



## ÜNİVERSİTEPARK Bülten

ISSN 2147– 351X (Print)

**ÜNİVERSİTEPARK Bülten • Volume 5 • Issue 1-2 • 2016**

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**To cite this article:** Korkmaz, F., & Unsal, S. (2016). Reflections of Neoliberal Perspective on Education in the Ninth Development Plan. *Üniversitepark Bülten*, 5(1-2), 38-52.

**To link to this article:** <http://dx.doi.org/10.22521/unibulletin.2016.512.4>

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## Reflections of Neoliberal Perspective on Education in the Ninth Development Plan

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### Abstract

Development plans are documents that cover a country's future predictions on different fields such as health, education, agriculture, and industry. They also state what public and private sectors do and what they need to do in the future, as official papers including governments' predictions on the country's future, development plans may be affected by different ideologies. Like many other developing countries, Turkey has started to be affected by neoliberalism since the 1980s. How can this affect be seen in the development plans? On which clauses in the development plans can the reflection of neoliberalism be explicitly or implicitly observed? Which term and principles related to neoliberalism take place in which clauses within the development plan? Within the scope of stated problems, Turkey's Ninth Development Plan is analyzed and discussed in this study. The current study applied documentary analysis, one of the qualitative research designs. As a result, some clauses of the Ninth Development Plan have been determined to be closely related with education and the economy. It has also been found that almost all clauses related to education in the development plan include some neoliberalism associated terms such as workforce, employment, and workforce competence.

**Keywords:** development plan, neoliberalism, neoliberalism, education.



DOI: 10.22521/unibulletin.2016.512.4

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## Introduction

Development plans are documents that cover a country's future predictions on different fields such as health, education, agriculture, and industry. They also state what public and private sectors do, and what they need to do in the future. Development is one of the most defined terms and relates to positive changes of the structural qualifications of a country. Tolunay and Akyol (2006) stated that development is a dynamic process that aims to change starting from the present or previous situation. On the other hand, Tolunay and Korkmaz (2003) implied that social change is to broad a concept to be explained by a single economic activity.

Oakley and Garforth (1985) define development as a dynamic term that aims to change from the starting point. Governments try to shape the country's future within the scope of the development plans, and within a binding planning process. Development plans generally start with analysis of what has and has not been done within the preceding period. During this analysis process, actualization possibilities of current studies are first revealed. In the next phase, the required precautions are taken by determining the causes of unattainable parts in the planning process. Development plans cover different areas such as the economy, culture, agriculture, industry, and education. Tolunay and Akyol (2006) state that development plans mainly consist of three components; all performed at the same time during a country's development process. These components are; (1) Economic Development, (2) Social Development, and (3) Human Development.

According to Oakley and Garforth (1985), societies are always in a state of constant change and allocation of resources, organizational structures, attitude and behaviors of society develop constantly and continue in different forms. As such, development plans aim to actualize different goals within the context of the main components of development process as human, economic and social. Major goals can be listed as attaining higher levels of income and living standards, presenting new and modern production techniques, having a promising future, and for the developing societies, reaching the advanced technological level of most western countries. Hereby, development plans can be shaped in different forms in order to meet the public needs.

According to Ergun (2011), who investigates the relation between development and education, people are obliged to develop/change so as to actualize the development; and the easiest way to achieve this is through education. Development is generally perceived as economic, but more recently it has also been perceived as personal and social in addition to economic development. This makes education one of the most important factors in development.

As official papers include government's predictions on the country's future, it is seen as inevitable that development plans are affected by different ideologies. Governments prefer to use implicit language while reflecting these ideologies on the development plan in order not to face reactions by those from opposing ideologies. The current study investigates reflections of neoliberalism within the different ideologies of Turkey's Ninth Development Plan.

Neoliberalism has different definitions. For instance, Duménil and Lévy (2005) define neoliberalism as an ideology that protects and prioritizes individual's and market profits against government intervention. Clarke (2005) sees it as a doctrine that depends on the reality of the relentless modern

economy. Davidson-Harden and Schugurensky (2009) describe it as an ideology designed by local elites and global companies as a result of social, economic polarization and unfair wealth distribution. Moreover, Harvey (2005) identifies it as a political and economic theory that alleges the happiness of humanity as a result of neoliberalism ideology that defends supporting personal development, free trade and promoting private property ownership. Plehwe, Walpen, and Neunhöffer (2006) state that even though neoliberalism is not largely touched by politicians, capitalists, and academicians, it is rapidly becoming one of the dominant ideologies of our age. According to Giroux (2002) and Aronowitz and Giroux (1997) neoliberalism is the most dangerous and expansionist ideology of the 21<sup>st</sup> century. Not only in the economy, but also across all social interactions of parent-child, doctor-patient, or teacher-student; neoliberalism is an ideology that turns these relations into a simple vendor-customer relation.

Torres (2008) indicates that the role of education in globalization since the Renaissance has been to release the barriers blocking the open market, and to raise a more qualified workforce in order to increase competition in the international market. According to Darder (2015), education in neoliberalism ideology has moved away from its roots, into an instrumental process that betrays the central themes of democratic life. The relation between education and social justice, racism and poverty has been gradually lost; instead, education is seen as a profit motive in the neoliberal perspective. The role of the school is relentlessly determined as there to meet the needs of the workforce as demanded by market needs. Apple (2001) thinks the education concept of neoliberalism is that schools are seen as place where a qualified workforce is raised in order to meet market needs. Unless schools serve this aim, they are seen as black holes in which money is needlessly invested because the ideology supports that money should be targeted at free enterprise. The main purpose of the schools should be to train individuals for a competitive world, based on competitive conditions and to best equip students as human capital, depending on efficiency-cost-profit analysis. In neoliberalism, the world is perceived as one huge supermarket and students must be trained to be a knowledgeable consumer under competitive conditions. According to Hursh (2000), neoliberalism ideology has been transforming everything to meet the company needs in the global market. Within the respect of dominant neoliberal economic perspective as supported by governments and companies, it is seen as inevitable that education forms and defines itself depending on the ideology. Mukul and Sari (2011) mention that within this respect, education needs to modify itself in a way to contribute to the neoliberal economy. The main purpose of education in this form is to raise individuals equipped with information and the skills that the economy demands. Company leaders in the government and their allies are constantly making an effort on reshaping education with respect to market needs.

Hill (2004) investigated the relation between education and neoliberalism. According to Hill, governments have the means to remove potential threats to the extension of global capital, and to convince the public that education is impartial. One such means is the media and another is education. The vital point is convincing people about neoliberalism and in order to do so, competition, privatization, and low standards of public services must be legalized by the public. Should that not happen, the government and the current system will gradually lose their legality and thus a crisis triggered. So as not to face such a problem, an education system must be created depending on neoliberalist needs in addition to reflecting education as impartial.

Hicks (2013) believes the way that neoliberalism perceives the public is that human nature depends on competition and an individual's need to act wisely in order to protect and maximize profits. As to the government's role: it needs to be planned in such a way that government intervention with free trade must be as low as possible.

Education's role is training the current public regarding neoliberal perspective, raising individuals for an international competitive workforce and creating a performance-based education system. Student's role is to obey the rules of society and school, whilst digesting economic rules; whereas the teacher's role, instead of being emotional, must be active in structuring cognitive and managerial skills. The role of schools is to impose a world vision that depends on a formal and standardized economy, and to deliver official programs of education to their students.

After proving the relation between neoliberalism and education, the problems addressed by the current study looks at the following. According to Akin and Arslan (2014), Turkey, as in other developing countries, is under the influence of neoliberalism. How is this influence seen on the development plans leading the future of societies? On which clauses in the development plans can the reflection of neoliberalism can explicitly or implicitly seen? Which terms and principles relating to neoliberalism are evident in which clauses within the framework of the development plan? Within the scope of the stated problems, the current study aims to analyze and discuss Turkey's Ninth Development Plan.

## **Methodology**

The purpose of the current study is to determine which clauses in the 9<sup>th</sup> development plan have neoliberal reflections and which principles of neoliberalism overlap with these reflections?

The current study employs documentary analysis, which is one of the qualitative research designs. Document analysis, which is a massive data source, is used in qualitative research and means the analysis of written materials (e.g.; books, magazines, official publications, and official statistics) which relate to the research topic (Yildirim & Simsek, 2011; Aktas, 2015). The document analyzed in this current study is Turkey's Ninth Development Plan, and in particular, the clauses contained in the Plan.

Content analysis is performed with respect to the document analysis. Content analysis is a scientific approach that enables verbal, written and other materials to be investigated objectively and systematically (Tavsancil & Aslan, 2001). In this current study, clauses within Turkey's Ninth Development Plan are investigated based on education and neoliberalism, and findings then discussed compared to the literature.

## **Findings**

This part presents the findings as to how decisions taken within the Ninth Development Plan offer perspective towards education. In Turkey's Ninth Development Plan, the long-term vision strategy is seen as follows:

The Ninth Development Plan was prepared with the vision of a "Turkey that is growing in stability, sharing more equitably, globally competitive, a country of information society and fully completed her compatibility with the European Union" as well as within the framework of the Long Term Strategy (2001-2023) (Clause 1).

Akin and Arslan (2014) argues that Turkey, as a developing country, has been under pressure of neoliberalism like many parts of the world since the 1980s. Within the context of the vision of the Ninth Development Plan, the emphasis is mostly on the process of accession to the European Union. Likewise, taking into account that Turkey is a developing country, some researchers consider that education systems are under pressure to impose global ideologies with the help of structures such as the OECD, IMF, World Bank and the European Union, especially in terms of determining education policy (Ercan & Uzunyayla, 2009; Akin & Arslan, 2014; Yildiz, 2012)

Within the framework of the first clause of the Ninth Development Plan that refers to the vision of the Plan, and the Plan was prepared with the coherence of the European Union. Within the Plan, the role of the government is redefined as to withdraw from production and services and supervising these sectors in accordance with the neoliberal perspective. Despite the lack of descriptions with neoliberal perspectives, the definitions are in parallel to the neoliberalist point of view. Examining the relationship between the European Union and Neoliberalism, Milios (2005) concludes that neoliberalism affects all parts of social life and the European Union serves as a driving force during the pervasion of neoliberalism around the world. In particular, the European Union ensures the integration of member countries to the neoliberal ideology through imposing the ideology of neoliberalism on these countries.

Various statements that reflect neoliberal perspective are available in 10<sup>th</sup> and 188<sup>th</sup> Clauses within the Ninth Development Plan of Turkey:

It is essential that the government withdraw from the production of commercial goods and services as well as strengthening its policymaking, regulating and supervising functions (Clause 10). The contribution of producer organizations to training and extension services, which are still conducted by the state, is limited (Clause 188).

With globalization, Radice (2005) envisages promotion of the private sector with the withdrawal of the state from service production considering the redefinition of the state's role and international competition. As seen Clause 10 of the Plan, the withdrawal of the government from service production policies and taking responsibility in line with the inducement of services carried out by the state to the private sector rather than the government draw special attention. Presented by the state as a social right, Güner, Çelebi, Kaya, and Korumaz (2014) indicate that with a neoliberal perspective, the training is regarded as a commodity released to the market rather than a social right.

In the perspective of neo-liberal ideology, the state is required to leave its responsibilities to the private sector in the production of goods and services (Golob, Podnar, & Lah, 2009; Gutek, 2006). The Clauses mentioned (Clauses 10, 188) express this case clearly. Training especially in service production is stated precisely in the further stages of the health development plan. Similarly, the withdrawal of the state from the training indicates another neoliberalist emphasis related to the support of the private sectors. Apple (2004) criticizing neoliberal perspective towards training schools may be a hope for investors in terms of neoliberal ideology. Education is a vast field that can be undermined for high profits. Apple (2004) implies that the aim here is to lead a majority of the educational institutions to become profit businesses that are controlled by public and non-profit making ventures. The acknowledgements that are put forward in Clause 10 and 188 of the Ninth Development Plan are in line with the objectives of neoliberalism.

The training goals put forward by neoliberalism aims to encourage training to the economic and social welfare goals. Motivated goals, the propagation of a nicely concocted story that is also called as a free market without any obstacle; excessive reduction of the state responsibility in meeting the social needs; the extreme and competitive move highlighted within the school and out of school; lowering people's expectations concerning economic security refer to discipline "the culture and the body".

During the period of the eighth plan, the problems in relation to increasing employment, reducing unemployment, and education could not be solved, and the relationship between education and employment could not be sufficiently established (Clause 219). In the framework of scrutinizing education programs, activities for transition to a modular system have been initiated with the participation of the social parties so as to provide vocational education with the flexibility to respond to the improvements in the labor market (Clause 232).

Besides, one of the issues highlighted in Clauses 232 and 219 of the development plan is the relation between education and employment. Pinar (2004) draws great attention to the relation between education and business and emphasizes that the education system in the United States has been particularly shaped in accordance with the demands of the business, and education programs have been reviewed for raising individuals that are specially required by the capital. What is emphasized is the false interpretation of education depending on business at the request of the capital. By the same token, Hicks' (2013) view on ensuring the needs of workforce towards economy that serves as the primary task of schools in neoliberalism corresponds with Clauses 219 and 232. With Clauses 219 and 232 of the Plan mostly based on responses to the expectations of market and education, the views of Apple (2004), Sayılan (2006), Yildiz (2012), and Giroux (2006) regarding the obligation to regulate educational content towards meeting economic expectations with the neoliberal pressure are parallel to the point mentioned above. In particular, the emphasis on employment is consistent with the vision of Gutek (2006) in terms of the need for educating individuals as well as the necessary measures for the employment of individuals as a result of this educational process.

Active labor policies that aim to increase employability through improving the skills and qualifications of the labor force encompass programs such as training the labor force, vocational education, and labor force harmonization programs, provision of vocational directing, vocational consultancy and counseling services, development of job searching strategies, entrepreneurship training and employment-guaranteed education programs (Clause 234).

The education system failed to satisfy the requirements of the labor market during the period of the Eighth Development Plan, with no remarkable decline achieved in the unemployment rate of the young and educated. The need still exists for new mechanisms to meet the demands of the economy and the labor market, and in particular to improve employability of young people (Clause 236).

In most Clauses relevant to education, workforce, employment, and workforce competence concepts which signify the economy are noteworthy. It is expected to take all necessary measures to meet the qualified manpower needs of the labor market. Pinar (2004) reports that the expectation of capital from education is individuals equipped with the skills essential to businesses. However, the capital avoids any investment in education in

this process and thus demands that these should all be the state's responsibility. In the same way, Ercan (2006) expresses that education should educate qualified people who respond to market expectations in terms of neoliberalism. If the educational system responds to these expectations, then it achieves its goal. But if that is not the case, investment made for education is simply wasted. Apple (2001, 2004) also states that education that cannot meet the market's expectations is a failure. The ideology of neo-liberalism sees students as human capital. The world is highly competitive from the perspective of neoliberalism and students are required to be equipped with the necessary skills and attitudes for efficient and effective competition. Money spent on schools not directly linked to such economic goals is questionable. In fact, schools and other public services are like black holes, constantly wasting economic resources that are supposed to support private enterprises. Therefore, students who are future schools employees not only fail, but also consume financial resources of all public institutions. Also, as emphasized by Dikkaya and Ozyakis (2006), the notion that neoliberal perspective towards education is seen as an investment and in particular it highlights the "human capital" concept is parallel to Clauses 234 and 236.

During the period of the Eighth Plan, the endorsement ensured by the private sector for education investments increased to a large extent, as the use of information and communication technologies in schools became widespread and curriculum improvement activities accelerated. With a view to increasing the quality of education, there is the consistent requirement to improve the physical infrastructure, equipment and qualifications of teachers, and the use of resources allocated for education much more effectively and in accordance with the renewed curriculum programs as well as teaching methods (Clause 239).

Following the capability of updating the vocational and technical education programs based on labor market demands, employment rates for vocational and technical education graduates have not increased, hence the demand for vocational education has decreased (Clause 242).

Bowles and Gintis (2011) depict that global capital owners generate pressure on the state for educational programs appropriate for the qualification of individuals as needed by the labor market. This underlines the function of schools should be held in accordance with the business climate. Above all, problems that occur due to failures in updating vocational and technical schools in response to significant capital expectations according to labor market needs are stated in Clause 242. Examining neoliberal perspective for training, Hill (2010) remarked that neoliberalism, the final phase of capitalism, shapes each stage of training in the direction of capital owners' expectations. When education is in question, the first thing that comes to mind is business, according to the neoliberal perspective; in short, education is perceived as a great business (Edu-Business). According to neoliberalism, the role of education is to meet appropriate labor expectations along with citizens who produce, and therefore the curriculum is required to be reviewed accordingly.

A lifelong education strategy will be developed towards increasing the employment skills of individuals as well as the requirements of a changing and developing economy and labor market. This strategy will cover mechanisms which will favor the involvement of the private sector and NGOs in this area (Clause 570).

Workforce will be raised taking the lifelong education strategy into account with the aim of developing the information systems relevant to the labor market, to enable the education

and labor market with a more flexible structure, and to increase employment and labor productivity (Clause 571).

The education system based upon efficiency, accessibility and equality of opportunity will be strengthened by taking lifelong education into consideration (Clause 583).

In order to determine the labor force supply and demand tendencies, the necessary data will be produced and compiled; moreover, labor market needs analyses will be performed (Clause 572).

Applied training, which is remarkable for educating a qualified labor force in vocational education, will be concentrated (Clause 573).

Labor market is emphasized on the development plan, with labor market flexibility and especially lifelong learning highlighted. Ercan and Uzunyayla (2009) indicate that certificates obtained in the framework “lifelong learning” are required by capital owners when the requested work is to be conducted quickly and flexibly. In terms of capital, it offers to evaluate specific labor that is needed at a certain time. On the other hand, they can generate profit by investing in the required areas and marketing these education programs. In this way, different interest groups are united around “lifelong learning”. Thanks to the flexibility presented by lifelong learning, restructuring of education through training is observed; employees adapt to changes in the labor market; schools are structured with a more flexible approach according to rapid changes in the labor market and modern technology.

Neoliberal ideology quickly transforms everything so as to meet the needs of companies in the global market. With the dominant neoliberal economic perspective, which is supported both by the government and companies alike, it is inevitable for education to redefine and shape itself depending on this ideology. In this regard, education must be redesigned in order to contribute to a neoliberal economy. The role of education, in this process, is to raise individuals equipped with more of the knowledge and skills needed by the economy. Company leaders and their allies within the state continuously struggle to redefine education by responding to the needs of the market (Hursh, 2000; Yildiz, 2011; Sayilan, 2006). Ercan (2006) states that neoliberalism re-changes and transforms society through training in accordance with the conditions of each country in particular and globally in general. During this process, both scientific and technical information are required for the society that converts to a machine for education, production and consumption. It also undertakes a function to generate the necessary skilled labor for scientific and technical information equipment. Having stated that education is under the influence of neoliberalism with training reforms in terms of the requirements of the labor market, Torres (2009) concludes that Martin Corney commented on these effects in three ways. First, with neoliberalism, education has a set mission for a qualified labor force as needed by the national and international labor market. Through these reforms, a labor force of students needed by the capital envisages the reorganization of schools. Second, reforms related to the restrictions of public/private sector expenditures are regarded as efforts to promote political reforms on education in the context of social equality. In the Ninth Development Plan, Clauses 570, 571, and 572 imply that the continual relations between the individual characteristics required by labor market and education provide the constitution of education-labor force with the request of neoliberalism.

So as to meet the intermediary personnel requirement of the economy, mechanisms which create an environment for clustering vocational education activities will be strengthened through effective collaboration with the related service institutions and the private sector in OSB (Clause 575).

In order to ensure social development; information age individuals whose thinking, perception and advanced problem-solving skill develop..., who are prone to using science and production technology..., who are productive and creative will be trained.

The education system will be handled with lifelong learning approach and holistic view so as to support the development of human resources; its structure based on the effectiveness of the system, accessibility and equality of opportunity will be strengthened.

In line with the central administration, the contributions of local administrations, voluntary organizations and the private sector in disseminating education will be enhanced (Clause 587).

As with other clauses, the close relationship between education and economy was emphasized by Clause 575. Ercan and Uzunyayla (2009) declared that the Ministry of Education's approach related to employment policies during the process of harmonization with the European Union is to raise qualified individuals so as to enhance competition. With the harmonization of the changing nature of the professions in the Ministry of National Education, the significance of vocational training in schools and work places is emphasized. Ercan and Uzunyayla (2009) also report that the relation between education and employment is particularly stressed in the Ninth Plan. Strengthening cooperation for the private sector, the tendency to use science and technology, and increasing the contributions of the private sector to the dissemination of education is in parallel with a neoliberal perspective towards education. Inal (2013) implies that education is formed in three different contexts according to Turkey's Industrialists and Businesspeople Association (TUSIAD), the most powerful organization in Turkey and advocate of neoliberalism. First of all, education should be taught in the context of neoliberalism in the public and private sector; the role of education is to generate qualified/highly competitive workforce that is needed by the market. The second is that schools should be restructured depending upon the demands of the market; and last but not least, education as a service should be a sector that can be purchased. Inal (2006), criticizing the contribution of the private sector for the dissemination of education in Clause 587, argues that the dissemination of education is among the most significant tasks of the welfare state. For instance, on the point of the dissemination of education, projects such as "Snowdrops" carried out by ÇYDD and Turkcell, "Starfish" performed by Garanti Bank, and "Modern High Boarding School Girls" conducted by ÇYDD and Schneider Electric reveal how education becomes dependent on arbitrary, mercy and rich benefactors. This suggests that these campaigns and projects become a charity rather than a right.

With the purpose of increasing quality in education, curricula predicted on innovativeness and research will be extended throughout the country, and students will be encouraged in scientific research and entrepreneurship (Clause 589).

Information and communication technologies infrastructure of schools, essentially the education software, will be strengthened, and suitable environment as well as hardware required by the renewed curricula will be ensured (Clause 590).

Special funds allocated for education will be directed to the provision of equality of opportunity in education. The share of the private sector will be raised across all levels of education and public funds will be directed to segments which are mostly in need (Clause 597).

The increase in the effectiveness of the system will provide for more efficient use of resources allocated for education, and will be based on successes in school as well as being more harmonized with the curriculum programs (Clause 598).

Quality standards will be determined and authorities and institutional capacities of educational institutions will be increased, and a model that is based upon performance measurement will be developed (Clause 602).

Inal (2013), who expresses that reform is one of the concepts which neoliberalism urges during the process of convincing the public, puts emphasis on the fact that before any improvement, the owners of capital try to open a space for themselves by criticizing the situation that existed in advance. In this regard, the understanding of the program that is based on innovation in order to increase the quality of education, scientific research and statements mentioned to support entrepreneurship are considered as vital in Clause 589. Here, the emphasis seems to be particularly remarkable for entrepreneurship. Aytac (2006) reports that entrepreneurship is a concept related to the economy in essence; entrepreneurs are those who lead supply and demand as well as seeking market. Entrepreneurs are also the creators of change, innovation and a new layout. Effective use of resources for education is mostly linked to ensure that the responses meet the expectations of capital, which is highlighted by Apple (2004).

Considering the Clauses that are related to education in the development plan, the need for labor is constantly emphasized, and it is stated that the labor market cannot meet the need for qualified personnel. Thus, as part of the most needed public resources, capital needs labor force and resources are meant to be transferred to this area. Upon examining Clauses 598 and 602 of the Ninth Development Plan, it has been observed that company language that precedes economic system is used in terms of the neoliberal perspective of approaches towards the economic system. Hence, the increase in the effectiveness of the system, use of resources allocated for education more efficiently, increase in the institutional capacity and performance measures provides the development of a model that is based upon performance measurement. The withdrawal of the state as a service sector from education and the provision of incentives for the transformation of private teaching institutions to private schools lead to the privatization of education and thus causes various problems about equality of opportunity. It has been also mentioned that education is a social right and has become private as a social investment which results in many problems (Apple, 2004; Giroux, 2002; Hill, 2003).

In Clause 597, the decision taken for increasing the private sector share across all levels of education means that education will become private. Inal (2013) states that education refers to a service that is provided as private in terms of neoliberalism. Similarly, Gumus (2010, 2012) mention that under a neoliberal policy, education, a fundamental human right, becomes private concludes that private education which is among the primary tasks provided by the state gives rise to several problems. Besides, Ercan (2006) argues that education is eliminated each passing day due to neoliberal pressure in the context of neoliberalism, although it is the most fundamental right offered to citizens. Education has

become a commodity that is bought and sold rather than seen as a social right. In this sense, support of the private sector is seen as an obstacle for students to achieve this right.

The fact that schools are handed to the private sector, especially under different names, can be interpreted as a sacrifice of public welfare to the private sector. The important point in the privatization of state schools is that state property turns to private ownership, and public welfare is sacrificed for personal gain. Moreover, privatization is the demand of legislators who refuse to allocate funds for public benefit. The privatization of education shows it will become full of personal investment rather than social investment; the sovereign power will turn to a tool to overcome their own problems, and a constraint for people who lack the resources (Giroux, 2002; Yildiz, 2008; Inac & Demiray, 2004; Sayilan, 2006).

## Conclusion

This research has determined that there is a close relation between education and economy in some Clauses of the Ninth Development Plan. Nearly all of the Clauses relevant to education in the Plan have been found to include such concepts as employment and workforce competence that are linked to neoliberalism.

Training objectives put forward by neoliberalism aim to canalize education towards economic and social welfare goals. In the framework of Clauses 219 and 232, the focus is on education and market expectations; in others words, some measures have been taken to ensure that workforce needs related to education serve as one of the primary tasks of neoliberalism.

Within the framework of Clauses 234 and 236 of the Plan, it has been found that the concepts such as labor market, flexibility in the labor market and in particular, lifelong learning reflect a neoliberal perspective towards education since education is considered as an investment tool by liberalism.

In the Plan, Clauses 570, 571, and 572 imply that the continual relations between the individual characteristics required by the labor market and education provide the constitution of education-labor force with the request of neoliberalism.

Clause 597 has been analyzed to include the principle that the private sector share will be raised across all levels of education in terms of a neoliberal perspective towards education. As indicated in Clauses 598 and 602, the increase in the effectiveness of the system, more efficient use of resources allocated for education, increase in institutional capacity and performance measures illustrate that company language that precedes economic system is used in terms of the neoliberal perspective of approaches towards the economic system.

When development plans are thought to be the roadmap of a country's future, the issues presented within the plan and solutions to these problems are also closely related to the future of a country. On this point, the main task of education is to meet the needs for qualified personnel, increase employment skills in order to meet the needs of the market, and to raise individuals according to the demands of the labor market. Education is one of the major institutions in terms of the individual's socialization process. Individuals have gained different point of views through education and they continue their own lives according to formal education even after they withdraw from the formal education system. Accordingly, the quality and scope of knowledge acquired via schools is considerable. Given

that knowledge acquired through schools has been formed by those who keep the power (Bowles & Gintis, 2011; Apple, 2004; Giroux, 2006) ), it must be designed according to the existing social fabric of the country wherever possible.

It is evident that the Ninth Development Plan related to education was prepared in the context of neoliberalism. In particular, the idea that is shown in Clause 10 is by far the best example of this: *“It will be essential that the government will withdraw from the production of commercial goods and services as well as strengthening its policymaking, regulating and supervising functions. While preparing the policies, priorities will be conducted by taking resource constraints into consideration”*.

Neoliberal perspective towards education causes several problems as it sees education as a commodity that is perpetually bought and interprets investment in education in favor of those who hold capital, and that it looks after its own interest by pushing the public's welfare and happiness to the background. While the role of the economy is accepted as an undeniable reality concerning the development of a country, it is likely that many problems will occur as economy is seen as the sole reality.

Neoliberalism is an understanding that argues the synchronization of those that are good with the private sector and capital gains; furthermore, it also supports that all public materials should be transferred to the private sector by showing them as poor and withdrawing them from the state. It is possible that this understanding will lead to huge problems in terms of equality of opportunity. To illustrate; the decisions taken within the framework of development plans have been uncovered to be free from national and spiritual values, and they are such decisions that precede world citizenship on a global scale. The ignorance of Turkey's specific conditions brings forth the alienation of individuals and deviation from values. Thus, following recommendations may be presented as a result of these findings:

- Apart from just a sole worldview like neoliberalism, different worldviews may be incorporated into Development Plans.
- As a requirement of social state understanding, the government should provide equality of opportunity for its citizens so that they can achieve adequate education.
- It may be wise to consider the interests of government and society in making decisions about education as well as the interests of the private sector.
- Solutions may be offered against the problems that occur in areas such as art, aesthetics and literature that are non-profitable through integrating them into development plans.
- The resources required for educational services performed by the public should be increased and the education services should be brought to such a position that they can compete with the private sector.
- Finally, it should be revealed that education does not mean to educate individuals in solely in terms of the wishes of the economy.

## Notes

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