of the state, management and service localization, and demilitarization. The management logic and techniques in the private sector manifests itself as the application of its management and services. In this direction, change on educational services are among the most important public services. Data are collected from national and international researches, report from OECD, World Bank reports and database, EU publications, UN IIEP (International Institute for Educational Planning) publications, Ministry of Education studies, thesis from Turkish Higher Education Council database, and articles from experts and researchers. The financial data are taken from the Ministry of Education, Ministry of Treasury and Finance, Ministry of Interiors, and the municipalities' annual reports. This research is prepared to search the feasibility of decentralization of education services in Turkey. In this study, the results of the existing theories and the localization of educational services combined. Thus, the possible positive and negative effects of the decentralization of education services, negative economic, social and political effects have been tried to be revealed. In this context, legal ground, political environment, technical, administrative, and financial capacity of local government units, rent status, equality, necessary for the localization of education services in Turkey within the framework of factors such as the existence of the infrastructure is also examined. As a result of the study in question, there is a global scale decentralization in the field of education. There is a decentralization flow, but the current conditions of the decentralization of education services (especially under the responsibility of municipalities) in Turkey and the criteria discussed and it is concluded that it should be handled very carefully in terms of has been reached.

**Keywords:** Decentralization, education services, decentralization of education, Turkey.

**INTRODUCTION**

Especially in the 1980s, when neo-liberal approaches were dominant, in the world and in Turkey, as in almost every subject, public administration, public goods and services had also led to a change in many perceptions. Until the 1970s, there was a big change. The traditional understanding of public administration, which has continued for more than a century without interruption, has emerged from these years. Afterwards, it started to be exposed to heavy criticism with the effect of neo-liberal approaches. When it came to 1980s, new public administration advocates were bureaucratic, insensitive, inefficient and they began to focus on the need to reform cumbersome management models (Sözen, 2005, pp. 31-37).

The content of this reform; the structure of the state, its field of activity, society, individual and market relations, service methods, the roles and status of employees, in short, public a comprehensive and radical restructuring process of the government in its relations with itself and with its environment expresses (Eken, 2005, p. 30). This new understanding means that the state is out of the producer position, market mechanism and the preference and encouragement of decentralization, private and voluntary act as a catalyst between organizations, and ensure that citizens are perceived as customers argues that different preferences should be offered to them (Bilgic, 2008, p. 37). This is in question factors openly encourage decentralization, privatization and liberalization principles of public goods and services and the techniques of providing public services have been changing.

Educational services have also taken their share from this change process and in many countries of the world has been under the influence of the change created by the decentralization movement. In this study, education in Turkey is examined the feasibility of localization of services. For this purpose, existing decentralization theories and practice related to the decentralization of education services results are combined. Thus, the emergence of education services with the localization, possible positive and negative economic, social and political consequences have been studied. In this context, the legal ground, the political environment, the technical, administrative education in Turkey within the framework of factors such as financial capacity, rent status, and equality concerns are examined.

The existence of the necessary infrastructure for the localization of the services has also been examined. As a result these researches, both with its economic, social and political dimensions and with its other internal localization trend in education services examined within the framework of current dynamics. There are political, administrative, economic and cultural dimensions that are increasing in importance day by day the concept of "localization" finds application in many countries. From the early 1980s unique, universal in terms of localization (Dyer and Rose, 2005, p. 105), which has gained popularity since and a single definition cannot be made.

Despite this, localization decision-making responsibility power and authority between organizations, from higher-level institutions to lower-level institutions transfer (Leung, 2004, p. 1), lower than the central

government in the political, administrative and national hierarchy the transfer of power to the administrative units at the level, the decision-making power from the central government its spread over a wide area such as its transfer to regions, municipalities or local governments has been seen that it is defined as a tool that ensures the participation of governments and citizens (Yuliani, 2004).

According to the World Bank definition, localization public authority and responsibilities, from central government to provincial organization and local governments or semi-autonomous is expressed as transferring it to management organizations and/or the private sector (Keskin, 2008). As can be understood from these definitions, public activities are organized by organizations close to the public implementation is emphasized and the weight of semi-autonomous, voluntary and private organizations is being increased. The decentralization of education means policy making methods in school systems, sharing resources, spending income, training teachers, determination of the schools and the operation or management of the schools transferred to the local is the process (Winkler, 1989, p. 2, Edquist, 2005, p. 19, Keskin, 2003).

With the localization of the above-mentioned education components, lower levels of management are authorized, is being attempted. Educational services, under the umbrella of administrative decentralization and within the framework of the definition made deconcentration, delegation and devolution methods are used. Deconcentration (Width of Authority): deconcentration, the entire control center expressed as the transfer of management responsibilities from central to local governments. (Hinsz et al., 2006, p. 3, Dyer & Rose, 2005, p. 106, Lo, 2010, p. 129). In other words, the management at the lower level hierarchically within the central government organizations. The transfer of authority to the lower levels (provincial organizations of the center) is called deconcentration. (Yilmaz et al., 2012, p. 19). This is a localization used especially in Latin American countries form (Winkler, 1989, p. 4). It can be defined as the weakest type of localization deconcentration (Keskin, 2008, p. 3) in the form of establishing the local organization of the ministry of education is implemented. In this method, the duties of local units are clearly defined and they get their references from ministries. In this method, the duties of local units are clearly defined and they get their references from ministries, in this respect, the "Branch Model"

The so-called localization model is the most widely used model in basic education, preventive health services, and agricultural services (Silverman, 1992, p. 1). In this context, education in Turkey services with a deconcentration qualification (Provincial and District Directorates of National Education) organization can be semi-autonomous by the central authority. It is the lending of power and authority to organizations and lower levels of management units. In other words, the given authority can be withdrawn (Lo, 2010, p. 129). Central in the delegation, which is the administrative level before the devolution management has only indirect control. Governments have direct management empowerment when it is not available and increasing costs are difficult to control. They can create flexible organizations that they can delegate. Regional development, infrastructure investments, it is frequently used in applications such as transportation projects and the creation of private school areas is a method. In the structuring created with the delegation method, there is no fragmentation in the service can be the subject of health and education, etc. coordination of services with ministries problems

may arise (Mutlu, 2006, p. 34, Özmüş, 2005). Nevertheless the duties and functions of the administration to autonomous public institutions such as regional development agencies, in which its functions are transferred, is most widely used in the education sector, especially in the applied at the level of vocational education and higher education (Winkler, 1989, p. 4).

In this context, certain semi-autonomous public institutions (YÖK and Universities) in Turkey should be stated that educational services are managed and delivered, and that the delegation model applied must be stated. Educational services in Turkey, provincial organizations of the central administration (Provincial and District National Education administrations), and semi-autonomous public institutions (YÖK & Universities) are made and offered. This situation is in terms of localization of education services evaluated, deconcentration and delegation models in education services in Turkey appears to be implemented. For this reason, the study also includes the education services devolution model analyzed over.

Devolution: Devolution is the most important form of administrative decentralization and it is seen as a real decentralization (Yılmaz et al., 2012, p. 19). Because, this level of delegation of responsibility and authority without the direct control of the central government takes place (Edquist, 2005, p. 10). Which is a more advanced type of localization than delegation devolution depends on the existence of local units with the authority and autonomy to collect and spend revenues allows. The boundaries of local government regions are drawn, their legal status is clearly defined, units with a set of functions that can collect, increase and spend income they have become. From the center to the provincial and local governments, not only administrative functions, but also occurred during the transfer of authority. However, there is still partial dependence on the central government and rarely fully autonomous (Mutlu, 2006, p. 35, Özmüş, 2005, Tatar, 1993, pp. 140-141). At this level, the transfer of power is continuous or delegated authority cannot be easily recovered. The devolution process is accompanied by the strengthening of local authorities may result in the creation of community-funded and managed schools it is seen that this method has come to the forefront as a way (Hinsz et al., 2006, p. 3).

A concrete example of this type of decentralization from the Turkish education system is the special provincial administrations or some powers of the central organization of the Ministry of National Education (curriculum creation, revenue collection, etc.) can be expressed as the transfer case (Yolcu, 2010, pp. 255-256). The need for localization in education is one of the new developments in economy and technology originated. Along with these developments, several other factors were effective in the process of these the first is the debates in politics and economics in the 1970s and 1980s. In this period the Keynesian system of thought, based on strong centralized governments, would disintegrate or started to weaken. A similar situation was experienced in Russia and Eastern Europe.

As a result of the collapsed central and planning management approaches, the central role of governments has decreased and the power of the market has begun to increase. In other words, education system, resource

allocation according to market principles is more efficient than a centralized system the view that is a coincidence has begun to be accepted (Edquist, 2005, p. 21, McGinn & Welsh, 1999, p. 27).

Secondly, the experience of economic and financial globalization was affected central government has weakened. In the weakening of central governments, on the other hand, supranational institutions efficiency of market-based decision-making processes development strengthened local groups. Administrations have become difficult to find resources for social programs. As a result, decentralization advocates argued that the role of non-governmental organizations and privatization should be increased, which was also reflected in education services (McGinn & Welsh, 1999, p. 27). Indeed, developing the increase in enrollments at primary and secondary education level in recent years in countries with increased its spending rapidly. Central governments are concerned with education in this process. They started to experience serious financial difficulties in expanding the opportunities. The financial problems are likely to be followed by declines in the quality of education. Therefore, the management an effort has been made to make the lower levels of education more relevant to the financing of education. Such an effort the purpose of entering is to introduce new resources to increase both the quality and quantity of education and to alleviate the burden on the national budget (Winkler, 1989, p. 2, Edquist, 2005, p. 19, Hinsz et al., 2006, pp. 4-5).

Third, the registrations in the world education system in the specified periods are compared to previous years increased by two to three times. This increase will be made in the name of education on the national budget, started to create a large burden for expenditures. The number of teachers and students increase, there is a centralized bureaucracy capacity that wants to maintain quality failed to lift the load. Public dissatisfaction resulting from this situation pressure to give decision-making power to local groups. Sector was also affected by this change (McGinn & Welsh, 1999, pp. 27-28). Also in education search for efficiency and productivity and the centralized education system's higher unit in education there is general agreement that it causes costs. Accordingly, educational responsibilities local variations in different societies, if left to lower levels of government will be analyzed better and there will be reductions in unit costs (Hinsz et al., 2006, pp. 4-5).

The thought that making the simplest decisions in a centralized system takes a lot of time is a problem. Constitutes another reason. If time saving or bureaucratic bottlenecks it is desired to be eliminated, the opinion that the decision-making power should be left to the local authorities is dominant. On the other hand, in order to ensure effectiveness in education, social groups and families should be involved in education participation needs to be increased. Families and social groups are involved in decision making more willing to contribute to matters such as money, manpower, and the management of education or their participation in these processes will increase. As a result, parents participating in the decision-making process bring positive behaviors about their children's education that is in their favor (Winkler, 1989, pp. 2-3, Edquist, 2005, pp. 19-20).

The fifth factor is the sharing of power and the involvement of marginalized groups in the society a way will be opened. Power and authority with units at lower levels of management sharing will enable marginalized groups

to better express their own needs and will contribute to the formation of an effective and efficient education system (Winkler, 1989, pp. 2-3, Edquist, 2005, pp. 19-20).

Finally, the innovations in information and communication technologies, decentralized management gives the opportunity to have significant control over systems. The result of this as central administrations can give local bodies have a say in the management of education. But, control over the quality and aims of education remains central in the administrations (Edquist, 2005, p. 21). In summary, local governments on education the underlying reasons for having a say are the possible positive expectations from localization. meet on the same basis with effects. Control over the quality and aims of education the fact that it is in the hands of the central government is a way of minimizing the negative effects that may occur seen as a way.

## **METHOD**

### **Research Design**

This research is "destructive" and the data are collected via "literature review" methodology (Karasar, 2016). In the research, documents and reports related to the subject were examined in depth, and a qualitative research approach was followed by defining situations and themes depending on the situation.

### **Research Samples**

The samples of the research are local governments and municipalities of Turkey. The education projects and contributions of local governments and municipalities are analyzed and the research is based on those efforts and results of implementation reports of those institutions and organizations.

### **Data Collecting and Analyzing**

Data are collected from national and international researches, report from OECD, World Bank reports and database, EU publications, UN IIEP (International Institute for Educational Planning) publications, Ministry of Education studies, thesis from Turkish Higher Education Council database, and articles from experts and researchers. The financial data are taken from the Ministry of Education, Ministry of Treasury and Finance, Ministry of Interiors, and the municipalities' annual reports. This study covers the time period from 2017 to the present. Searches were made using the keywords localization, education services, education localization and Turkey. After collecting data, those are divided into groups according to topics frame. The data were analyzed using the descriptive content analysis technique, one of the content analysis methods. Data are analyzed by destructive statistics tools and tests according to International Comparative Research Methodology to reach findings and results.

## **FINDINGS**

In short, the decentralization that is tried to be realized with the reforms in public administration in Turkey. The services undertaken by local governments in a centralized structure are at an acceptable level. The existence of the administrative, technical, financial and managerial capacity that can be fulfilled is questioned (Acar & Gul,

2007, p. 277). However, one of the important practices of decentralization in education is school. The key element in the success of the implementation of based management is capacity building at the local level is the existence or creation (Caldwell, 2004, p. 7).

Especially in developing countries, poverty, socio-economic inequality, political decentralization due to competition and efforts of local interests to take over local governments negative results can be obtained from its applications (Merrouche, 2007, p. 2). Efficiency, transparency and accountability in the field of service with decentralization in education positive developments can be achieved and corruption can be prevented. On the other hand, the field of education service can be seized by local interest circles, populist resources allocated for education for the sake of objectives can be transferred to other fields (Eğitim Sen, 1998, p. 47). In other words, instead of using the resources for education, local politicians should build roads or in areas that serve short-term and local interest groups, such as building irrigation canals they can use (Keskin, 2003). Especially with the motive of re-election of local units. Considering that it will increase the possibility of corruption in the field of education. In this topic debates that the bureaucrats in the central administration will not act with the motive of being elected, and therefore, it continues with the thoughts that corruption will be less. Moreover corruption will occur in both administrative units, but smaller in local units. It is stated that there will be large-scale corruptions (Prud'homme, 1991, p. 219, MartinezVaguez & McNab, 2001, pp. 23-25, Scott, 2009, p. 11, Sakinç, 1998, p. 107).

If we look at the data on the subject from the perspective of Turkey; both local and where there are problems with accountability at the central level, it can be said that the mechanisms controlling the applications have improved in recent years. In Turkey, as in theory, local politicians are more likely to respond to demands from local interests than central politicians. It is a fragile structure. In fact, this situation causes the trust towards the said units, the service it is also reflected in their satisfaction and corruption perceptions. Therefore, local politicians based on the values of trust in politicians and politicians, with the desire to be re-elected, it can be said that it is in a more open position to concessions to be made, including in the field of education.

At this point, one of the positive gains that can be obtained with the localization of education must be mentioned. Because the localization in the field of education, the monopoly formed in this service field may lead to the formation of a more transparent and accountable structure. To this end, increasing the participation of individuals in management through decentralization in education. However, in Turkey, there are democratic, socio-economic, socio-cultural and similar in every field where education service is localized due to human capital differences. The results seem difficult to obtain. The different results that will occur are in the service area cause the veil of uncertainty and inconsistency to be drawn over the transformation to be experienced.

Services in revenue and expenditure capacity between regions and local governments costs and differences in service quality cause labor and capital movements. As a result, significant inequalities in regional resource and income distribution will result. It is stated that it will take place (Ulusoy & Akdemir, 2009, pp. 266-267).

Aforementioned considering that inequalities exist under current conditions for Turkey, education seems difficult to achieve positive results with the localization of services.

Indeed, the decentralization of education services is in some ways resource and income. While increasing the imbalances in the distribution, it can reduce it in some respects. But to the event if we look within the framework of the results obtained from international practices, in the current order educational services in a country where there are inequalities in resource and income distribution. It is stated that localization may increase these imbalances even more.

Under the current inequality of income and resource distribution in Turkey, the education localization; although it is not the only influential factor, it is related to individuals, resources and education organizations in certain regions and provinces (in the Marmara Region or in the province of Istanbul) can be considered as a factor that will cause concentration. Because sometimes it is special development of the sector allows families who want to send their children to private schools to rich regions may result in settlement (Hinsz et al., 2006, p. 21). In other words, every citizen can migrate to the appropriate area for its own service bundle.

With the decentralization in education and other service areas, the citizens' desires socio-economic and economic relations between regions and provinces with the migration to areas suitable for the service bundle socio-cultural differences may increase even more. Unplanned and unscheduled disproportionate migrations, imbalances in the distribution of the population across the country, unbalanced investments distribution, the proportion of unemployed people in cities and the amount of infrastructure services (road, water, electricity) may exacerbate inadequacies. In addition, rural investments may become inefficient and irregular urbanization may increase, industrial facilities may remain in the city, rural settlements may lose their dashing, young, resourceful and entrepreneurial elements, and there will be a housing shortage in the cities (Özdemir, 2012, pp. 10-14).

Deconcentration and delegation level of decentralization in education services while there are problems mentioned in Turkey, where localization is applied, it may be a very optimistic approach to believe that it will contribute in this direction. For example, in education concentration of the population in certain regions with localization may cause the existing infrastructure to become inadequate. Qualitative improvement in education in the regions decrease in infrastructure investments that provide can concentrate. This situation causes the interregional development gap and may be individuals who cannot receive education in educational areas or there may be more people in underdeveloped areas. Therefore, Turkey's regional resource distribution and income distribution in recent years. His efforts to rectify injustices may be insufficient. Findings of the research; It should support the purpose and problem of the study. In the Results section, only the findings should be presented and explained. Never comment. The comment should be made in the discussion and conclusion part. In the Findings section, explanations can be made using tables, figures, graphics or pictures when necessary.



## CONCLUSION and DISCUSSION

The developments in the world and the Turkish education system with the effect of these problems, decentralization, school-based education, in administration more effective and efficient in education, such as management, the participation of the society in school-related issues models aiming to provide. Already in Turkey one of the most important innovations and regulations since the founding years of the Republic one of the top priorities was education. Education determined social and economic areas and has been seen as one of the most important and valuable tools in achieving goals.

This authority of the central government to direct in line with social goals and expectations occurred. With this method, unity of education and systematization of education were ensured, the foundations of a modern education system were laid (Kurt, 2006, p. 61). But to date approaching, it was understood that the existing structure was insufficient, and this inadequacy led to various reports, theses, government programs, development plans, and education councils. If we consider the localization efforts in the Turkish education system within the framework of these studies:

Local governments in Turkey are political powers from top to bottom created by regulations. For this reason, it is under the intense control of the center in many respects remained. Local governments, under the tutelage of the center, sometimes increased their duties and while it is an important unit with responsibilities, sometimes it is the service of the central government became a presentation tool (Bucak, 2000, pp. 51-95). During the Ottoman Empire, education and so on type of foundation and guild in social services is known that restructurings are especially heavy in terms of financing the first of the republic in the years of 2007, ministry and special provincial administrations have a significant impact on education. Closing schools, reducing and increasing teachers salaries, auditing schools, preparation of the education budget, and the education tax to be collected from the public on the basis of individuals special provincial administrations and municipalities are responsible for issues such as the determination.

Two other important developments in Turkey, regarding the localization of education are "Education Region and Education Boards Directive", Total Quality Management and Curriculum Laboratory Schools Regulation (Keskin, 2003). In addition, in line with the plans of the World Bank, another development experienced is the practice of Parent-Teacher Associations. Running schools in Turkey the task has been given to the school-parent unions. Brought into the National Education Basic Law with a change, the unions, which were subject to a new regulation in 2004, were made by the parents and the society accepting donations from various sectors, establishing small businesses within the school (canteen, buffet, tea shop, stationery, photocopy, etc.) and renting out various school areas (sports and "School Family Businesses" by carrying out activities such as conference hall, garden, etc.) it has been transformed (Keskin, 2008, p. 7).

In particular, the government established in the 1980s and after, when liberalization movements accelerated, inconveniences created by the central government in the programs of it was emphasized that more responsibility should be given to local government units and opinions were expressed in line with the

understanding of localization (Bucak, 2000, pp. 51-95). A similar understanding can be seen in development plans. Education system is necessary to reorganize the society in a way that will take it forward, the demand for education has increased and educational institutions should be structured accordingly, in the plans where the basic principle in the structuring of the school should be based on the school-workplace integrity are some of the remarkable expressions (Bucak, 2000, pp. 51-95).

In the National Education Councils; in the name of efficiency in the National Education Organization arrangements and the re-organization of the Central Organization of the Ministry of National Education structuring, distribution of authority and responsibility between central and provincial organizations need, reduction of the scope and size of the central government, participation of local governments and making legal arrangements to ensure its contributions, giving more authority to the provincial organization and responsibility, decision-making by educators, provincial administrators and the public. In addition to these, the Turkish education system has its own subsystems and to be handled in a way that will form integrity with the environmental systems is associated with within the framework of the delegation of authority to the administrations, the distribution of teachers and investments in local units ensuring that they have a say in planning, in terms of on-site use of resources local structuring in education, administrators, teachers, students, parents, unions, and professions there are articles such as ensuring the participation of institutions in the management of education (Deniz, 2001, pp. 57-103). Reflecting on the aims of the National Education Councils and taking the discourses that shape the decisions, the thought of localization of the education system can be considered as an important infrastructure for the name.

In the European Union Progress Reports, the Ministry of National Education spends most of its time, in the Turkish education system, since it dedicates itself to the administration and administration of the school system is mentioned that there is mainly central level organization and units and resources are largely in the service of strategy and policy development, education is stated that it should focus on efforts to improve innovation and quality. With regard to education, responsibilities such as the management and administration of the school system are transferred to provinces or it is recommended to transfer these tasks to lower levels (localization) by transferring them to districts, is being done. However, this change requires the necessary capacity at both the central and local levels. Indicated by its existence arising from the employment market of the education system.

The need for reform in order to ensure that has a structure based on demand is also necessary clearly stated in the reports. In the same direction, discourses draw attention to the subject and academic studies and on the decentralization policies of education service managers in education thoughts were analyzed. Some studies related to education although there is a consensus on decentralization of responsibilities, concerns especially in financial matters and that the central government should be included in the system due to these concerns (Bucak, 2000, pp. 51-95).

The most serious step in the final stage was taken in 2003 and the Public Administration Basic Law was prepared. Purpose of the law: “participatory, transparent, accountable, human rights and establishment of a public administration based on freedoms; fair, expeditious, central administration and local administrations in order to carry out quality, effective and efficient determination of duties, powers and responsibilities; reorganization of the central government structuring and regulating the basic principles and principles regarding public services” has been called. In line with this purpose, the establishment and functioning principles of public administration determined. Among these, the most striking ones about localization are; “public services continuous improvement, participation, transparency, accountability, predictability, pertinence, confidence in the statement and the needs of the service users and focus on the results of the services, duties, authorities and responsibilities, it is given to the most appropriate and closest unit to the beneficiaries, and the basic decisions regarding public services are made professional organizations and non-governmental organizations in the nature of public institutions, comments and suggestions are used” expressed as principles. This law also the scope of duty of the central administration has been tried to be drawn and it has been tried to determine and regulate the general policies, such tasks were left to the central administration.

Municipal Law No. 5393 adopted in 2005 according to the education of municipalities duties, authorities and responsibilities related to the services of the municipality are stated in article 14 provided that it is qualified; “construction and maintenance of school buildings of all degrees belonging to the state it can repair or have it done, all kinds of tools, equipment and material needs can afford” expressed. As can be seen, municipalities responsibilities remain at the hardware level. This is one of the most important costs in education. Municipalities that can undertake the construction of buildings do not have a say in management and financial matters. Here, municipalities are authorized to participate in voluntary participation, which is an important factor in decentralization given. According to Article 77, “the municipality; health, education, sports, environment, social work and aid, library, park, traffic and cultural services to the elderly, women and children, solidarity and solidarity in the town in the provision of services for the disabled, the poor and the needy ensures participation, volunteers to increase efficiency, savings and efficiency in services. implements programs for the participation of people”.

To the Law No. 5302 on Special Provincial Administration, another law passed in 2005. According to article 6, on the condition that the Special Provincial Administration is of a local joint nature; “nursery and orphanages; land supply of primary and secondary education institutions, construction, maintenance and to carry out services related to the repair and meeting of other needs within the borders of the province is in charge and authorized”. In addition, ministries and other central administrations their organizations; construction, maintenance and repair works, state and provincial roads, drinking water, irrigation water, sewerage, energy transmission line, health, education, culture, tourism, environment, construction, public works, settlement, investments in services such as youth and sports, as well as ministries and other central administrations. Other investments fall within the scope of their duties for these services in their own budgets.

It is stated in the 14th article of the Municipality Law No. 5393 that municipalities can open "pre-school education institutions". The clause that shows it among its powers was annulled by a decision of the Constitutional Court dated January 24, 2007. With the establishment of Metropolitan Municipality and Twenty-Six Districts in Thirteen Provinces with the number 6360 accepted on 12.11.2012, some in the Law on Amending Laws and Decree Laws, "metropolitan and district municipalities under the title of "duties and responsibilities", the duties of the Metropolitan Municipalities and District Municipalities in the field of education are the same no change has been made has been stated that it can be realized by transferring the allocated appropriations to the special provincial administrations.

With the localization of education services, the choice opportunities in the service area in question will increase increasing the interest and sensitivity of citizens to education-related development plans and programs development can be achieved. Financial support of citizens both in the administration of the education service and in education while providing their contributions increases accountability in the service area in question, it can also provide a solution to the resource shortage. Volunteer to finance education services with this method, which increases participation, the current burden on the central administration can be reduced. Local units and school administrations that undertake educational services must finance this service they can try to create resources for the purpose and idle opportunities can be included in the economy (Adamolekun, 1991, p. 72). Increased accountability in service delivery and thus local better cooperation of taxpayers with local governments due to increased accountability by enabling them to get involved and to collect taxes more effectively (Neyapti, 2005) the process of properly fulfilling services such as training planned to be undertaken by the units can be facilitated.

Local units are better informed about citizens' preferences considered, both consumers, investors and business more appropriate and consistent steps can be taken towards the demands of the environment. Also training service requesting individuals to pay as much as the benefit obtained from the service in question methods can be applied and Pareto efficiency in the field of education services can be provided. Effectiveness in terms of quality and cost by increasing competition with the localization of the service while providing the service, with the increase of accountability in the management and financial conditions of the service corruption can be reduced. Better roads, higher standards of schools and more effective health services can be provided. In other words, decentralization contributes to economic growth and development if it provides more efficiency in allocating (Meloche et al., 2004, p. 3, USAID, 2005, pp. 24-25). In addition, it is seen that decision-making by the central administration in education service prolongs bureaucratic procedures and it can be said that it prevents decision making in accordance with citizen preferences. However, educational services if local governments are dominant in its presentation, rent activities will decrease, stationery and bureaucracy will be reduced. Management and organization costs are minimized and the waste of administrative personnel is avoided costs can be reduced (Özdemir, 2006, p. 116). These developments boost economic growth can be thought to have an indirect and positive effect.

Aside from the positive aspects mentioned, the fixed cost of each local government unit lack of technical, administrative and financial capacity, the service of education becomes more localized the increase in the cost of coordination local units take the second place in service delivery able to push. In order to minimize the stated effects, local public goods and services instead of increasing the number of local government units, economies of scale and space reducing the number of these administrative units can provide significant returns (Akdemir, 2010, pp. 168-169).

In addition, input prices in education increase in various ways due to market conditions. However, despite these increases in input prices, educational outcomes should be maximized so that productivity growth is sustainable. For this reason, the centralization of some educational functions even discussed. Setting objective-consistent input prices and administrative costs is to reduce it (Winkler, 1989, p. 18). In the field of education, the central administration also efficiency in terms of organization costs by providing the conditions mentioned by means of will be able to create.

Adequate technical, lack of administrative and financial capacity, together with the inadequacy of financial resources capacity differences between regions in terms of resources and insufficient financial transfers, educational services under the assumption that the financial participation of citizens is low may turn into factors that prevent development in presentation local units re-election while acting with the motivation, the resources allocated for education are used by local interest circles can be exploited. In addition, the resources allocated for education are provided by local politicians and administrators. can be used for short-term purposes. The high social benefits of education services, loss in the area of benefit-cost overflows, economies of scale and economy of space it can also cause underproduction of the service. Therefore, localization of education services can play a negative role in economic growth and development.

According to the divisibility of the service, education services are provided by local governments can be presented. But education that can be divided, marketed and priced the benefits of services are at the national level. However, the benefit of local governments is at the local level it would be better to provide services. Because local governments benefit from the national level. They do not have the technical and financial capacity to deal with them and make arrangements accordingly. This for this reason, the central administration plays a role in the service process and becomes more effective within the framework of externalities can be processed. For this reason, it is on a national scale and its benefit is aimed at all individuals services should be provided by the central administration (Ulusoy & Akdemir, 2009, p. 74).

Where the benefit of services at the local level exceeds the limits of local governments these administrations cannot allocate much resources to services that benefit outside of their regions, they choose the most economical way for them. However, for local governments such decisions, which are economic, can cause economic welfare losses for the country. You can also take advantage of the training offered in a particular region and then move on to another settlement. As an example, the benefit created by the people going to his place or the benefit it provides to the region they go to can be given. This will lead to freebies. Decentralized

administration handles this situation It may not be enough to receive (Prud'homme, 1991, p. 219). The local level of basic and vocational education an assessment that can justify the delivery of education at a level family, compatriots, local business and industrial sector employers) the reason is that the probability of spilling out of the region is weaker than higher education. Therefore the provision of higher education at the regional or central level will increase the effectiveness (Sakinç, 2012, p.151).

If increased interregional mobility is limited, benefits associated with public education most of them can be internalized (Tanzi, 1995, pp. 302-303). Social benefit in the service area in question It is also not easy to measure and easily decide on the desired level of social benefit if we include my local units in the education services administration may not be a rational behavior (Winkler, 1989, pp. 16-17). It also limits interregional mobility today. For this reason, it dominates the area where the service is spread and is cost-benefit the administrations that can internalize the overflows should undertake training services so that the central administration comes to the fore in this regard (Akdemir, 2010, p. 166).

In terms of applying economies of scale in education service, the central administration is more active. Because service is a multidimensional service. This service is provided to local governments with localization if it is left, the area covered by the service may narrow. The existing headquarters of local units all kinds of infrastructure to be built for service under the assumption that it cannot benefit from its infrastructures investment and spending center may be more costly than education. Therefore the scale in order to prevent losses, the service in question should be provided by the central administration. Therefore, the provision of education services by local units or the central administration externalities and underproduction problem, economies of space, scale economies, in terms of the area in which the benefit of the service spreads and organizational costs, rationale for countries that are already inadequate in terms of qualitative developments in education it may not be a behavior. This process is the result of negative developments in economic growth and development is inevitable to follow. As a result, localization has a positive effect on economic growth if improvements are made, qualitative developments can also be experienced in the field of education. Education level height and economic development mean that local units can work more effectively and efficiently can contribute (Arslan, 2008, p. 269).

In recent years, education services in Turkey have reached approximately 15% of the central budget. Therefore, the service process draws the attention of local interest circles and the resources allocated for service can be exploited by these circles. This situation may lead to an increase in corruption (Faguet & Sanchez, 2008, p. 1295). Education leaving revenue sources to local governments to finance their services centralization of resources as well as causing overuse of resources can also reduce control. Therefore, the implementation of redistributive policies becomes more difficult, the power of the center to respond to economic shocks is limited, regional imbalances increase and income fairness in distribution. The intervention power of local governments against economic shocks allocated for education services due to the limited macroeconomic instability resources can be severely affected. In addition, local governments are allocated to education and training. Policies contrary to the national macroeconomic targets desired to be achieved with financial

resources they can apply (Prud'homme, 1994, p. 31). After these factors, macroeconomic there is a high probability of imbalances.

In some countries, regional governments provide important and expensive services such as education and health to take responsibility. However, for the financing of these expenditures/services, there is a wide have to take advantage of centralized resources. Services of regional governments when it is expected to finance some income and consumption tax they want or are forced to expand their resources. In this case, macro it can upset the balance, reduce the resources available to the center, and cause regional differences (Economic Premise, 2010, p. 5). Potential to experience a similar situation in local governments is high. States that spend more on education services than they have are exempt from the federal government when they receive less resources (Mendoza & Martinez-Vazquez, 2000, p. 157) the likelihood of vulnerabilities increases.

In addition, decentralization in education and education budget by the central government with the tight budgetary practices implemented, local soften and other local the budget proposals of the units related to education and other expenditure items. In the long run, this situation it can be said that it will cause significant budget deficits. Apart from these, sometimes central and federal governments provide education services to reduce fiscal deficits localizes it (EQ Rewiev, 2005, p. 1). If strict regulations are not made, policies can provide a short-term and temporary reduction in budget deficits. This situation it also affects the quality of education services. Schools that already have fiscal deficits in states performs worse than schools under the central control (USAID, 2005, p. 11).

In Turkey, the local government system can limit the demands of the local people to the municipalities, allowing them to expand. Tax on local taxable capacity local governments that do not have the right to set a tax base and rate heavily dependent on transfers. From central government to regional and local governments resource transfer increases the service demands of the voters, that is, it leads to a deficit budget insufficient control over expenditures leads to waste and corruption. In addition, local governments alone can meet the needs of the society with local spending and tax decisions are also not sufficient to answer (Sakinç, 1998, p. 125). Therefore, as an education service with a constantly changing and developing demand structure is provided by local governments properly feasible is discussed. In addition, the infrastructure and financial resources of the education service transfers of the center by local governments, as it is extremely important for the continuation of it is obvious that he will suffer financial difficulties without it. From the central government to the regional and local level service demands of the voters of the transfer of resources for educational services to the administrations. In other words, it leads to an open budget, and if the resources are not transferred, local governments will lose their money. The issue that the need for borrowing and budget deficits will increase has brought the issue to a dead end is dragging. To reduce these problems between different levels of management expressing the responsibility of spending clearly, ensuring that central government transfers are transparent and be accountable, transfers are based on a simple and standard formulation, limiting the borrowing capabilities of local governments and the central government it was emphasized that it

should not be guaranteed (Fritzen & Lim, 2006, p. 5). Transferred to local governments in the borrowing relationship of local governments with localization.

The structure of the service is very important. For example, there is a significant technical, administrative and financial cost for the education service capacity is required. Even in the financing and administration of the central government for the development of the service to leave such a service to the local government units let alone borrowing, even for the maintenance of the current level and the continuation of the current duties may result in borrowing. At this point, exemplary country practices in the process of localization of education services and Emphasis should be placed on the results obtained from the applications. For example, in Spain the decade after the reform process on decentralization, several regions the level of indebtedness has increased alarmingly (Hanson, 1997). This worrying increase interest payments for the resources allocated for the education service and therefore the investments to be made (Ulusoy & Akdemir, 2009b, pp. 266-267).

Despite the stated negative aspects, centralized administration with decentralization in education a competitive element can be injected into the service delivery process, in which it is stated that this situation will discipline the public sector and the field of education service (Ozdemir, 2005, p. 242). In addition, financial services in education and other public services implementation of decentralization, economic efficiency in the provision of the said public service, improvement of budget deficits, if it contributes to increasing accountability and transparency is expected that with the development of macroeconomic governance, a very durable macroeconomic contributes to the formation of performance (Neyapti, 2010, p. 156, Ebel & Yilmaz, 2002, pp. 13-15).

On the other hand, the use of idle funds in the hands of individuals and families through localization. Borrowings of local administrations and especially municipalities have been referred to as "five black holes" since the 1990s together with the SSK, Bağ-Kur and the Pension Fund, the municipalities are seen as a debt swamp that cannot be overcome (Şahin, 2007, p. 219). Education services above the central government as it is easier to be included in the economy the current load can be reduced in terms of. In addition, decentralization and administration of education services and the financing process can be better directed in line with the wishes of the people and thus production and allocation efficiency in consumption can be achieved. Efficiency in the allocation and allocation of resources this process, on the other hand, can positively affect the macroeconomic balance.

In many countries where the education system is localized, the targeted ideals cannot be achieved, quality and deep inequalities especially in low-income regions it is expressed in the World Bank resources (Keskin, 2008, p. 10). Also, localization resources between political decentralization, which has an important dimension, and sectors such as education and health it is stated that illegal local political interventions were made in the allocation of the land (Hinsz et al., 2006, p. 20).



In addition to the above, due to the differences in the capacity of local governments, more burden on individuals living in a region in financing education services can fall. This difference constitutes an important obstacle for some individuals in terms of entering education may cause differences in the quality of service. Because of the education service the individual who wants to reduce the burden on him can use less taxes and a lower quality service bundle may want to choose. As a result, migration to poor areas begins opposite service individuals who prefer the bundle may want to receive education services in rich regions. Increasing gap between rich and poor regions with this situation, which causes regional differences in terms of quality in education, imbalances may arise in the distribution of resources and income.

Migration of individuals who prefer a higher level of service and tax will take place may cause direct and indirect costs as well as some activities. In regions demographic structures may deteriorate and some regions may only be may be inhabited areas. While reductions can be seen in the tax potential of the current region, some injustices may occur due to the socio-economic effects of migration. For this reason, such as education, which may cause interregional income differences, services must be carried out by the central government or central government may lead to imbalances should determine the necessary standards in order to limit the applications that can open (Akdemir, 2010, p. 167). Investors and entrepreneurs who want to earn more from the education sector can invest their capital in rich regions and individuals who receive higher quality education in these regions due to the education they receive, they can easily climb to higher levels in the income distribution. Equal quality of education between rich and poor regions without center transfers individuals without purchasing power may not be able to benefit from the service. The problems that this situation will cause are especially the imbalances in income distribution, education rights, equal opportunities, etc. is in the middle. With the decentralization in education, local governments, special units and school administrations to provide training services and the benefits of those who benefit from these services.

They are allowed to pay tax as much as the benefit. That is, individuals are educated the marginal benefit they derive from their services and the taxes they pay for benefiting from their services. That is, they can equalize their costs (Tanzi, 1995, p. 299). Individuals are educated the marginal benefit they derive from their services and the taxes they pay for benefiting from their services that is, they can equalize their costs (Tanzi, 1995, p. 299). Consumers can choose from service bundles that suit their preferences and increase their level of benefit by taking advantage of the possibilities of choice. This is for education results in the maximum utilization of the available resources allocated. Thus, education the approach of achieving certain goals by allocating more resources is replaced by efficiency and efficiency approach. The resources planned to be allocated to education are regional income and can be used to combat inequalities in resource distribution.

In Turkey, there is already a serious problem in income distribution and regional resource distribution there are injustices. Therefore, the localization of education services in the current situation may further increase the inequality of income distribution among individuals. Because your service in this method, which increases individual participation in the financing of may not be able to use the service. Rich and poor individuals according to their own service preferences are their relocation to certain regions and the imbalances in

interregional resource distribution. As a result, countries generally do not have inequalities in the distribution of income and resources or low, they can achieve their desired goals by localizing education services. For this reason, it seems it is difficult to reach the targets set by the localization of education services in Turkey.

With the localization of education services, the needs of units closer to the business environment directing the training services and responding to the need for qualified personnel giving easier. Apart from this, the competitive factor that has developed with the localization of education it is important for the self-development of education personnel. Because in localized education more in direct proportion to the development of personnel skills in the service area can earn. While this situation increases the earnings of the personnel on the one hand, on the other hand institutions that employ and pay high wages to qualified personnel stand out with the training they provide they can come out. With this factor, which also causes the quality of education to improve, human capital can develop and increase productivity. In addition, due to the localization of expenditures, consumers and increase in allocation efficiency leads to an increase in welfare, resources are more efficient at the local level healthier and more educated workforce, faster and less costly transportation increasing opportunities (Martinez-Vaguez & McNab, 2001, pp. 15-18, Martinez-Vaguez & McNab, 1997, p. 15) will improve the employability of individuals and positive developments will be achieved in terms of economic growth. There is a remarkable point that has been criticized here. This point of criticism, especially with the neoliberal economy influencing the education sector, is the need for the workforce, emerges in the determination. Today, many companies or capital groups has a university and universities cooperate with companies to provide the needed workforce implements appropriate training programs. In this context, the critical, a unit of knowledge acquisition and creation that can think independently and interact with society away from being a company that provides vocational training suitable for the workforce needed by the market. It is claimed that it has become an institution. Localization in education when the criticisms that it will bring privatization in the final stage, combined with the concerns mentioned, some problems seem inevitable.

In addition, the relationship between the localization of education services and employment has always been may not be positive. With the profit logic settled in the education system, education the workload of staff and especially teachers may increase. Public personnel of teachers their qualifications weakening and their dismissal from the profession according to the situation in the economy can get easier. For example, as a result of localization studies in Sweden, in the field of special education public funds decreased. Most teachers are responsible for the increase in their workload resigned due to classes and budget constraints (Lundalh, 2002, p. 693). In Chile as a result of decentralization, teachers lost their public official status, their workloads increased and their legal guarantees have been lost (Keskin, 2003).

Observed in both vocational education institutions and universities in Turkey. The curriculum, in general, is not qualified to meet the needs of business life. For this reason, students adapt to the work they do when they graduate and start working they cannot provide. This situation, which is also described as negative for employers, aligning the curriculum with practical applications in business life, and requires enrichment

(Economic Report, 2012, pp. 116-117). In Turkey, localization of education services could be an important tool in terms of eliminating the problems in these areas. Because local units see the needs within their own borders and meet the deficiencies they can come to the forefront compared to the center in elimination. Central government can play more active role in managing policies and ensuring the distribution of skilled labor between regions.

Decentralization in education can increase exacerbates the inequality between rich and poor regions. Better education through increased opportunities for students in affluent areas the situation of students in poorer areas may worsen. Those with process money have the opportunity to receive education in quality schools, state, where those who do not consent to poor quality education or individuals at the poverty level it can even turn into a situation where they have difficulty in reaching their education. In this case, equal opportunity and the right to education disappears (Saylan, p. 47). If education is localized and tax bases are different, it will be different for people with the same income as conclusion can be drawn (Winkler, 1989, pp. 20-23). The difference in quality between schools students between the poor and rich regions, with this situation causing the expansion of the performance gap widens between the two groups (Dyer & Rose, 2005, p. 107). UNICEF scheduled states that equality and quality will increase with support. It also refers to concerns about equality that vulnerable groups may become more marginalized, especially in the decentralization process (Hinsz et al., 2006, p. 10). The usage fee or tuition system, which became widespread with the localization in education, has been shown to increase inequalities. This is due to the fact that fees reduce costs. However, it is shown that it prevents the poor from entering the service (Hinsz et al., 2006, pp. 21-22, Adamolekun, 1991, p. 84). The voucher system introduced to remedy this problem sometimes it fails to meet expectations.

The process of decentralization of education is for poor people or those who do not have enough purchasing power it can cause problems for people. Because with the spread of usage fee and fee system, In this process, in which the understanding of the market began to develop, the people mentioned in the market or local there may not be training demands backed by purchasing power to be registered by mechanisms. Organizations that have the potential to act with the logic of profit, on the other hand, regulate their production with the price mechanism arrange them according to the demand they calculate. For this reason, there will be problems in entering the service and some inequalities may occur. Also well-functioning competitive decentralization of important public services such as education in an environment where the market is not developed marketization after disruption in service delivery, equitable access to services problems and private monopolies (Acar & Gül, 2007, p. 277).

Which administration is involved in the planning of decentralization, either legally or in terms of level? uncertainties in matters such as which unit will be authorized or who will be responsible for decision-making is seen as one of the main obstacles to decentralization (EQ Rewiev, 2005). In other words, if decentralization takes place clearly in the constitutional and legal framework if it is acquired and strengthened by laws, it will be successful (Tanzi, 1995, p. 314). If legal regulations are not clearly expressed, the efficiency of the service in legal confusion as a result of loss of service and overlapping situations can be encountered. For example, in the

14th article of the Municipality Law No. 5393 in Turkey and "school the clause that states the ability to open pre-school education institutions" is among the powers of the municipalities, the Constitution was annulled by a decision of the Court of Cassation dated 24 January 2007 (Ess 2005/95, Decision 2007/5). In the rationale of the decision, national education has a national character in terms of program and method cannot be seen as a local common need. For the reasons explained this rule is contrary to Article 127 of the Constitution should be canceled" (Keleş, 2009, p. 245). Therefore, in the localization and decentralization of education services, legal and constitutional the existence and consistency of the infrastructure is important. Which administrative unit will provide the education service, it should be clearly stated that it will be financed or audited. The example mentioned above in the incident, the relevant articles of our constitution regarding the pre-school education service carried out by the municipalities the lack of consistency. For legal reasons the possibility of similar decisions in many regulations that will take place in the field of decentralization is high in Turkey. In addition, according to Article 127 of the Constitution, the central administration over the local administrations, execution of local services in accordance with the principle of the integrity of the administration, to ensure unity in their duties, to protect the public interest and to meet local needs. Administrative tutelage within the framework of the principles and procedures specified in the law in order to meet has authority. In summary, the central administration is connected to local units with decentralization on the existing legal ground. Educational services, which are subject to leave, are of equal quality and at a minimum level for the whole society the right to intervene in order to ensure that there are no local differences. Giving such a right to the central administration, education, etc. with the localization of services it is the opinion that the principle of integrity of services will weaken. Because localization is preferred to create a structure that can respond to the differences in the service concept may need to be pushed into the plan. This can lead to inequalities. However, education centralized provision of a service that is of national benefit, such as despite the welfare losses caused by the provision of services, it will lead to an equal distribution of services (Prud'homme, 1991, p. 216).

Decentralization instead of centralism in decentralization state structuring accepts the basic principle and this acceptance does not lead to the same result in every state. In some countries, ethnic can encourage micro-nationalist and sectarian-based organizations. Socio-cultural perspective may cause some inconveniences in unintegrated societies (Bilgic & Gül, 2009, pp. 621-623, Okur & Cakici, 2007, pp. 3-4). Decentralization, in some countries with political and ethnic turmoil a tool for solving these problems and granting democratic rights to marginalized groups can be used. At the same time, political and ethnic turmoil, terrorism, etc. problems may lead to the increase of micro-nationalist approaches and the development of micro-nationalist approaches (Scott, 2009, pp. 15-16). If we consider the issue in terms of Turkey, the localization of education services, it is difficult to say that there will be a political consensus. Because, localization and education while the possibility of the education service to become a commercial commodity increases, the education service in Turkey, protection of its public nature and beyond being a commercial commodity, free of charge at all levels.

There are groups, unions or unions that advocate that there should be. For this reason, it seems it is difficult to catch the political and social consensus environment in the localization process. When we examine the

localization of education from an ethnic point of view, it can be seen that Turkey has many different ethnicities groups are known. Therefore, decentralization and education services are based on ethnic, political and ideological policies. In a democratic country, any party cannot education change according to own policy. In Turkey, on the other hand, it is possible to see the opposite. The ruling parties, and even the ministers who are members of the same party, change education policy becomes new and it is shaped according to the understanding (Egitim Sen, 1998, p. 47). In this process, the central administration of policy making is left to local authorities and monitoring takes place at the local level significant problems are inevitable.

In Turkey, the language of education, the boundaries of which are drawn with the 42nd article of the Constitution, are like mother tongue. This process, which will make it easier to make changes on the concepts, will make the education union regional and it is difficult to compensate far beyond the expected benefits by weakening it in line with ethnic demands may cause damage. Due to such critical factors, there is no need for localization to be fully may be wrong to give up. For this reason, harmony in highly complex and pluralistic societies and on ways of transformation such as decentralized centralism that can provide an environment of consensus is useful to concentrate (Karlsen, 2000, p. 536). Democratic in line with what has been said without increasing the level of development, without providing an environment for political consensus and without localizing education services without ending the terrorist incidents triggered by Turkey will make a new the center of problems. Therefore, education services are at the central level administration would be a more accurate method under the current circumstances.

With localization, it is more advanced to local units in terms of administrative and financial aspects realization of education services that will be left to private units and school administrations in order to achieve the expected goals, certain minimum conditions must be met. These are local the institutional, technical and financial capacity (Akdemir, 2010, p. 171). Conditions in question, if it is not valid, it would be wrong to expect efficiency from localization in education or it would be wrong benefits may decrease (Neyapti, 2010, p. 156). In other words, poor management in practice capacity, insufficient funding, under-trained teachers and weak system support makes it difficult to get positive results from localization (EQ Rewiev, 2005, p. 1). However, although the specified conditions are not valid, the localization of education services is sometimes can help the units to overcome the deficiencies in these areas. Moreover local governments because they are better acquainted with their local business environment and conditions it is possible to tax economic activities more easily (Ulusoy & Akdemir, 2009b, pp. 265-266). In this way, the financial capacity of the local units that undertake the training services. problems and managerial inadequacies can be eliminated.

When these factors are considered in terms of Turkey, local governments' technical, institutional and financial inadequacies are immediately apparent. Outside of a few metropolitan areas are the lack of sufficient expert personnel and technical infrastructure of the management units. In addition, there are differences between regions in terms of the capacity of local governments and many local government units cannot have sufficient financial resources. This income of local units, which have very limited own sources of income, it also does not have the right to act on its resources according to its needs. Both sources of income not having the right to

decide and not having dynamic income sources as a result, local units become dependent on the transfers of the center. As a result the credibility and accountability of local governments that are in need of the center's bailout packages its efficiency has decreased (PREMnotes 41, 2000).

While local government units in Turkey are in such a position and income distribution due to the inequity in regional resource distribution, individuals can even enter private institutions localizing the services of education is a very rational behavior may not exist. Many local government units already benefit from national benefits such as education adequately perform even basic services that provide local benefits, let alone services that provide has trouble getting it. In addition, our education expenditures have gained a positive momentum in recent years. Although it wins, it may be insufficient even under the roof of the central government in the international arena. While this is the case, local units are responsible for their education expenditures even if the center has transfer support. It seems difficult to develop. Because citizens are under the current education and tax awareness. Mobilizing financial resources can be quite difficult.

### **RECOMMENDATIONS**

The negative aspects of decentralization in education as well as the positive results adverse effects due to reasons arising from the country's unique conditions it is clear that it will increase. Under these circumstances, the first thing to do is localization is to provide the principles and conditions of success. From the perspective of Turkey, these conditions to sort;

The tradition of local government should be strengthened and central tutelage should be reduced. Institutional, technical and financial capacity of the units should be developed, training of local units should be necessary legal infrastructure, should be established in order to undertake the environment of political consensus, considering ethnic discourses, micro-nationalist thoughts and terrorist incidents, education should be decentralized, instead of providing benefits, greater harm should not be caused, should be minimized, improvements in resource and income distribution, in this way, the conditions of entry into service, service integrity and quality can be ensured.

Families to approach more consciously on educational services and the benefits of education provision should be made, and their voluntary participation in the financing and management of the service should be made. The use of resources allocated for education for populist purposes at the local level should be increased, should be prevented, sufficient resources should be allocated to local units for the financing of education services or fundraising should be provided and local units' borrowing and other financial data should be strictly regulated.

Infrastructure of local units on accountability, transparency and transparency should be strengthened so that local interest groups seek rent-seeking and creation power should be reduced, local units should be enabled to act on the basis of community welfare, the reflection of ideological and political aims in the field of education should be prevented.

In addition, from an economic point of view, education services are service with intense externalities. Local units of the area where the benefit of the service is spread, where it benefits on a national scale. Therefore, both the underproduction problem and the free-riding should be known that the problem will arise. In addition to what has been said, local education services to make optimum use of the economies of scale and space of administration by the units. It will also hinder and increase decision-making and organizational costs.

In this process, to create a perspective in line with the understanding of localization in Turkey required. In this perspective, decentralization is the opposite of centralization should not be perceived, it should be used as a tool for central purposes and it should be between two units. Collaboration at various levels should be ensured. Become a standard or an international model decentralization policy should not be applied in an education that has come to an end. Turkey's own historical, cultural, ethnic, regional, religious and economic conditions, in a sense their internal dynamics models should be created.

Decentralization of education services without providing education services will do more harm than good. Therefore, the existence of the central administration from the management to the financing of education services. should continue or be said to be necessary.

#### ETHICAL TEXT

In this article, the journal writing rules, publication principles, research and publication ethics, and journal ethical rules were followed. The responsibility belongs to the author for any violations that may arise regarding the article.

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