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DEVELOPMENT ECONOMICS AND EDUCATION; NEW SEARCHES

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Abstract: Development economics and education are two indissociable basic concepts. Everything from individual objectives desired to be reached with development economics to social goals, formation of skills and creativeness potentials within the human capital and their appearance is related, connected to and even dependent on education. Individual's interest, abilities, needs, physical and mental development level, natural and social environment are the factors that cannot be ignored while determining the educational goals. There is a direct relation between the increase in education level, in national income of countries, in individual income level, improvement in income distribution and prevention of poverty. This relation is observed most clearly between the level of education and technological progress. This relation generates output level per person over the human capital, increase in output and permanent effects on this increase So human capital is of great significance. Human capital that is the asset of education within the economy is among the subjects of both microeconomics and macroeconomics as the most basic object of the development economics. Education having an important role in country's development has the function of providing the man power in the desired quality and quantity during the development process, and producing and expanding information. While the striking effect of education on development economics reveals itself in increasing the competition power of economies via increasing the efficiency of man power abroad, it is observed in fighting against unemployment and poverty in the country.

Key Words: Education, Development Economics, Information Society

INTRODUCTION

It is a commonly accepted fact that education changes and improves the human's life. The effect and effectiveness of education cannot be ignored when people determine their life in social and personal terms. Not only such personal elements as freedom and succeeding but also social and universal elements like social justice exist in the notion "determining the life".

In terms of development economics, it is possible to say that education has effect on all sectors and this effect is not a wagon but a locomotive effect. Development economics and education are two indissociable basic concepts. Everything from individual objectives desired to be reached with development economics to social goals, formation of skills and creativeness potentials within the human capital and their appearance is related, connected to and even dependent on education. This relation, connection and dependence arise from the fact that education is in a continuous change and development.

Development economics is the most important element which allows countries and societies develop and become a strong actor on the world's stage. So the fact that economic development is the main objective of all countries in today's world is self-evident. This objective is placed within the plans and programs of the both developed and developing countries. As the countries desire to be much stronger due to the economic development.

It is an unignorable fact that everything in today's world changes and develops so fast and this change and development takes effect in political and economic fields. Moreover education is the most important element of the fight to be an "Information Society" within the development economics. Such factors as fast technology transformation, fast change and development, information-based organizations, interest in human resources, learning-teaching organizations, and lifelong education exist in information society in parallel to the economy.

It is not possible to keep the efforts to be an information society off development economics, globalization and international competition. Another difficulty brought by today's world is that some changes in our education and economy understanding together with the general change in our social life have now become an obligation.

HUMAN AND EDUCATION IN DEVELOPMENT ECONOMICS

Development economics emphasizes determining the factors required for economic and social development of countries and how to change them into an economic and social event. In this regard, the most important and remarkable factor is human factor i.e. human capital. If development economics is the engine of economic development, human capital is the dynamo of this engine.

Human capital within the development economics has become an important production factor of today's economies together with technology. Today's developed economies have come to this current place by using geometrically developing and changing technological developments and making the human factor stronger.

Actually Toffler (1998:25) mentions three big waves that changed everything in the history of humanity. Among these three waves, the first one is agrarian revolution, the second one is industrial revolution and the third one is information society, education and economy come together at this point. As Toffler (1998:25) suggests that the third wave will shape all societies, systems and all people in its own way.

Toffler (1998:31-32) explains this situation under the main title "Imbrication of waves" and utters that "At the end of the 17th century, the first wave didn't slacken and Industrial Revolution that caused the second big changes all over the world started in Europe. This second phase called industrialization spread between countries and continents so fast. So two big changes with different paces were on the world. Today the first wave is nearly settled. Although there are few small societies without reach to agriculture, this wave of big changes has lost its power. Meantime, the second wave changing life like making a revolution in Europe, North America and some other places for one or two centuries continue to spread. Many agricultural countries are continuously working on establishing steel production

facilities, automotive factories, weaving mills and railways. The effect of industrialization is still being felt. The second wave has yet lost its strength. While this process is going on, another important process has started. When the industrialization wave reached to the highest reachable point within fifteen years after the World War II, a third wave that changes everything it touches on earth but yet to be understood well started. For this reason , many countries feel the effect of two and even three waves with different speed and different strength at the same time."

The concept of economic development doesn't only mean economic growth. Economic development is ultimately wide-ranging and multi-dimensional fact. Therefore, it includes not only economic growth, but also social, cultural and political development. At this point, economic development occurs via industrialization, gaining economic and political freedom, offering equal educational opportunities for the whole society and making the whole society benefit from health and transportation services (Gürbüztürk, 1995: 149).

Karakütük (2004:154) defines development as follow-up of different economic and social policies by governments and attempting to change the social structure in this way with the purpose of increasing the welfare of society and individuals.

Economic development is among the indispensable goals of all countries as it will make labor force efficient, more and higher quality goods and services will be produced and social welfare will increase in terms of the per capita income.

EDUCATION and DEVELOPMENT ECONOMICS

While education-with traditional meaning-is accepted as an institution providing reading, writing and arithmetic knowledge to people; in information society it is accepted as an institution that provides the required information for people to be able to follow the development and changes about themselves and to apply them to life, to question goings-on, and aims to make people be creative, open to development and actively use information technologies. Drucker (1994) explains this situation as: "Education lights the fire of economy. It shapes the society. However, it carries out all of these via "the product", i.e. educated people. An educated person is an individual who has the required knowledge in order to spend a life and to earn her/his living. The center in information society is the individual. Educated person is the direct symbol of the society, the one who defines the performance capacity of the society. S/he is also the one who represents the values, beliefs and commitments of the society."

This development and change line changes the expectations of people from education on the one hand, it also puts forth the inadequacy of traditional education understanding on the other hand. In this process, it is clearly observed that the societies that keep up with and follow the change and development line in education policies, educational goals, structures and functions of educational institutions, contents of education programs and in perceptions and understandings of economy come to the forefront and make a difference. Drucker (1994) explains this situation as: "Changes that will occur in education in the

upcoming years will be much bigger than the changes observed as of the appearance of modern school with the publication of books more than three hundred years ago. An economy in which information becomes the real capital and the main source that creates richness demands new and difficult requests from education system and schools in terms of educational performance and educational responsibility. A society in which knowledge workers rein makes much newer and much more difficult demands in terms of social performance and social responsibility. We will have to think twice about what kind of an educated person is. Our learning and teaching manners are also changing so fast, and this is the result of new theoretical understanding about learning process and new technology. Another point is that many traditional disciplines at schools are now unproductive and old. So we face with some changes concerning what we learn and teach, and even what we mean with information." It is not possible to disagree with Drucker. His evaluations like "Information and education do not have certain time and place limitation in education understanding of information society" are still valid (Drucker 1994).

The concept of information society is not a phenomenon, it is a fact. Quarter of a century ago, while it was uttered that information created within last 10 years was more than the information created from the beginning of humanity until that day, today's knowledge doubles itself biyearly (Seferoğlu,2007:99-111).

Discussed with the fact that traditional education understanding is represented with the image of an industrial organization or factory, it is not possible to disagree with the opinions of Drucker. Unfortunately, teacher is considered as a foreman and the student as a worker in this industrial organization or factory; teacher is perceived as a being who conveys knowledge, prepares and measures memorization cards, can't go beyond certain standards and who is under continuous control mechanism within the framework of the program given, within a certain time and in determined places called class; student is considered as a being who is passive and listener, talks if allowed, is kept under control all the time and is measured with memorization capacity not with behavior acquisition. The difference between education and training steps in at this point, for sure.

It is not possible to disagree with Kaptan (1999) saying "From Socrates to today, from Eflatun to Dewey and from idealist to existentialist, while the point on which it is thought and studied more is not training but education in education-training, it is training that is emphasized at schools in practice".

Historical process of change in education actually explains this situation more clearly. As is known, while education was clustered around such basic concepts as teaching how to read, write and do math, introducing the country and the world and raising them as a good citizen with the effect of industrial revolution, it has started to be clustered around new objectives and goals like bringing them the thinking ability and providing the economic wealth within the last half of the century. The reason of this is clearly the transition to multi-dimensionality and selecting information and thought as the baseline.

Regarding this subject, Erdoğan (2000) determined that "An individual is addressed with her/his two sides as numerical and verbal according to the classical education paradigm and the efforts are to raise them accordingly. Individuals are evaluated as sufficient and insufficient according to the adequacy level of these two sides. Education and training are shaped within the framework of these two main sides. According to new intelligence paradigm, these two sides are just two of eight dimensional potentials the individual owns. In this case, when the education generally focuses on these two dimensions, the fact that other dimensions are ignored occurs. It is possible to see this as wasting the multi-dimensional potential people have. Therefore, education and training should ensure that potentials of students are developed not in limited areas but in a multi-dimensional way."

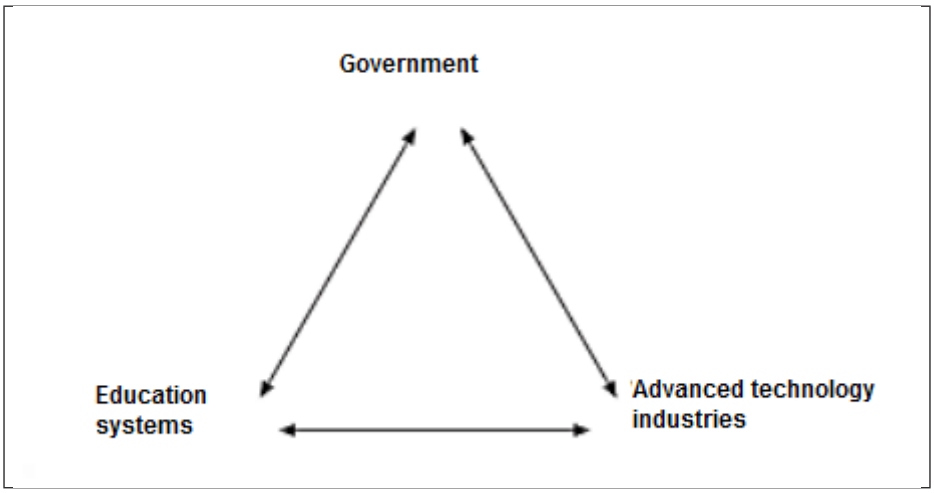
On the other hand, there are many elements such as capital, raw materials, technology, qualified man power, stable management, an appropriate social and cultural environment and marketing and so on within the economic development. Prominence status of these elements and their rates of significance change from time to time. Qualified man power and education function accordingly became prominent when it started to play an important role in production increase and quality of information. Economic development became an educational issue from the beginning till the end (Turhan, 1964).

The most important factor that raises the share of education within the economy is the use of technology in education. Use of technology appears with the concept "digital divide" that occurs in transformation of education. Digital divide is a whole with the appearance of new technologies in the society, perception and adoption of technologies, development and integration. The factors of digital divide are technology and education. Kavrakoğlu, Gedik and Balkır (2002) explain the digital divide with such indicators as the number of computers used in the country, rate of connecting to internet, period of education, number of patents, R&D expenditures. All these factors are highly important for economic development and development economics.

Education develops vocational-technical man power, educates the society to support industrialization as an entrepreneur, open-minded and conscious consumer and maintains economic development. It is not possible to talk about economic development without considering education.

Below mentioned Figure 1 reveals the relation between education systems and advanced technology industries. According to Figure 2.1, governments provide the use of advanced technology thanks to their education strategies. In the same way, use of advanced technology leads to appearance of new education systems and implementation of these systems by governments.

Figure 1. Development Triangle



Source: Hanson, 2008:22

Economic changes were actually effective on education in every period when economic development and change were effective. Smith (1997) states in his book "Wealth of Nations" that the abilities obtained as a result of education with the expenditures made during the study are the visible capital in individuals and this capital creates social wealth (human capital) (Harbinson and Mayers, 1964. As cited by Ünal, 1996:199).

It is clear that education is effective in developing political and democratic public awareness, understanding the complicated problems, assisting technological development and exploring the cultural skills. Education has also more special functions such as preparing more appropriate man power in accordance with the needs of the changing economy and contributing to the development of creative thinking and advanced techniques (Wykstra, 1971). The side of education towards the economy has more than one function. It is possible to list these functions-in the simplest way- as increase of income, the low rate of fertility, poverty and reduction of unemployment (Türkmen, 2002:21).

Although the effect of economy on education was revealed by Smith (1997), its effect was mostly felt after the World War II. Today, the most striking example of this is Chinese economy. In addition to educational and investment activities within the country, China also called back its educated young population in other countries in order to serve the country.

One of the most important researches that puts forth the effect of increase in the importance of education on economy is the one carried out by Hector Correra between 1909 and 1949 concerning the contribution of education in the USA to the Gross National Product (GNP) which is an important indicator of economic development. In this research, Correra concluded that 5.3% of the increase arises from the increase in the level of education. Another research on the same subject is the one named The Sources of Economic Growth in The United States conducted by

E.Denison between the years 1929 and 1957 on the US economy. It was concluded in this research that 21% of the increase per capita national income depends on the education of man power and 36% depends on the information increase (Koşan, 2003).

Economic Development in Terms of Educational Goals

It is an undeniable fact that there is a mutual interaction between education and economy, this interaction continues in parallel to the change and developments in economy and the changes in education affect the economy.

As people face with the continuous change of natural and social environment in which they live, they have to adapt themselves to the new living conditions in order to survive. This is only possible with the education. Successful education is directly related to the existence of previously determined goals. Educational goals can be not only national but also universal.

Individual's interest, abilities, needs, physical and mental development level, natural and social environment are the factors that cannot be ignored while determining the educational goals. It is possible to group the aims of education under four areas:

- Individual-oriented goals directed to physical, mental and emotional development of individual,
- Society-oriented goals with the purpose of socializing individuals by bringing them in the values, norms, traditions, lifestyle of the society and passing down the social values to the future generations,
- Environment-oriented goals with the purpose of raising environmental consciousness and love of nature in individuals,
- Humanity-oriented goals with the meaning of raising an individual as a person who puts the human at the center, attaches value on people, is respectful for human rights, doesn't make any sexual, religional, ethnical, ideological and cultural discrimination, behaves everyone on equal basis (Kızıloluk, 2007:21).

The relation between human and education actually starts with the birth of people. Education is a process that exists from the primitive man as of the existence of humanity. Unlimitedness of natural and social needs of people that should be met for survival and limitedness of goods and services with which these needs are met revealed the relation between human and economy.

At this point, it is possible to say that there is a separate economic factor in each one of the educational goals. An economic event is always in question while realizing these educational goals. Ignoring the economic dimension while preparing the goals doesn't change this situation.

Approaches for Economic Development in Education

There is a direct relation between the increase in education level, in national income of countries, in individual income level, improvement in income distribution and prevention of poverty. This relation is observed most clearly between the level of education and technological progress. This relation generates output level per person over the human capital, increase in output and permanent effects on this increase (Şimşek, 2006:11). So human

capital is of great significance. Human capital that is the asset of education within the economy is among the subjects of both microeconomics and macroeconomics as the most basic object of the development economics. Macroeconomics in a country is expressed with such indicators as schooling rate by age groups, population's average period of education, rate of educational expenditures within the gross domestic product and educational expenditures per person, and rate of literacy (Atik, 2006:20-21).

The effect and development of education on economic development is directly related to the content of education, the content in education is directly related to the goals of education. Content in education is composed of the information, skills and development activities set in line with the educational goals.

While Akyüz (2001:75) defines the education as the period of providing changes in individual's knowledge, way of thought and behavior, and skills in the desired way, Tezcan (1992:142) defines it as the total periods in which an individual obtains practically valuable skills, attitudes and other behavior forms in the society where s/he lives. No matter how these definitions are made, the unveiling fact is that the real education is both personal and a social fact, and it fulfils some functions as related to the development of individual. It is possible to specify these functions as developing the qualifications of the individual in accordance with the society and herself/himself, increasing the personal skills and abilities, making the individual have the sense of responsibility, reintegrating her/him into the society by making variable and multi-dimensional (Türkmen, 2002:51).

The effectiveness of education on economic development only manifests itself as increasing the quality and quantity in the production of goods and services and increasing the social welfare accordingly. This is only possible via education by upskilling the individuals in the society and making them a producer instead of a consumer. Thanks to the power of education, ordinary individuals become educated-productive man power the society needs in the fields of industry, agriculture and service. It is well-known that educated-productive man power is one of the most important production factors.

Educated-productive person is the most important factor that will end such problems as unemployment considered as the black hole of the economy, hidden unemployment, wage imbalance, production of goods and services of poor quality and brain drain. Preparing the available educated-productive human profile for high technological developments is possible via education. Education provides goods and services in higher amounts and higher quality with less effort and less time.

Education performs two more basic functions by ranking among the development economics: First of all, it reduces unemployment in labor market, and secondly it makes significant contributions to social welfare by leading to positive externalities on the individual at micro level and on society and country at macro level (Çalışkan and Mızırak, 2007:377).

Tools and Effects of Education on Development Economics

It is known that after Schultz (1973:11-12) produced the Human Capital Theory and human

capital concept, many economists headed towards this field. As the differences of income between educated person and uneducated person were clearly indicated with the Human Capital Theory. Similarly, Becker (1985:35-38) grounded on the researches conducted for the USA and revealed that 66% of the differences of income between individuals with different level of education arise from education.

The relation of education with development economics is not only limited to human capital. Seyidoğlu (1993:27) explains this situation as: "Development strategies implemented in an economy cannot be considered to be separate from educational policies. In other words, the main difference between development strategies originates from the perspectives towards education. In short, developing countries use their educational policies as a tool for development strategies."

Education takes effect on development economics with many tools from production to employment. It is possible to consider the effects of education on economy as employment effect, income and income distribution effect, use of technology effect and cultural economy effect.

EDUCATION and DEVELOPMENT ECONOMICS IN TURKEY

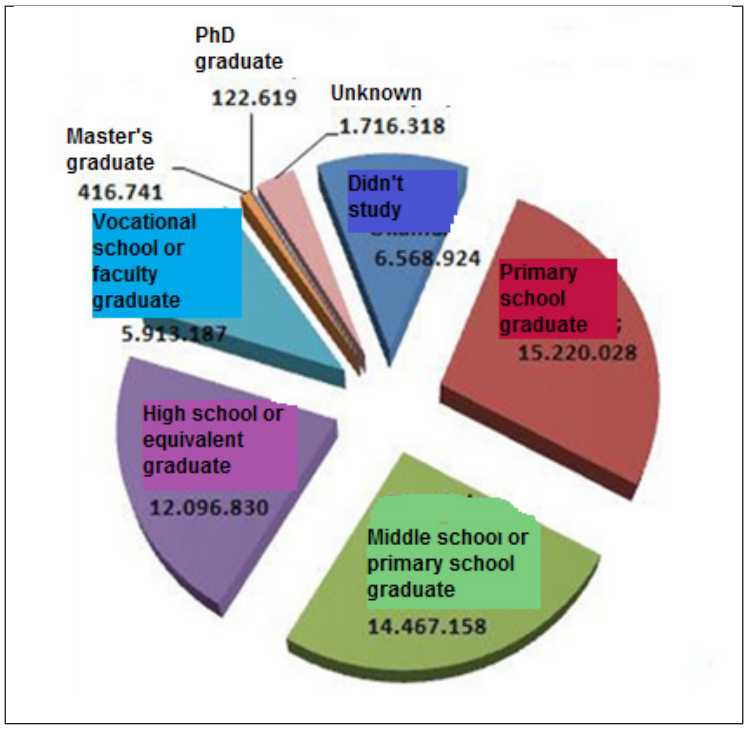
Countries try to realize some of their objectives with their education systems. Economic approaches do not exist among these objectives. However, everything happens within the economy while realizing these objectives of education. It is inevitable to experience this motion within the development economics while realizing educational goals in Turkey.

Education in Turkey

The most important characteristic of information age is that countries raise individuals with high-potential thanks to information and as a result they experience significant changes in economic and political manners. This change is sometimes radical and sometimes innovative. No matter how the change occurs, it leads to experiencing changes and innovations in the field of education. In a manner of speaking, it is not an exaggeration to consider education as a continuous change, development and renovation factor. As the education is the dynamo of change, development and innovation by its structure.

At this point, it should be taken into account that Turkish National Education plays similar roles. In Turkish National Education system, it has become the main objective in order to reach the general aims determined by the law. For this main objective, numerous applications have been tried such as program change on education system, increase or decrease in the number of courses, diversification of school types and change in period of study. In addition to the applications, efforts have been made to maintain quantitative development of education with different objectives like increasing the number of schools and teachers and ensuring the attendance of girls to primary school with various projects. Education status in Turkey by the year 2012 is given in detail in the below-given Chart 3.1. and Table 3.1.

Figure 2. Educational Background of Those Aged Over 15 in Turkey (2012)



Source: TÜİK,2013

As can be seen in the Figure 2, 21% of the population in Turkey is aged over 15 and primary school graduate (11.617.159 people), 22% (12.096.830 people) is high school or equivalent school graduate, 5% (2.849.999 people) is middle school or equivalent school graduates, 28% (15.220.028 people) is primary school graduate, 11% (5.913.187 people) is vocational school or faculty graduate, 1% (416.741 people) is master's graduate, 0.3% (122.619 people) is PhD graduate, 5% (2.784.257 people) is illiterate and 7% (3.784.667 people) is literate but hasn't studied.

Table 1. Educational Background of Those Aged Over 15 in Turkey (2008-2012)

Educational Background	2012	2011	2010	2009	2008
No study	6.568.924	6.656.985	7.020.223	7.868.625	8.316.038
Primary school graduate	15.220.028	15.333.800	15.709.975	18.523.823	18.078.358
Middle school or primary school	14.467.158	13.778.727	12.789.867	9.120.747	8.475.234
High school or equivalent sch. graduate	12.096.830	11.883.336	11.374.336	10.379.231	9.970.816
Vocational school or faculty graduate	5.913.187	5.495.749	4.566.049	4.320.813	3.508.954
Master's program graduate	416.741	401.773	365.791	279.268	247.544
PhD Graduate	122.619	121.923	113.862	95.500	73.244
Unknown	*1.716.318*	*1.946.146*	*2.731.288*	*2.962.823*	*3.966.417*
Total	**56.521.805**	**55.618.439**	**54.671.391**	**53.550.830**	**52.636.605**

Source: TÜİK,2013

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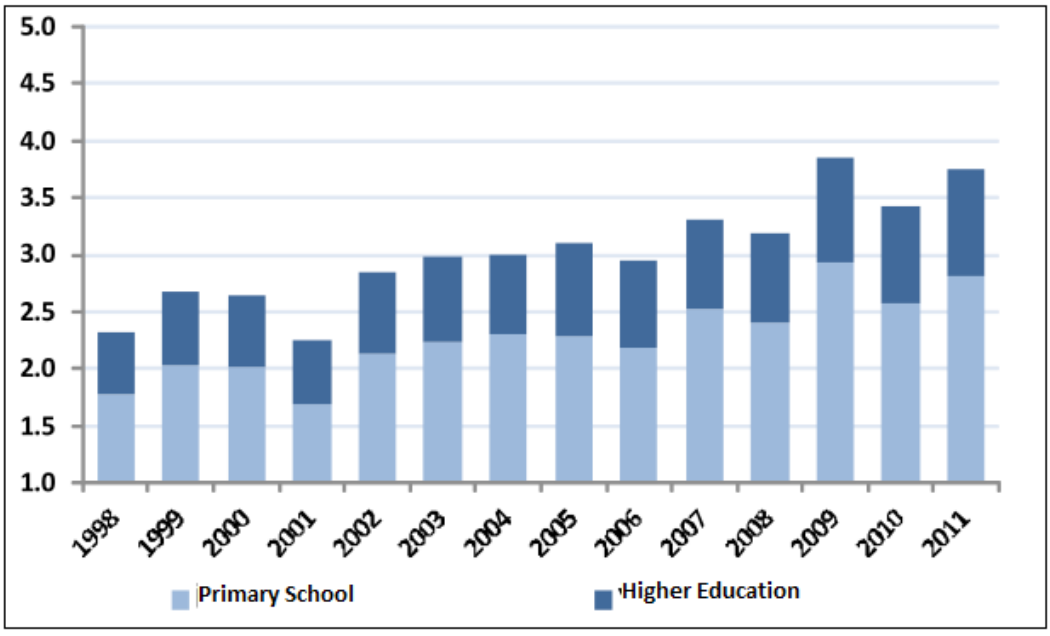
When the same situation is examined based on the years 2008-2012, the results are as follows: there is a decrease of 21% in the rate of those who didn't study and of 19% in primary school graduates; there is an increase of 71% in middle school or primary school graduates, of 21% in high school or equivalent school graduates, an increase of 68% in vocational school or faculty graduates, of 68% in master's degree graduates, and an increase of 68% in PhD graduates.

According to data of TÜİK by the year 2012, the rate of illiteracy for those aged 6-13 is 3 in 10 thousand (0.03%), the same rate for those aged 14-17 is 2 in one thousand (0.22%), it is one percent (1.03%) for those aged 18-21, it is 1.7 percent (1.70%) for those aged 22-24, it is 1.7 percent (1.77%) for those aged 25-29, it is 1.7 percent (1.79%) for those aged 30-34, it is 1.6 percent (1.67%) for those aged 35-39, it is 2 percent (2.08%) for those aged 40-44, it is 3.1 percent (3.13%) for those aged 45-49, it is 4.6 percent (4.61%) for those aged 50-54, it is 7.6 percent (7.69%) for those aged 55-59, it is 12 percent (11.99%) for those aged 60-64, and it is 25.3 percent for those aged 65 and over (25.37%).

Educational Expenditures in Turkey

The increase in the number of educated people in Turkey shouldn't be ignored. On the other hand, although it is not at the desired level, great increases are in question in educational investments. The fact that investments and expenditures in education are not in the expected level doesn't arise from the lack of importance attached by Turkey, it actually originates from the fact that there are too many investment and expenditure items as a developing country.

Figure 3. Public Educational Expenditures in Turkey For The Period 1998-2011 (The Rate to GDP-%)

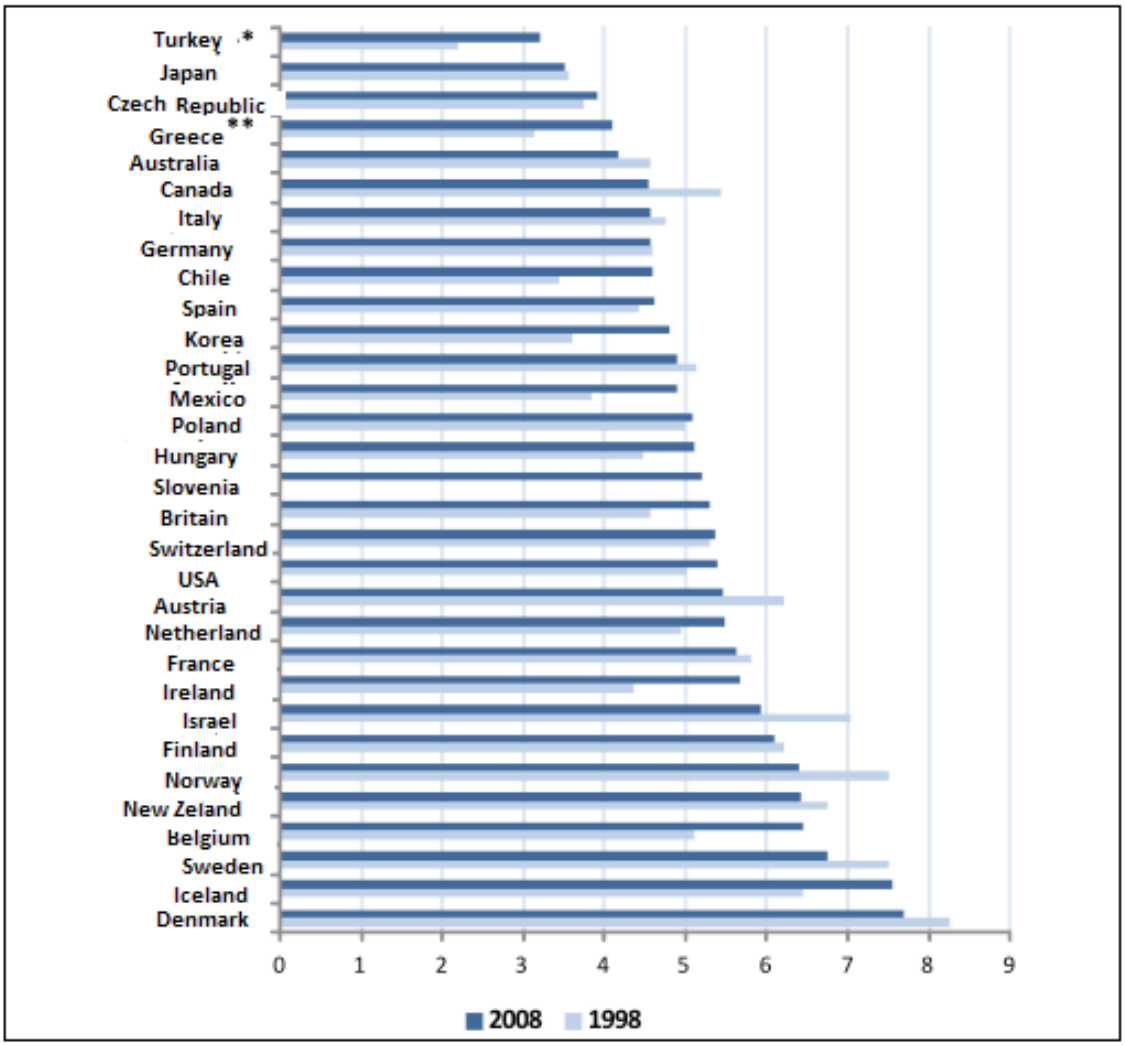


Source: MEB, 2011

As is known, public, private and international organizations are accepted as the institutions serving in the financing of educational services. The last data collection study providing data of these three institutions and organizations simultaneously is the one titled "Education Expenditures Survey" conducted by TÜİK in 2002. In calculations made according to the results of this survey, the contribution of public to the educational services in Turkey in 2002 has been found as 4.8% of Gross Domestic Product (GDP) and 2.5% of private expenditures. It has been observed that the rate of education expenditures reaching to 7.3% in total to GDP and the resource spent by Turkey on education are above the average of the OECD countries (TÜİK-2002).

In the abovementioned Figure 3, the rate of public education expenditures in Turkey between 1998 and 2011 to GDP is indicated.

Figure 4. The Rate of Public Education Expenditures to GDP in OECD Countries and Turkey Between 1998-2008 %



Source: OECD 2010; MEB (2011)

In the Figure 4 above, it is seen that Turkey is the country having the lowest rate of public education expenditures to GDP among the OECD countries both in 1998 and 2008. Total public resources allocated to educational services in Turkey in 2011 is 45.6 billion TL. The rate of this number to GDP is 4%.

Table 2. Education Expenditures of Families in Turkey (in 2013)

Expenditure Item	Low-income family	Middling family	Rich family
Kindergarten (1 year)	0	8.000	20.000
Primary school (8 years)	890	143.240	286.471
High school (4 years)	402	77.582	150.855
University (4 years)	402	86.203	150.855
Books/stationary (16	2.836	14.204	35.505
Private classroom (2	0	10.250	24.600
TOTAL	4.530	339.479	668.286

Source: ISMMMO,2013:8

If the investments and expenditures made in education in Turkey are only regarded as the public dimension, there will be some missing in the economic dimension. Investments and expenditures made in education in Turkey also have a family dimension. Abovementioned Table 2 reveals the fact that these numbers shouldn't be underestimated. Multiplying the education expenditures of families by the number of educated people will reveal this dimension of education.

Return of Investments and Expenditures for Education in Turkey

The place of education within the development economics isn't only composed of the investment and expenditures. Return of this investment and expenditure is an important factor for development economics.

In return of education investments and expenditures, social benefit as the value brought by education to GDP and society, and personal benefit as the difference of individual's education from the income earnt by an individual with lower education are in question. Although personal benefit can be clearer and numerical, it is not possible to state the social benefit as a value which is only composed of numbers. It is impossible to calculate the numerical explanation of such values as reduction of crime rates, increase in the importance attached to family planning, giving a better parenting education to children and creating a life with awareness in social and cultural way.

Tek (1987), Türkmen (2002) and Özgür (2005) who conducted separate studies concerning the return of education investments and expenditures in Turkey made personal return calculations regarding the return of education expenditures. According to these calculations based on 2002, this rate-considered in terms of personal benefit

as return- has been determined as 18% in primary school, 18.4% in general high schools, 29.1% in vocational high schools, 20.5% in higher education. The same studies also indicate that this rate-considered in terms of social benefit as return- has been determined as 14.1% in primary school, 13.5% in general high schools, 19.2% in vocational high schools and 16.3% in high education.

CONCLUSION

The concept of economic development is not only composed of the increase in production and per capita income. However, economic development also means changing the economic and socio-cultural structure of society. For this purpose, an adequate level of education is required as much as a stable political environment, wide transportation opportunities and a good communication and finance environment.

Regardless of whether the relation between education and economy is addresses as the first ideas-prenumerical times about education, neo-classical analysis, new growth theory or micro-base macro analyses, it is so clear that its every dimension has a unity. One of the most important standards used in determining the development level of a country is the human resources that country owns. It is seen that the countries that raise adequate number and enough quality of man power as required by the economy are developed countries. However, most of the underdeveloped countries have serious problems on raising the man power required by their economies.

The relation of education with the economy is actually a phenomenon that was better understood in the process of social progress. As it is possible to utter that many social changes and developments are the result of educational process.

Education having an important role in country's development has the function of providing the man power in the desired quality and quantity during the development process, and producing and expanding information. While the quality and efficiency are ensured in production with the first function, the second ones provides follow-up and development of production technologies and their transfer into production process.

The point to consider is that investments made in education make great positive contributions to economic and social development. It is another fact that developing countries must allocate bigger share for education from the budget in order to get a fast and sustainable development.

While the striking effect of education on development economics reveals itself in increasing the competition power of economies via increasing the efficiency of man power abroad, it is observed in fighting against unemployment and poverty in the country. While it is the most important prize providing the educational development in today's economies, lack of education is the biggest obstacle in front of the development.

When the fact that development economics shouldn't be perceived only as the improvement of economic indicators is accepted- which should be accepted-, education steps in. Education- as the factor increasing the human capital accumulation of society- is the only magic wand that will be able to solve the social problems that development can't solve despite the high level of income. This

wand provides the solution of these problems on the one hand, and positively changes the quality and quantity of man power required to increase the creative power and efficiency of society on the other hand.

In recent years particularly, sources allocated to National Education and the expenditures made are in a dimension that cannot be ignored in our country. The fact that the return of these expenditures will be much bigger coincides with the thoughts that information society will emerge.

Education doesn't play an active role in development economics only with investments and expenditures. The thing that makes education indispensable for development economics is that it ensures raise and emergence of educated person who is the product of education. As the educated person has the key importance of today's changes. Addressing the subject in terms of return, it is seen that education expenditures and investments have a very fast rate of return.

As a result, the importance of education within the development economics is an undisputable fact when considered as a whole. Education is both the first and the last step in realizing the objective of becoming a developed and prosperous society that is aimed with development economics.

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KALKINMA EKONOMİSİ ve EĞİTİM; YENİ ARAYIŞLAR

Özet: Kalkınma ekonomisi ve eğitim birbirinden ayrılmaz iki temel kavramdır. Kalkınma ekonomisiyle sağlanmak istenen bireysel hedeflerden toplumsal hedeflere ve beşeri sermaye içinde yer alan yetenek ve yaratıcılık potansiyellerinin oluşmasından bunların ortaya çıkmasına kadar her şey; eğitimle direkt ya da endirekt olarak ilgili, bağlantılı ve hatta bağımlıdır. Yaşadığımız dünyada her şeyin çok hızlı ve çok çabuk değiştiği ve geliştiği ve bu değişim ve gelişimin toplumsal, siyasal ve ekonomik alanda etkisini gösterdiği gözden kaçırılmaması gereken bir gerçekliktir. Kaldı ki eğitim; kalkınma ekonomisi içinde yer alan "Bilgi Toplumu" olma mücadelesinin en önemli unsurudur. Bilgi toplumu olayı bir fenomen değil bir vakıadır. Çeyrek yüzyıl öncesinde; son 10 yılda yaratılan bilginin insanlığın başlangıcından bugüne kadar yaratılan bilgiden daha fazla olduğu söylenmekte iken günümüz bilgi birikimi adeta her iki yılda ikiye katlanmaktadır. Eğitimin ekonomi içinde payını yükselten en önemli unsur, eğitimde teknoloji kullanımıdır. Teknoloji kullanımı; eğitimin dönüşümünde ortaya çıkan "bilgi bölünmesi" kavramıyla ortaya çıkmaktadır. Bilgi bölünmesi (digital divide); toplumda yeni teknolojilerin ortaya çıkarılması, teknolojilerin algılanıp benimsenmesi ve kalkınma ile entegrasyonu ile bir bütündür. Bilgi bölünmesin faktörleri; teknoloji ve eğitimdir. İnsan, içinde yaşadığı doğal ve sosyal çevrenin sürekli değişimi ile karşı karşıya olduğu için, var olmak adına oluşan yeni yaşam koşullarına uyum sağlamak zorundadır. Bu ise ancak eğitimle mümkündür. Eğitimin başarılı olması, önceden saptanmış amaçları olmasıyla doğrudan orantılıdır. Eğitimin amaçları ulusal olduğu gibi, evrensel de olabilir. Eğitimin amaçlarını belirlenirken, bireyin ilgisi, yetenekleri, ihtiyaçları, bedensel ve zihinsel gelişim düzeyi, içinde yaşanılan doğal ve sosyal çevre göz ardı edilemez unsurlardır. Eğitim seviyesinin yükselmesi ile ülkelerin milli gelir düzeylerin yükselmesi ve bu nedenle de bireysel gelir düzeyinin yükselmesi, gelir dağılımının iyileştirilmesi ve yoksulluğun önlenmesi arasında doğrudan bir ilişki vardır. Bu ilişki en açık olarak eğitim seviyesi ile teknolojik ilerleme arasındadır. Bu ikili arasındaki ilişki, beşeri sermaye üzerinden kişi başına çıktı düzeyini ve çıktı artışını ve bu artış üzerinde kalıcı nitelikte etkiler meydana getirir Bu bakımdan beşeri sermaye son derece önemlidir. Eğitimin ekonomi içindeki varlığı olan beşeri sermaye, kalkınma ekonomisinin en temel nesnesi olarak hem mikro iktisadın hem de makro iktisadın konuları arasındadır. Makro iktisat içinde bir ülkedeki; yaş gruplarına göre okullaşma oranları, nüfusun ortalama eğitim süresi, eğitim harcamalarının gayrisafi yurtiçi hâsıladaki payı ve kişi başına eğitim harcamaları, okur-yazarlık oranı gibi göstergelerle ifade edilmektedir Eğitimin ekonomik kalkınmaya yönelik etki ve gelişimi eğitimin içeriği ile eğitimde içerik ise eğitimin amaçlarıyla doğrudan ilişkilidir. Eğitimde içerik; eğitim amaçlarına uygun olarak belirlenmiş olan bilgilerden, beceriler geliştirme faaliyetlerinden oluşmaktadır. Bilgi çağının en önemli özelliği, ülkelerin bilgi sayesinde potansiyeli yüksek bireyler yetiştirmeleri ve bunun sonucunda ekonomik ve siyasi yönden önemli değişimlere uğramalarıdır. Bu değişim zaman zaman radikal, zaman zaman da inovasyonatif olarak gerçekleşmektedir. Değişim nasıl gerçekleşirse gerçekleşsin beraberinde eğitim alanında da değişim ve yenilikler yaşanmasına neden olmaktadır. Bir anlamda eğitimi sürekli değişim, gelişim ve yenilenme faktörü olarak görmek abartı sayılmaz. Çünkü eğitim; yapısı gereği değişim, gelişim ve yenilenmenin dinamosudur. Bu noktada Türk Milli Eğitimi'nin de benzeri rolleri oynadığı gözden uzak tutulmamalıdır. Türk Milli Eğitim sisteminde elbette yasayla belirlenmiş olan genel amaçlara ulaşabilmek temel hedef olmuştur. Bu temel hedef için de eğitim sistemi üzerinde program değişikliğinden, ders sayısını artırılması veya azaltılmasına, okul türlerinin çeşitlendirilmesinden öğrenim süresinin değiştirilmesine kadar sayısız uygulamalar denenmiştir. Uygulamaların yanı sıra, okul ve öğretmen sayısının artırılmasından çeşitli projelerle ilköğretime kız öğrencilerin devamının sağlanmasına kadar değişik hedeflerle de eğitimin

niceliksel gelişimini sağlanması için çalışılmıştır. Ülke kalkınmasında önemli bir role sahip olan eğitim; hem kalkınma sürecinde ihtiyaç duyulan nitelik ve nicelikte işgücü sağlama fonksiyonuna hem de bilgi üretme ve yayma fonksiyonuna haizdir. Bu fonksiyonların ilki ile üretimde kalite ve verimlilik sağlanırken ikincisi ile de üretim teknolojilerinin takibi, geliştirilmesi ve üretim sürecine aktarılması sağlanmaktadır. Unutulmaması gereken nokta eğitime yapılan yatırımların ekonomik ve sosyal kalkınmaya son derece olumlu faydalar sağladığıdır. Gelişmekte olan ülkelerin hızlı ve sürdürülebilir bir kalkınma yakalayabilmesi için eğitim alanına bütçe içerisinden daha fazla pay ayırmak durumunda olduğu da ayrı bir gerçektir. Eğitimin kalkınma ekonomisinde çarpıcı etkisi ülke dışında işgücünün verimliliğinin arttırılması yoluyla ekonomilerin rekabet gücünün de arttırılmasında ortaya çıkarken ülke içinde de işsizlik ve yoksullukla mücadelede ortaya çıkmaktadır. Günümüz ekonomilerinde eğitim gelişmişliği sağlayan en önemli manivela hükmünde olurken, eğitimsizlik de aynı şekilde gelişmişliğin önündeki en büyük engel durumundadır.

Anahtar Kelimeler: Eğitim, Kalkınma Ekonomisi, Bilgi Toplumu