



Sources and Pathways for “Disruptive Innovation” in State-Funded Education: an Analytical Perspective for Turkish Case

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Abstract

The idea of educational innovation may be a response to the changing needs of knowledge-based economies grounded in the globalization and international competition. The purpose of this study is to analyze possible sources and pathways in fostering “disruptive innovation” in Turkish public schooling system, to provide useful analytic data for policy makers. The methodology of the study is descriptive in nature and based on related literature survey. Major analysis will be made on the actual meaning of decentralization, change, reform and innovation within the context of efficiency, equity, quasi-market model and modern educational finance approaches. Supply-side financing of the highly centralized and bulky bureaucratic structure seem to be one of the sources of obstacles in achieving accountability and efficiency in public schooling, in Turkey. Findings also suggest that replacing top-down planning of “the assumed educational needs” with the bottom-up management of actual educational services demand would be a pathway to spread disruptive innovation throughout the education system. The real challenge is that parents and students, both as clients and providers of the finance of the educational system, should be included in the decision-making circles in one way or another

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