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Evaluating of In-service Training Activities for Teachers in Turkey: A Critical Analysis

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Abstract The aim of this study is to examine the in-service training activities organized by the Ministry of Education of Turkey for the last 15 years (between 2001 and 2015). Two main starting points were identified in commentaries on in-service training; (1) Teacher needs which are part of the field of teacher training (2) Technological developments related to education, especially digital education, which have taken place in recent years in educational settings. In the study, it has been found that approximately a thousand centralized training activities have been offered every year in the analyzed periods. Activities have also been organized in the areas of professional development and general culture as well as field-specific activities. It has also been found that the training activities are addressed to teachers at all types and levels of schools attached to the Ministry of National Education (MoNE). The effectiveness of in-service training activities organized by MoNE should be evaluated.

Keywords Teacher Training, In-service Training, Professional Development

1. Introduction

In Turkey's educational system, there is a general perception that using suitable materials will increase the quality of education as well as revising the curriculum. However, the most important factor determining the operation of the educational system and the quality of the service is the teacher. The steps to be taken to improve the quality of education are constrained by the professional skills of teachers. No effort can be more effective than the quality indicated by the teachers in total. Considering the direct relationship between the qualification level of people from every age group of the society and the qualifications of the teachers, training the teachers becomes more and more important. The teaching profession is related to the content of the aid provided to them to realize themselves and their individual state of knowing himself or herself. With the requirement of being the leader of development, being a model and guide, the responsibility for building the future of society requires the teacher to develop in a versatile way. For a professional with such wide range of dynamic, pre-service training and short-term professional training fall short. The teacher's mission of raising the society and the individual makes it an obligation for him/her to constantly seek all-round improvement.

Global capitalism directly affects the education and the output expected from the school, in accordance with the market conditions which also affect the training of teachers. Teacher identity has been reshaped within the frame of the educational design of global capitalism. This process, which has started with pre-service training of teachers in Turkey, has been reflected in the school culture in in-service training (INSET) activities. Thus, teacher identity has been transformed and school culture has been brought into compliance by this transformation. In Turkey, teachers have been trained in universities since 1982. The establishment of neo-liberal understanding of education in the universities, and considering higher education institutions only as vocational organizations training personnel for the market, are the foundations of this understanding, which has resulted in teaching being seen as a technical profession and the assessments of teachers are made based on their performance. All these factors transformed teacher identity, which was benevolent and idealist in the first years of Republic and progressed in the 1970s into a technician teacher identity [1-2]. The technician teacher is the teacher who does not address the students' development as a whole, prepares students only for central exams and whose success is put on a par with the number of questions solved by these students, who does not have a say in the content of the curriculum, methods-techniques, course tools and in the assessment process of the training, who tries to display the performance expected from him/her and who is not included in the decision process in the school [2]. Because teaching is a social and professional activity, it requires a training which focuses more on the social and psychological aspects rather

than technical aspects. As teaching must contribute to raising an individual, the teacher should have this development so that they can engage with students with different individual, social and cultural characteristics. Also it is very important for teachers to understand different cultures, rich meaning, creation skills and attitudes [3].

Continuous professional development of teachers has gained great importance in recent years. This situation is accepted as a professional duty in many countries. This duty is generally included in legal regulations, employment contracts or mutual agreements as a condition. In some countries, it is an obligation to participate in INSET for professional development. In Luxembourg, Hungary, Malta, Portugal, Romania and Finland, the minimum number of hours for which a teacher should attend INSET courses is determined. In Holland, Slovenia and United Kingdom (Scotland), attending in professional development courses in a minimum level is accepted as a condition for staying in the profession. In Bulgaria, Spain, Lithuania, Portugal, Romania, Slovenia and Slovakia, the courses form a duty and pre-condition for career improvement and salary increase. In France and Poland, INSET activities are directly related to career improvement [4]. In the USA, The Trainer Raising Accreditation Council, which was established independently from the government, has authority to accredit all trainer raising programs under the Office of Education. In Australia, The Teaching and School Leadership Institution carries out the qualification assessments of all pre-service teacher training programs. In Germany, teaching standards, which are obligatory must be implemented across the country and teacher training quality assurance system were established at the beginning of 2000s. India established The National Teacher Training Council in 1993 and The National Assessment and Accreditation Council in 1994. The common purpose of all these establishments is the continuous improvement of the professional development processes for teachers [5].

Although various activities are organized in Turkey within the scope of INSET for the professional development of the teacher, none of them are obligatory. Although these activities can be regarded as professional development, they are mostly evaluated as extra credits in management duties and appointment/replacement. For example, 11% of teachers and other personnel applying for participation in the INSET activities organized by MoNE (Ministry of National Education) between 2001-2004, did not participate for various reasons [6]. In addition, the rate of women participating in INSET activities is lower than that of men. The basic reason for this situation is the responsibilities of women, which they perform due to their gender roles. Women also face certain problems resulting from their gender roles in their career plans [7-8-9].

The MoNE does not organize adequate numbers of INSET activities. For example, the number of INSET activities organized by MoNE between 2001-2004 was nearly 2,500. As the ministry has 550 thousand teachers in public schools, each teacher has the possibility to participate in these activities once in every 22 years [6]. While it can easily be seen that there are not enough INSET activities of MoNE, it is difficult to evaluate the effectiveness of these activities. Little research has been done on this subject. Still, there is a general consensus that the efficiency of INSET activities is inadequate. For example, in recent research by Göksoy [10], it was found that many teachers participating in INSET activities were dissatisfied. Karasolak, Tanrıseven and Yavuz-Konakman found that the teachers had a negative attitude towards INSET activities [11]. When these two research findings are taken together, it seems that INSET is not adequate. However, neo-liberal policies, which have targeted the comprehensive transformation of teacher training policies in order to increase the quality of teachers in recent years, set the professional qualities of teachers in the conceptual frame of “competence” and redefine teacher identity as merely information transmitting technical personnel. Based on this approach, MoNE keeps discussions of “teacher qualities” on the agenda [12]. For example, the document Teaching Profession General Competences was published in 2006 and Special Competences was published in 2008. A School Based Professional Development model was developed and its implementation was completed in 2011. In spite of these developments, neither Teacher Competences, nor a School Based Professional Development Model was implemented across Turkey. The biggest obstacle to the model is the lack of political support and discontinuation of the management staff in the MoNE central organization. Although various studies have been carried out in academic environments and in Higher Education Board and by various non-governmental organizations (for example Turkish Industrialists’ and Businessman’s Association) for professional development of teachers, they have not been implemented and have had no effect on the process of education.

INSET targets are supposed to provide individuals with the required knowledge, skills and attitudes for their duties and making them more successful, productive and happy in their jobs. Technological developments bring new knowledge, techniques and tools to professional areas and oblige workers to learn and improve. This requires in-service training. Making teachers aware of these developments is realized through INSET. This is confirmed by the research of Ergin, Akseki and Deniz [13]. Teachers participating in the research stated that INSET activities should be organized in order to develop themselves as well as being able to catch up with scientific, technological and social changes and gaining the knowledge, skills and behaviour required by the innovations and developments in the area of education.

As in-service training is considered a training in the area, training is included in the sources as a right. With this understanding, MoNE organized INSET activities for teachers working in pre-school, elementary school and secondary school institutions every year. The content of INSET activities involves developing the knowledge and skills of teachers working in schools and institutions, making them comply with scientific and technological developments

and preparing them for higher positions, increasing their productivity. MoNE central organization units determine the course activities by consulting with rural organization units. MoNE has tried to build cooperation between MoNE, universities, non-governmental organizations, public and private institutions and organizations for the conduct of activities. Approaching the subject from this point of view, INSET activities of MoNE should be evaluated. Some research has examined INSET activities in Turkey [13-14-10-15-11-6-16]. In this study, unlike that research, INSET activities in the last fifteen years in Turkey for education sector workers were examined and thus the educational system was investigated with a critical approach.

2. Method

The purpose of this study is to examine INSET activities organized by MoNE between 2000-2015. The study of documents and content analysis techniques were used in the study. The activities of 2003, 2005 and 2010, which were selected as the sample for document examination, were analyzed in accordance with the sub-titles of area, professional knowledge and general knowledge, and the suitability of the activities was interpreted according to the related literature and research. In-service training activities of 2015 were interpreted as the ten most common activities. Interpretation was based on (1) teacher needs included in the teacher training literature, (2) technological developments about education, especially digital education in educational environments in very recent years. In the study, evaluations were made according to the total contribution of the system or the changes to education rather than the purpose of the activities.

3. Findings

In this section, the activities of 2003, 2005, 2010 and 2015 were classified and discussed from the INSET activities of MoNE between 2001-2015. When the INSET activities of MoNE between 2000-2004 were examined, it was seen that the activities mostly focused on professional knowledge, although there were studies in subject knowledge and general knowledge areas. For example, the names of five activities in each category in 2003 were given in Table 1.

It is essential for a teacher to follow the changes about his/her profession in general and in his/her subject area, and be informed about the developments in pedagogy and learning the popular subjects of the field. It can be said in this context that MoNE organizes INSET activities focused on knowledge transmission rather than sharing experience. However, it is a narrow and limited area of development. It is the result of considering education only as knowledge transmission. Thus, in 2003 activities were organized in the areas of subject, professional knowledge and general knowledge, mostly in the area of professional knowledge. This practice is similar to the education the teacher received before service. In the Basic Law of National Education No. 1739, it is stated: “Preparation for the profession of teaching is provided by general knowledge, special subject education and pedagogical formation. In order to gain the qualifications mentioned above, teacher candidates, no matter what the level of teaching, must have higher education”. When the curricula of teacher training institution were examined (Higher Education Board course contents were standardized), the same behaviours were provided to all teachers with same contents. These patterns were repeated in-service. For example, 25 activities were made in different places and dates in 2001 for “German Teaching Methods”. In spite of being for different teachers, it was seen that the same activities continued with the same content in the following years. A similar situation was also seen in other branches. Thus, INSET activities were seen as a form of “briefing”. However, INSET activities should be in the form of “sharing”, as will be discussed in more detail in the discussion and conclusion sections.

There is a great effort in Turkey in order to generalize the use of technology in the education. This process has different stages, such as as “from blackboard, to computers for all schools” and “from a computer for each school, to a computer for each classroom”. For the “from blackboard to a computer for each school” stage, the Basic Education Project, which was a project supported by the World Bank implemented between 1998-2004, can be said to have a quite important role [18]. In 2001 and the following years, activities such as computer use (Access - data base, Internet, web design, PowerPoint presentation software, Windows98, Word, Excel), and computer accounting were organized as a result of the generalization of computer use in society and because the teachers of the period were isolated from this technological innovation. In a study by MoNE [19], teachers emphasized that the most useful education they received regarding technology use was education about computer and Internet use. Teachers stated that with this education, they gained skills like preparing course schedules, creating activity pages, designing school web sites and using the Internet. For acquiring computer-related skills, more detailed courses are organized today regarding the use of computers in lessons. The last stage of using the computer as the principle auxiliary factor for teaching is the Project of Opportunity Increasing and Technology Improvement Act (FATIH).

Apart from the local/central level of INSET activities, each school has been considered as a total quality management (TQM) unit in micro sense since the first half of 2000s. For the Turkish educational system, it is possible to call the 2000s the “TQM” years. Many activities were organized in the name of quality in education (TQM in education). Even the focus of the activities was the argument of quality. TQM was advocated with slogans such as “revolution in education”, “innovation”, “a new system”, “quality”, “career”, “leadership”, “entrepreneurship”, “charisma”, “constant development”, “democratic participation”, “communication”, “productivity”, “customer

satisfaction". It was frequently emphasized that there was a new and single model in the improvement of education quality and innovation of the system [20]. MoNE established some legal regulations in order to implement the TQM philosophy. In addition, INSET activities were organized for managers, teachers and other education personnel in order to comprehend and implement TQM philosophy. Participation in these courses was obligatory. Thus, TQM was one of the most widespread activities among INSET activities organized between 2001-2004. MoNE organized subject knowledge, professional knowledge and general knowledge INSET activities between 2005-2009. However, the focus was mostly in the professional knowledge area, again. Five activities of each category in 2005 are given in Table 2 as examples.

Table 1. Five examples of training in 2003 according to the category of subject, professional and general knowledge

Subject knowledge	Professional knowledge	General knowledge
Custom design course in computer	Program development seminar	Erosion and Environmental Future Seminar
Computer-aided accounting course	Seminar in material development in education	Seminar in interfaith relations in globalized world
Service Techniques course	Physics Teaching Methods course	Computer course
Teachers' special subject qualifications seminar	Seminar in Educating of children with behavior disorders	Photography course
Seminar on the evaluation of social studies lesson program	Total Quality Management in Vocational Education	Foreign language course

Source: [17]

Table 2. Five samples of trainings in 2005 according to the category of field, professional and general knowledge

Subject knowledge	Professional knowledge	General knowledge
Research Methods and Techniques Course	German Teaching Methods Course	Computer Repair and Maintenance Course
Seminar in project preparation techniques	Teacher training through distance-service training	Paper marbling course
Computer, Web usage, Internet	Arabic Teaching Methods Course	Developing the folk culture course
Seminar in developing the implementation of PISA	Teaching methods	Education for future
Printed Material Standardization in Guidance and Psychological Consultancy Services	Seminar in developing the implementation of TQM	English- French Course

Source: [21]

Table 3. Five samples of trainings in 2010 according to the category of field, professional and general knowledge

Subject knowledge	Professional knowledge	General knowledge
Computer course (Apple I Life), software, program, computer-aided lessons, web, etc. Introduction of computer program to teachers and students	Modular Education Programs Seminar	Seminar in Turkish Cuisine
Evaluation of PISA 2009 and TIMSS 2007 results	Family education course	Seminar in Turkish Culture and Education System
Equipments of science and Technology lesson	Alternative teaching methods	Intercultural Tolerance
Elementary education standards seminar	Seminar in multi-grade class implication	Innovative teachers course
Project Preparation Techniques	Classroom Management Seminar	Environmental seminar

Source: [25]

Table 4. 10 in-service training activities most held in 2015

Activity	Number of activity
FATIH Project	61
Course in "Training for Individuals with Special Education Needs"	31
Teaching Methods and Techniques course - various branches	23
Guidance Course	12
Network (CCNA Discovery 1) course	10
Distance education	9
Course in Content Management Systems in Computer - Web-Based Education	9
Seminar in Coping with Post Traumatic Stress	8
Family Education (age 0-18) Orientation Training Course	6
New Approaches in Education	5

Source: [32]

Turkish public management, the "project development" understanding, has been dominant in the last ten years, as well as the performance evaluation of managers and institutions. With the leadership of institutions such as the Turkey Science and Technology Academy and the State Planning Organization, educational institutions such as MoNE and Universities started to indicate project development standardization as a criterion for scientific studies. Two basic reviews for INSET activities can be made with this understanding. The first is the presentation of routine duties and responsibilities by managers/institutions as a project, which is, afterwards, used as a criterion in performance evaluation and considered as an important factor in rewarding. The second overshadows the uniqueness of the project with standardization in central activities based on the location of the project (as Turkey Science and Technology Academy and other institutions do). In other words, projects arranged centrally, are against the spirit of the project. Thus, the understanding of the centrality of project was included in the Project Preparation Techniques Course Module Program published by MoNE in central level courses as follows [22]:

> This program was prepared in order to provide the knowledge and skills required in the preparation of projects on the subjects regarding the branches and institutions of the Ministry's personnel.

In recent years, international comparison and International Student Assessment Examination (PISA) practices are considered to be important success criteria by MoNE. These started to be used as a reference source in educational assessment and scientific studies. MoNE organized activities for the evaluation of PISA participation, PISA practice improvement, and PISA projects in 2005. In the Turkish educational system, there is an abundance of central examinations between the elementary education, secondary education and higher education. Adding an international examination to these national level examinations makes the quality of the education even more difficult. Moreover, the PISA examination has been the focus of criticism in international scientific environments. Nearly 100 academics from various countries stated their concern about the negative results of PISA rankings as follows [23]:

> The ongoing global examination cycle and new PISA regimen will inevitably cause more and longer multiple choice examinations, imposed and at all points planned courses and less autonomy for teachers, it will harm our children and weaken our classrooms. Thus, PISA raised the level of stress, which is already high in schools and jeopardizing the well-being of the teachers and students, to even higher levels.

As described above, standardized exams have the risk of transforming learning into an obligation. Putting locality and cultural diversity aside and increasing the exams by MoNE, evaluating and directing the students, cause various problems. So far, national exams (Secondary Education Exams / Placement Test, Student Selection Exam / Higher Education Test and student placement test, and international examinations (International Maths and Science Research Tendencies (TIMSS) and PISA) indicate that the education system in Turkey cannot provide appropriate education for each student [24]. As examples of 2010-2015 in-service training activities, 5 examples are given for each category in Table 3.

In recent years, as a result of MoNE's modularizing vocational and technical education, related INSET activities are being organized. The purpose of modular education is providing the students in vocational and technical education institutions with a non-parrot, permanent, transmittable and problem-solving skills. The modular education program is adequate for meeting these expectations. The variables of this process are the curricula, teaching methods and teaching materials [6]. In modular education, the students are free to choose their areas of specialty in accordance with their own ideas and professions. Each student chooses a field and branch in a frame provided by the school. The student gains the competence for his/her occupation of choice with the field and branch modules. These are obligatory modules for every student who desires to study professional modules.

While receiving modules, the student starts with the basic pre-condition modules. He/she can extend professional competence with different elective modules from other fields of choice [26].

Learning speed differs depending on the student. Modular education provides the students with the opportunity to learn at their own pace. In the modular system, knowledge and skills acquired in the previous studies are taken into consideration and students advance according to these acquisitions. The scheme is mainly positive, but subjective concepts, such as "innovative", "progressive", and "modern", are mentioned frequently in the pedagogical literature and INSET activities. These concepts can be seen as hollow and not prospective as well as being subjective. Gür [27], summarized this view:

> "The term of traditional education is a conceptual fabrication of progressive pedagogy. In other words, there is nothing such as "traditional" education as progressive pedagogy puts it. Of course it is possible to find heated discussions and interactions between the student and the teacher in "traditional" communities or periods. Finally, what is called "totalitarian education", which can be understood as a pattern of the thing falsely called "traditional education", is a modern twentieth century phenomenon. "

Centrally determined, standardized behaviours are transferred to the students via schools. In the European Union, eight basic competence areas were standardized for knowledge, competence and attitudes required for personal development, active citizenship, social participation and employment in general. These are: (1) Communication in native tongue, (2) Communication in foreign language, (3) Mathematical skills and competence in science and technology, (4) Numerical competence, (5) Learning to learn, (6) Social and citizenship competence, (7) Sense of initiative and entrepreneurship and (8) Cultural awareness and expressing oneself [28].

MoNE organizes INSET activities about family participation for pre-school teachers and about adult education for school counselors. Such education produces different problems in practice in consolidating the relation between schools and families, although they may seem pedagogically positive at the first sight. When the issue is approached in terms of pedagogy, such education makes it easier to solve some problems arising between the school, parents and pupils. Thus, these affect the individual well-being of the student as well as his/her academic success. On the other hand, a governance mindset is promoted by consolidating school-family cooperation through education for family participation.

MoNE organizes courses for remote education in order to use online and offline applications alone or together (audio, visual and interactive applications, homework, portfolio applications, chatting, forums, e-mail, virtual classroom applications etc.) as provided by information technologies in education. Education is organized in courses such as radio or TV publication, video conference system, computer applications, web applications, video conference, Internet chat, images, multimedia, macromedia, software simulation tools, mobile learning tools, and so on, in accordance with the technological developments of our time. Bringing these tools into prominence can be seen as necessary in terms of enriching the educational medium. In addition, in parallel with the generalization of technology use in education, there has been an increase in critical studies about how this situation changes the content and dimensions of the relations of the teachers, who are the most important subject of training process, with other groups in the school as well as his/her identity and professional qualities [29-30-31-12-18]. As mentioned earlier, the FATIH Project is the last stage of the generalization of technology use in education in Turkey. This project is among the ten most expensive technological projects in the world. The ten most common activities in INSET activities in 2015 are given in Table 4.

As seen in Table 4, the largest number of activities in 2015 was made in the subject of the FATIH project. The Fatih Project, which was promoted to the public by MoNE as a reform in education, including Z-Book (Enriched Content and Interactive E-Book), EBA (Educational Informatics Network), abd Video Conference Courses. In this project, all classrooms in all schools (pre-school, elementary school and secondary school levels) were provided with LCD panel interactive boards and Internet access. Tablet computers were distributed to all teachers and students. Teachers are being given in-service training in order to provide effective use of the informatics technology hardware in the classrooms in the learning-teaching process. In terms of education, material abundance is always an advantage as it addresses to higher number of senses. It makes the teacher's job both easier and more difficult. However, it is the teacher who operates the material and makes it a support for the course. While the teacher is in the primary position in the training, the contribution of the FATIH Project is always given more importance than the teacher. Some studies of the FATIH Project note that the Project exposes learning environments to radiation and affects the health of teachers and students negatively [30-33-34-18]. In addition, there has been an increase in classroom discipline problems resulting from the technology. On the other hand, managers in schools associate the technology use with the performance assessment of teachers and they can use those as tools of oppression and monitoring. Thus, although technology use in education is regarded among the qualities of the teaching profession, it is actually seen merely as the ability to use some new methods and techniques better [33-18]. In the study by [35] called the 2015 General Election Manifestos of Political Parties, it was stated that "educational requirements like teacher qualification were taken into consideration in the second place or never mentioned". The principle factor of educational systems in countries known for student success in international assessments such as PISA and TIMMS is

qualified teachers. For example, teachers are much more highly valued in Finland than in other developed countries. The profession of teaching is preferred by young people and it is the most attractive occupation group after mathematics and a foreign language. Intense demand for the teaching profession makes it possible for universities in Finland to choose and train the most suitable people as teacher candidates [36].

4. Conclusions, Discussions and Suggestions

The purpose of this study is examining and critically interpreting the INSET activities (subject, professional knowledge, general knowledge) organized by MoNE for teachers working in elementary and secondary education institutions in Turkey. Although it was seen that the activities were organized in all three fields at the local and national levels, the lack of research about their effectiveness makes it difficult to put forward an opinion. It was seen that the changes based on system, structure and program in education were reflected on INSET activities.

INSET activities are organized by MoNE every year in Turkey. These activities are organized in subject, professional knowledge and general knowledge areas. However, the activities are pedagogy-oriented. The activities are organized in compliance with the trendy terms in education. Total quality, efficiency, standardization, PISA, project preparation and similar activities are examples of this. These course titles are common, although their efficiency in increasing the quality of education is questionable.

Most INSET activities have the same content as that of courses received before service. This may indicate the inadequacy of knowledge/skills before service or it may suggest that there are new behaviours a teacher should have. This is an issue requiring discussion and research. Standard Education (Activity) programs were prepared by MoNE in 2013 to provide a standard for the training which MoNE and rural units would implement at the same time and the certificates to be granted after the training, to provide easy access to these programs which were needed in accordance with updating the INSET programs for performance targets [19]. This training in central and local education centers are carried out using these standard curricula. These centralized programs prevent program preparation adapted to need and locality. The programs should also be planned to associate with the teachers' daily lives rather than difficult and intangible issues. Providing interdisciplinary relations and planning around big ideas are obligations, and in-service training should be planned in this way [4].

Since 2011, MoNE has determined the in-service education needs online using questionnaires for teachers. Results obtained from these questionnaires create a source for more productive and effective performance of INSET activities. For example, in 2011 the questionnaire results of teachers identified needed INSET activities about communication skills, diction, teaching leadership and computers [25]. However, according to the questionnaire results in 2012, although 43% of participating teachers indicated need for teaching technologies and material development and 36% indicated classroom management, no activity was organized in 2013 in these areas. In 2013 teachers indicated needs in rates of 31.1% in interactive boards and 24% in tablet computer use, but no related activity was organized [19]. However, it is possible that these issues may have been included within the scope of the FATIH project.

According to the 2014 questionnaire results of MoNE, the in-service training areas preferred most by teachers were; (1) Teaching technologies and material development, (2) Consultancy, (3) Classroom management, (3) Methodology, (4) Speed reading techniques, (5) Interactive board use, (6) Development psychology, (7) Hyper-vigilance techniques, (8) Teaching to learn theories and approaches, and (9) Assessment and measurement. In addition, all this training was organized in 2015 apart from “classroom management” and “hyper-vigilance techniques”. MoNE included too many activities in FATIH Projects, even though there was no demand from teachers. Teachers were given a 30-hour INSET course within the scope of this project [32]. Yıldız, Sarıtepeci and Seferoğlu [37] state that the INSET activities organized within the scope of the FATIH Project did not contribute to the professional development of teachers (in the area of informatics technologies literacy). This indicates that the INSET was quite superficial. Although it may seem at the first sight that the INSET content (scope) may contribute to teacher competence for an information technology supported education, the duration of the training is insufficient to ensure this. Results of a research by İzci and Eroğlu [38] also indicate that these in-service training courses were not at the desired level.

Entrepreneurship is supported by the educational institutions (MoNE, Higher Education Board) in accordance with their neo-liberal policies. Various activities are organized in order to develop the students, provide understanding to teachers. (Determination of the competences in this course in entrepreneurship level and integration with other courses, detection of learning outputs and target determination are conditions desired by European Union member countries, even if only as advice). MoNE’s remarks on this subject are as follows [39]:

> “Policies are developed in Turkey in order to generalize the culture of entrepreneurship and raise new entrepreneurs. Within this frame, entrepreneurship is supported by the programs of various institutions and organizations such as MoNE, Ministry of Science, Industry and Technology, The Scientific and Technological Research Council af Turkey, Small and Medium Enterprises Development Organization, The Union of Chambers and Commodity Exchanges of Turkye and Turkish Employment Agency.”

Since 2004, MoNE has Fmade changes in the programs with curricula shift in order to provide international competition in education, increase the quality of education, end parrot-learning and raise generations with open minds. INSET activities were organized in compliance with the programs prepared in accordance with the changes in programs using approaches such as constructivism and multiple intelligences. However, MoNE has not made any comprehensive assessment of the positive effects of this program change for almost 10 years. According to TIMSS 199 data, a negative relationship was found between the student-oriented activities in Turkey and the success of students in mathematics and science lessons [40].

Program change has occurred in Turkey since the mid-2000s and it was claimed that a structuralist, that is, a student-oriented education, was chosen. While the essence in student-oriented education was the student's areas of interest and his/her finding the knowledge by himself/herself, assessing and directing the student at the center is regarded as a contradiction. The discourse that "educational problems will be solved" by structuralism has been used by rote for more than 10 years. Gür [27] summarizes this discourse very well:

> "The market value of the claim that the educational problems will be solved with constructivism, which is the foundation of new curriculum, is quite high. Because parrot learning is a basic education problem, the cure for this problem is the students' building their own knowledge actively. What we see in most of academic journals in the field of education in Turkey is the presentation of constructivist education as a Messiah. Because of this euphoria, it lost the meaning that educators should actually build something themselves; an important majority of education-related people, including teachers, consultants, managers and pedagogues prefer blessing instead of criticism and discussion. It can be said that the constructivism, which is a reflection of post-ideological liberal victory, makes all important aspects of educational discussions neutral; all sections accepted student-oriented approaches based on psychological language and also all sections left the divergences. Thanks to constructivism, educational issues were given into a language about a universal psychological subject and the target is to increase the problem solving capacities of that subject."

When content of INSET programs planned, people seen as experts are chosen to give the lectures and are appointed as instructors. This traditional understanding of in-service training is distant from reality, based on theory and information transmission. Instead of this, in-service training should be made about sharing experience for implementing the curriculum, training, and measurement issues and the like. Courses should be given by specialists in new subjects with which the teachers are unfamiliar. As a result, INSET activities should be organized on the following lines: (1) Research should be conducted on the efficiency of INSET activities, (2) INSET activities should be organized in the form of sharing among teachers in the same branch, and (3) INSET activities should be organized based on the determination of needs.

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