



P-ISSN: 1411-3031; E-ISSN: 2442-9651
Available online https://journal.uinsi.ac.id/index.php/dinamika_ilmu
doi: <http://doi.org/10.21093/di.v24i1.1715>
DINAMIKA ILMU, 24(1), June 2024

DINAMIKA ILMU
Journal of Education
Jurnal Pendidikan

Roadmap for Equality in Education: Problems, Solutions and Implementation Strategies

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Received 03 November 2023 | Received in revised form 28 March 2024 | Accepted 1 April 2024

APA Citation:

Yıldırım, K. S. (2024). Roadmap for Equality in Education: Problems, Solutions and Implementation Strategies. *DINAMIKA ILMU*, 24(1), 11-28.

<http://doi.org/10.21093/di.v24i1.7515>

Abstract

Equality in education is a fundamental goal for societies, and educational systems need to provide equal opportunities for all individuals to realize their potential. However, in the current situation, economic, social and cultural differences create inequality of opportunity in education and this is a fundamental problem of education systems. This article emphasizes the importance of achieving the goal of equality in education and discusses the problems encountered in achieving this goal. By examining the root causes and consequences of inequalities in education, it aims to better understand these problems. Furthermore, the article presents key strategies for achieving equity in education. These strategies include reviewing education policies, training and supporting teachers, increasing access to education for disadvantaged groups, using technology-based education methods and developing anti-discrimination awareness programs. In this context, the goal of achieving equity in education is critical for social development and human rights, and the paper aims to provide a roadmap for equity in education, presenting the steps and strategies needed to achieve this important goal.

Keywords: Discrimination in Education, Diversity in Education, Education Policies, Equality in Education, Social Justice

1. Introduction

Education is a fundamental pillar of society, crucial for fostering social development (Lynch & Baker, 2005). However, persistent inequalities and injustices within educational

systems present significant challenges. This study delves into the core tenet of equality in education, exploring essential concepts and principles in this domain. A pivotal initial stride towards educational equity involves recognizing demographic and socioeconomic variances and formulating strategies to bridge these gaps (Senadza, 2012). Central to the principle of equity in education is acknowledging the unique backgrounds and requirements of each student, essential for unlocking their full potential. Simultaneously, ensuring equal access for all students is paramount in achieving educational equity (Yue, 2018). Disparities in access and resources stand as primary contributors to achievement gaps among students. Equitable allocation of educational resources and providing equal opportunities form the bedrock of the equity principle (Feng, 2022).

Moreover, fostering equity in education necessitates combatting prejudices and stereotypes that can impede students' progress and potential (Zhou et al., 2019). Educational institutions bear the responsibility of safeguarding students against discrimination based on gender, ethnicity, religious beliefs, or other personal attributes. To uphold equality in education, the development of fair education policies is imperative (Thein & Akita, 2019). These policies should strive to offer all students equal opportunities while catering to their diverse needs. Educational institutions must commit to treating all students equitably. Effective evaluation and monitoring are vital components in ensuring educational equity (Senadza, 2012). These processes facilitate the assessment and adjustment of educational policies based on data and evidence, crucial for upholding the equity principle. Creating an inclusive environment that embraces diverse cultural backgrounds and identities is foundational to educational equity (Zhou et al., 2019). Tailoring support to individual students is essential to address their distinct needs and challenges, fostering success in the learning journey (Yue, 2018). The positive impacts of educational equality extend beyond individual realms to encompass economic and social development. A fair education system can mitigate unemployment, alleviate income disparities, and advance social justice, paving the way for a more equitable and sustainable future for both individuals and society at large. This roadmap for achieving equity in education offers a holistic approach encompassing understanding demographic and socioeconomic differences, addressing access and resource inequalities, combating prejudices, developing and evaluating equitable policies, promoting diversity, and providing tailored support, with the potential to yield positive economic and social outcomes.

The main purpose of the article is to emphasize the importance of equality in education, to identify the existing problems, to offer solution strategies to these problems and to provide a guide for achieving equality in education. This goal represents a vital necessity for social development and human rights. The article aims to contribute to a broader academic understanding of this critical issue by explaining the steps and strategies that need to be taken to achieve the goal of equality in education.

2. Research Methodology

This article employs a comprehensive research methodology to delve into the issue of equity in education. The research approach entails a systematic literature review to explore the topic from various angles. The research design involves identifying relevant databases and academic resources, conducting searches using specific keywords, and meticulously selecting literature studies for analysis.

2.1. Data Collection

Relevant databases and academic resources were systematically searched to gather pertinent literature on equity in education. Keywords related to equity in education were utilized to ensure comprehensive coverage of the topic. Literature studies selected for analysis were carefully reviewed and evaluated for relevance and quality.

2.2. Data Sources

The primary sources of data include scholarly articles, research reports, and academic publications focusing on equity in education. Secondary sources such as governmental reports, policy documents, and statistical data were also consulted to provide a comprehensive understanding of the subject.

2.3. Instruments

Various tools and techniques were employed to collect and analyze data, including citation analysis, content analysis, and thematic synthesis. Data collection instruments were tailored to the specific requirements of the literature review process.

2.4. Data Validation

The validity and reliability of the data were ensured through rigorous screening criteria and quality assessment measures. The selected literature studies underwent thorough scrutiny to maintain the integrity and credibility of the research findings.

2.5. Data Analysis Techniques

Data analysis involved synthesizing information from the selected literature studies, identifying common themes, and drawing insightful conclusions. Comparative analysis and interpretation of diverse perspectives on equity in education were conducted to offer a comprehensive overview of the subject. By following this detailed research methodology, the study aims to provide a nuanced understanding of equity in education and contribute valuable insights to the existing body of literature on the topic.

3. Results

Education, as a multifaceted process, plays a pivotal role in shaping individuals and societies. Rooted in the realms of psychology and sociology, education serves as a mechanism for behavioral transformation and societal evolution (Bajaj, 2011). The essence of education lies in creating conducive conditions for learning and delineating pathways for

individuals to attain certain ranks through fulfilling specified criteria (Erarslan, 2021). This dual nature of education, catering to both individual growth and societal advancement, necessitates continuous adaptation and regulation to accommodate evolving needs.

Historically, seminal works such as Adam Smith's "Wealth of Nations" and Alfred Marshall's contributions underscore the significance of education as a cornerstone for human capital formation and societal welfare (Duhn et al., 2017). Smith's advocacy for state intervention in education challenges traditional economic doctrines, highlighting education's role in personal development and social progress (Bittmann, 2022). Marshall, in alignment with Smith's views, posits education as a national investment with far-reaching benefits for individuals and communities alike (Mannion, 2019). The notion of state support in education, as advocated by Marshall, underscores the intrinsic value of education in fostering social justice and collective prosperity.

From a broader historical perspective, the economics of education necessitates state involvement to ensure societal well-being and progress, contrary to classical economic paradigms (Chang & Gray, 2013). Education emerges as a linchpin for social equality, necessitating public interventions to uphold principles of justice, reciprocity, and rights protection (Fusaroli & Tylén, 2012). Recognizing education as a fundamental right, rather than solely an economic venture, is crucial for promoting accessibility and combating income disparities (Lynch & Mannion, 2021). Public interventions in education policies are essential for addressing income inequality, fostering economic growth, and nurturing human capital.

Education emerges as a critical tool for social and economic development, particularly in developing nations where skilled human resources are imperative. Education policies must align with societal and economic demands, ensuring efficient resource utilization through meticulous planning. By reducing social disparities and fostering equal opportunities, education not only enhances individual growth but also contributes to societal equity, economic progress, and social justice. State investments in education, coupled with effective resource allocation, are indispensable for realizing these objectives and enhancing overall societal welfare. Continuous investment in education and the formulation of equitable policies are essential for cultivating a fairer and more egalitarian society in the future.

3.1. The Importance of Equal Opportunity in Education

Equality of opportunity in education can be defined as giving all members of society the chance to benefit equally from educational services in order to develop their talents in the most appropriate way (Kağan M., 2010). In today's world, in most countries, people are provided with equal opportunity in education before the law. However, this does not mean that all members of society are fully provided with equal opportunities in education. For example, although there is no legal barrier, it is a fact that there are individuals who cannot benefit from education equally because they do not have sufficient financial means. Therefore, in order to talk about equality of opportunity in education, people must not only

have the equal right to receive education before the law, but also have the means to exercise this right.

The aim of the principle of equal opportunities in education is to eliminate the social and economic privileges that young people face in gaining their social status and roles. In this way, everyone, regardless of their social and economic status, will have the opportunity to take their place in society according to their wishes and abilities and to fully realize their personalities and aspirations (Senemoğlu, 2019). In other words, equality of opportunity in education is indeed a goal that is both desirable and feasible (Illich, 2013: 23).

At the same time, equality of opportunity in education means ensuring that the child of a loweducated and low-paid family receives education in good conditions (Aslankurt, 2013:1). In modern societies, it is accepted as a principle that individuals should have equal opportunities to change and improve their social position, regardless of their income group. Moreover, it is assumed that through non-formal education, which means equal opportunities in education and making education open to different classes and strata, individuals from lower income groups, whose social mobility is limited, are provided with the opportunity to improve their social position by gaining knowledge, skills and abilities (Suğur, 2008: 8).

On the other hand, even if complete equality of opportunity in education cannot be achieved, equality in benefiting from education is sought (Johnson, 2020). In short, ensuring equality of opportunity in education means providing everyone with an equal amount of education, bringing everyone to a certain level of attainment, ensuring that everyone receives the education that will enable them to realize their full potential, ensuring proportional representation from all social categories (ethnic, occupational, gender, etc.), and providing education regardless of whether individuals benefit from it or not. It will be possible to provide proportional representation from all social categories (ethnic, occupational, gender, etc.), to ensure equality of opportunity in access to education regardless of whether individuals benefit from it or not, to bring everyone to a point where the ratio of additional learning to input is equal to that of others, and to eliminate the imbalance in which citizens find themselves (Johnson M, 2020).

Ensuring equality of opportunity in education is among the aims and objectives of international agreements and organizations to which Turkey is a party. For example, the "United Nations Universal Declaration of Human Rights", the "United Nations Declaration on the Rights of the Child", the "UNESCO Convention on the Elimination of Discrimination in the Field of Education", the "International Covenant on Economic and Cultural Rights of the Council of Europe" and the "United Nations Convention on the Rights of the Child" contain adequate provisions on the right to education and the provision of equal opportunities in education.

As an example, in legal terms, equality of opportunity in education is defined in Article 26 of the Universal Declaration of Human Rights as "Everyone has the right to education.

Education shall be free of charge at least at the primary and basic education stages. Primary education is compulsory. Technical and vocational education is open to all. Higher education shall be open to all on a basis of full equality according to their ability."

In Turkey, Article 42 of the 1982 Constitution states that "No one shall be deprived of the right to education and training. Primary education is compulsory for all citizens, male and female, and is free of charge in public schools. The State shall provide scholarships and other means of assistance to successful students who lack financial means in order to enable them to continue their education. The State shall take measures to make those in need of special education useful to society."

Similarly, Article 4 of the Basic Law on National Education, which entered into force upon its publication in the Official Gazette dated 24.06.1973 and numbered 14574, stipulates that "Educational institutions are open to everyone without distinction of language, race, sex or religion. No person, family, group or class shall be privileged in education". Article 8 of the same law stipulates that "Equality of opportunity and opportunity shall be provided to all men and women in education. In order to ensure that successful students who lack financial means receive education up to the highest levels of education, necessary aids are provided through free boarding, scholarships, loans and other means." The right to education and equality of opportunity were tried to be legally guaranteed (Kandemir, 2014; Karasoy, 2021).

In this context, necessary arrangements have been made to ensure equality of opportunity in education through existing laws in Turkey, and the importance and inalienability of the right to education has been emphasized. Equality of opportunity in education is also seen as an important threshold for achieving Turkey's 2023 goals. In the 2023 Vision documents, it is stated that access to quality education is one of the main problem areas of the education system and that one of the most important issues to be addressed in achieving Turkey's 2023 goals is to create the conditions for every student in Turkey to receive a quality education, regardless of the school they attend.

This requires improving the quality of teachers and administrators, ensuring equality of opportunity in access, reducing differences in human and physical infrastructure between provinces and schools, and pursuing policies to realize social justice in education. It is imperative that quality education systems are structured to provide quality education to all students in an equitable manner. Only in such a climate where all policies are implemented on the basis of equality of opportunity can every child be provided with an education in which he/she can develop his/her personality, talents and abilities at the highest level (Tenth Development Plan, 2014-2018: 42).

3.2. International Legal Basis for Equality in Education

International legal agreements to which Turkey is a party contain provisions stating that basic education is an inalienable right to education. These texts are binding at the level of law according to our current legal legislation. According to Article 26, paragraph 1

of the United Nations Universal Declaration of Human Rights, which is one of the leading international agreements, "Everyone has the right to education. Education shall be free of charge, at least at the primary and basic education stage. Primary education is compulsory. Technical and vocational education is open to all. Higher education shall be open to all with full equality according to their abilities" (Aydın, 2017: 2) reveals the international nature of the right to education. The international nature of the right to education is expressed in the United Nations Declaration of the Rights of the Child as "the child has the right to free and compulsory education, at least at the primary level". On the other hand, it is stated that the child should have the right to education that contributes to his/her general culture and gives him/her the opportunity to develop his/her talents, personal thinking, moral and social responsibility and to become a useful member of society.

In the same declaration, States "shall encourage the organization of secondary education in various forms, both general and vocational, and shall ensure that it is open to all children. On the other hand, they shall take appropriate measures, such as financial assistance where necessary and free education. They shall make higher education open to all according to their ability, using all appropriate means. They make information and guidance on education and career choice available to all children" (Sarıer, 2010: 108). On the other hand, in the UNESCO Convention on the Elimination of Discrimination in the Field of Education, the right to education is explained as follows: "States Parties to this convention also undertake to formulate, develop and implement a national policy aimed at promoting equality of opportunity and opportunity in education through methods adapted to national conditions and traditions, and in this context to make primary education compulsory and free of charge and to ensure that everyone has the opportunity to benefit from this opportunity" (Aydın, 2017: 2).

Similarly, the International Covenant on Economic and Cultural Rights of the Council of Europe has similar views. In this sense, the convention states that "States Parties to the present convention recognize that primary education should be compulsory and accessible to all free of charge". In the United Nations Convention on the Rights of the Child, it is emphasized that basic education is a human right that should be provided in equality of opportunity and opportunity; "States Parties recognize the child's right to education and undertake to take the necessary measures to ensure the exercise of this right in accordance with the principles of equality of opportunity" (Aydın, 2017: 2).

In this context, countries that are parties to international agreements are considered obliged to provide compulsory basic education as a human right to which everyone has equal opportunity. In national law, the right to education is ensured by the Constitution and laws, which are binding, and by development plans, national education councils and government programs, which are not binding.

3.3. Equality in Education: Basic Concepts and Principles

The concept of education has been defined in different ways by many scholars. Papi defined education as making people more accepting of new discoveries, bringing mechanization by providing the necessary potential for the labor force, ensuring the advantageous combination of production techniques, ensuring the implementation of new techniques and inventions without delay, developing the ability of labor and enterprise in the country and internationally, preventing them from making dangerous and wrong decisions by providing the necessary knowledge and skills to those responsible for making technical, economic and political decisions (Papi as cited in Sönmez, V., 2002:32).

Peston evaluates education as follows: Education enables people to get rid of their old tastes by creating new ones; education is a prerequisite for progress in science and science and ultimately creates externalities; the value of one's ability to read and write depends on the ability of others to do the same. Education helps law and order and reduces the need for criminal measures and the police (Serbes, 2019).

As can be seen in all these definitions, education is the most productive and long-term investment in human capital. This is because it is the human being who operates all elements of the economic, social and political system, creates new formations and evaluates all these elements within the concept of human capital. The definitions show that there is a significant relationship between educated people and production. The definitions also show that education can raise individuals who will ensure the progress of the economy with the quantity and quality of producers and consumers that the economy needs and who will make development continuous. As long as the programs implemented can be developmental and open, capable of creating new technologies and knowledge. These definitions of education also reflect a very important feature of education: externalities. The externalities of education do not only include the direct benefits to the individual, and the personal benefit is not only seen in the earnings of the person trained. On the contrary, it can also increase welfare by reflecting on the whole economy. These externalities in the definitions of education can be categorized as social, political and economic externalities. Especially in Papi's definition of education, there are direct benefits provided to the individual and it is stated that education is primarily a personal value. After all these evaluations, the concept of education can be defined as follows: Education is a human capital investment that emphasizes the personal (direct) benefit function by improving the ability of the individual to make independent and correct decisions, that includes the indirect benefits provided to the society by exceeding the limits of this basic benefit, and that should be supported by the state considering all these benefits. Education requires a serious approach, just like investments in physical capital such as buildings, factories and machinery. Education does not only constitute the infrastructure for economic development. It can also be evaluated in terms of people preparing themselves as individuals for society. In 1962, at the Tananarive Conference organized by UNESCO, representatives of African States stated the following. "Above all,

for Africans to be happy and self-reliant as individuals, it is essential that education should give them a greater understanding and appreciation of their own society and culture." (UNESCO Publications as cited in Frankel, 1966:87). The aim should be to teach general principles of science for all production processes and at the same time to support individuals with practical work and the use of basic tools and equipment to be used in all kinds of work. This view of education is referred to as the polytechnic view of education (Aslan, 2010: 19-21). This type of education and training is the opposite of the pure theoretical teaching style based on rote memorization. At the same time, with the polytechnic education system, people will be developed in many ways. As a result of combining theory and practice, the goal of an all-round developed human being will be achieved.

In this context, people can also have the opportunity to change their field of work at any time in accordance with their own wishes (Aslan, 2010: 26-27). As can be understood, the multifaceted view of education is evaluated within the structure of a classless society and the dynamic of combining education with material production is discussed (Aldrich, 2022:1240-1244).

Education started with the Renaissance movements in Europe with efforts to provide access to the masses. The concepts of equality, liberty and fraternity that emerged in the French Revolution are now considered in the context of universal human rights. This idea emphasizes the natural rights and innate abilities of human beings. While the right to education is accepted as an innate right, it is also seen as a fundamental right in terms of realizing and realizing rights in the context of the principle of equality (Dror, 2019: 18).

The right to education is recognized as a duty for the state and a right for the individual. Education is an important factor affecting economic, social and political development. In economic terms, education contributes to increasing social welfare and creating new values (Thomas, Wang and Fan, 2000:3). Equal participation in education is a fundamental human right and an indicator of well-being. Education should be provided fairly to all individuals regardless of income or assets (Kim, 2011: 979).

International instruments such as the Universal Declaration of Human Rights (1948) and the Lima Declaration (1988) emphasize that everyone has the right to education. It is also stated that education should be free, at least in the primary and basic stages. Education is an indispensable tool for increasing the productive capacity of society. Higher education should also be available to all with full equality according to their abilities (McCowan: 2012: 114).

Making the right to education accessible to all can increase the well-being of society and reduce social imbalances. Moreover, education increases the general level of knowledge of the society, creating a more informed citizenry. Treating education services as socially valued goods means that these services benefit the whole society, not just individuals. The fact that the state makes education compulsory shows that these services are a social investment (Sönmez, V., 2002:120).

The concept of externalities in education implies that education services have positive effects not only on individuals but also on society as a whole. Education contributes to social and cultural development, increases productivity and influences political decision-making. The externalities emitted by education can contribute to reducing income inequality and increasing social welfare (McMahon, 2010 :7). Providing the right to education equally to all contributes to a society filled with more informed, educated and talented individuals at all levels.

In this context, education is a fundamental human right that supports the personal development of individuals while contributing to the overall well-being of society. Therefore, ensuring equality in education is essential for social development and the creation of a just society. The right to education should be protected by the state and an education system in which everyone has equal opportunities should be established.

Efforts to achieve equity in education are a complex and multifaceted process (Turner, 2007). This process requires continuous evaluation and improvement of educational policies and practices. Educational equity aims to increase diversity, promote inclusion, provide personalized assistance to students, and ensure that every individual benefits equally.

Equity in education requires confronting structural inequalities. These inequalities refer to inequalities in access to educational opportunities between different groups of students (Clark, 2006 :316-317). Eliminating these inequalities aims to ensure that every student has equal opportunities in education.

Furthermore, increasing diversity and inclusion is a fundamental principle for equity in education. Education systems should be open to and equally value students from different cultures, backgrounds and abilities (Baker, 2005). Promoting diversity enables students to learn from each other and benefit from different perspectives.

Providing personalized assistance to students is also a critical element to ensure equity in education. Every student's learning needs are different and education systems should take these differences into account to support students. Providing students with tailored assistance helps them to maximize their potential. On the other hand, a sustained effort is needed to identify and address systemic inequalities. Educational policies and practices should be regularly reviewed to ensure that every student has equal opportunities (Freitag, 2008:554). These elements need to work together to achieve the goal of equity in education.

Beyond providing students with equal opportunities, equity in education requires tackling structural inequalities, promoting diversity and inclusion, and providing personalized support to each student. Achieving this goal requires continuously evaluating and improving educational policies and practices (Turner, 2007). Efforts to achieve equity in education can be a challenging task and may require a comprehensive organization-

wide strategy. However, these efforts reflect the importance of creating an equitable education system.

3.4. Problems Caused by Inequality in Education

Education is considered one of the most fundamental building blocks of society. However, inequalities in education systems around the world pose a major challenge for many societies. Education not only contributes to the personal development of individuals, but also plays a critical role in the stability, economic growth and social cohesion of society. Inequalities in education make it difficult to achieve these fundamental goals and can have a profound impact on societies.

The benefits of education services are primarily directed towards individuals and these individual benefits are characterized as direct benefits. Especially as we move from basic education to higher education, the size of the individual benefit expands. Individuals pay for the education service they receive, albeit partially, due to private benefits. However, inequality in education emerges as a result of demographic and socioeconomic differences. At this point, demographic and socioeconomic differences between individuals become an important factor in access to educational opportunities and outcomes (Yetim, 2021:1268).

Education offers a wide range of benefits for individuals. These benefits of education can be varied, as Weisbrod argues. First, educated individuals can realize higher income gains, i.e. financial returns. Having a higher level of education offers the opportunity for better earnings in the world of work. This is just one aspect of the monetary returns to education. Second, education also provides financial options for the choice of field (Tandon, 2021). For example, when a person completes a bachelor's degree, he or she may have the option to pursue further education, such as a master's degree, or to pursue a career in a different field.

However, education does not only offer material benefits. Education also offers opportunities for non-monetary choices. This expands people's job choices, employment opportunities, etc. in the context of their education. For example, education can give people more responsibility and authority, enabling them to move up to management positions. There are also non-market benefits of education. Non-market benefits include how skills such as literacy can be used in everyday life. With training, people can fill out tax returns, write petitions and find more effective solutions to everyday problems.

Inequality in education is often manifested in terms of access to education and access to resources. Some groups may have limited access to educational services, while others may have more resources. These inequalities in the education system can be caused by socioeconomic and demographic factors. Therefore, it is important to take these factors into account to reduce inequalities in education and ensure equal opportunities (Koç, 2015:117). This is part of an effort to create a more equitable system in education to support both the personal development of individuals and societal development.

Education services provide benefits in many ways, and these benefits can be assessed at both individual and societal levels. Education guarantees the right of individuals to receive educational services, which is a fundamental human right. At the same time, education is an integral part of the process of human capital formation. By promoting personal development, it provides individuals with the opportunity to lead a better quality and productive life. The effects of education on the individual are felt not only at the personal level but also at the social level. By increasing the contribution of individuals to the economy, education raises the level of total income and contributes to an increase in general welfare. As Marshall emphasized, education is directly effective in improving the quality of life of individuals. However, inequalities in education are often associated with prejudices and stereotypes. This can limit students' potential and hinder equality of opportunity. Therefore, it is important to develop and implement equitable policies in education (Yılmaz, 2012: 45).

As regards the provision of education services, the efficient allocation of resources to such services, which benefit a large number of people, requires state intervention. If the market mechanism tries to provide education services, social investments may be incomplete. Therefore, state intervention is important to ensure that resource allocation in education is fair and efficient (Lvin, 1991: 144-148). This is a necessary approach to ensure that education systems are structured to meet the needs of society and to promote equal opportunities for all individuals.

3.5. Solutions for Equality in Education

3.5.1 Developing Equitable Education Policies

In line with the aim of ensuring equality in education, egalitarian education policies should be developed. These policies should aim to provide equal opportunities for students (Akgün, 2017:68). Addressing systemic inequalities, promoting diversity and inclusion, providing specialized support for students, and eliminating institutional racism and prejudice are necessary to achieve this goal. These strategies to ensure equal access and outcomes in education aim to provide all students with equal opportunities for academic success (Gandharba & Gaire, 2022). Developing Equitable Education Policies emphasizes the necessity of state intervention for efficient resource allocation in similar services such as education. Without state intervention, any attempt to provide education services through the market mechanism will result in underinvestment in social investments in education services (Lvin, 1991: 144-148).

3.5.2 Assessing and Monitoring Equality in Education

Evaluating and Monitoring Equality in Education states that the concept of public expenditures has gained importance since the 1950s when it entered the economic literature. This interest has increased due to reasons such as income growth and population growth (Serbes, 2019:244). In order to ensure equality of opportunity in education, the effects of the education system should be monitored and evaluated. This is

important to identify and address inequalities (Özdemir, 2019:37-38). To combat institutionalized racism and other forms of prejudice in the K-12 education system, district authorities should create and implement a comprehensive strategy. This strategy should aim to address inequalities in gifted education and include policies that promote equity in educational outcomes. It is essential that these strategies are properly utilized to ensure equity and fairness in education. It is also important that this plan effectively addresses the diversity of gifted students (Gandharba & Gaire, 2022). Furthermore, educators need to create policies for equity and justice, addressing initial inequalities in education and ensuring the fair identification of gifted children. Funding these activities is vital to promote equity in education and provide resources for equitable practices.

3.5.3 Promoting Diversity and Inclusion in Education

To reduce inequality in education, it is important to promote diversity and inclusion. The education system should support different groups of students and provide them with equal opportunities (Bilgin, 2018:83). One way to reduce inequality in education is to provide individual support to students. It is important for each student to receive an education that suits their needs and potential (Yavuz, 2020:367-370). Promoting Diversity and Inclusion in Education emphasizes state support with the idea that every individual who wants to be educated should not be proportionate to their income and environment. It states that individuals should have the right to receive education regardless of their income and environment. To achieve educational equity, a comprehensive plan must be developed that addresses the fundamental and systemic inequities that exist in the K-12 education system. It is imperative that this broad strategy be implemented at all levels of the education system, from state and district policies to classroom practices. District leaders should aim to address inequities in gifted education and include policies that promote equity in educational outcomes. To successfully address the complex issue of educational equity, leaders in the education sector must create plans that integrate theoretical foundations with practical applications. It is important for individuals to create strategies that take into account their leadership style and the broader societal context. For the successful implementation of a comprehensive plan to achieve equity in education, educational institutions need to actively engage with the social environment.

Educational leaders have an obligation to change their policies and practices to promote equity and inclusion among student communities. It is recommended that efforts be made to create an education system that prioritizes multiculturalism and justice. This can be achieved through prioritizing communication techniques that promote equality and incorporating diverse experiences into leadership training programs. This initiative gives students the opportunity to actively contribute to achieving equity in education, regardless of their socioeconomic status or personal circumstances. Overall, achieving equity in education requires a comprehensive strategy that addresses structural and biased inequalities across the entire school district. To ensure a fair and equitable education for all children, it is the responsibility of leaders to provide resources for leadership and teacher

development initiatives, promote equity and inclusion, and ensure the integration of policies and practices.

3.5.4 Providing Individual Support to Students

Providing Individual Support to Students states that the equitable distribution of education services is an important policy for developed and developing countries (Thomas, Wang and Fan, 2000:3). It emphasizes the inadequacy of the market economy in terms of fair income distribution and that many services should be a basic state service .

Therefore, public policies should demonstrate that education is not only a consumption good but also a right for the whole society and that the externalities of education are economically, socially and politically important (Serbes, 2019). Since education contributes not only to the development of the individual but also to the economic growth and development of society, education is considered a traditional public service (Serbes, 2019).

Addressing systemic inequalities, promoting diversity and inclusion, providing specialized support to students, and eliminating institutional racism and bias are essential to achieve this goal. These strategies to ensure equal access and outcomes in education aim to provide all students with equal opportunities for academic success (Gandharba & Gaire, 2022).

3.6. Economic and Social Impacts of Equality in Education

Ensuring equality in education is a decisive factor for social and economic transformations. Promoting and implementing equal educational opportunities brings many advantages with economic and social impacts beyond contributing to the sustainable development of society.

Education is a key to enabling individuals to be more successful in life. Individuals with equal educational opportunities are generally more likely to reach higher income levels, access better job opportunities and contribute to economic growth (Aktaş, 2021: 155). At the same time, it raises the quality of the labor force and provides employers with more qualified employees. Therefore, equal educational opportunities support economic growth and increase the overall welfare of the country.

Education is an effective tool in the fight against poverty. Individuals with equal educational opportunities access better jobs and are better paid, which reduces poverty. Furthermore, education enables people to become self-sufficient and have better living conditions. Therefore, education helps society to achieve a better standard of living.

From a social perspective, equality in education has the potential to reduce social inequality. As a result of having equal educational opportunities, it can reduce discrimination based on social class, gender, ethnicity or other factors. Education reduces differences between individuals, promotes social cohesion and contributes to a fairer functioning of society.

However, equality in education should not be limited to its economic and social benefits. Education is a human right and every individual has the right to equal educational opportunities. Education should support the personal and professional development of individuals. It should help everyone to maximize their potential and fight against all forms of discrimination.

4. Conclusion

Addressing systemic inequalities, eliminating institutional racism and prejudice, providing specialized support, and promoting diversity and inclusion are crucial steps towards achieving educational equity. These actions are vital for creating a fair, equitable, and inclusive education system. It is essential for leaders, policymakers, and educators to collaborate and commit to this goal, marking a significant stride towards a more equitable future in education.

For successful implementation of these strategies, school administrators must cultivate an environment that champions equity, inclusion, and social justice in education. Their active engagement can enhance school culture and advance inclusive educational practices. To ensure the well-being and academic success of all students, a collaborative approach emphasizing professional development and equitable leadership is imperative.

Efforts to attain educational equity extend beyond the scope of school administrators, necessitating extensive research and active involvement from educators, parents, and societal stakeholders. Creating an educational environment that values achievement, equity, and student well-being while embracing diversity and fostering understanding among learners is paramount. Effective execution of these strategies can foster equity, inclusion, and social justice in education. Administrators implementing these strategies hold the power to establish an educational setting that prioritizes equity, inclusion, and social justice, emphasizing the importance of committed collaboration and broad community participation.

To achieve equity in education, district leaders and superintendents must adopt a comprehensive strategy to eradicate inequalities within the education system. By aligning solutions with individual leadership styles and regional conditions, education managers can effectively merge policy with practice. Active engagement with the social environment is crucial for addressing the intricate challenges of achieving equity in education. These steps are essential in realizing the objectives of equity and inclusion in education, ultimately leading to a more equitable education system that maximizes every student's potential.

Restriction

The research is limited to scientific research that has been conducted worldwide and has been included in the literature.

Notices

Evaluation: Evaluated by internal and external consultants.

Conflict of Interest: The authors declare no conflict of interest related to this article.

Financial Support: The authors did not report any use of financial support for this article.

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