

**NEOLIBERAL POLICIES AND THEIR REFLECTIONS IN THE FIELD OF EDUCATION: A  
CRITICAL READING ON EDUCATIONAL COACHING PRACTICES IN TURKEY<sup>i</sup>****Professor Aydan Özsoy****Ankara Hacı Bayram Veli University, Faculty of Fine Arts****aydan.ozsoybv.edu.tr****Abstract**

In Turkey, policies that regulate the field of education and determine the existence, working conditions and relations of all structures, individuals, institutions and organizations operating in this field are among the most important factors that determine their existence, working conditions and relations. Education policies are of vital importance for both individuals and societies and communities. The neoliberal (new right) policies in Turkey, which started in the 1980s and gained momentum in the 1990s and whose effects we feel deeply in the remotest corners of our daily lives today, are also intensely encountered in the field of education. These policies, which we have been explaining in terms of privatization, marketization, commercialization, monopolization, competition, speed, efficiency, specialization, sustainability and internationalization, and which we continue to discuss with new concepts, have changed not only the world but also our own education system. This study aims to analyze our changing education policies in the context of neoliberal understanding starting from the 1990s and the practices of 'educational coaching', which can be considered as one of the projections of these changing policies. The educational policies discussed within the scope of the study are analyzed within the framework of political economy and critical political economy approaches. In the analysis, activities in the field of education are analyzed holistically from a historical and social perspective, starting from the 1990s to the present day. At the heart of this perspective are the policies implemented by the state in education and their economic foundations. Multiple methods (document analysis and in-depth interviews) were chosen as the methodology of the study. The social, economic, and cultural life and dynamics that enable us to understand education policies are analyzed through a literature review in the context of laws and practices and document analysis. In addition to the analysis of education policies, 'educational coaching' practices, which are an extension of education policies, are also revealed through the studies of private organizations operating in this field and in-depth interview with employees. The study assumes that neoliberal policies, in the context of laws and practices, were effectively seen in the Turkish education system in the 1990s, and that they became widespread and intensified their effects in the 2000s. As an extension of this influence and expansion, 'educational coaching practices' are a new economic and cultural field in which these policies are seen in full clarity.

**Keywords:** *education, neoliberal policies, educational coaching, in-depth interview, document analysis*

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## INTRODUCTION

This study aims to discuss the neoliberal (new right) policies in Turkey, which started in the 1980s and accelerated significantly in the 1990s, and whose effects we deeply feel in important areas of our daily lives, and the main transformative effects of these policies in the field of education. Throughout the study, this discussion will be carried out within the framework of developments in the economic, social, and cultural spheres that have been influential in the transformation of educational policies in the process from the 1990s to the present day, through the example of Turkey.

In Turkey, the relationship between neoliberal policies and education is an important and problematic one. Considering that education in Turkey had been carried out by the state for a long period of time, privatization efforts accelerated in the field of education, as in many other fields, through legal changes, economic programs, and aid (GATS Agreement, World Bank, European Union, World Trade Organization, OECD) implemented in the 90s. In the following years, education became an appetizing new investment area and instrument for national and international capital. The commercialization, marketization, and commodification of education through national and predominantly international companies and partnerships has led to significant problems for societies and individuals.

In this new era, which claims and believes to build a more effective, efficient, rational, productive, free and democratic education field and understanding, the problems have turned into a crisis. Figures show that education in the world has turned into an industrial field based on competition with all its components: institutions (the state, schools, companies in the private sector, non-governmental organizations, political parties) and individuals (teachers, parents, students, administrators, auxiliary staff and investors) in a trillion dollar market.

Not only numbers, but also various indicators, especially the stereotypes and images implanted in our minds, have led to serious transformations in the way we view, understand and perceive education. Especially for the poor and the middle class, education is a means of getting rid of the upper class, living well and having privileges. In the words of Kemal İnal (2007:179), all parents want is for their children to “get away with it”; that is, to move up in class, to become rich, to live in luxury, to build a career, to get a high-paying job, to understand style and space, to be able to buy quality. In this wild educational race, our belief in competitive education increases and our will to win is reinforced.

With all these changes, education policies are at the heart of transformation in Turkey as in the world. It is necessary to understand and discuss this complex, intertwined and multidimensional process in education, and most importantly, to generate solutions for today and the future. In addition to all these developments, the question of how more humane, qualified, egalitarian, transformative, efficient, democratic, free and participatory education should be lie at the heart of the solutions.

In the words of Henry A. Giroux (2007: 13-14), the concept of “critical education” offers us all possibilities at this point. Critical education, based on critical thinking against the threat of marketization, will give society, students and individuals the courage to stand up for themselves, to fight for themselves and for a concrete democracy. It will remind us that there is a more humane world of education to which we can turn. A humane education will benefit all of us, strong and weak, rich and poor.

Based on this belief, this study aims to analyze and discuss the industrialization process of education in Turkey within the framework of educational policies produced since the 1990s, with examples from historical events, actors, laws and practices. The study also aims to discuss educational coaching practices (in the context of educational coaching and student coaching activities of companies providing consultancy and coaching services), which it considers as one

of the new and important indicators of the industrialization process in education, by focusing on the scale of Turkey.

The study offers suggestions for the creation of a more humane, participatory, sharing, interactive, productive, questioning, transformative, democratic, free and egalitarian educational space. The study analyzes within the framework of political economy and critical political economy approaches. In the analyses, the activities in the field of education are analyzed holistically with a historical and social perspective, starting from the 1990s to the present day. At the heart of this perspective are the policies implemented by the state in education and their economic foundations.

Document (document/text) analysis and in-depth interviews are used together in the analysis. The social, economic and cultural life and dynamics that enable us to understand education policies are analyzed through a literature review in the context of laws, practices and debates, and through the analysis of different documents in the literature. Educational coaching practices are analyzed through in-depth interviews with employees of educational coaching companies operating in Turkey. The study assumes that neoliberal policies, which are supposedly implemented to increase the quality, quantity and quality of education in Turkey, lead to inequality, narrowing of rights and freedoms and deterioration in a commercialized and marketized education field, contrary to what is said, with the effect of growing differences in income distribution.

The study argues that educational coaching activities have emerged, developed and reinforced these policies as an extension of these policies. The study also argues that, within the framework of the unique positions and working practices of the companies and employees providing educational coaching services in Turkey, this sector needs a human-centered understanding in addition to its competitive and ruthless commercial structure. Education is based on human beings. Therefore, human values will always be at the center of education.

Practices in the field of education, as a result of the globalizing capitalist system, transform the most important part of it, the subject/individual, that is, the human being. In the pursuit of efficiency, speed, competition, individuality and the goal of winning, the individual is evolving toward becoming part of an increasingly centralized and uniform understanding of education and training. Educational coaching practices also focus on this uniformized individual and their problems in the field of education on a human basis.

## **1. EDUCATION WITHIN THE FRAMEWORK OF POLITICAL ECONOMY AND CRITICAL POLITICAL ECONOMY APPROACHES**

Economy and economy-based policies have an important place in the source of the activities carried out in the field of education. In addition to its many characteristics, education is primarily an economic and political field of activity. This inevitable relationship between education and economy, as Kasım Karakütük (2012: 158,159) puts it, concentrates on two main points. The first is that the education system should function according to the principles and rules of the economy, and the second is that education should train the quality and quantity of manpower needed by the economy.

Education aims to provide individuals with the skills to be “good” producers or consumers on the one hand, and vocational knowledge and attitudes and behaviors related to a profession on the other. Through their education systems, countries have to raise the type of people suitable for their economic systems, in other words, they have to create their resources. This upbringing process is essentially an ideological process and is under the control of states and sovereign powers. In the words of Louis Althusser (1994: 33-34), educational and training institutions function as apparatuses that disseminate the ideology of the state. Therefore, they are also important sites of conflict and struggle.

Education is a field of political as well as economic struggle. The policies produced in the field of education are among the most important tools for the powers to maintain and reproduce their sovereignty. The neoliberal policies that have become widespread in the world and in Turkey, and whose effects are felt in many areas of daily life, are also dominant in the field of education. As Fuat Keyman (2008: xiiv-xiv) puts it, the basis of the globalization process discussed in the 1980s was the free market in the economy, the liberal state in politics and the entrepreneurial individual in culture. By the mid-1990s, neoliberal ideology, which defined globalization as a new era, age and society, declared its dominance. In this period, neoliberalism, as a dominant ideology, has drawn the “boundaries of politics” both in international relations and at the national level within a wide range of action from international organizations and institutions (such as the United Nations, IMF, World Bank) to states, economic actors and political actors.

In these years, however, two important problems emerged in the process of globalization. The first is the widespread poverty, unemployment, inequality and exclusion on a global scale; the second is the wave of micro-nationalism at the ethnic, religious and cultural level and the identity-based conflicts created by this wave.

Another important problem created by globalization is the vision of a single united world. Fuat Ercan (1996: 130-131,137) states that this vision does not give a chance to societies that are not liberal, not modernized, and not oriented toward a market economy, and likens this market economy-based world to a prison based on neoliberal theories. In the process of globalization, even if the language changes, the essence remains the same. The neoliberal project that defines itself as globalization homogenizes local national economies in the name of development, continuity, market logic, productivity, efficiency and rationality. In addition to this homogenization, it paradoxically differentiates and heterogenizes the local in the name of efficiency and profitability in the face of increasing international competition. Neoliberal

policies today push societies to use and protect both global and local dynamics as a requirement of market logic.

Another important problem created by neoliberal-oriented policies has been privatization. Health and education services, which are the most basic vital rights of individuals and should be guaranteed by the principle of the social state, are being privatized. In this process, segments of the society with high income levels benefit from these services in a quality manner in line with their wishes, while poorer segments are deprived and can benefit from these services only within certain limits.

In the privatization process, education continues to be one of the most profitable areas in Turkey as it is all over the world. As Mehmet Dikkaya and Deniz Özyakışır (2008:72) state, many policies have been implemented to privatize education and as a result of these practices, education has lost its characteristic of being an activity and art and has become a sector. In our opinion, the education sector has become industrialized in the world and in our country.

Today, while the education industry grows through different actors in the national and international market, it also renews itself in parallel with the social, cultural and economic developments occurring in the global process. Among these developments, technological developments have come to the fore in recent years, and the dizzying developments and competition in this field have transformed the field of education. In order to stay in the race and to perceive developments correctly, educated and fully equipped individuals/subjects are needed. Educated individuals strengthen countries in the process of global competition, putting them in an advantageous position and enabling them to progress rapidly toward becoming an information society.

While this new process of structural change chooses the human being as its subject, it reshapes and rebuilds him/her within the logic of global policies (Dikkaya and Özyakışır,



2008:64). In the race to become an information society, educated individuals benefit the most from the possibilities of rapidly advancing technology. Douglas Kellner (<http://pages.gseis.ucla.edu/faculty/kellner/essays/newmillenium.pdf>), while describing this process of technological revolution as dramatic, emphasizes that this process centered on computers, information, communication and multimedia that has changed everything from working life to ways of communicating and leisure activities. Kellner also draws attention to the possibilities and limits of the technological revolution in radically restructuring education. Today, the possibilities and limits of technology are determined by the market economy and its ideology.

Market ideology, as emphasized by Henry A. Giroux (2007: 14), is the fundamentalist approach that the economic and political sphere operates according to the rules of the free market and that the ability to reproduce oneself is as important as profit in the market. Today, this approach also applies to education. As part of the capitalist system, market relations have become dominant in all relations in the field of education as well as in social relations. This fundamental transformation, which started in the 1980s, became more evident and effective especially in the 1990s. M. Freidman, one of the important names of neoliberal thought (cited by Fuat Ercan <http://www.metu.edu.tr/home/wwwoes/Yaz4.html> (10.08.2005), states that state intervention in education reduces the effectiveness of education. Freidman summarizes this decline as lowering standards in education, increasing costs with no observable profit, and the atmosphere in classrooms not motivating learning.

In the process of the marketization of education, while the content of education has been linked to market mechanisms on a global scale, the change in underdeveloped or developing countries has taken place mostly through external interventions, namely structural adjustment programs. The “structural adjustment policies” developed by the IMF and the World Bank, while redefining many areas of life within the sphere of capital’s activity, also put forward a

series of proposals for the transformation of the field of education. In general, structural adjustment policies have negatively affected the right to education and led to a decline in the quality of education. As a result of the policies produced within this framework, the share allocated to education in public expenditures has decreased and capital has redefined education as a new field of activity. The adaptation programs and policies implemented in Turkey after the 1980s have determined the general framework of our education system. Within this general framework, the Turkish education system undoubtedly has its own unique dynamics and differences (Ercan; 2005: <http://www.metu.edu.tr/home/wwwoes/Yaz4.html> (10.08.2005)).

Educational policies in the history of Turkish education are analyzed in the next section within the framework of its specific historical, social and institutional structures and practices. In this historical and structural analysis process, political economy and critical political economy approaches, one of the branches of critical theory, are adopted. On the basis of the relationship between structure and action, the structure and practices of the Turkish education system are analyzed in the context of political powers and struggles for sovereignty. Vincent Mosco narrowly defines political economy as the study of the social relations, especially power relations, that constitute the production, distribution and consumption of resources. In a broader sense, it is the study of domination and struggle in social life.

Following this definition, Mosco points to three important features of political economy: First, political economy studies social change and historical transformation. Second, it examines the totality of social relations that make up the economic, social, political and cultural spheres. Third, it is related to moral philosophy (cited in Boyd-Barret, 1995; Yaylagül, 2006: 2).

Mosco (cited in Geray, 2003: 14) summarizes the general characteristics of the political economy approach used in many different fields as follows. The approach is *holistic*. It deals with the structure of economic organization in interaction with the political and cultural life of

society. In this approach, it is important to examine the organization of property and production. The relationship between economic organization and the superstructure (legal, political, mental and cultural processes) in society also gives priority to economic organization. The approach is *historical*. Depending on the area under study, it traces the historical evolution of economic organization and sovereignty relations in this area. It examines the intervention of public organs and the state in the area under study. It makes suggestions in the direction of change.

Dan Laughey (cited in Toprak, 2010: 69-70) points to the connection of the political economy approach with classical Marxism. This theory sees the struggle over the ownership of raw materials and the means of production as the main source of the uneven distribution of wealth in capitalist societies. Those who control the relations of productive power (labor), property and rights represent the capitalist class, which can impose its ideas and principles on the powerless masses (the people). In this framework, political economy is at the center of class struggles.

From this point of view, the study discusses the transformations in our education, starting from the 1980s and especially in the 1990s; the use of resources; the use of public and private resources; the institutions that use resources; the state and state-affiliated educational institutions, private educational institutions and their policies and the applications of these policies in everyday life.

Nicholas Garnham (cited in Çelenk, 2008: 118, 121) points to two distinct areas that political economists focus on. The first is technology and the organization of production. The other is social relations based on the division of labor. As a key characteristic of production, division of labor social forms follow three directions. First, the realization of the social division of labor requires a set of institutional structures and cultural practices (legal and political structures, family structure, and so on—known as the superstructure). This is the structure through which individual social agents are shaped and through which they relate to one another.

The nature of this structure makes it necessary to address the question of normative justice. It focuses on how to justify the unequal distribution of the resources produced. The problem of the distribution of surplus, which varies depending on resources, has been at the center of political economy. In the political economy approach, certain institutional arrangements, including specific cultural practices, are formed within a capitalist mode of production. The laws of private property and the legal practices within which these laws are valid are one of them. Based on this approach, this study deals with institutional arrangements, laws and specific cultural practices in the field of education.

Peter Golding and Graham Murdock (1997: 50, 53-54, 59), in discussing the critical political economy approach on which this study is based (with reference to work in the field of communication), point out that it is generally situated within the neo-Marxist view. At the same time, critical political economy is centrally concerned with the formation and exercise of power and moves away from the liberal pluralist tradition of analysis. Critical political economy is holistic, historical, centrally concerned with the balance between capitalist enterprise and state intervention, going beyond technical issues such as efficiency in order to deal with fundamental moral questions of justice, equality and the common good. Critical political economy is concerned with the interaction between economic organization and political, social and cultural life. Following Marx, it focuses on the organization of property and production. It endeavors to show that the production of meaning in social life and relations is also shaped by powers and power games. They point to the defects and inequalities of the market structure and believe in the need for state intervention. As much as this approach analyzes the world, it is also interested in changing it.

The aim of the analyses conducted using the critical political economy approach is to reveal the ideological background of the policies produced on the basis of the economy. In the context of the study, this ideological analysis will be made through the laws that form the basis of

policies, the political powers that make these laws, economic data, statistics, research and documents.

The aim is to show the ideological foundations of the education policies implemented in Turkey. In the study, as a requirement of critical political economy, the corrupt structure, inequalities and chaos in the education sector are presented with examples. One of these examples is the coaching practices and the educational coaching and student coaching within it, which are important in terms of showing us the complex, corrupt and unequal structuring in the education sector. Following the analysis, the study offers suggestions for making education more humane, fair, equal and qualified in the future, based on the educational activities carried out in Turkey.

## **2. NEOLIBERAL POLICIES AND EDUCATION IN TURKEY DURING THE 1990s**

The 1980s, a period of radical changes in every field in Turkey, also marked the beginning of important transformations in education. In this process of transformation, education becomes one of the most affected areas and the source of social changes. While “paid education,” which was voiced and discussed in different ways during this period, gained an important place in social transformation along with other new types of consumption, issues and concerns related to education are seen in everyday life as never before.

In the last few decades, we have witnessed the gradual privatization of education in our country, gradually losing its public weight, and the rapid increase in the number of private schools at all levels (pre-school, primary, secondary, high school and university). The exams that have developed in line with privatization and have become a determining factor in

education, and the various courses, dersane and private lessons that have emerged in connection with them, define these changes under the concept of “shadow education system.”

The concept of shadow education covers all activities organized outside the school (Keskin, 2012: 15-17). Many developments in the field of education cannot be considered independent of their social and historical context. Neoliberal policies, which started in the 1980s, gained momentum in the 1990s and today know no boundaries, have led to concrete changes in education as in many other fields. The gradual monetization of formal education, which was provided by the state until the 1980s, and its gradual opening up to private enterprise has also changed the perception of education in minds. In the new understanding, education has been reduced to knowledge-oriented teaching as a requirement of the information society. The main approaches defining the relations in the field of education have been winning, competition and individualism. In Keskin’s (2012: 20) words, the “culture of competition” has brought competitive relations to the agenda of the society in Turkey as never seen before in any historical period. As individualism came to the forefront, collectivity and publicness began to fade from memory.

The regulatory role of the state in the field of education has undergone radical changes in Turkey, especially since the 1990s. As Fevziye Sayılan (2006: 44-45) emphasizes, neoliberal policies, which we can also call the new right, redefined social interests in the center of the market and targeted the privatization of education, health and social security. In the process of transition to market-centered education, both the meanings attributed to education, the purpose and function of education, and the conditions for the organization and provision of education as a public service in the context of social needs have changed.

As in the rest of the world, the new right-wing policies implemented in the field of education in Turkey began with the structural adjustment programs implemented by the IMF and the World Bank in the 1980s. Cornal (1995: cited in Sayılan 2006) explains these structural

adjustment programs implemented in different fields as follows: restricting public expenditures on education, privatization of secondary and higher education, reducing the cost per student at every stage of education, privatization of secondary and higher education, transferring these resources to basic education and expanding and improving basic education run by the state, based on the World Bank's belief in the necessity and social benefit of basic education.

These restructurings, defined as “reforms” by the World Bank, gain legitimacy through egalitarian discourses. The basis of the egalitarian discourse is the view that public funds allocated to higher education can be provided by allocating them to basic education (by making higher education paid). The liberal policies at the root of this view aim to liquidate public/state schools and pave the way for privatization. Today, the field of education in Turkey has been shaped by these policies developed under the name of “reform.”

The 1995 GATS (General Agreement on Trade in Services) agreement is regarded as the trade constitution of the neoliberalist approach. According to this agreement, education was one of the sectors to be commercialized in accordance with the conditions of a market economy. Since the mid-1990s, the commercialization of education has accelerated with this agreement as well as many other practices.

With the GATS agreement signed in 1998, our country accepted the conditions for the marketization of education. İnal (2013b) points to TUSİAD (Turkish Industrialists' and Businessmen's Association) as the main entity responsible for the neoliberalization of education in Turkey in the 1990s. TUSİAD, while reporting that our education system was not capable of responding to the ruthless competition in the capitalist world that had begun to globalize in those years, took an economic logic and advocated for the reform of education to respond to the demands of neoliberal capitalism. In addition to TUSİAD's recommendations, in the 1990s there were many initiatives by the IMF, the World Bank, the OECD and the EU to

neoliberalize our education system. Technical expertise, grants, loans, projects and total quality management are practices that summarize these initiatives.

According to 2009 OECD data, while the annual public expenditure per student from primary education to higher education in dollar terms in Turkey is US \$1,614, the annual public expenditure per student from primary education to higher education in OECD countries is \$7,840. In OECD countries, the average annual public expenditure per student in education is \$5,450 in primary education, \$6,962 in secondary education and \$11,254 in higher education (OECD, 2009).

While these data reveal the differences between Turkey and OECD countries in terms of education expenditures, they also show Turkey's disadvantageous situation (Bakır Arabacı, 2011:110). A. Tansel (1990) states that the percentage of education expenditures in the public budget was 9.4% in 1964, 10.5% in 1980, 13.3% in 1990 and 6.32% in 2010. Today, the decline in education expenditures and the state's inability to allocate monetary resources to education in proportion to demand can lead to significant financing problems. Mostly, this situation is explained by the lack of funds, leaving educational institutions to fend for themselves (cited in Bakır Arabacı, 2011: 111).

### **3. AKP GOVERNMENT AND ITS POLICIES IN THE FIELD OF EDUCATION**

After the November 3, 2002, elections, the AKP (Justice and Development Party) came to power, and during its decade-long rule, it has made many regulations and legislative changes in the field of education. In this process, in which nationalist conservative emphasis was intensified in education, one of the main goals was to raise a competitive, individual, ambitious and well-equipped type of human being in line with the global world, as required by market conditions.



Significant changes in the field of education during the Ak Parti era started in 2004 and continued with legal amendments in 2008, 2009 and finally in 2012. Laws No. 5204 and 5257 in 2004, Laws No. 5763 and 5793 in 2008, Law No. 5917 in 2009, and Law No. 6287 in 2012 are the laws under which legal regulations and changes in the field of education were made during the AKP period (mevzuat.meb.gov.tr Accessed 07.05.2013).

İnal (2013b) states that the AKP government adopted the neoliberal ideas, methods and contents of the West in the field of education and put them into practice. The first step was taken in 2004 and the new primary education curriculum was reorganized around the philosophy and concepts of neoliberalism. Quantum thinking, fuzzy logic, constructivism, student-centered pedagogy, multiple intelligences, performance-project assignments, student product file, etc. were implemented in the education and training process as an extension of neoliberal policies. The private education sector (courses, dersane, private schools, study centers, etc.) is strengthened. The concept of “shadow education system” begins to be used and discussed to characterize such educational activities outside the official/formal education system.

The law, known as 4+4+4 uninterrupted education, which has been widely discussed in the public opinion in recent years, and which granularizes primary, middle and high school education by extending it to twelve years, was passed and enacted on 30.03.2012 (Law No. 6287). According to Alparslan Darta (www.toder.org/sayfalar/makaleler, accessed 06.05.2013), the new law, which made radical changes in the education system, brought important innovations for all individuals and institutions operating in the field.

With this system, the duration of compulsory education was increased from eight to twelve years. The concepts of primary school, middle school and high school system have been reconstructed. The school starting age was lowered to 5.5 years, and instead of diplomas at each level, diplomas were awarded at the end of twelve years of education. Pre-school education

programs had to be revamped, and the curricula for the first and fifth grades of primary and secondary schools were changed. The practice of different coefficients for university entrance has effectively come to an end. Elective courses to be taken in middle school and the middle section of imam-hatip schools were also reopened.

In the new structure, schools are organized as primary school (four years), middle school (four years) and high school (general, vocational, and technical) (four years). Although the second four-year section should be independent, middle schools can also be established together with primary schools or high schools, depending on the opportunities and conditions. In the middle school section, students will take elective courses according to their field of interest and will be directed to high school. Mathematics will increase by one hour per week. Science will now start with three hours in third grade. In fourth grade, the class time will increase by one hour. Foreign language lessons will start in second grade instead of fourth grade. Democracy, human rights and citizenship will be taught for two hours in Grade 4. Due to the changes in the curriculum, teaching materials will be used instead of books in the first year. Students and teachers will have teaching materials in their hands. These materials will be tested and turned into textbooks in the next academic year. It has become imperative to make radical changes in teacher training programs.

The 4+4+4 system, which made significant changes in education in 2012 and widely discussed, seems to have increased the trend toward private schools. Mehmet Küçük, Director General of Private Education Institutions at the Ministry of National Education, stated that the number of students in private schools increased by 15% in the 2012-2013 academic year. Küçük states that while in previous years there was an annual increase of 7-8% in the number of students in private schools, this has doubled to 15% in the current academic year.

According to Küçük, the reasons for this increase are the anxious approach of parents to public schools due to the change in the system, fearing an increase in problems, and the

increase in the number of students due to the decrease in the school starting age (with the new regulation, sixty-month-olds start school on demand and sixty-six-month-olds start school compulsorily). Küçük states that the number of students in private schools in Turkey has increased by 150% in the last ten years and attributes the reasons for this rapid increase to the frequent changes in the education system and the anxiety and fear that families feel in this context and turn to private schools that they deem safe for their children to receive a better education. In recent years, we have witnessed a rapid increase in the number of private schools and students as a result of the frequently changing education system through legal regulations (Pervin Kaplan 11.02.2013 Haber Türk, 1,22.pf).

Following the changes in national education, Turkey has started to discuss the legal changes in higher education, which started last year and continues today. In this process, which was opened to discussion under the name of the Draft Law on the New Higher Education Institution, which was frequently discussed in the media and in which the opinions of those working especially in academic circles were taken, the public expressed their discomfort with the changes in the new draft law.

Among other things, it was emphasized that the new draft law continues to be oppressive, that it transforms higher education into a “market” by emphasizing commercialization, and that it envisages the opening of private and foreign higher education institutions in addition to foundation universities as an indicator of the commercialization of higher education. Abbas Güçlü, in his article in Milliyet newspaper titled “No One Seems to Like the New YÖK Law!,” underlines that the draft law on which YÖK has been working for nearly two years has not been well received, has been criticized in every aspect, and has not been respected by the government and university circles. Güçlü quotes former Minister of National Education Ömer Dinçer’s negative opinion on the rector elections and the critical views of the rectors of Hacettepe and Ankara Universities on the elections, appointments and

changes in the administrative and managerial structure of universities (03.10.2012 [aguclu@milliyet.com.tr](mailto:aguclu@milliyet.com.tr)).

#### **4. RACES OF NEOLIBERAL POLICIES AND INDUSTRIALIZED EDUCATION IN TURKEY: EDUCATION COACHING**

The International Professional Coaching Association (ICF Turkey), the Turkish branch of the International Coach Federation (ICF), one of the most important coaching organizations in the world, states that coaching services have become widespread in Turkey since 2005. Naci Demiral, Vice President of the International Professional Coaching Association (ICF Turkey), said: “Student coaching is based on increasing the individual’s school success. However, in the long term, it aims to help the individual choose appropriate goals, learn to work effectively, choose and use priorities, reveal his/her strengths, communicate correctly and develop self-confidence.” Demiral points out that student coaching helps students organize their school life and other areas of their lives, and notes that “there is a confusion of concepts in the field of coaching all over the world and of course in Turkey as well.”

Demiral emphasizes that the concepts of education, counseling, therapy, sportive and artistic mentoring, etc. are confused with the concepts of coaching and underlines that in order to determine whether coaching will benefit the person, it is necessary to first determine what is expected from coaching. Demiral points out that coaching increases the awareness of the student in their inner world, helps them to consider life as a whole in addition to their course and school success, and enables them to develop new perspectives (30.04.2013 [egitim.milliyet.com.tr](http://egitim.milliyet.com.tr), “Effective support on the road to success: Student coaching”). The ICF’s code of ethics defines coaching as partnering with clients in a thought-provoking and creative process to maximize their personal and professional potential. Based on this definition, it is underlined that in a professional coaching relationship there is a business agreement between the parties and the person being coached is defined as the client ([www.1cfturkey.org](http://www.1cfturkey.org)).

Öztuna Norman, founder and owner, defines coaching as follows: Coaching is a consultancy service, whereas educational coaching is a consultancy service that organizes parent-student, family-student relations and helps both parents, families and students with education-related problems. An educational coach organizes a student's entire educational life and helps the student plan their future, including career choice, according to their abilities and personality traits ([www.normanek.com](http://www.normanek.com)).

Gökçe Pınar, one of the founding trainers of Anka Coaching, whom we interviewed within the scope of the research (interview 01.05.2013), explains coaching as follows: Coaching is a planned development process that enables people to discover their potential resources by increasing their vital awareness and focuses on achievable goals and possibilities in order to achieve maximum performance in life. Pınar draws attention to different types of coaching such as life, student, parent, performance, sales, entrepreneur, athlete and relationship coaching and states that the educational coaching service, which the study focuses on, is offered as student coaching service in their company.

Based on the definitions above, educational coaching, which can be categorized under coaching services in general; in other words, student coaching practices can be expressed as a service that has recently started to develop in our country. The common emphasis in the definitions is on the concepts of goal, power, self-confidence, success (school success), individuality, correct communication, potential, maximum performance, partnership, cooperation, business agreement, organization and customer. These emphases are undoubtedly indicators of neoliberal practices.

## **5. EDUCATIONAL COACHING PRACTICES IN TURKEY**

The field research for the study was conducted with two private firms, Anka Coaching and Norman Coaching, which provide consultancy and educational coaching services, in their

offices in Ankara. As part of the field research, in-depth interviews were conducted with company officials, founders, founding trainer and professional student coach. During the interviews, a total of thirteen questions were asked to the officials in order to measure the reflections and practices of the neoliberal policies at the center of the study. Care was taken to ask the questions in a way that did not direct the interviewees and allowed them to share their personal views and experiences.

At the beginning of the interview process, introductory questions were asked to get to know the interviewees and the company. Then, questions were asked to understand the educational coaching service they provide, to measure their practices, and key questions about their thoughts on educational coaching and their views on this service provided in our country and in the world. In the closing questions at the end of the interview, the authorities were asked for their views on the future of education and educational coaching. The questions were semi-structured open-ended questions. The interviews lasted between 1-1.5 hours. Throughout the interviews, it was observed that the company officials answered the questions sincerely and were enthusiastic. The interviews were then analyzed and included in the findings section of the study.

## **5.1 RESULTS**

### **ANKA COACHING TRAINING AND CONSULTANCY COMPANY**

In the ninety-five minute interview with Gökçe Pınar, founder and founding trainer of Anka Coaching Company, and Dr. Aliye Erdem, student coach, conducted on May 1, 2013, it was stated that the company was established in 2011. Anka Coaching is a professional company that provides training and consultancy services in different fields (student coaching, life

coaching, performance coaching). Apart from the employees who are insured in their offices, those who provide coaching training are paid based on the course hours.

The materials prepared by the company to explain and promote their work and themselves; CD, promotional file is one of the important indicators of this. The company defines its mission as accompanying individuals on their way to becoming individuals who take responsibility for their lives, have high awareness, believe in themselves and their potential and succeed in using it with love, and to serve humanity by training coaches with this mission. Their vision is to be a leading company that trains professionals who will coach. The values emphasized by the company are love, knowledge, awareness, balance, success, unity-integrity and change. The company sees the student coaching service, which is the focus of its work among the many coaching activities it provides, as an awareness and development process that achieves maximum performance in life by realizing the student's own integrity, resources in the education process, and progressing with their own solutions.

In this process, the company states that they teach students memory, test solving, learning to learn, fast and effective reading with understanding, focusing, efficient studying, imagination; breathing and EFT techniques to manage stress and obstacles. The company states that it is self-employed and points out that there are schools and schools affiliated with the International Coaching Federation in Turkey.

Aliye Erdem, who works as a student coach at the company, states that in their educational activities, they try to apply more participatory and creative education and training techniques instead of the authoritarian and restrictive practices in public schools. Gökçe Pınar, on the other hand, draws attention to the efficiency of teachers and states that enthusiastic teachers who love their work can be very effective in the learning process. Pınar emphasizes the need to invest in teachers and keep their motivation high. Aliye Erdem emphasizes the importance of teachers being willing and conscious when choosing a profession.

Gökçe Pinar, while explaining the student profiles, states that students who have problems with focusing, whose academic achievement drops suddenly and who are experiencing exam stress in a very short time before an important exam want to receive this service. Based on her personal experience, she thinks that children who do not receive love and support need this kind of help. In this process, Pinar says that they help children to take care of themselves, to discover themselves and to solve their own problems. Aliye Erdem adds that instead of presenting the solution, they try to help students find and realize their own solutions through questions. Pinar states that the students are from families with middle and above middle income.

Underlining that the session fees are also effective in students' preference for the coaching company, Pinar says that when the fees are kept low, everyone can prefer the company, whereas when they are kept high, they will be limited to certain segments. In a sense, she states that this is determined by the company's fee policy. Pinar states that within the framework of their own company policies, they establish groups for low-income groups within the framework of social responsibility projects.

Regarding the ethical values of coaching, Pinar draws attention to the following points: The coach providing the service should not enter into an emotional bond with the client (this term is approved and preferred by the Vocational Qualifications Authority); when a situation requiring expertise is recognized, it should be directed to the expert; the person receiving the service should not create addiction and should not take full control of their life; and confidentiality in sharing is essential. As a company, we have signed under all the ethical values of the International Coaching Federation (ICF) and started to work with our clients by making a contract within this framework.

Dr. Aliye Erdem, an educational coach, points out that the demand for education and educational coaching services in Turkey started with the legal change in education and primary



education in 2004, which caused structural problems and practical problems because the whole structure changed suddenly in a short period of one year. Erdem says that the basis of this legal program change was student orientation, multiple intelligences, scientific and analytical thinking. Erdem emphasizes that curriculum development, which is at the heart of the problems, was done without taking into account social and cultural structures, and that the draft curriculum was hastily implemented in all schools in 2005 without almost any implementation.

Stating that the work continued in commissions after receiving feedback from teachers, Erdem states that the same problems persisted in the legal changes in 2012. In particular, he underlines that the curriculum implemented this year does not have a course content suitable for children starting primary school. Explaining that they are conducting a study on this issue, Erdem points out that the lesson hours are too long and consist of a small number of activities that will cause students to get bored and cold, and that teachers cannot act flexibly and go beyond the program. Erdem adds that private schools provide more flexibility to both teachers and students in this regard, giving them the opportunity to use their initiative, but also harsher sanctions.

Gökçe Pinar, while evaluating the economic indicators of the field they work in, states the following: 2011 was a year in which there was no competition and we could not even find customers. There was no demand. We went to schools and made intensive promotions, but the demand was lower in those years. Coaching develops and grows through references. Once the impact starts on a child, all the other children of the family come to us due to the influence of the Turkish family structure and relationships. Within this framework, it progresses intensively through interpersonal communication.

Today, we can say that competition in the coaching sector has become more intense. Families now pay more attention to experience, reliability and the success of the company. In terms of earnings, this sector is a very lucrative field. It is also a field where you can end up if

you do not constantly improve and renew yourself. Trainers are constantly educating themselves. It is a field where the trainer is also constantly trained and programs are made in this direction. This is of course reflected in our session fees: the more competent the coach, the higher the fee. Our session fees vary between 75-150 TL. Within the scope of social responsibility projects for poor people, we charge between 25-30 TL. The fee is important and should be taken; change happens when the fee is taken.

Unfortunately, money has become a tool in the personal development sector. But it shouldn't be. We are a business and we have to continue ourselves, we have employees, but by paying attention to human values. We are not at peace with money either. When parents come and deliver their children to you, they are also disturbed by your commercial approach. In my opinion, one should be people-oriented and make money. Customer-oriented coaches leave the business in a few years—they can't find clients. People-oriented ones are more permanent.

Anka Coaching Company expressed their hopefulness about the future of education and educational coaching in Turkey. Aliye Erdem thinks that the sector will develop. Erdem believes that the sector will develop as long as the problem of understanding each other in the education life consisting of school, family and student triangle continues in our country, and as long as the desire of students to get a better education increases. Gökçe Pınar, on the other hand, states that they strive for coaching to become a sector. She states that they are constantly training their own coaches and working on more efficient and creative formulas. Erdem emphasizes that under Turkish conditions, both public education provided by the state and private education should go hand in hand.

As a projection of neoliberal policies, Anka Coaching firm, which can be cited as an example of educational coaching and student coaching practices, is a new firm offering training and consultancy services. It can be said that the company has two years of experience and has tried to work with a professional perspective during this period. The trainers working in the

company are paid for the lessons they give. In a way, the company acts as an intermediary by bringing together students and coaching trainers. Trainers work as coaches with certificates from different national and international organizations. The company wants to grow and reach a wider range of people and groups by integrating different coaching practices.

In the practices of the company, it is possible to see the perspective, structure and working methods of the professional business world, based on the statements of the company employees. The company prefers to refer to students and individuals who purchase services as customers and clients as consultants. Services are divided into sessions for a fee. Sessions are charged depending on the income level of the client and the experience and competence of the coach.

Education and student coaching is mainly done through referrals. It develops and grows in a chain structure from person to person, group or institution to institution, in proportion to their satisfaction. Based on the words of the company officials, the coaching field is developing into a lucrative service sector with increasing competition and risk. In order to stay in the sector, to hold on and to win, it is necessary to constantly improve, renew and differentiate oneself.

Anka Coaching is a private firm where the neoliberal policies that form the assumption of the study are clearly visible. It serves in a new, constantly developing and increasingly dynamic education market. In this market, where services are purchased for a fee, specialization is important; specialization of coaches and trainers is important. The condition for working as a better coach with higher salaries is certificates and it is necessary for the trainer to constantly develop and differentiate. Anka Coaching prefers a human and love-oriented approach with its social responsibility projects. They emphasize that they are friends and companions to the people they serve. Although this human-oriented approach may seem uplifting at first, it is thought-provoking because it is ultimately required by market conditions. The fact that education is a human-centered business plays a major role in this necessity.

## **NORMAN EDUCATION COACHING**

In a fifty-six-minute interview with Öztuna Norman, the founder and manager of Norman Education Coaching on May 8, 2013, we learned that she is a mathematics teacher, has been working as a tutor since 1995, and has been working under the umbrella of Norman Education Coaching since 2006. Öztuna Norman stated that their aim is to teach students to study instead of making them study all the time. Another important goal of the company is to relieve parents who are worried about their children's future and to provide peace within the family.

Öztuna Norman emphasized that they work with a staff of fifty people in their contracted coaching centers or student homes. Öztuna Norman underlines that it offers this service under the roof of a classroom, by employing registered teachers and paying taxes. The company works with an expert teaching staff from all branches for all age groups, child development specialists, psychologists, and offers life coaching services to the families of students according to need. Educators are directed in accordance with their fields in return for course fees.

Öztuna Norman states that she turned to this sector in order to get rid of the problems she experienced in the classroom sector, and that she created a web page in 2005 and started working under the name Norman Education Coaching in 2006. According to Norman, the exact concept of coaching is not used in our country. Norman points out that there are serious problems at the heart of our education system, and that for years university candidates in our country have been making choices with the mentality that if I can't be anything else, I will become a teacher. Norman states that we are unable to provide quality education to our children at school, and that we are in a mess that is focused on teaching but we do not know how to teach.

Norman points out that in our current education and training system, the teachers are shifting the burden to the parents and emphasizes that parents are looking for commercial solutions through tutoring centers and private lessons. Emphasizing that education should not be left to parents, but should be handled by teachers at school, Norman states that teachers' inadequacies cannot be questioned because there is no transparency in education. Norman says that he believes that good teacher schools should be opened in Turkey and good teachers should be trained academically, socially and psychologically.

Öztuna Norman states that everyone needs student coaching services, but not everyone can afford it because it is costly. He states that he charges 200 TL per session by making pricing based on the session fee. He states that he provides the necessary coaching training to the student in four sessions with the medium and then directs them to the area and teacher they are lacking in, and that the lessons are held at a fee determined by the teacher.

Norman points out that coaching is a commercial sector, but that it has no legal basis, and that the certificates distributed like bread and cheese have no equivalent in national education. Norman thinks that the coaching sector cannot be a sector in terms of content and education. Norman emphasizes that the field is economically risky and that people are exploited in the hope of making money. He criticizes especially educational coaching seminars with the following words:

People buy educational coaching seminars at high prices, watch slides with terms they don't understand. The person presenting the slides and information they watch has gotten it from someone else. Everyone is deceiving everyone else, everything is mixed up in the field and it has turned into a show. In Turkey, there are more coaches than service providers. That is why there is an inflation and it is a risky sector. Most of those working in the field are selling their minds with what they have learned from someone else without creating their own

foundation. In our country, this business is not settled, and it is not transparent due to commercial concerns.

Öztuna Norman explains that the most important ethical value in the field of educational coaching is that the work is done by educators, people who have received educational formation. Norman states that the most important problem in the education system is the problematic education system, which is a tangled web of problems that every incoming administrator has a hand in. Norman states that each incoming administration tries to do something in its own way and wants to create chaos by making things more complicated. According to Norman, the solution lies in training good, conscientious, mentally mature teachers.

Norman Coaching is a pioneering coaching firm established in the mid-2000s when coaching activities began in Turkey. The firm provides coaching activities focused on education and training. The founder of the company, who is critical of the education system in Turkey, states that unqualified and reluctant teachers are at the root of the problem and frequently expresses his dissatisfaction. In this context, he defines himself as a necessary organization to solve the problems. The company has an individual-centered approach focusing on students or families. Norman Coaching, like the other coaching companies interviewed, brings together students and experts who provide coaching training, and charges fees based on sessions and lesson hours. It operates in the status of a classroom.

## **6. PANDEMIC IMPACT ON EDUCATION AND COACHING PRACTICES IN TURKEY**

The year 2020 has started to be accepted as a breaking and turning point after the Covid-19 pandemic outbreak in our country as in the whole world. These years, called the Covid era,

have deeply affected many fields of social sciences, especially the field of education. Moving formal education at all levels to online platforms in the world and in our country is one of the most important elements of change. School administrations, teachers, students and parents have continued online education for about one and a half to two years within the framework of the facilities of both public and private schools.

While students in public schools followed their lessons through the platform affiliated with the Ministry of National Education, known as EBA (Education Information Network) in Turkey, private schools conducted their lessons with their own purchased online education platforms. This process has undoubtedly continued under very unfair and unequal conditions in terms of educational opportunities. Under these conditions, the main problems experienced in education in this period are as follows: the impossibility of access to the internet for poor families; the inability of families with many children to benefit from EBA (TRT EBA Channels) at the same time; the anxiety, fear and traumas caused by the pandemic; the learning difficulties caused by these traumas in students; and the difficulties of education carried out on a computer screen.

Depending on the main problems we have tried to summarize in this period, it is seen that coaching practices in education continue through online platforms. Families continue to receive coaching services that they previously received face-to-face within their financial means from different platforms at home. As the period of uncertainty experienced at the beginning of the pandemic, especially during the pandemic, has decreased, the online period in education and coaching practices has also transformed in a way that affects today.

Nowadays, when many meetings, courses and research are conducted online, it is inevitable that coaching practices will also turn online. Since the 2020s, the field of education and coaching practices have had to change structurally and formally as they have rapidly digitalized and adapted to the screen culture. The challenges created by the pandemic have been

added to the problems imposed on education by the neoliberal policies we emphasized in the previous sections of the study. Competitive, individualized and unequal educational opportunities are getting worse with the impact of the pandemic. Despite the increase in opinions advocating a return to public policies in the fields of health and education all over the world and in our country after the pandemic outbreak, it is clear that little progress has been made in practice.

On February 6, 2023, the Kahramanmaraş earthquakes in our country once again hit the education system, which was trying to heal the wounds of the pandemic. It reminds us again of the magnitude of the problems we face in education. In particular, it shows the importance of civil solidarity, the importance and necessity of social state understanding and educational institutions.

It is clear that the wounds of this country, which has lost tens of thousands of its citizens, students, teachers and brothers and sisters working in the field of education, have deepened at all levels of education after the disasters. Under these circumstances, it can be suggested that educational coaching practices and services should be reviewed and restructured with a public understanding and alternative approaches. It is clear that the possibilities of the digital world will contribute in this direction and with its creative elements.



## CONCLUSION

The neoliberal policies in Turkey, which started in the 1980s, gained momentum in the 1990s and today know no boundaries, have led to concrete changes in education as in many other fields. The gradual monetization of formal education, which had been provided by the state until the 1980s, and the opening up of education to private enterprise have changed the perception of education. In the new understanding, education has been reduced to knowledge-oriented teaching as a requirement of the information society.

The main approaches defining the relations in the field of education have been winning, competition and individualism. In this framework, the field of education in Turkey has been articulated with new right-wing policies starting in the 1980s, throughout the 1990s and 2000s through legal regulations and changes. Especially since 2003, legal changes and regulations have accelerated with the AK Party policies. New laws created in a hurry have made the problems even more complicated.

Since the foundation of the Republic, education in Turkey has continued to be a complex field full of problems. The policies produced in the field of education are also structured in line with the interests of the ruling powers, producing temporary solutions to problems. The discourse of education idealized by the rulers as qualified, new, creative, free and knowledge-based can never find its equivalent in practical life for the poor and underprivileged sections of society. Today, one of the most fundamental conflicts in our education system is undoubtedly between the modern understanding of education, which aims to raise human-centered, democratic, democratic, free, creative individuals required by the new world order, and our conservative and traditional understanding of education, which cannot solve its crusted problems.

This study shows that neoliberal policies in Turkey are advancing at full speed, finding and establishing new areas for themselves. Although problems and conflicts increase in this process, which is far from equality, justice and democracy, we also see the projections of these new policies in the field of education. In this context, educational coaching studies have emerged in our education system, which is full of problems and where we strive to produce solutions. On the one hand, while trying to heal wounds, on the other hand, it has opened new ones. This study has shown that education and student coaching companies operating in our country cannot work as they wish in the solution production process.

The two educational coaching companies, Anka Coaching and Norman Coaching, with which in-depth interviews were conducted in the field research of the study, are organizations that provide private training and consultancy services. Anka Coaching is a freelance organization, while Norman Coaching is a classroom-based organization. In Turkey, coaching and the companies that provide educational coaching and student coaching services under this umbrella operate in different statuses.

The history of the companies is very new and dates back to the mid-2000s. The founders and employees come from different fields, including those with a background in education. It is observed that the founders of the company or the education and student coaches working in the company have national and international certificates and experience. The professional qualifications of the national and international institutions and individuals issuing the certificates are also different from each other and the certificates issued do not have a legal basis.

Those who provide coaching services are working to give the sector a professional status. Since educational coaching services are provided for a fee, contracts are made between the parties, and they are practiced under the supervision of people who have proven their expertise as a result of certificates and training, they present a commercialized appearance.

Although education and student coaching is a rapidly developing and profitable commercial sector, it is far from being a sector in terms of education and training conditions and lack of standards. Again, in this context, we can talk about a complex, chaotic, disparate structure created by personal and institutional initiatives.

In this new field, which is also defined as educational coaching or student coaching, competition has increased, especially in the last few years, in line with the increasing number of coaching companies, the increasing number of trained coaches, and the increasing demands of students and families with the problems they face in education. In the success of the companies, the necessity of continuity of their institutions and the training they provide, working with experts in their field, being able to offer different coaching services, and the need to be different and creative seem to have come to the fore.

In short, educational coaching practices are areas where new right-wing policies are seen when the managerial and educational activities of coaching companies, their employees and the conditions of the educational field they are in are considered. Based on the practices in this new field, a human-centered, egalitarian, free and critical understanding of education seems to be far away.

This study, which is based on micro-scale field samples, shows that the educational coaching companies examined believe in a human-centered approach. However, the working conditions and practices of the companies and the policies implemented in the field of education in which they operate make this difficult.

For a more humane, participatory, sharing, interactive, qualified, questioning, equal, free and screening education, we should not stop thinking, producing and searching for alternatives. It is necessary to prevent the ruthless development of the private sector in education and to recall the existence of quality public education. In Turkey, the vast majority

still receive public education. Our country trains a significant amount of its human resources in public schools.

Given that a significant number of people in Turkey still receive public education, it is necessary to increase the resources allocated to public education, to train qualified teachers, to increase the physical, technical and social facilities of schools, and to improve the wages of employees. In practice, we need sound and modern education policies that are permanent, well-planned and appropriate to our economic and sociocultural structure.

Rather than education laws that are copied from developed and successful countries and quickly enacted into law, and policies that are patterned by ideologies, it is clear that we need laws and policies that are prepared by taking the ideas of the people living in Turkey and those working in the field of education into consideration, that fit our social fabric, and that require a common scientific, contemporary, creative and free mind. The concept of “alternative education” will provide us with new possibilities for this alternative understanding of education that we need to create in our minds first.

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### **Online Resources:**

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<http://www.pisa.oecd.org>  
[www.erarged.meb.gov.tr](http://www.erarged.meb.gov.tr)  
<http://www.gseis.ucla.edu/faculty/kellner>  
[www.tuik.gov.tr](http://www.tuik.gov.tr)  
[www.jmo.org.tr/yayinlar](http://www.jmo.org.tr/yayinlar)  
[www.ankakocluk.com](http://www.ankakocluk.com)  
[www.toder.org/sayfalar/makaleler](http://www.toder.org/sayfalar/makaleler)  
[www.meb.gov.tr](http://www.meb.gov.tr)  
[www.icf.turkey.org](http://www.icf.turkey.org) (International Coach Federation)  
[www.worldbank.org](http://www.worldbank.org)  
<http://web.worldbank.org> (TURKEY OFFICE)

**Interviews** 01.05.2013 Anka Coaching Training and Consultancy Firm  
 08.05.2013 NORMAN Education Coaching Company

### **Interview Questions**

1. What is your full name?
2. What is the name of your company? Who are the owners?
3. How long have you been providing educational coaching services?
4. What is your purpose in providing educational coaching services? What are your goals?
5. Can you give brief information about your company?
6. What are your working conditions (working place, time, wages)?
7. What is your student profile? Who would like to benefit from this service?
8. Why do you think students need such a service?



9. What do you think about the educational coaching services provided in Turkey?
10. How would you evaluate the economic indicators, in a sense the market, of educational coaching services in Turkey? Who provides this service? How is it in terms of profit? Is it risky? Is it profitable? What kind of competition is there? What are the market conditions?
11. What do you think about the present and future of the education field and services in Turkey?
12. What do you think the future of educational coaching will be like?
13. What do you think about the ethical values of educational coaching practices?