

IMPACT OF GLOBAL CAPITALISM ON NATIONAL EDUCATION “THE CASE OF TURKEY”

Mustafa Hilmi ÇOLAKOĞLU
Ministry of National Education, Turkey

ABSTRACT: Globalization, which was called as colonist, capitalism, imperialism, fascism and then, developed countries in the past, may use many new methods from religious belief to economics, from using military force to psychological war, from environmental pollution to art in order to delay the building-up endeavors of developing countries by the other countries which are strong regarding economy and army and to use them in favor of their interests as much as possible during the 21st century. The firms, which are the striking power of global capitalism today, have more powerful financial structure than many countries. The target group of global companies in commerce mainly is the children and youngsters. The victims of civil wars, which are started with the plans of external powers, are also the same group. The most significant victims of chaos and starvation in the world are the children as well as the children who live well. More than 20.000 children are lost in European countries where they sought asylum escaping from civil war in our neighbor, Syria. There are significant concerns that they are escaped by the organ mafia. Despite of economic recession in the world and our neighbor, European Union (EU) countries and the security issues of region, it is seen that the long-term preparations about slowing Turkey that was developing fast and steadily resulted unsuccessfully by preventing the coup attempt. It is understood that it is tried to slow down and stop the economic and social development and progress systematically fraying and jamming the National Education System, demoralizing the teachers, guardians and students, creating the unhappy and pessimistic human societies in Turkey during the process started before 1980. In this scope, trends toward creating the conditions, which enrich the human life, are substituted with conformist trick (Küçükcan, 2002) and with the works which the global capitalism makes the national education a simple sub-sector economy (McLaren & Farahmandpur, 2001). In this article, the permanent objectives of global capitalism, and despite of them, Turkey’s economic and social development and human resources potential, and the education system will be told, and some methods, which are applied by the capitalist powers in order to use these resources against the country and so as serving their benefits, will be discussed. At the end of paper, the system’s normalization, and the measures that should be taken in order to strengthen the immunity system, which will protect the country and state from the similar attempts, will be discussed.

Key words: National education, global capitalism

LONG-TERM OBJECTIVES OF GLOBAL CAPITALISM

Imperialism and fascism, which become the synonym of capitalism today, mean that economically less developed countries are subjected to the developed countries economically, politically and militarily. In other words, the imperialism is the system of asymmetric relations in the world economy (Brown, 1974). Imperialism shows itself by expanding the territory of a country using military and economic powers, imposing the tax by one nation or society to another nation or society, benefiting from their underground and ground resources, imposing their culture to them and using their people as slaves. Imperialism history is studied at three main phases. The first phase continued until 16th century and was related to the expansion of empires; the second phase started with the geographical discoveries and continued until 19th century; the new imperialism phase started in 1880s and led to increasing of interest in colonies again and to sharing of Asia and Africa (CE, 2016). In this scope, the human being was mostly considered as meta along with the industrial revolution. We may think the years of 2000 as the beginning of an era that the imperialism uses wilder methods and tools. This era is defined with weakening and narrowing of independent decision-making and implementing power of the less developed countries. Vladimir Lenin renewed the Marxian viewpoint and said that the capitalism turned necessarily to the monopolist capitalism in order to find the new resources and markets, namely to imperialism, and this represented the final and top phase of capitalism (Lenin, 1916). In the book, Protestant Ethic and Spirit of Capitalism, Max Weber discusses how capitalism changes the traditional economic movements. The spirit of rational activity removed the traditional limitations which prevented the capitalist change and allowed the development of modern capitalism. This spirit was gradually attributed to a legal system. It doesn’t assume the “freedom” of selling of their labor by wageworkers as a result of technology among them. Instead, the root of capitalism lies behind arising of new entrepreneurship spirit which occurs in the politic and cultural world. According to Weber, the capitalism is the most developed and complex economic system of the history of humanity. Advanced business partnerships, public credit and modern world bureaucracy are closely related to the capitalism. However, Weber explicitly says that rationalized trends of capitalism create the potential threats to the cultural values and organizations and may put the human’s freedom

to an iron cage (*stahlhartes Gehäuse*), and we may say that this prediction occurs in the education field (Weber, 1905).

As a nature of imperialism which has the global structure, it tends towards making the national education system of developing countries the sub-sector of international economic system (McLaren & Farahmandpur, 2001). According to the point of view developed by French Philosopher Michel Foucault, Leon Tikly states that the developed countries place importance on and give priority to creating the systems and resources which will serve to the management power necessary for increasing the economic power (Tikly, 2014). So, upon USA takes the position of UK that has the widest colonies of world in the world economy, other developing countries unavoidably go towards the position which will feed the USA's global power. Upon regional markets expand and the world becomes a single market, the global companies start to take place of capitalist countries in a crueler manner.

Economic and Social Development Targets of Turkey

Let's briefly look at the economic and social structure and potential of Turkey that develops fast during this process based on the fundamental data and try to explain why global companies show deep interest in our country. The population in working age of Turkey that population reaches almost to 80 million is 58.134.000 according to the data of 2015. 26.856.000 out of 30.003.000 population in working age is employed. The number of unemployed person is 3.147.000 and proportionally, is 10.5%. The unemployment rate in young population is beyond the general average and is 19.3% (TUİK, 2016). Turkey, which is the 17th big economy of world with USD 718 billion GDP and 4% of GDP growing in 2015, targets to become one of first 10 countries in 2023 (World Bank, 2016)). Turkey stands at the threshold to high income today, with GNI per capita at 10,830 US dollars in 2014 (Nguyen, Taskin, & Yilmaz, 2016). World Bank defines high income economies as those with a GNI per capita of \$12,736 or more. In 2023, the 100th anniversary of establishing the Republic of Turkey, it is aimed that the population will be 82 million, national income will be USD 25.000 per capita, the export will increase from USD 155 billion to USD 500 billion and foreign trade volume will be USD 1 trillion, the employment rate will increase 10 points and working population will go beyond 30 million, and unemployment rate will decrease to 5%. As the education budget of governments is average 4.5% of GDP, it is 3% in Turkey (World Bank, 2016). Pre-school and adult educations will be provided to everybody and it will be ensured that 100% of schooling rate will be sustainable in 12-year compulsory education. In 2023, as all citizens will be covered by the National Health Insurance System, the number of physician per 100 thousand citizens will be minimum 210. It will be possible to travel with high speed trains to all big cities, and the travel between Ankara, the political capital city of Turkey and Istanbul, the economic capital city will take 1.5 hours by high speed train. More than half of 64 thousand kilometers of highway will have been dual carriageway, and one of 10 biggest ports of the world will be in Turkey. Turkey will develop its plane, satellite and defense industry, and will establish the aviation and ship building organized industry zones. Turkey will become the production and logistics center of 3 continents. Almost total 8.5 million hectares of all irrigable areas will be irrigable until 2023. As all citizens have broadband internet connection before 2023, minimum three nuclear energy plants will go into production. Today, 28.5 million persons of tourist number will reach to 50 million and tourism income to USD 50 billion annually. It will be Turkey where GAP, DAP, DOKAP and KOP regional development projects will have been completed and will have been turned to the granary, agriculture center of the world. The pluralistic and liberal constitutional order will gain strength by resolutely taking the democratizing steps, becoming the country having the most advanced democratic standards, and making the freedoms have advanced standards (KB, 2016).

Public, Private Sectors, Foreign Capital Investments in Turkey and Investments Abroad

Economic magnitude of Turkey is proven with which the rate of fixed capital investments of the private sector in total GDP is 15.9%. Annual investment amount reaches to 464 billion TL. The rate of private sector in the investments is 78%. Total investment to the education sector is 70.3 billion TL and 69.3 billion TL out of it is made by the private sector.

As a result of 5th Region Incentives to the private school investments and bursary by government to the private school students, the significant increasing and acceleration begin in education investments by the private sector. 3.631 incentive certificates were issued during January-October 2015. Forecasted total fixed investment amount is 81.6 billion TL, and forecasted new employment is 110.517 people. During this period, total 31.6 billion TL of incentive certificate was issued to 185 investment projects of foreign capital (ME, 2016).

Table 1: Private and Public Sector Investments in Turkey (million TL), 2015

Sector	Public Sector	Private Sector	Total
Mining	9.575	6.288	15.863
Production	1.513	11.793	13.305
Energy	1.015	138.874	139.889
Transport	5.212	11.569	16.782
Tourism	35.343	53.764	89.107
Housing	787	27.241	28.028
Education	965	69.303	70.268
Health	13.807	12.563	26.370
Other Services	6.016	16.479	22.495
Total	100.954	363.039	463.993

Source: 10th Development Plan, 2014-2018

Capital inflow to the developing countries is USD 1.032 billion in 2014 (IIF, 2016). The capital inflow, which was USD 71.9 billion in 2013, was USD 42.8 billion to Turkey in 2014. Direct foreign capital inflow to the developing countries and emerging market economies was USD 534.8 billion in 2015. Net direct investment inflow to Turkey was USD 5.7 billion in 2014 and USD 9.2 billion during the first eleven months of 2015. About USD 2 billion of increasing in direct foreign capital investments by foreign residents to Turkey was effective in aforesaid growth. However, when we look at the qualities of these investments, we see that they are for consuming purpose and the profit is transferred abroad.

In 2014, the portfolio investment inflow to Turkey was USD 20.1 billion. As net USD 370 million of inflow occurred in investments of Government Securities in 2014, net USD 4.2 billion of plus occurred via securities exported by Treasury to abroad. Banks and other sectors provided USD 13.7 billion and USD 3.3 billion of capital inflows via exporting the securities to abroad in 2014. Net capital inflow was USD 16.9 billion in 2014 (KB, 2016).

Need for Qualified Labor Force Having Higher Global Competitiveness

Turkey targets to train the personnel whom;

- Thinking, perceiving and problem solving capabilities are developed,
- Have the self-confidence and sense of responsibility and the entrepreneurship and innovativeness qualifications,
- Internalize the democratic values and national culture,
- Able to interpret the different cultures, and develop the personality and skills,
- Open to sharing and communication,
- Have the strong artistic and aesthetic senses, open to the scientific developments, and tend to use and production of technology,
- Meet the requirements of information society, and are productive and happy
- Convert the knowledge which they produce to the product, technology and service and share them,

with an education system, which provides the equal opportunity to each citizen that approaches to 80 million, and is quality and sensitive to the needs of society and economy (MEB, 2016). As seen from the number of student given in Table 2, the number of students in formal and informal education in Turkey is about 40 million. This capacity attracts the attention of global companies.

Human and physical infrastructure was improved in order to provide more qualified, extensive and easily accessible educational services for the purpose of creating strong society with the qualified manpower, the schooling rate increased, the number of student per classroom was minimized, and continuity of attending the education by girls and poor students was provided. The mobile teaching was strengthened, it was concentrated on in-service training of teachers, and accession to education was increased and the quality of education was improved. The schooling rate in pre-school education is 46.83% according to the data from 2014-2015 academic year. The number of student in pre-school education is 1.200.000, and gradually increases. The steps are taken in order to support the accession of houses and regions with limited possibilities. It is still struggled against the problems such as late enrolling to the primary school, higher absence rates, those, who leave the school before being graduated, and accession of children, notably the girls to the education in rural areas. The rate of girls in those, who are graduated from the primary school, is 48.5% during 2013- 2014 academic year, and the difference between the genders reduces as of the years (KB, 2016)

Table 2. Number of Student according to the Levels, 2014-2015

	Number of Student	Gross Schooling Rate (%)
Pre-School Education	1.156.000	46,8
Primary School	10.712.000	103,9
Secondary School	5.691.000	107,4
Common High School	2.902.000	54,8
Vocational High School	2.788.000	52,6
Higher Education	5.642.000	109,6
Students of Informal Education	9.908.000	-
Total Number of Student	38.799.000	-

Source: MoNE Education Statistics, 2015

In Turkey where the compulsory education is 12 years, the number of student exceeds 11 million in primary school and 6 million in secondary school. As the number of student approaches to 6 million in higher education, the number of student reaches to 10 million in informal education. Net schooling rate is 79.4% in secondary education. The regional differences tend to reduce in terms of schooling rate. Even though the rate of passing from primary education to secondary education is 94.8% throughout Turkey, upon increasing the duration of compulsory education to 12 years, the net increasing continues in passing from primary education to secondary education and thus, schooling rate in secondary education. Investments are still made in order to increase the learning environment qualities based on the principle of equal accession opportunity, restructure the teacher training and development system, ensure the efficiency in the monitoring and evaluation activities, ensure the conformity of curriculum to the knowledge and communication technologies, minimize the number of student per classroom and teacher, and to pass from dual education to full time education in the primary education. Number of student per classroom reduced below 30 and per teacher below 20 in the primary education. Number of student per classroom reduced below 30 and per teacher below 15 in the secondary education (MEB, 2016). The rate of primary school students, who attend the full-time education, is 46%, rate of secondary school students 53% and rate of high school students 82% during 2014-2015 academic year. As the importance giving to gaining of basic skills in education increases, the Project on Action of Increasing the Opportunities and Improving the Technology (FATİH), which is started in order to benefit from information technologies in education, is currently maintained. Turkish Professional and Technical Education Strategy Document and Action Plan (2014-2018), and Turkish Life-Long Learning Strategy Document and Action Plan (2014-2018) are implemented. The National Qualification System is created, and the procedures on developing the professional standards and evaluation and certification of students are currently maintained (MEB, 2016). The education is provided on 300 branches almost in 60 fields in our vocational and technical schools.

The interaction between the faculties educating the teachers and application of 12-year compulsory education is strengthened, the teachers' qualifications are considered as basis, and the core and external evaluation system is created.

Universities are available in all cities and total number of universities reaches to 185, 109 state and 76 foundation universities. In our universities, the education is provided by 150.000 faculty members to 3 million students (YÖK, 2016). Quota in higher education reached to 823.739 in 2015. The number of application to the Student Selection and Placement Test went beyond 2 million in 2014 (ÖSYM, 2016). One fourth of students, who are graduated from the high schools every year, may attend the university. For this reason, the attention is paid to improve the professional guidance services at secondary education level. There are 20 students per faculty member in the bachelor degree. As the rate of those, who have the secondary and higher education level in 25-64 age range, is 36% in Turkey, OECD average is 76%. The dormitory capacity at higher education level reaches to 900.000 and only half of demand is met (YURTKUR, 2016). As total number of international students in the world is about 4.5 million, the rate is 12% in Turkey. There were 155.000 applications to Turkish Bursaries during 2015-2016 academic year.

Turkey accepted 3 million refugees as a result of terror and civil war at its southeast border (AFAD, 2016). As Germany, etc. supports the immigration of those who are qualified among them to the EU countries, Turkey has to find solution for unemployed people who are not qualified. There is a Turkish community with 5.5 million populations abroad, 4.6 million of them in West European countries. Number of citizens, who live abroad and come back to the country, is 3 million (TDİB, 2016). There are 2 million of registered unemployed people despite of almost five million of registered employed people in Turkey (İŞKUR, 2016). 425.000 out of them are graduated from primary school and this is an important disadvantage. 352.000 persons attended the training programs organized by İŞKUR for the active labor force in order to improve the qualification of unemployed persons and to increase the opportunity to find job during January-May 2016, and 360.000 people the programs on training of

adults. The number of persons, who attend the employment-guaranteed training, is 88.000. During the same period, the job counseling was provided to 288.000 persons, and professional counseling to 9.000 persons. Average 50.000 persons are benefiting from unemployment fund monthly. On the other hand, despite of 2.043.000 vacancies taken from the employers in 2015, employment of 890.000 persons shows the qualification and wage problems as a result of 6 million interviews between employer-employee candidates. 1 million disabled, former convicted persons and terror victims look for the job. 12.000 operation staff is sought in agriculture sector.

Table 3. Data on Labor Force and Employment

		January-May 2016		
		Total	Men	Women
Number of Application	Total	1.293.386	792.427	500.959
	Unemployed	700.282	390.146	310.136
	Other	593.104	402.281	190.823
Number of Open Vacancy	Total	897.155	3.483	893.672
			Public	Private
Number of Unemployed who Interviews with Employer		2.603.436	1.759.115	844.321
		Total	Men	Women
Number of persons who are employed	Total			
	Employed Disabled	7.393	6.264	1.129
	Former Convicted	106	105	1
Number of registered labor force		4.683.187	2.853.396	1.829.791
Number of registered unemployed		1.956.226	1.055.089	901.137
Number of persons who apply for working abroad		1.283	1.090	193
Number of persons, employed abroad		10.112	10.072	40

Source: İŞKUR, May 2016

Ambitions of Capitalist Countries on Education System of Developing Countries

It is found that the education system of Soviet Union was closely monitored in the report issued by USA in 1952 and education system of China in the report issued in 1969 (CES, 2016). World economy, which could not find the source for education of poor children, spent USD 2 trillion in the wars which 600.000 people died during 2001-2016 (Washington Post, 2006).

The countries, where accepted the qualified persons as migrant workers and employed them with low salaries in the non-qualified and risky jobs in the past, also went towards the qualified manpower later. At the first phase, the bursaries were granted and the educated people did not go back to their countries and worked on behalf of those countries or were used in order to expand the technology of developed country in their countries after returning. With expansion of global companies, the people of developing countries were educated in their countries, but with capitalist system and in the foreign language, and began to work in the global companies in their countries. Now, let's study how the global powers benefit from economic and social structures which we mention above under the headings below.

Foreign Student Market

Education of foreign student, which is perceived as the assistance of developed countries to the developing countries in the past, turns to a big economic market today. Advanced transport and communication means increasing of foreign investments, developing of manners of making business together, global trade and technologic developments increase the international student volume. According to 2012 data from OECD, the magnitude of market of the student, who is educated abroad, reaches to 4.3 million of student and USD 100 billion of financial volume. According to OECD reports, it is expected that these figures will increase two folds in 2020. Turkey spends USD 1.5 billion for education abroad per year (OECD, 2016). As the students of less developed countries went to the developed countries in the past, China, Russia, South Korea, Japan and Asian countries are also preferred recently. The preference of Turkish students is the universities in UK, USA and Asian countries, especially in Malaysia due to developing position of China in recent years. About 12.000 students from Turkey, where is at 15th rank in ranking of country that sends the most student abroad, go to USA for attending the bachelor and master degrees annually, and about 15.000 students attend the language schools and other programs. About

30.000 Turkish students in UK and about 10.000 in Germany attend the bachelor and master degrees and language education annually. The number of Turkish student in the countries such as Russia and China is only about 1.000 annually, but increases fast (MD, 2015). The shares of USA, UK, Canada and Australia in the foreign student market are 60% and gradually increase (WES, 2016).

The tuition, which the students who go abroad from Turkey and attend the education pay, is about USD 20.000 annually and their other expenses are about USD 30.000. According to UNESCO reports, it is expected that the number of foreign student, which is 3.5 million in the world, 2009, would be 8 million in 2020. China, which is the country that sends the most student, 600.000 abroad in the world in 2012, plans to be the country that both accepts and sends the most student outgrowing than USA in 2020 (UNESCO, 2016).

External Dependence in Education Investments and Higher Value Added Sectors

Total of annual public investments of Turkey is 65 billion TL, and the education investment budget is 11 billion TL. It is estimated that the education investment budget of private sector is 1 billion TL. Considering that annual tuition of private schools is about 20.000 TL in Turkey where there are 20 million of K12 student, there is big market for private school sector. Accelerating the adaptation of STEM (Science Technology Engineering Mathematics) approach to the system, increasing of use of technology, creating the new professions in the areas such as devices necessary for practical training and nanotechnology, health sciences, advanced material technologies, etc., establishing the education laboratories in the developed countries, preparing the education materials provide the significant economic opportunities in transport and accommodation services and create the new markets. We may see in many examples that the information technologies, biotechnology and similar advanced technologies are used by the global capital to maximize the profit, instead of increasing the happiness, welfare and confidence of people.

Making the Curriculum Dependent to Foreign Sources

It is fact that upon making the education system dependent to the developed countries with curriculum and content, this was turned to an economic opportunity in the past. We see that the curriculum in education on economy evolves toward the capitalist economy and to training the human resources for global companies. Using English as a second language and in education on information and communication technologies in many countries provides the economic advantages to USA and UK. The open-sourced platforms, financed by the government, become, in fact, the customer for paid education services. Those countries provide the open education service via Open Universities to the students worldwide and issue the diploma and certificate on certain programs. Thus, they educate and gain thousands of youngsters whom they reach to hurdling the barriers such as visa, permission, bureaucracy, tax, etc. according to its system and expectation. All these reasons make our education system force to learn the foreign languages without learning our mother tongue.

Cultural Imperialism and Weakening of Using of Mother Tongue

Cultural imperialism is that the those, who are strong, affect other less developed cultures, especially via mass media and assimilate them, and to facilitate the colonization. The possibilities, provided by the mass media, are used as an efficient control method in order that those, who are strong, communicate their cultural values to the people of other countries and in order to weaken their attachment to their values. Cultural imperialism performs the mission which creates the proper basis for implementing other imperialism methods, and reduces the reactions of communities to minimum. In Africa where the cultural imperialism was implemented first, pacification of local languages by the imperialist nations, forgetting the local cultures and finally, expansion of religious elements in south and at center regions of the continent as well as the armed actions attract the attention. The most important example of cultural imperialism in 20th century is the Anglo-American culture. It was observed that the communist parties in the member countries supported the Soviet's foreign policy and culture and Russian was the mother tongue of Turks during the Cold War era. So, the national education system of weak countries turns to the economic sub-sector of strong countries.

As giving importance to the education in foreign language increases gradually, it gradually decreases in mother tongue. The results from PISA Program for International Student Assessment support it (PISA, 2016). This means that our youngsters, who are our future, are defenseless against the cultural effect and wind of competitor countries. Considering the education qualities of schools, the quality school and school, providing education in foreign language, have the equal meaning.

The exams and comparisons made by OECD such as PISA and TIMMS reduce the nations' confidence to their national education systems and countries, and the youngsters of that country go abroad assuming that they would be educated better and would have more superior living standards.

Academic Research Fields

It is observed that the students, who attend the postgraduate education on social and economic areas in the foreign countries, select their dissertation subjects about determining the social and ethnic structures, weaknesses and job opportunities of their countries. It is also attracted the attention that those students are directed to the academic studies in certain universities. The cultural programs, which aim to make the students "global citizens", except their academic studies, are implemented to the students. It is determined that the students, who go abroad, are exploited upon approaching under the vision of social aid.

It is ignored on which subjects the students, who are sent for postgraduate education abroad, should study, what kind of works are expected from them when come back, and there are significant weaknesses on qualification, and the scientific factors in determining the students.

Personalization of Society and Weakening of the Sense of Belonging

The media channels, which attract the youngsters' interest with broadcasting and programs and realize the capitalist transition step by step, are considered as the symbols of imposing the capitalist education and culture to the world. According to Max Horkheimer and Theodor W. Adorno from Frankfurt School, the culture industry regenerates the targeted society at every level, infrastructure or superstructure and follows the legalization method. Standardizing the products of imperialist culture worldwide and rationalizing the promotion and distribution techniques are the important technique of cultural imperialism. As they asserted in their work, *Dialect of Enlightenment*, the media makes the human knock out, creates the virtual needs, and has the society perceive their cultural values as degenerate. (Horkheimer & Adorno, 1947) Media doesn't give opportunity to the society to select and analyze the cultural elements. As a result, the societies, subjected to the educational and cultural imperialism, become the devices of imperialist education and culture. It is found that the students, whom are sent abroad to be educated in the countries that are scientifically and culturally developed and to provide the science and technology of such countries to their citizens, turn, on the contrary, to the persons who give importance to their personal benefits only, become estranged to their society and country that send them abroad for education and training by granting the bursary with their scarce resources and turn to the instrument of global economy under the influence of aforesaid movements.

Global Brain Drain

Considering the conditions and areas of bursaries granted by the developed countries, we see that the bursary application, which is introduced as the humanitarian aid, is, in fact, for the long-term objectives of developed countries. There are gradually increasing observations about which international competitions, open for participation of all countries, is for purpose of attracting the qualified students to the education market of developed countries. When the youngsters from countries such as China, etc. go to other countries for education purpose, they live together and when they complete their education, as they go back to their countries in order to use what they learnt for their countries, but the youngsters from other countries start to work for benefit of developed country under the influence of factors such as living conditions, etc. It is found that the educational consultancies are not sufficient and qualified in terms of academic studies and social environments in the countries where the students from Turkey go to. The countries that still accept the most foreign students are USA, UK, Australia, France, Germany and China. Even though the significant part of Turkish students go abroad with their resources, British Council, Fullbright, Campus France, DAAD, China Scholarship Council, Swedish Institute, Holland Nuffic come to the forefront as the institutions granting bursary. It is known clearly and transparently that economically developed countries select the successful and clever students and grant the bursary to them and aim that after those countries educate them well, they will not let them go back to their countries or will employ them as the qualified labor force in the foreign investments within their countries. After the students, who are not financially sufficient, but attend the education abroad with their resources in order to catch a good future and employment opportunities, are graduated, they don't leave and work in such countries in order to earn their lives or go back to their countries and are employed by the global companies of such countries and produce the value added on behalf of them.

Instead of educating the individuals who produce the knowledge by gaining the nature of knowledge via education programs, the individuals, who use the knowledge that is produced and transferred by others to the technology, and don't understand the nature of it, and follow the trendy concepts uncomprehendingly, are grown. It is observed in the area of Education Sciences that it is tried to transform the education system with the starry-eyed, empty

concepts. This causes that the resources of developing countries are exploited mostly by the companies and countries that manage the globalization

Sustainable Development Goals

On the other hand, UNICEF and UNESCO determined the negative impact of globalization on the world and people in 17 items and aim to improve them until 2023 (WLL, 2016);

Goal 1. End poverty in all its forms everywhere

Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture Goal 3. Ensure healthy lives and promote well-being for all at all ages

Goal 4. Ensure inclusive & equitable quality education and promote lifelong learning opportunities for all

Goal 5. Achieve gender equality and empower all women and girls

Goal 6. Ensure availability and sustainable management of water and sanitation for all

Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all Goal

9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10. Reduce inequality within and among countries

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12. Ensure sustainable consumption and production patterns

Goal 13. Take urgent action to combat climate change and its impacts*

Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

CONCLUSION

In any case, the global capitalism is on the basis of win. With this understanding, all countries and people are perceived as the permanent market which they may be exploited, work with the low salaries for the global companies and may consume their products with higher prices, and it will not be let them getting strong and become competitor anyway, and will continue the consumption. Individually acting of countries and communities, prioritizing their personal gains rather than community and future, and cutting of their ties with the cultural values and beliefs facilitate the business of capitalist understanding.

After the civil war in Syria, the concrete example of this is the effort by developed countries of bringing 5 million people whom are sheltered in Turkey, Jordan and Lebanon and form 86% of all refugees to their countries sorting out the children and youngsters who are graduated from universities and are qualified, as the developed countries don't help them on education (World Bank, 2016).

Capitalism considers the education as "only economic" sector, and excludes the national and humanitarian senses from education. The men are educated in order to serve to the global companies rather than for welfares and futures of them. For this reason, the image and authority of the Ministry of National Education are continuously shaken by failing the FATİH Project, stealing the exam questions, frequently making changes, course books which are misprinted and not distributed in timely manner, inadequate assignments and promotions, destructive news, school buildings which are destroyed by terrorism, and the news about shuttles making traffic accidents, etc. (Küçükcan, 2002). It is aimed to disintegrate the existing mass culture, and tried to destroy the critical point of view in order to reach to a better and more valuable world. Even though significant donations and loans are used in many projects in cooperation with European Union and World Bank, as the institutional capacity could not be created in the Ministry, it is found that the action is carried out in the schools of one organization.

"USA sends MTV and Hollywood to where it cannot enter with CIA or army," said Nathan Gardels, the editor of *New Perspectives Quarterly*(NPQ) related to the cultural imperialism in the first edition of magazine published in Turkey (Gardels, 2014). The big scenario, conforming to this approach, is also performed in Turkey. The funerals of whom lost their lives in terror events, floor shows and game shows, which show that the country is very rich and companies are very generous, are broadcasted in the media. Supporting courses, which are started for the purpose of preparing the students to the student selection and placement exam due to which the demands of students, graduated from high schools, to attend the university may not be met completely, turned to the financing source of a group which brought the religious and ethical motives forefront during the course of time. This group

obtained and distributed the exam questions via illegal and unethical ways and methods in order that the students, whom they contact with, would be successful in the exams, gave the answers of such questions to some part of students during the exam, intervened to the evaluation of exam papers, etc. and directed the students to the public institutions and organizations and to the primary and secondary schools and military schools that admitted the students via exam. Said structure entered into a new era by establishing the private schools after the courses in the country. The schools, established in the country, were followed by the schools established abroad. It was understood that the amounts of these so-called charity activities, which were introduced and propagated as if they were carried by the benefactors bona fide and outright, were, in fact, were obtained from the citizens and public institutions with illegal methods and those, whom were known as benefactors, on the contrary, took advantage of them. Even though it is not so important at which phase this structure is, it turns into a structure starting from the educational activities which the global capitalism is a wild mediator to the deactivation of constitutional order and hierarchy in all institutions and organizations of the country. The students, whom were sent abroad with the government resources, were selected randomly and were made the persons who were acting against the country. Said structure destroyed the religious, ethical and cultural fundamentals with various methods in order to achieve its objective, as Nathan Gardels stated. The growth and security problems, which the country concentrates on, may be the reason of why the reaction delays. It becomes clear with the coup attempt that the children, whom have been educated by the group with outer connection with special brain washing methods in the private teaching institutions and private schools for years, are assigned to the important offices in the government and internal and external security institutions. Experiences, before and after the coup attempt on 15 July 2016, tell that the parallel government structuring starts from the education system by exploiting the cultural values of our people during 40-year period. It is seen that the aforesaid change is planned and implemented by moving away the students whom their questioning capability is destroyed from the culture of society which they are the members of it, then, degenerating the cultural values, increasing the individualism, and making the people the members of global system. Trying to stop by force the process of renovation and repairing the education system, which starts with closing of private teaching institutions by the Ministry of National Education at the point where the Ministry feels itself the strongest, makes urgent and critical that Turkey should take the important lessons from it and should strengthen its immunity system. So, the destruction that is faced at the national education system should be reconstructed by implementing an urgent Action Plan, prepared in accordance with the recommendations given below.

RECOMMENDATIONS

- After the coup attempt on 15 July 2016, 60.000 teachers were dismissed, and 1.017 private schools and 823 private dormitories and hostels, 283 private courses and 17 universities were closed, and about 400.000 students changed their schools (AA, 2016).
- The number of administrative actions, currently continuing against the Ministry's staff and students' guardians, is about 100.000. This shows that much more attention should be paid to the teachers and students, and the social rights of teachers should be improved. The adequacy should be considered in assignment and promotion of teachers and administrators of education institutions again.
- Misinterpretation of the concepts of competition, determining the university president by election and autonomy negatively affected the universities.
- TALIS is the international survey that offers an opportunity for teachers and school leaders to have their say in six main areas: Learning environment, appraisal and feedback, teaching practices and classroom environment, development and support, school leadership self-efficacy and job satisfaction. The findings of survey 2013 is the representative of over 5 million teachers in 34 countries. The rank of Turkey in TALIS as rating and irregularity in the distribution attract the attention. The reasons of difference in a structure, which is based on the wage system and human resources within the same legislation, should be the separate research subject. In order to recover the situation, the teachers should be able to follow both technologic developments in their fields and education technologies and it should be ensured that the teachers are able to use them in education. The laboratories that practices require, should be established and renovated. The curriculum and course materials should be improved, and the missing items of education laboratories should be supplied. The source books, which the teachers may benefit from, should be increased. The foreign language education should be improved, and the attention should also be paid to the foreign languages other than English. The curriculum and content of vocational education should be adapted to the professional standards.
- It is observed that the achievement difference between the school types, provinces, classrooms, teachers and students in education is enhanced too much. Therefore, the education quality assurance system should be established in the schools, and considering the outputs of system, the curriculum, course books and teachers should always be improved. The average age of teachers in the schools is getting younger in Turkey. Average service year of teachers in some schools reduce to 3 years. For this reason, auditing the

education and knowledge and experience supports, provided to the younger teachers in education and classroom management, should be enhanced.

- It is found that the lands that are provided by the citizens in the regions, where they are opened for settlement with a plan based on the Settlement Law without charge in order to build up the school, are given to the schools with outer connection, instead of MoNE. According to the OECD researchers, the quality of education environment may enhance the success in education at 25%. Using quality of school buildings, their outbuildings, security and conditions conforming to the health should be improved. The health care services should be provided to the students and teachers in the school.
- The difference between performing the same procedure in the different units increases much. It is found that this is used to direct the students to the certain private schools upon their guardians decide that the businesses are not conducted well in the state schools. So, the business processes and maximum processing times should be considered, completed and announced.
- FATİH Project is the prestige project of Turkish education system, and only 10% of it was completed within the period when it was planned to complete. The outputs of project become much more important today. The administrative queries about the project reveal the conscious external interventions. Therefore, the project should be revised and completed with the steps to be taken until the end of 2017.
- As Turkey takes the measures against the aforesaid external interventions, it should ensure the adaptation of Syrian and Iraqi children who are in misery to the life, attending them the education, preparing them to the future and continuing to be the example to the world leaders and international institutions.
- The number of school and classroom should be increased; the number of student per classroom should be minimized in order to ensure the efficient teaching and meaningful learning; to provide the interaction between the teacher-student, student-student, and student- material.
- The classroom, workshop, laboratory and other learning environments and teaching-learning materials should be the brain-friendly, student-friendly and teacher-friendly education environments where will ensure that the students will understand the nature of knowledge and will produce it.
- The programs and teaching environments of Education Faculties that educate the teachers should be so arranged that the teacher candidates will learn and teach their areas meaningfully.
- The comprehensive researches should be executed in each of the problem headings.

REFERENCES

- AA (2016). Number of Closed Private School. Retrieved from <http://aa.com.tr/tr/egitim/kapatilan-ozel-okul-sayisi-bin-17ye-yukseldi/628078>
- AFAD (2016). Presidency of Disaster and Emergency Management. Retrieved from www.afad.gov.tr
- Brown, M. B. (1974). *The economics of imperialism*. Penguin Books.
- CE (2016). Collier's Encyclopedia. Retrieved from <https://global.britannica.com/topic/Colliers-Encyclopedia>
- CES (2016). China Education Systems, CIA. Report Retrieved from <https://www.cia.gov/library/readingroom/docs/polo-26.pdf>
- Gallino L. (2007). *Globalization and Inequality*. Ankara: Dost Kitabevi.
- Gardels N. (2014). New Perspectives Quarterly. Retrieved 2016 from <http://www.digitalnlpq.org/about/gardels.html>
- Horkheimer M. & Adorno T.W. (1947). *Dialect of Enlightenment*. Amsterdam: Querido Publishing. <http://www.washingtonpost.com/wp-dyn/content/article/2006/10/10/AR2006101001442.html>, 01.09.206
- IIF (2016). About the IIF. Retrieved from <http://www.iif.com/about/bod/>
- İŞKUR. (2016). Employment Statistics. Retrieved from <http://www.iskur.gov.tr/kurumsalbilgi/istatistikler.aspx#dltop>
- KB (2016). Development Plan of Turkey 2014-2018. Retrieved from <http://www.kalkinma.gov.tr/Lists/Kalkinma%20Planlar>
- KB (2016). Yearly Development Program of Turkey (2016). Retrieved from www.kalkinma.gov.tr
- Küçükcan U. (2002). *Frankfurt School and Works on Mass Culture*, Ankara: Kurgu Periodical.
- Lenin V. (1916). *Imperialism, the Highest Stage of Capitalism*. Retrieved from <https://www.marxists.org/archive/lenin/works/1916/imp-hsc/>
- McLaren P., Farahmandpur R. (2001). Against Globalization and The New Imperialism: Toward A Revolutionary Pedagogy. *Los Angeles Journal of Teacher Education*, 52(2), 136-150.
- MD. (2015). *Making Turkish Universities the Attraction Centers for the International Students based on the Internationalization of Higher Education*; Ministry of Development. Retrieved from www.kalkinma.gov.tr/Lists/Yayinlar/Attachments/647/Uluslararası_Ogrenci_Raporu_2015.pdf
- ME. (2016). Foreign Trade Statistics, Ministry of Economy. Retrieved from www.ekonomi.gov.tr
- MEB (2016). Education Statistics, Ministry of National Education. Retrieved from www.meb.gov.tr
- MEB (2016). Strategic Plan and Activity Reports Ministry of National Education. Retrieved from www.meb.gov.tr

- Michael B. B. (1975), *Economics of Imperialism*, USA: Penguin Books.
- Nguyen, H., Taskin, T., & Yilmaz, A. (2016). *Resource misallocation in Turkey* (No. 7780). The World Bank.
- OECD (2016). Education Statistics. Retrieved from <https://stats.oecd.org/Index.aspx?DataSetCode=RFOREIGN>
- ÖSYM (2016). University Admittance Exam Statistics. Retrieved from www.osym.gov.tr
- PISA (2016). Program for International Student Assessment. Retrieved from <https://www.oecd.org/pisa/>
- TALIS (2016). Teaching and Learning International Survey. Retrieved from <http://www.oecd.org/edu/school/talis.htm>
- TDİB (2016). Turks Abroad and Turkish Communities Statistics on Education. Retrieved from www.ytb.gov.tr
- Tikly L. (2014). *Education and the New Imperialism*. Retrieved from <http://dx.doi.org/10.1080/0305006042000231347>
- TUIK (2016). Turkish Statistics Institute, Education Statistics Database. Retrieved from www.tuik.gov.tr
- UNESCO (2016). International Student Flow. Retrieved from <http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx>
- Washington Post (2006). Study Claims Iraq's 'Excess' Death Toll Has Reached 655,000
- Weber M. (1905). *Protestant Ethic and Spirit of Capitalism*. Retrieved from <http://www.d.umn.edu/cla/faculty/jhamlin/1095/The%20Protestant%20Ethic%20and%20the%20Spirit%20of%20Capitalism.pdf>
- WES (2016). International Student Mobility. Retrieved from <http://www.wes.org/educators/pdf/studentmobility.pdf>
- WLL (2016). World's Largest Lesson, Project Everyone. Retrieved from <http://worldslargestlesson.globalgoals.org/>
- World Bank (2016). World Bank Education Reports. Retrieved from <http://www.worldbank.org/en/>
- YÖK (2015). Higher Education Statistics. Retrieved from www.yok.gov.tr
- YURTKUR (2016). Statistics on Dormitory Placement of Higher Education Students. Retrieved from www.yurtkur.gov.tr