

Gaining School Land Free Of Charge: A Proposal for Developing Countries

Bayram UZUN, Turkey

Key words: Public Schools, Expropriation, Land Readjustment, Financial Shortage

SUMMARY

Education is one of the most important global factors shaping life of individuals and societies. Development level of societies is directly related with their educational basis. Therefore most countries allocate important part of their infrastructural budget to this field. However, the governments, especially in the economically developing countries, like Turkey, have financial difficulty in gaining land for schools and construction of new school buildings in accordance with rapidly growing population. Moreover, the reform carried out in Turkish education policy, which changes the previous half day education system to the full day education, made the situation more problematic in Turkey. This reform leads to the need for more school areas. However, because of the lack of financial source of the country, this could not be achieved properly. So, there is need for a new approach to minimize government's financial burden in gaining appropriate land for schools. In this paper, an alternative approach to traditional land expropriation method is proposed. In this approach, gaining school areas free of charge in urban areas is examined from land management perspective. In other words, the land allocated for schools in development plans is gained by land readjustment applications. These areas are included in common public areas like roads, parks, green areas, etc. The findings show that, if this approach is applied in the areas where gaining of land is difficult and expensive, it provide important savings for the public authorities. Thus, this savings could be allocated to the construction of new school buildings. It is considered that the approach will be very useful especially for the developing countries suffering from lack of finance for educational developments.

Gaining School Land Free Of Charge: A Proposal for Developing Countries

Bayram UZUN, Turkey

1. INTRODUCTION

Physical capital and human capital are complements. An optimized combination of physical and human capital leads to highest economic growth: if one ingredient is too low, the other one also does not produce much (Heckman, 2003). In other words, education brings better living standards, better health indicators, better skills and better jobs. Moreover, education can help close the gap between rich and poor in country and between men and women in society and in the labor market.

On the other hand, today, most of the education expenses are financed by the public budget. Especially in the developing countries where number of student increases rapidly, the expenses per student constantly increase. These countries which are grappling with severe budget deficits work on cost-effective solutions in order to decrease public financial burden in education.

In this study, in short, education reform activities of Turkey during the last decade, in this context, is presented. Then, a creative proposal in view of land administration for this reform with its contributions has been introduced.

2. A GENERAL VIEW TO EDUCATION IN TURKEY

The population of Turkey, a candidate country for EU, is 73 million. 52% of this population is under the age of 25 (TÜİK, 2006). Every year, an average of 1,300,000 children attends the school for the first time. 10,310,000 students at primary school level and 2,312,000 secondary school level are attending the school. Total numbers of schools are 34,993 and 6,065 respectively. The duration of compulsory education was 5 years until 1997. In most urban areas, school attendance was constrained primarily by inadequate classroom capacity. Reducing crowding in existing schools would require a major expansion of school capacity. Moreover, 14.2% of the basic-school-age population- a total of 1.5 million children- was not attending school. On the other hand, public resources were inadequate for educational investment. Providing educational infrastructure by the government was very important while the population was increasing. But, because of the lack of financial resources, the problem still existed.

2.1 The Basic Education Reform in Turkey

The eight-year compulsory Basic Education Law (Law No. 4306) was approved into law in August 1997, Turkey embarked on an unprecedented expansion of public schooling. This law was buttressed by substantial new funding, which financed additional infrastructure and

human resources to replace a system consisting of five – year primary schools and three-year lower secondary schools with one consisting of eight-year primary schools (Dulger, 2004).

The objectives of the Compulsory 8-Year Primary Education Project included:

1. To bring the compulsory education level in Turkey to universal standards
2. To enhance the physical infrastructure quality level in primary education
 - Constructing new school building with the required facilities
 - Renovating old school buildings
 - Increasing the number of classroom in old and new buildings
3. To reduce average classroom size to 30

Total annual expenditures for the Basic Education Program are in the order of US\$3 billion annually. These outlays include investment outlays for the construction of new schools and the renovation or expansion of existing ones; provide new educational materials and equipment.

The Primary Education Project was supported by the 1997 Eight-Year Compulsory Education Enforcement Law (Law no.4306). Among the more important provisions in this law was the establishment of a temporary set of earmarked taxes targeted to finance the expansion of schooling. These new taxes raised US\$2 billion in new revenues to support the construction of new school, and the provision of educational materials to new students.

After the start of the reform in the 1997-98 school years, enrolments in primary schools increased from 9.1 million students to over 10.3 million in the 2001-02 school years. The government's strategy focused heavily on construction, and the number of classrooms increased from 210,905 to 280,257. However, this increasing ratio was inadequate. The average class sizes were still high and in 2000-2001 school year 22% of the 36,064 primary education schools were applying double-shift education. The education Master Plan 1996-2010 aims to create 121,500 extra classes in order to reduce double-shift education and the class-section size average in cities from 38.4 in 1997 to 30 by 2006.

This situation meant both constructing more schools and the need for new strategies to reduce costs for the construction. In this context, private sector initiated a new school construction campaign. Unfortunately, the state did not have sufficient build up areas at suitable places to construct new schools. At that time, the single choice was gaining school areas by expropriation method. Using this method, some primary school areas were expropriated by the government. But, researches at academic level for an alternative method were initiated because this method was very expensive for the public, and property rights of landowners were not esteemed by this method.

3. WHY EXPROPRIATION METHOD IS A PROBLEM?

The compensation method is a practical way to acquire land. But, it has some disadvantages. It does not protect ownership and social equity of landowners and expensive for the government. Especially in the areas where no state land is exists and suitable settlement areas

are very restricted, this method is extremely expensive to construct primary schools. In a study done by Yomralioglu and Uzun (2001a,) in Trabzon, Turkey, a city having the stated above qualities, interesting findings were reached. In that study, cost of expropriation was compared with costs of primary school construction. As seen in Table 1, for the majority of cases, it was seen that cost of expropriation is higher than costs of primary school construction. However, the ratio in Table 1 is accepted about 10% as a tolerable level (Yomralioglu and Uzun, 2001a, b).

Table 1. Costs of School constructions and expropriations for different projects in Trabzon, Turkey (Yomralioglu and Uzun, 2001a,b)

Name of Primary School	School Construction Cost \$ (I)	Expropriation Cost \$ (II)	Ratio II/I (%)
A	1,103,681	253,821	23
B	664,439	863,762	130
C	565,958	545,542	96
D	493,044	1,008,636	205

3.1 Land Readjustment (LR) vs. Expropriation Method

Yomralioglu and Uzun (2001a,b) proposed an alternative method to expropriation. According to this proposal, the contribution ratio percentage should be increased from 35% to 40% and this ratio should be include primary school areas in addition to new roads, streets, green areas, parking places, squares, police stations, play grounds, parks, religious places. With this proposal, the below issues would be eliminated. These are:

- Expropriation is a very difficult and costly method,
- The aim of expropriation is only to acquire land, it does not re-arrange shapes of surrounding parcels nor does it necessarily provide parcels appropriate for the building plans,
- There is no mechanism to reduce compensation costs through recovery of the increase in the value of surrounding land parcels,
- Land speculation occurs in project areas.

Moreover, primary schools cause to increase surrounding land parcel values by about 20% (URL, 2006). In addition, they are kinds of public area as roads for whole society. For all these reasons, school areas should not be expropriated; they should be gained the LR method. At the end, Turkish parliament approved the new Land Readjustment Law (Law no.5006) including the proposed amendments in December 2003 as a cost-effective solution to support the Primary Education Project.

3.2 What is Land Readjustment approach in Turkey?

According to the land readjustment (LR) method, when there is a need to develop an area, firstly, a development plan is prepared by the municipality. Then, the area is subdivided into an appropriate pattern of streets, parks, schools, and sites for other uses. Within site blocks

formed by the streets, new lots are allocated for private development. Later, public use areas are calculated in the planned streets, parks, and so forth and these areas are compared with the project area (Doebele, 1986). Next, each cadastral parcel is converted into building lots. After the project, the urban development area will be reorganized, and private landowners will receive new lots which are as near as possible to the location of their original land (see Figure 1).

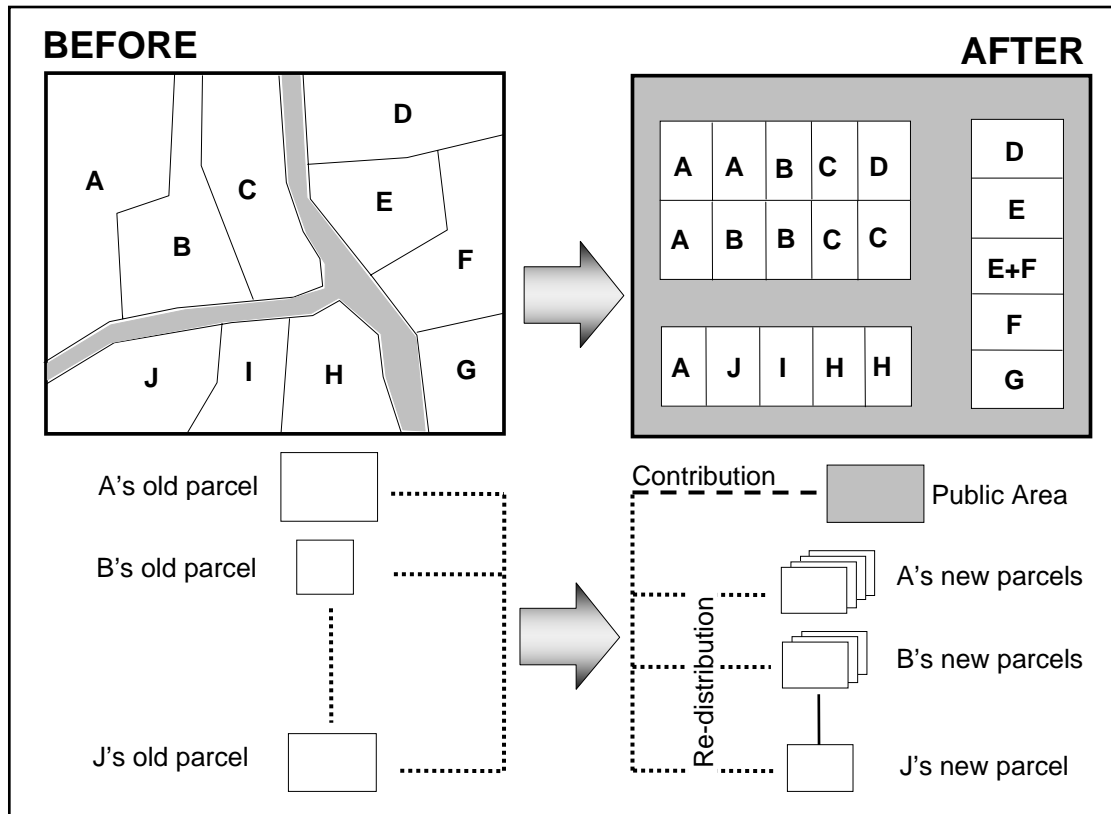


Figure 1. Mechanism of LR (Yomralioglu, 2003)

4. CONCLUSION

The lesson from Turkey, in short, is that after the LR Law in 2001 was passed, Turkey has made significant progress in order to gain school areas by using LR method in the last five years. By using LR method, public financial resources have been saved, and these savings were allocated for more school constructions. On the school areas gained by this method, new schools building with the required facilities have rapidly been constructed by the public sector, private sector and non-governmental organizations.

REFERENCES

Doebele, W.A., 1986, Conceptual Models of Land Readjustment (pp.81-96). In Minerbi, L. et al., (eds). Land Readjustment: The Japanese System, Oelgescelager, Gunn & Hain / Lincoln Institute of Land Policy, Boston, USA. 270 pages.

- Dulger I., 2004, Turkey: Rapid Coverage for Compulsory Education-The 1997 Basic Education Program, Scaling Up Poverty Reduction: A Global Learning Process and Conference, Shanghai.
- Heckman J.J., 2003, Selection Bias, Comparative Advantage and Heterogeneous Returns to Education: Evidence from China in 2000, NBER working paper series, Cambridge, MA 02138.
- TUIK, 2006, 2010 Yili Nufus Yogunlugu Tahminleri, Ankara.
- URL, 2006, [http:// www.ncsp.org/publications-files/938-op56.pdf](http://www.ncsp.org/publications-files/938-op56.pdf), 24 May 2006
- Yomralioglu T. and Uzun B., 2001a, Okul Alanlarinin Bedelsiz Olarak Kamuya Kazandirilmesi, Milli Egitim Dergisi, Sayi:150, Ankara, ISSN: 1301-7669.
- Yomralioglu T. and Uzun B., 2001b, Temel Egitim Alanlarinin DOP Kapsamina Alinabilirliginin Irdelenmesi, 8. Harita Bilimsel ve Teknik Kurultayi, Ankara, Sayfa: 347-359.
- Yomralioglu, T., 1993, The Investigation of a Value-based Urban Land Readjustment Model and its Implementation using Geographical Information Systems, PhD Thesis, University of Newcastle upon Tyne, UK.

BIOGRAPHICAL NOTES

Bayram UZUN is a researcher at Karadeniz Technical University (KTU), Turkey. He graduated from the Department of Geodesy and Photogrammetry Engineering at KTU in 1987. He received his MScE degree with the thesis entitled "Examining Production Methods of Site Lots in Urban Land Reallocation Process" in May 1992. He received his PhD degree with the thesis entitled "To Investigate Highway-Property Relations in Respect of Zoning Rights and To Propose a Model Using Land Readjustment Approach" in August 2004. His research interests are land administration; land readjustment, property sociology and 3D cadastre.

CONTACTS

Bayram UZUN
Karadeniz Technical University
Department of Geodesy and Photogrammetry Engineering
Trabzon TURKEY
Tel. +90 462 3772796
Fax +90 462 3280918
email: buzun@ktu.edu.tr
web: www.jeodezi.ktu.edu.tr/buzun