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INFORMATION-BASED ECONOMY AND E-GOVERNMENT: TRANSFORMATION IN THE PUBLIC ADMINISTRATION

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INFORMATION-BASED ECONOMY AND E-GOVERNMENT: TRANSFORMATION IN THE PUBLIC ADMINISTRATION

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Approval of the Graduate School of Social Sciences

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ABSTRACT

"INFORMATION-BASED ECONOMY" AND "E-GOVERNMENT": TRANSFORMATION IN THE PUBLIC ADMINISTRATION

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"Information-Based Economy", which is today's economy that is a proof and indicator of development level for the countries now on, comes on the scene with its new organizing model on the infrastructure of its own, which is called "Information Society".

The phenomenon of administration introduces to "e-Government" for reinforcing the roots of "Information-Based Economy" now.

The objective of this study is to research the transformation of state, authoritarian and dominant power, that "Information-Based Economy" gives direction in the environment of "Information Society" and to determine the locus and focus of "e-government" as a new organizing model especially in the dilemma between administration and management, and in the dilemma between politics and administration by using the theories of public administration, keeping the variance of culture in mind.

In addition, to have a systematic knowledge of the relation between "Information-Based Economy", "Information Society" and "e-Government" as a whole composes of the theme of this thesis.

For this purpose, questionnaire has been conducted in the Ministry of National Education, which is responsible for forming the society of the future, to understand whether there is a systematic knowledge on the relation between

"Information-Based Economy", "Information Society" and "e-Government" as a whole. Moreover, it has been aimed to discover what the mental formulations of participants are.

Questionnaire results reveal that there is no systematic knowledge on the relation between "Information-Based Economy", Information Society" and "e-Government" as a whole in the Ministry of National Education, and that the participants are apt to perceive "e-Government" within the context in which they are in terms of professions, status and backgrounds.

Questionnaire results also show that the responses given by the participants concerning "e-Government" are more or less the same due to the hierarchical organization of knowledge and official knowledge in particular.

Keywords: Information-Based Economy, Information Society, K-Gap, Consumption Society, Bio-Politics Power, E-Government, E-Bureaucracy, System Theory, Contingency Theory, Actor-Network Theory, Educational System.

ÖZ

"BİLGİ TABANLI EKONOMİ" VE "E-DEVLET": KAMU YÖNETİMİNDE DÖNÜŞÜM

Terzi, Mahir

Yüksek Lisans, Siyaset Bilimi ve Kamu Yönetimi Bölümü

Tez Yöneticisi: Doç. Dr. Yılmaz Üstüner

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Artık, ülkelerin gelişmişlik düzeyine yönelik bir kanıt ve gösterge olan günümüz ekonomisi Bilgi Tabanlı Ekonomi, Bilgi Toplumu olarak adlandırılan kendi altyapısı üzerinde yeni bir örgütlenme modeliyle, ortaya çıkıyor.

Yönetim (idare) olgusu şimdi Bilgi Tabanlı Ekonominin köklerini güçlendirmek için "e-devlet" ile tanışıyor.

Bu çalışmanın amacı, Bilgi Toplumu çevresinde (environment) Bilgi Tabanlı Ekonominin yön verdiği, hâkim ve otoriter güç olan devletin dönüşümünü incelemek ve kültür değişkenini akılda tutarak, kamu yönetimi kuramları çerçevesinde yeni bir örgütlenme modeli olarak "e-devlet"in özellikle yönetim (idare) ve işletmecilik ikilemi ile siyaset ve yönetim ikilemi içerisindeki ilgi odağını ve sınırlarını belirlemektir.

Ayrıca, Bilgi Tabanlı Ekonomi, Bilgi Toplumu ve "e-devlet" arasındaki ilişki hakkında sistematik ve bütüncül bilgiye sahip olmak bu tezin konusunu oluşturmaktadır.

Bu amaçla, geleceğin toplumunu şekillendirmekle yükümlü olan Milli Eğitim Bakanlığında "Bilgi Tabanlı Ekonomi", "Bilgi Toplumu" ve "e-Devlet" arasındaki ilişki hakkında sistematik ve bütüncül bir bilgiye sahip olunup olunmadığını anlamak için bir anket yapılmıştır. Ayrıca, ankete katılanların "e-devlet" hakkındaki zihinsel formülasyonlarının ne olduğu öğrenilmek istenmiştir.

Araştırma sonuçları, Milli Eğitim Bakanlığında "Bilgi Tabanlı Ekonomi", "Bilgi Toplumu" ve "e-Devlet" arasındaki ilişki hakkında sistematik ve bütüncül bir bilgi olmadığını, katılımcıların meslek, pozisyon ve yetişim (background) açısından "e-devleti" kendi bulundukları kontekst içerisinde algılama eğilimleri olduğunu ortaya çıkarmıştır.

Ayrıca araştırma sonuçları, bilginin özellikle de resmi bilginin hiyerarşik örgütlenmesinden dolayı, katılımcılar tarafından "e-Devlet" ile ilgili verilen cevapların örtüştüğünü göstermektedir.

Anahtar Kelimeler: Bilgi Tabanlı Ekonomi, Bilgi Toplumu, Bilgi Açığı (K-Gap), Tüketim Toplumu, Biyo-Politik İktidar, E-Devlet, E-Bürokrasi, Sistem Teorisi, Durumsallık Yaklaşımı, Aktör-Network Kuramı, Eğitim Sistemi.

To My Family

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ABBREVIATIONS

ICT: Information and Communication Technology
ICTs: Information and Communication Technologies
ITU: International Telecommunication Union
OECD: Organization for Economic Cooperation and Development
UN: United Nations Organization

CHAPTER I

INTRODUCTION

The purpose of this study is to investigate prominent concepts and values such as “Information-Based Economy”, “Information Society” that appears in 1950s and “e-government” that appears in the late previous century and early 21st century. This purpose has been actualized by paying special attention to the concept of “e-government” in terms of public administration.

In this context, the objective of this study is to search the transformation of state, authoritarian and dominant power, that “Information-Based Economy” gives direction in the environment of “Information Society” and to determine the locus and focus of “e-government” as a new organizing model especially in the dilemma between administration and management, and in the dilemma between politics and administration.

In other words, the purpose of this study is to demonstrate that “e-government” is not only a technical novelty, but also a means to provide economic, social and political transformations throughout the world in particular. In addition, by using the theories of public administration, it has been aimed to present appropriate stance towards “e-government” in terms of adopting or rejecting it.

Although each concept is an integrative part of the totality, each one is analyzed in the different disciplines within the approaches of those disciplines. For example, “Information-Based Economy” is the interest area for the discipline of economics while “e-government” is the interest area for politics and, of course, for public administration.

Naturally, every discipline informs us about any phenomenon partially. In fact, this fact might be valid for the disciplines since those are engaged in any phenomenon from their own perspectives.

Nevertheless, there is a necessity for interdisciplinary approach to be able to have information about new phenomena as a whole. For this purpose, the relation between “Information-Based Economy”, “Information Society” and “e-government”

as a whole has been explained relating to the different disciplines such as economics, sociology, public finance, informatics and politics by accepting the discipline of public administration as a pivot.

The reason why the discipline of public administration is accepted as the pivot discipline is that the discipline of public administration harbours the arguments and claims of "e-government". In other words, the discipline of public administration is ontologically appropriate for evaluating "e-government".

Another matter to which one must pay attention is the concepts that are distorted. For example, there are the increasing number of researches and theses that were/are written in the universities about "e-government". This is not surprising since these concepts are novel. Nonetheless, by putting scepticism aside, some scholars adopt easily the arguments and definitions which are made by those who try to dominate the concepts by defining them for the purpose of presenting new projects oriented social fabric for humanity, especially for underdeveloped and developing countries.

For example, as it has been mentioned in the third and fourth chapters in particular, "e-government" is mostly seen as a technical innovation to benefit from saving paper work, to overcome the complexity of bureaucracy, etc. Yet, "e-government" is essentially a tool to actualize economic, political and social transformations all over the world. In this context, it is needed to evaluate "e-government" with reference to the other concepts such as "Information-Based Economy" and "Information Society". In other words, the values of "Information-Based Economy" and "Information Society" are essential in evaluating "e-government".

The right solution necessitates right fixing of the reason of any problem. In that sense, there is a difference between conclusions providing that one defines "e-government" as a technical innovation or defines it as a tool to realize social, economic and political transformations. In other words, the conclusion to which one comes by defining "e-government" as a merely technical innovation is different from the conclusion which defines "e-government" as a tool to actualize social, economic and political transformations.

Therefore, the main significance of this thesis is to help understand the real vision of "e-government" in the context of political economy by evaluating the results in the context of public administration by making a contribution for insufficient researches that perceive "e-government" as an only technical novelty and the other arguments that are based on the cost-benefit analysis.

Once the appropriate rationality and the structural adaptation for the countries that are necessary for economic development are not present, the result is an only disappointment for those who aim at economic development.

In the context of "Information-Based Economy", one of the main purposes it offers in any country is to take aim at providing enough intellectual capital. These intellectual capitals not only will actualize the economic development based on Information and Telecommunication Technologies (ICTs) by producing software and hardware and by producing knowledge, but also will be the basis of "Information Society". Otherwise, "Information-Based Economy" means the transfer of the technology from developed countries to undeveloped countries.

First of all, to be able to possess enough intellectual capital needs to change curriculum in education in accordance with "Information-Based Economy" as one of the basic purposes of education is to train needed human resource for the economic necessities of a country. The change of educational curriculum is meant that the curriculum which aims to use ICTs for giving rise to the consciousness to produce intellectual capitals and directing people to the sectors that "Information-Based Economy" is nourished and will feed.

Moreover, because of different priorities, which are determined by various governments, the term itself is not universally used in the same meaning. However, by paying attention to different definitions, applications and visions, each country pursues its ends in accordance with its economic and social circumstances and with its priorities.

For this reason, the thesis has been divided into five chapters with this "Introduction" chapter to understand what "e-government" as a whole is.

In the second chapter, the development of "Information-Based Economy" is discussed after it has been defined as the economy that is based on the products of ICTs.

Afterwards, “Information Society” has been defined with reference to “Information-Based Economy”.

Later the concepts of “Information-Based Economy”, “Information Society” have been criticised in the light of and under the titles of “Knowledge-Gap”, “A Debate on the Consumption Society” and “The Theoretical Underpinnings”.

On the one hand “Knowledge-Gap” is a pre-condition of development. On the other hand, if the demands and necessities of any country, less-developed countries in particular, are not well-defined, societies can merely be transformed into consumption society in which the products of ICTs will be consumed via loans as it has been mentioned about under the title of “A Debate on the Consumption Society”.

Finally, in the same chapter, under the title of “The Theoretical Underpinnings”, the argument of Hardt and Negri (2003) has been criticised, which is based on the thought that perceives the world as an organic unity owing to ICTs.

As third chapter, what “e-government” actually is has been discussed. On the one hand, “e-government” is defined as a merely technical innovation to benefit from paper savings. On the other hand, “e-government” is defined as transforming the structures, operations and, most importantly, the culture of government and as strengthening democratic accountability, control and collective decision-making.

The reason why there are different definitions and expectations related to “e-government” in the countries is that the economic conditions and social backgrounds of the countries give way to the different perceptions.

While a government perceives “e-government” as a tool of communication with citizens, stakeholders and the other government institutions by giving information and by obtaining information, another country perceives it as a solution, for example, to contribute to sustainable production and consumption patterns and reduce traditional barriers by providing an opportunity for all to access local and global markets in a more equitable manner. Or “e-government” is only seen as the integration to the world.

Still, to be able to give answers to the questions related to this new phenomenon such as how do these and other points as political paradigms form public administration?, how public administration is dressed?, and what can be the locus and focus of “e-government” in the context of theories of public

administration?, it has been concentrated on the theories of public administration. In other words, by taking some dichotomies such as dilemma of politics and administration and dilemma of administration and management into consideration, some conclusions on “e-government” in the context of public administration have been reached at.

In the fourth chapter, the result of the survey conducted in the Ministry of National Education has been evaluated. The reason why Ministry of National Education has been chosen is that one of the most important visions of educational system in any country is to bring up needed work power that economic sectors demand. Naturally, the consciousness level of the staff of Ministry of National Education related to “Information-Based Economy” is important. In broader sense, it is important whether or not the staffs of Ministry of National Education have information on the relation between “Information-Based Economy”, “Information Society” and “e-government”.

Moreover, the Ministry of National Education is the institution that determines the curriculum which has to satisfy the needs of “Information-Based Economy”.

Finally, the fifth chapter is the conclusion and summary chapter in this thesis.

CHAPTER II

"INFORMATION-BASED ECONOMY"

In this chapter, before a picture of "e-government" is taken in the general context with reference to the non-technical aspects including social, economic and political proponents, it is needed to understand what the significance of these non-technical aspects is. In other words, it is necessary to have knowledge about which the factors force "e-government" to appear as a new organizing model.

Hence, the objective in this chapter is to explain the economic base that steers polity with reference to "Information/Knowledge-Based Economy" by making a descriptive analysis.

Nonetheless, the purpose of this chapter will not be limited to this effort. In this chapter, the oppositions and acceptances have been denoted with reference to the social and economic disputes by interpreting the theories and arguments within the contexts of those disciplines under the titles of "K-Gap", "A Debate on the Consumption Society" and "Theoretical Underpinnings". Such efforts will show that "e-government" is not only a technical innovation, but also a product of political economy in particular which takes aim at actualizing the social, economic and political transformation with reference to ICTs.

Hence, the main emphasis is on the dimension of economy since, owing to the diagnoses, one can see that the phenomenon of "e-government" emerges as a product of political economy.

2.1. "Information/Knowledge-Based Economy"

There are three industrial revolutions concerning the development of technology that steers globalization. The first industrial revolution happened in England in the 18th century through the application of steam engine to the industry. That revolution gave rise to the new inventions like the speed of communication. The second industrial revolution happened in the 19th century by the use of internal-

combustion engine and electrical energy in the industry. That second revolution resulted in decreasing the costs of production and transport and brought about the mass production. As for the third industrial revolution, it has been defined as the transformation of mechanical and electro-mechanical systems into electronic systems. The determinant element of the last revolution has been information and dissemination of it (Kılıç 2002, 74-5).

However, it is not wrong to say that whilst technology gave/gives direction to globalization, globalization itself gives direction to the technology today, too[1].

In the foreword section of Regional Report of United Nations Economic Commission for Europe, for example, it is stated that the turning point was realized in 1990s related to global development period.

> The last decades of the 20th century have represented a turning point in the global development process. It is knowledge that has become the engine of the social, economic and cultural development in the today's world. Knowledge-intensive economic activities are now a factor of production of strategic importance in the leading countries. They have also become the main indicator of the level of development and the readiness of every country for a further economic and cultural growth in the 21st century (United Nations Economic Commission for Europe 2002, iii)...

Here this process of giving direction to globalization emerges with "Information-Based Economy" today.

Technically speaking, "Information-Based Economy", which is also called as Knowledge Economy, Digital Economy, e-Economy or Post-Industrial Economy (Rzevski, 2002), means the economy which is based on information and telecommunication technologies (ICTs) (International Telecommunication Union 2003)[2].

Another definition is much more striking; according to this definition, "Information-Based Economy" is that "the capacity and capability to create and

[1] Conversely, Eşki, for example, enunciates that the rapid developments in Information and Telecommunication Technologies liken the demands and preferences of people throughout the world by globalizing them. In other words, as to her, it is enough to accept that advanced technologies brings globalization with themselves (Eşki 2003, 17).

[2] Daugeline (2004) also calls Information-Based Economy as Net Economy, Weightless Economy, and Virtual Economy.

innovate new ideas, thoughts, processes and products, and to translate these into economic value and wealth" (Toft 2002).

However, the other explanations which are based on the changing significance of knowledge could be put forward. Such attempt hinders the confusion of concept concerning "Information-Based Economy". For example, Smith (2002) clarifies the approaches towards "Information-Based Economy" into four categories by taking into account the altered significance of knowledge. One of these is that knowledge in some way is more important than it has been up to now as a product. That is, human being will witness the rise of new kinds of activities that are based on the trade of knowledge products.

The second one is that knowledge as input in some way is quantitatively and qualitatively more important than before. That is, if knowledge is important as input, it may point out that information-based outputs will be important.

The third view is that codified knowledge in some way will be a more significant component of economically relevant knowledge bases. However, as the products of ICTs are constructed on the codified knowledge, such property is compatible with the technology of ICTs, as well.

As for the last one, it directly indicates the technological developments in ICTs.

> 'Even if we should not take the ICT revolution as synonymous with the advent of the knowledge-based economy, both phenomena are strongly interrelated…the ICT system gives the knowledge-based economy a new and different technological base which radically changes the conditions for the production and distribution of knowledge as well as its coupling to the production system' (Smith 2002, 7-8).

Although there are four different definitions, as mentioned above, those coincide with each other, emphasizing a different side of knowledge[3]. In other words, all definitions stress that information emerges as a new asset by resulting in itself.

Now technology is added as the fifth element (Alkin et al. 2003, 463), whilst capital, labour, raw material and entrepreneur are the factors of production (Dinler 1995, 15).

[3] For a more comprehensive comparison of these four approaches, see Smith (2002).

Yet, to add the factor of technology as the fifth element to the resources of production is not sufficient to define "Information-Based Economy". Information itself is seen as value in itself. Drucker (2004), for example, emphasizes the significance of knowledge for producing value in today's societies in his book, titled Post Capitalist Society[4].

The noun phrase of "Information/Knowledge-Based Economy" is seen as a main fabric of the economies of the countries. Knowledge that is now making process fast is pronounced as the most important factor of production (Commission of the European Communities 2002). Knowledge is seen as value that produces itself (Drucker 2004).

Today knowledge not only becomes everything, but also becomes the tool of trade. Hence, knowledge- intensive products come on the scene as an item that is of importance in the rate of Gross National Product of the countries under the heading of manufactured good and services or of exported industrial products.

In the preface section of Regional Report of United Nations Economic Commission for Europe, "Knowledge-Based Economy" is defined and basic features are enumerated;

> 1. The knowledge-based economy has a very powerful technological driving force – a rapid growth of information and telecommunication technologies (ICT). Every three – four year there appears a new generation of ICT. Today, the ICT companies are among the largest corporations. The ICT sector is among the fastest growing economic sectors.
>
> 2. Telecommunication and networking, stimulated by a rapid growth of ICTs, have penetrated all the spheres of human activity, forcing them to work into an absolutely new mode and creating new spheres. The information society has become a reality.
> 3. Knowledge, based on information and supported by cultural and spiritual values, has become an independent force and the most decisive factor of social, economic, technological and cultural transformation.

[4] Drucker (2004) accepts that all industrial revolutions are the changes in the meaning of knowledge. According to him, the first industrial revolution is the application of knowledge to tools, processes and products. The second industrial revolution is the application of knowledge to the work itself resulting in the production revolution. The last one is the application of knowledge to the knowledge itself.

Moreover, for Quah (2000), it might be argued that ancient Sumerians commenced the process when they first carved financial records onto clay tablets, roughly 5,000 years ago. And, "similarly, the economic issues raised by and the policy concerns surrounding technological change in economic growth have been with us ever since" (Quah 2000, 1).

> 4. The knowledge-based economy has allowed a quick integration of the enormous intellectual resources of economies in transition into the European intellectual pool, stimulating the development of the former countries. Every country can benefit from developing a knowledge-based economy to become a more equal participant in the global development process.
>
> 5. The emerging knowledge-based economy has been affecting other areas of societal activity in every country, including institutional and innovation system, human resources development and etc. and visa versa. The knowledge-based economy has become an engine of progress in every country. If a country is developed, it has a developed knowledge-based economy, if a country is lagging behind, a knowledge-based economy constitutes just a small fraction of its economy (United Nations Economic Commission for Europe 2002, v).

These important points indicate many things. Countries, especially developed countries, will trade of ICTs products now as it is emphasized in the first point. This economic bent will necessitate the new production mode as it is stressed in the second point. Cultural diversity will be fostered for not only the capital's circulation, but also the margin of profit as it is mentioned in the third point. In addition, the concept of globalization will be important more and more as it is stressed in the fourth point. Moreover, as it is stressed in the fifth point, institutional, managerial/administrative and organizational changes are about to happen.

As for what the products of ICTs are, United Nations Economic Commission for Europe identifies its proponents as;

• All types of computer, telecommunications and related equipment production,

• All types of computer, telecommunications and related research and development,

• All types of computer, telecommunications and related technical support and maintenance, and all types of software production,

• All types of telecommunications and teledata services, including transmission of voice, data, video, etc.

• All types of telecommunications and teledata network maintenance, control and billing,

• All types of media online and offline services, including book publishing, magazines, newspapers etc; launching and maintaining web sites, web portals etc.,

• All types of online and offline advertisements (United Nations Economic Commission for Europe 2002, 5).

However, such economy requires an appropriate environment which is called as “Information Society”. This environment will force human to possess the products of ICTs from now on. In other words, the development of technology gives rise to the creation of a new environment. This environment is the “Information Society” based on the products of ICTs (International Telecommunication Union 2003).

In other words, if one feels that s/he has to possess the products of “Information-Based Economy” that are based on the devices of ICTs such as computer, scanner, video-conference device and, internet, printer, etc. s/he has to live in an appropriate environment that forces her/him to get these products.

First of all, such change means transformation[5] as it causes people to change their consumption habits qualitatively and quantitatively.

In that sense, the appropriate environment in which the products of ICTs will be consumed is the “Information Society”.

2.2. “Information Society”

The phenomenon of “Information Society” appeared firstly in USA and Far East, Japan in particular in 1950s. Nonetheless, whilst it was defined as Post-Industrial Society in the USA, it was defined as “Information Society” in Japan (Dura and Atik 2002, 38-49).

However, the concept of “Information Society” is enunciated differently in various disciplines. Nonetheless, the content of the concept reveals itself in the same context. In other words, the definitions indicate “Information Society”.

Bell, for example, classifies societies as pre-industrial society, industrial society, and post-industrial society. The main argument of Bell is that while the basic activity of industrial society was products (physical) within an appropriate

[5] In the web-based dictionary, “transformation” is defined as 1) “the act of changing in form or shape or appearance”, 2) “qualitative change”. In addition, the concept of “change” is defined as 1) “the action of changing something”, 2) “cause to change; make different; cause a transformation”, 3) “undergo a change; become different in essence; losing one's or its original nature”, 4) “exchange or replace with another, usually of the same kind or category” (See for details www.hyperdictionary.com).

As it is seen due to the definitions, even at conceptual level, it can be said that, on the one hand, “Information-Based Economy” is engaged in the change of essence of economy. On the other hand, it can be said that it only causes the economy to change its appearance.

organization model, the basic activity of post-industrial society is to produce information/knowledge[6] within an appropriate organization model (Dura and Atik 2002, 38-49).

Bell also identifies the characteristics of post-industrial society as 1) professions based on being vocational and technical[7] scientist, 2) technology based on knowledge/information, 3) class status based on possessing theoretical knowledge, 4) political authority based on controlling this knowledge/information.

The comparison of post-industrial society with the industrial and pre-industrial societies may be made by Figure I. According to Figure I, vocational and technical scientists will be professions of "Post-Industrial Society". Technology will be based on information, and axis principle will be based on coding theoretical knowledge.

Methodology will be based on abstract theory including models, simulation, decision theory and system analysis in the "Post-Industrial Society" whilst

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[6] It has been preferred to use information with the same meaning of knowledge hitherto. However, it is meaningful to underline the difference here as different authors impose different meaning and significance on it. For example, according to David and Foray, "knowledge" endows its owners with the capacity for intellectual and physical action. "Knowledge" is in essence a matter of cognitive capability. Information, on the other hand, takes the shape of integrated and formatted data that continue passive and inactive until used by those with the knowledge needed to interpret and process them (David & Foray 2002, 4).Hence, reproducing knowledge is at the heart of many professions and traditions and of "Knowledge-Based Economy".

Yet, the distinction is not merely limited to "information" and "knowledge". In addition, some authors classify "knowledge", as well. Mokyr, for example, classifies "knowledge" as "propositional knowledge" and "prescriptive knowledge". "Propositional knowledge" composes of "knowledge of what" such as natural phenomena and regularities. "Prescriptive knowledge" dictates certain action that establishes the exploitation of natural phenomena for "production". "Propositional knowledge" contains formal and consensual propositional knowledge (more than science as science may be negligible subset in the history) and contains practical informal knowledge about nature such as the properties of materials, an intuitive grasp of basic mechanics, regularities of ocean currents and folk wisdoms in the "an-apple-a-day-keeps-the-doctor-away" tradition (Mokyr 2004, 2).

"Prescriptive knowledge", on the other hand" has the form of techniques or instructions. It is the technique that is the basic element of analysis in evolutionary accounts of technology. They are sets of executable instructions for how to exploit nature. Once these instructions are put into practice, it is called as "production" (Mokyr 2004, 2). Naturally, to produce "propositional knowledge" at the hearth of "Knowledge-Based Economy" for developed countries as well as to possess "prescriptive knowledge" to produce "propositional knowledge". For detailed discussion concerning "knowledge", see Mokyr (2004).

[7] Gouldner defines technical scientist as those having theoretical knowledge. According to Gouldner, there will be two elitist classes in the future. One is technical intelligentsia. The other is political intellectuals (Dura and Atik 2002, 39).

methodology is based on empiricism and common sense in the "Industrial Society" and "Pre-Industrial Society" respectively.

Time perspective is direct towards future in the "Post-Industrial Society" while it is ad hoc orientation power and oriented back in the "Industrial Society" and "Pre-Industrial Society" respectively.

In addition, the sectors of services including health, education and tourism, etc. and of information including research will be important in the "Post-Industrial Society".

Anyway, the statistics of International Labour Organization verify this foresight for both, particularly information sector even in the early 1990s**.** Appendix A in the last of this thesis shows the distribution of work forces between the sectors in various countries (OECD 2005).

In "Information Society", being based on occupations, workers[8] are seen as technical and vocational scientists. For Kauppinen, workers not only were heroes of Capitalism and heroes of Socialism but also are heroes of "Knowledge Society" today (Kauppinen 2001).

[8] These workers now on are white-collared that work in the service sector (Dura and Atik 2002, 61).

Figure I: Outline of a General Social Change

	Pre-Industrial	**Industrial**	**Post-Industrial**
Regions	Asia, Africa, Latin America	Western European USSR, Japan	USA
Economic Sectors	Elementary Sector - Agriculture - Mining - Fishing - Foresting	Intermediate Sector - Manufacture	Third Sector - Transportation - Energy Fourth Sector - Trade - State Finances - Insurance - Real Fifth Sector - Health - Education - Research - Government -Tourism and Entertainment
Occupation Tendency	Farmer, Miner, Fisher Unskilled Worker	Semi-skilled worker Engineer	Vocational and Technical Scientist
Technology	Raw Materials	Energy	Information
Target	Game against nature	Game against nature "Product"	Interpersonal game
Methodology	- Common Sense - Experiences	- Empiricism - Experimental	Abstract theory: models simulation, decision theory, system analysis
Time Perspective	- Oriented Back -"Ad hoc" reactions	- "Ad hoc" orientation power - Projectors	- Directed Towards Future - Forecast
Axis Principle	Traditional: limitless of land and resource	Economic development: control of state or private sector over investment decision	Coding theoretical knowledge and centralization of it

Dura, C., Atik, H. (2002, 47). Bilgi Toplumu, Bilgi Tabanlı Ekonomi ve Türkiye.

Another illustration concerning "Information Society" emerges in the context of sociology. This illustration (Table I) which classifies society into four groups also indicates the significance of Information and Telecommunication Technologies as United Nations Economic Commission for Europe declares.

Table I: The Transformation of Societies

	Society Hunter	**Society Agriculture**	**Society Industrial**	**Society Information**
Resource of the Energy	Man Power	Man and Animal Power	Fossil Fuel such as Coal, Petroleum	Electricity and Nuclear Energy
Resource of Richness	Individual Skill	Land	Energy Resources and Industry	Information and Individual Skill
Symbol	Human	Farm	Factory	Computer
Occupation done by Majority	Hunting	Agriculture	Workmanship	Exploitation of Symbol
Subject Exploited	Nature	Land	Equipment	Symbol
Time Regulation	Annual Rhythm of the Nature	Annual Rhythm of the Nature	Linear Time	Personal Biological Rhythm
Societal Organization	Tribe	Empire	Nation-State	International Perviousness

Güneş, A., Ataizi, M., Aydın, C. H., Çalışkan, H., Hepkul, A., Şenel, H., and Taşçı, C. (2003, 15). Bilgi Teknolojileri.

In the context of this illustration, in "Information Society", electricity and nuclear energy replace fossil fuel in the Industrial Society. While the basic symbol was factory in the "Industrial Society", computer is the main symbol in "Information Society". Moreover, the basic exploited subject is the symbol in "Information Society" whilst the main exploited subject was the equipment in the "Industrial Society".

In addition, in "Information Society", nation-state is replaced by the international perviousness[9].

[9] However, it should be kept in mind that any kind of formulation, no matter it is regional, sub-national or ethnical, articulates to global world owing to the nation state. At the same time, nation-state is the engine of articulation to the global world. In other words, to acquire the quality of nation is basic condition to develop in the process of globalization (Mumcu 2003, 506).

The transformation of industrial societies will not be possible without ICTs as pursuing knowledge accumulation is primarily committed by the technological innovations. And, ICT has the potential to improve the availability of certain forms of knowledge (Spangenberg et al. 2003, 85-95). Hence, the investments in R&D and ICTs expenses are important since gathering, producing, delivering and controlling knowledge as economic value are essential in "Information Society" in which "Information-Based Economy" will flourish.

Table II shows GDP, ICT Expenditures as % GDP and ICT Expenditures that various countries spent in 2002. The first seven countries include USA, United Kingdom, Germany, Italy and France, Canada and Japan. These countries stand for G7.

Table II: GDP (Gross Domestic Product), ICT Expenditures as % GDP and ICT Expenditures with Reference to Different Countries

Country	GDP (Billion US $) 2002	ICT Expenditures as % GDP 2002	ICT Expenditures (Billion US $) 2002
USA	10000.4	6.5	650.026
Canada	714.3	5.9	42.143
United Kingdom	1600	6.1	97.6
Japan	4000	5.3	212
Germany	2000	5.2	104
France	1400	5.2	72.8
Italy	1200	4.4	52.8
Argentina	102	3.9	3.978
Greece	132.8	4.8	6.374
India	51	2.8	1.428
Israel	103.7	6.9	7.155
Korea Republic	546.7	6.5	35.535
Malaysia	94.9	7.3	6.927
Poland	191.3	5.2	9.947
Portugal	121.6	5.8	7.052
Russian Federation	345.6	3.7	12.787
Singapore	88	6.5	5.72
South Africa	106.3	9.2	9.779
Spain	653.1	4.5	29.389
Turkey	183.9	4.6	8.459

Data have been collected from various web pages of World Bank. See the web pages of World Bank including http://devdata.worldbank.org and http://worldbank.org/data/wdi2004/pdfs/Tables5_11.pdf.

As illustrated in this table, the investment in ICTs of some countries is higher than the GDP of the other countries. For example, the investments in ICTs of G7 countries are higher than GDPs of South Africa, Singapore, Turkey, Malaysia, etc.

Transformation from "Industrial Society" to "Information Society" via ICTs, new indicators based on ICTs also emerge not only to define political will, policy targets and new economic order, but also to measure the outcomes of these objectives.

These indicators could be classified into two groups as one-dimensional indicators and inter-linkage indicators with reference to economic, social, environmental and institutional dimensions as in Figure II.

As a matter of fact, new indexes[10] that are based on Knowledge and ICT indicators such as Harvard Model involved in Network Access, Networked Learning, Networked Society and Networked Economy, World Bank Model engaged in Performance Indicators, Economic Incentive and Institutional Regime, Education and Human Resources, Innovation System and Information Infrastructure, and New Economy Index interested in Knowledge Jobs, Globalization, Economic Dynamism and Competition, the Transformation to Digital Economy and Technological Innovation Capacity, etc. (Daugeline 2004), are being created to measure life quality and the development level of countries. Table III has been drawn on the indicators of "Information Society".

According to Table III, some indicators of "Information Society" include daily newspaper, radio, television, personal computer and internet. The quantity of these means of mass media per 1,000 people gives an opinion about the level of reaching at "Information Society".

[10] There are different measurements in the industrial society such as gross national product (GNP) and life index of quality to evaluate the life standard in countries. GNP takes into consideration the basic human needs such as calorie, health, dressing and sheltering. On the other hand, life index of quality takes into account the indicators group such as the average human life, literacy rate, and infant mortality**.** In addition, such measurement can not be sufficient to evaluate life standard by itself. For example, a country of X that has high GNP in comparison to a country of Y may not have higher life standard than country of Y. (Alkin et al. 2003, 467-9).

Figure II: Draft Knowledge and ICT Indicators for the Sustainable Knowledge Society

I. One - Dimensional Indicators

Dimension	Knowledge draft indicator	ICT draft indicator
Economic	Years of education produced p.a. Mean innovation diffusion speed	Capability to provide ICT infrastructure and content ICT based annual productivity increase
Social	Rate of functional literacy Turnover of arts and culture	Number of internet users by gender and age group Availability of communication tools: TV, cell phones etc,.
Environmental	Integration of environment in all policy areas Role of environment in economic, social and political curricula	ICT energy consumption (including net servers, stand by etc,.) Volume and value of ICT waste recycled and disposed
Institutional	Education expenditure Consumer information standards	Capability to use ICT infrastructure and content Attainment of gender specific ICT training courses

II. Interlinkage Indicators

Interlinkage	Knowledge draft indicator	ICT draft indicator
Socio-economic	Distribution of education and training per income group Knowledge intensity of the production	ICT cost (buying & using) per disposable income User demand (%participating, turnover) for consumer electronics, data processing…
Economic-institutional	Free access to basic and higher education transactions	Diversity of media ownership (print, TV & ICT) Taxation of internet business
Socio-institutional	Educational attainment in informatics, engineering, science and humanities.	Social security and co-decision rights of ICT workers, in particular part time and home workers

Spangenberg, J., Mesicek, R., Metzner, A., Luks, M. (2003, 8). "Sustainability Indicators for the-knowledge-based society."

Table III: Some Indicators of Information Society

Country	Daily Newspaper	Radios	Television		Personal Computers		Internet	
	per 1,000 people 2000	Per 1,000 People 2001	Sets per 1,000 people 2002	Cable Subscriber per 1,000 people 2002	per 1,000 people 2002	In education number 2002	Users per 1,000 people 2002	Secure Servers Number 2003
Afghanistan	5	114	14	0	..	..	0	1
Argentina	37	681	326	162,9	82	98,365	112	274
Australia	293	1,996	731	76,3	565,1	672,471	482	5,749
Austria	296	763	637	132	369,3	196,210	409	1,156
Azerbaijan	27	22	332	0,6	..	..	37	1
Bangladesh	53	49	59	27	3,4	..	2	1
Belgium	160	793	541	374,7	241,4	285,395	328	576
Canada	159	1.047	691	252,9	487	1,306,715	513	10,785
China	..	339	350	75	27,6	3,555,157	46	182
Denmark	283	1,400	859	201,4	576,8	276,813	513	998
Finland	445	1,624	670	199,7	441,7	210,163	509	932
France	201	950	632	57,5	347,1	1,682,650	314	2,860
Hungary	465	690	475	170,1	108,4	52,452	158	139
India	60	120	83	38,9	7,2	347,801	16	281
Iran	28	281	173	..	75	..	48	1
Iraq	19	222	83	..	8,3	..	1	..
Israel	290	526	330	184	242,6	..	301	562
Italy	104	878	494	1,4	230,7	1,109,182	352	1,430
Jamaica	62	795	374	..	53,9	..	229	12
Japan	578	956	785	183,1	382,2	2,292,417	449	11,878
Jordan	75	372	177	0,3	37,5	..	58	9
Kazakhstan	..	411	338	6,6	..	..	16	3
Netherlands	306	980	648	401,4	466,6	652,319	506	58
Pakistan	40	105	150	0,2	4,2	..	10	25
Peru	0	269	172	16,6	43	32,308	93	73
Poland	102	523	422	91,4	105,6	109,598	230	389
Portugal	32	301	413	122,1	134,9	169,230	194	319
Puerto Rico	126	761	339	91,2	..	302,941	156	63
Russian Fed.	105	418	538	43,6	88,7	229,630	41	233
Saudi Arabia	326	326	265	0,3	130,2	..	32	26
Singapore	298	672	303	84,5	622	136,000	504	732
South Africa	32	336	177	0	72,6	364,722	68	648
Spain	100	330	564	19,9	196	636,590	156	1,964
Turkey	111	470	423	14,2	44,6	123,907	73	496
UK	329	1,445	950	57,2	405,7	2,099,346	423	13,540
USA	213	2,117	938	255	658,9	19,787,772	551	138,514
Vietnam	4	109	197	..	9,8	29,516	18	3

Data have been extracted from the sheet of Information Age of World Bank statistics.
For details, visit http://www.worldbank.org/data/wdi2004/pdfs/Table5_11.pdf.

2.3. The Evaluation of "Information-Based Economy"

The descriptive analysis that has been made up to here facilitates to understand what "Information-Based Economy" and "Information Society" are.

The issue hereafter is to what extent the societies, countries and economies can adopt and absorb these new phenomena (“Information-Based Economy” and “Information Society”) in terms of their backgrounds and circumstances. Here in this part, "Information-Based Economy" and its infrastructure, "Information Society", have been discussed in terms of economic and sociological debates.

Such performance could give an opinion even if it is indirectly to what degree "e-government" as a new organizing model is needed for the countries when one considers at micro level and macro level in particular. In other words, such effort is needed for understanding what the chance of "e-government" that takes aim at economic, political and social transformation is and what the necessity of "e-government" as a new organizing model is.

2.3.1. Knowledge Gap ("K-Gap")

Evers (2002, 2) calls "K-Gap" to point out the shortage of *"know-how"* that means technical competence and knowledge that are needed to do something, between developing countries and industrial countries and between the poor and non-poor. In addition to this, the reason why this concept is chosen is that it is important to emphasize the critical importance between "propositional knowledge" and "prescriptive knowledge".

One could be a good user of Macromedia products like Dreamweaver to design web pages. Yet, s/he can not write/develop software. The reason why s/he is a good user of Dreamweaver is that s/he can probably possess "prescriptive knowledge". On the other hand, if s/he can not write/develop software, s/he has not "propositional knowledge".

Naturally, there will be a knowledge deficit between countries possessing "prescriptive knowledge" and countries having "propositional knowledge" and countries having no "propositional knowledge".

To access "prescriptive knowledge" could be easy, but to possess "propositional knowledge" will not be simple. If the example above is traced, for example, one can demand the user guide from software (Dreamweaver) seller when s/he buys that program, but s/he can not demand the codes of that program from seller.

Another point about "K-Gap" is the monopolization of those that possess "propositional knowledge" and "prescriptive knowledge" at micro level. Those developing new software will have the monopoly right by taking the patent and copyright. Naturally, a firm getting the monopoly right produces the commodities until marginal revenue (MR), which means revenue provided through the last unit that producer sells (Özkazanç et al. 2004, 426), will be zero. In other words, the firm will not increase the quantity of the production to keep its high margin of profit. The meaning of this example is that "K-Gap" will emerge again.

Preventing such monopolization will necessitate the condition of competitiveness. Nonetheless, if the equivalent product can not be produced, in that case, some people possessing high power of payment are able to use that product. Or, third-copies will be produced for those who demand that product. In addition, such improvement may invent to make the state intervene the price by determining the ceiling price. On the other hand, once third-copies are produced, those having "propositional knowledge" will get discomfort by the reason of profit loss.

As a matter of fact, the World Trade Organization plans to provide a platform for creating a uniform and a globalized Intellectual Property (IP) protection regulatory environment by applying Trade Related Intellectual Property Agreements (TRIPs) which was concluded in 1995. So, under the WTO, member countries are forced to satisfy minimum standards that were put forward in TRIPs (İlyasoğlu 1997, 41-50; Hsu 2002, 1-8; Evers 2002, 6; Feslihan 2003, 17-20).

In effect, as long as one accepts that those do not have the world transformed for the sake of their interests, such regulation is rightful and a just application for the authentic producers. Because, under the guise of “Information Society”, the

performances of those that have "propositional knowledge" cause the new concepts like "Consumption Society" to emerge as rightful.

However, before the subject of "Consumption Society", it is needed to mention about some matters more regarding "prescriptive knowledge" and "K-Gap".

That "propositional knowledge" is bought or acquired by "prescriptive knowledge" does not warrant that the life quality will rise or the poverty will be rid of. According to the culture of poverty though it is disputable, the values that poor people possess are different from the values that those, who are successful in terms of economic, possess. These values show the inevitability and continuity of the poverty in a circular kind by being transferred from one generation to another generation (Özkalp et al. 2003, 66-7)[11]**.** In other words, to acquire "knowledge", no matter it is "prescriptive" or "propositional", will not provide the benefit equally to all people in any society.

Evers (2002), for example, denotes "K-Gap" as a pre-condition of any kind of development, stating that

> It is obvious that adults are supposed to know more than children, a university student should know more than primary school pupils, a physicist can be expected to know more about nuclear fission than a sociologist, and an expert should know more than a laymen. These categories of people are all separated by k-gaps regarding their respective fields of specialisation. Often new knowledge is created out of the cooperation between specialists without closing the k-gap between them. In fact all interdisciplinary research makes sense, if a k-gap exists between the co-operation scientists. Without k-gaps there is no progress in research and development (Evers 2002, 6).

[11] In economic sense, "theory of vicious circle" is chosen to define the reasons of underdevelopment According to Nurkse, who is a well- known development economists, underdeveloped countries are poor, for they are poor. This circle is expressed in the various forms that include the vicious circle of lowness of capital supply, of lowness of capital demand, of health and of education, of small-scale production, of labour providing that the commencement point is poverty (Savaş 1999, 49).

However, the main critics of "theory of vicious circle" are that this theory can not explain how present day developed countries have got rid of/got rid of vicious circle of impoverishment.

Still, this critic does not diminish the cultural component of economic development as socio-cultural factors are also seen as one of the parameters involved in economic development of countries (Savaş et al. 1999, 50-2). For example, Weber interpreted the success of capitalism with respect to Protestantism as opposed to Catholicism that betrays richness (Blaikie 1993, 36-45).

For additional comparison with respect to theories and approaches such as Dependence School and Structuralists regarding economic development, have a view of the book of Economic Development written by Savaş et al (1999, 49-71).

Matters mentioned up to here may be negative description of "Information Society". However, the objective is to demonstrate the phenomenon of "Information Society" does not make the life easy as an equal for all people throughout the world as oppose to the argument of the United Nations, mentioned before.

On the other hand, as science gives direction to the technology, technology itself gives direction to science, too. Hence, "technology-equipped science" (David and Foray 2002) can procure the ground for the rapid development of knowledge in some areas such as medical science, astronomy, engineering, etc[12]. Moreover, human being is not born with "propositional knowledge". Contrary, human being is educated and grows owing to the "prescriptive knowledge" as a product of materialistic components of his/her culture[13]. Later, due to his/her "prescriptive knowledge", he/she produces "propositional knowledge"[14]. However, that does not hinder "K-Gap" between countries and between and within societies.

2.3.2. A Debate on the Consumption Society

The reason to be called as Consumption Society of our today's advanced societies in the economic jargon is due to many different needs in the societies. The variety of the needs has increased as the culture ascends (Özkazanç et al. 2004, 20).

Matsuyama (2000, 1-32), in a similar way, defines mass consumption society as a society in which not a few individuals, nor a slight upper class, but the majority

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[12] "Theory of Advantage of Late comers" is put forward to explain the advantages of late comers. According to this theory, late comers (underdeveloped countries) are advantaged not only for finding ready-made technology without difficulty, but also for avoiding the costs of developing technology. In addition, as opposed to the developed countries that have fossilized technology, late comers are far from reacting new technologies. For example, the reason USA adopted European Technology rapidly is that USA had not fossilized technology like England that had long industrialization experience.

On the other hand, this theory is not without debate as much as "theory of vicious circle" as importing modern technology is actualized via the transformation of capital accumulation into foreign exchange. Naturally, actualizing this process necessitates to be the owner of specific level of development for underdeveloped countries. In addition, as technology develops rapidly, technology that is imported gets antique in a short time (Savaş et al. 1999, 141-43).

[13] Technology, production, technique, skill and competence are the materialistic elements of culture. As the examples of the materialistic elements of culture, it can be enunciated crowded traffic, clothes, factory, books, space vehicle, etc (Özkalp et al. 2003, 59).

[14] For epistemic base of technique and different kinds of knowledge, see the Mokyr (2004).

of families enjoy the benefits of increased productivity and expand their range of consumer commodities by implying advanced societies and large middle classes that compose upper and low-middle classes.

In fact, these definitions point to a problem. To flourish "Information-Based Economy" in any country, in underdeveloped countries in particular under the guise of "Information Society" by forcing those to transform to consume products of ICTs via loans and foreign aids could mean to be "Consumption Society" in terms of underdeveloped countries. In other words, via foreign aids and loans, to acquire the products of ICTs could mean to be "Consumption Society" for underdeveloped countries. Since new indexes which are formed through ICT and Knowledge indicators point out the development level of societies, most societies can want to possess the products of ICTs by not paying attention to get foreign aids and loans.

Whereas, Rostow, for example, asserts "theory of development stages" that shows the stages of development for every society in the historical process by giving United Sates, Canada, Australia and Western European countries, Japan as an example of these stages (Matsuyama 2000, 2).

According to Rostow, in the last of five stages[15], a society becomes "affluent society". In this stage, economy reaches at very high level in terms of not only revenue per person, but also distribution of revenue (Savaş et al. 1999, 54).

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[15] Rostow classifies the development stages of a society into five categories as 1) Traditional Society, 2) Transitional Stage, 3) Take Off, 4) Drive to Maturity, 5) High Mass Consumption.

In Traditional Society, the economy is mastered by subsistence activity in which yield is consumed by producers rather than traded. Any trade is put through by quid pro quo (barter) where commodities are exchanged directly for other goods. Agriculture is the most important industry and production is labour intensive that uses only limited quantities of capital. Resource allocation is set very much by traditional methods of production.

In Transitional Stage, increased specialisation engenders surpluses for trading. There is an appearance of a transport infrastructure to support trade. As incomes, savings and investment grow, entrepreneurs occur. External trade that is focused on primary products also appears.

In the stage of Take Off, Industrialisation is important. Workers switch from the agricultural sector to the manufacturing sector. Growth is concentrated in a few regions of the country and in one or two manufacturing industries. The level of investment grasps over 10% of GNP. The economic transitions are followed by the evolution of new political and social institutions that support the industrialisation. The growth is self-sustaining as investment results in increasing incomes in turn generating more savings to finance further investment.

In the stage of Drive to Maturity, the economy branches out into new areas. Technological innovation offers a various range of investment opportunities. The economy produces a wide range of commodities and services and there is less reliance on imports.

In the stage of High Mass Consumption, the economy is geared towards mass consumption. The consumer durables industries flourish. The service sector becomes increasingly dominant (Biz/ed Online Service 2005).

Nevertheless, the model of Rostow is not without problem as it does not account for the comprehensive nature of the pre-conditions for growth. And, policy makers are unable to clearly identify stages as they merge together in reality (Biz/ed Online Service 2005).

Furthermore, the conclusion that we come to an agreement could not be undisputable when it is considered especially from the perspective of different disciplines. For example, for political economy, it can be put forward that capital as a category does not recognize borders in the world as it needs to be in the circulation. That is, if there are societies that produce, in that case, there must be societies that consume. Otherwise, as there can be leakage, the crisis at global level, in the North Hemisphere in particular, could emerge. However, such argument necessitates the theoretical underpinnings of "Information-Based Economy".

In the context of the explanations made up to here, it is possible to understand that the concept of "Consumption Society" harbours not only the positive meanings, but also the negative meanings. On the one hand, in the positive sense, "Consumption Society" is something that countries, which develop stage by stage, deserve. On the other hand, "Consumption Society" is something to which countries, which give loans, expose.

But, producing, delivering and trading knowledge is different from manufacturing, transporting and trading physical commodities as mentioned in previous pages of this chapter. Producing knowledge necessitates intellectual and human capital. Naturally, investments in R&D activities and for human play an essential role in the production and consumption for "Knowledge Society".

As for "Consumption Society", it has been fundamentally evaluated at the level of nation-state as global level emerges with new theoretical arguments by putting aside the theoretical underpinnings of "Information-Based Economy" as it has been criticized under the title of "Theoretical Underpinnings".

As a conclusion, "propositional knowledge" and R&D activities play an important role in the information societies. In that sense, the matter to be done is to increase the investments in R&D activities. But, how is it actualized? The investments in R&D activities can be increased either via loans, or via re-regulating the distribution of fiscal resources of any country.

Through the first method (via loans), "Information Society" has been evaluated in terms of technological development by accepting that all loans are transferred to intellectual capital (human capital) and education. First of all, to be able to possess enough intellectual capital needs investment to education as one of the basic purpose of the education is to train needed human resource for the economy of any country.

Investment to human capital and education can be cause of jump in Gross National Product (GNP). This argument can be formulated as;

$$Y/L=f\ (H/L)^{16}.$$

In this formulation Y, L and H stand for total output, the number of labour, human capital respectively.

In addition, Y/L and H/L represent outcome per labour and human capital per labour respectively. According to this formulation, an increase in human capital will increase the outcome per labour. Still, for the measurement of human capital, it can be high salary as an example since the assumption is that the marginal product of those, who get high salary, is more than the marginal product of those, who get law salaries.

For example, there are 500 workers that produce automobile in a factory owing to the computer-supported producing. Whilst half of the workers get salary two doubled more than the others. In that sense, Y/L=H/L =>Y/L= (250*2+250*1)/500 =>750/500=1.5

That is, human capital per labour equals to 1.5. In other words, an increase of two units in human capital results in the increase of three units in total outcome. But, such situation means to make investment for "appropriate education".

The phrase of "appropriate education" is meant to become the owner of the right educational curriculum not only in the schools and universities, but also in the service training for lifelong learning. That is, it is an educational curriculum that takes aim at using ICTs in order to give rise to the consciousness to produce

[16] In the book of Theory of Economics written by Özkazanç et al. (2004, 389), this formula is expanded by being as Y/L=f (K/L, H/L). K/L stands for capital per labour. However, due to the scope in this part, it has been interested in H/L (human capital per labour).

intellectual capitals and direct people to the sectors that "Information-Based Economy" is nourished and will feed.

In this way, any society could develop its materialistic culture owing to "prescriptive knowledge" even if the society does not become the owner of "propositional knowledge" at first.

In addition, as there is a relation between technology and well-educated human capital (Özkazanç 2004, 391), any society could develop by possessing "propositional knowledge" through "prescriptive knowledge" providing that it will spend its mental energy for development. Otherwise, through loans and foreign aids, to import ICTs products and to stack those neatly in the schools and universities mean only to be "Consumption Society" in terms of consuming ICT products.

When it comes to the second method, "production possibilities curve[17]" in economics helps to analyse the distribution of resources related various activities including R&D expenditures.

Every country defines its preference according to the maximum composition output via "production possibilities curve".

For example, putting aside the other variables by assuming that there is a perfect market of competition in which the inputs for commodity production are used efficiently. In such market any country spends its resources for R&D expenditures or for the other expenditures of investment like agriculture.

The matter is that to what degree what investments are actualized. In other words, what commodities are produced for whom in which quantity? The answer, of course, is determined by the needs of society.

Moreover, if the first method (via loans) is taken into consideration, the result could be more serious since loans amount to the interest. In that case, some of the resources have to be spent for the interests for the sake of cutting expenses for the essential needs.

If that is the case, to observe the balance between sectors and demands determined by the needs of society are critical, albeit needless to say, investments for

[17] For the examples of "production possibilities curve", see Özkazanç et al. 2004, 187-8, Alkin et al. 2003, 38-9 and Dinler 1995, 28-30.

technology and education will be useful in the long period. Otherwise, the result is the debt swamp (Appendix B) and needless consumption.

2.3.3. The Theoretical Underpinnings

Because of the explanations made under the title of "A Debate on The Consumption Society", it can be understood that there are theoretical underpinnings that underlie the concept of capital as a category.

In their books, titled “Empire”, Hardt and Negri (2003, 58) define the new world order as a bio-politic power by attributing to the communication industry by stating "…the development of communication networks has an organic relation with emerging of the new world order. In other expression, these networks are not only result, but also product and producer…"

In fact, Hardt and Negri (2003, 58) are apt to adopt the world as an organic unity by defining the bio-politic power through ICTs by stating "political synthesis of social area has been imprisoned to the communication area. Here, therefore, communication industries have been committed such central role."

Putting aside many of variables or putting one or two of variables into analysis, strong and stable theories could be constituted within their context as Pareto did[18].

In that sense, perceiving the world as an organic unity could mean to exclude other variables like culture. Nothing appears without continuity. Human being actualizes the projects and activities by erecting them on those present. In other words, future is the continuity and prolongation of the past.

Phenomena that emerge at global level could not belong to there as an ontological. If the opposite is valid, in that case, the outcomes of events that are in the process at global level should be evaluated at global level. Otherwise, one can conclude different, maybe false, comments by inducing the results of events to the

[18] By accepting that private goods of consumption are only produced in a perfect market of competition and by excluding the externalities, Pareto asserts that when a wealthy of any individual increases without decreasing the wealthy of the others, the wealthy of any society ascends (Özkazanç et al. 2004, 189-192).

nation-state level. By this expression, it is not meant that processes at global level do not affect the processes at the nation-state level. It is meant that the processes at global level should be *primarily* evaluated at global level.

For example, Huntington (2004) divides the world into two categories. One is the economic position. The other is the cultural position. While the world means being divided as the North and South in the economic sense, it means being divided as the West and East in the cultural sense. And, while the North is defined to explain "developed countries", the South is defined to explain "less developed countries".

Then, if the ICT products manufactured or produced by the North that possess "propositional knowledge" are not consumed by the South that possess at the most "prescriptive knowledge"; global crisis will be able to appear within the appearance of leakage and injection as it was in Keynesian economy.

Nonetheless, the theory that includes some variables that is addressed to the argument of organic unity denoted by Hardt and Negri (2003) demonstrates its significance here if theoretically speaking. At global level, if the bio-politic power is defined through ICTs by accepting the world as an organic unity, the matter that comes on the scene is "digital divide" in which every one all over the world can not access to the services of ICTs, the service of Information in particular, such as economic, social, political, health, cultural, educational and scientific activities (ITU 2003a, 1-13).

Still, the United Nations Organization and its dependent establishments like International Telecommunication Union found a solution for this theoretical problem in the World Telecommunication Development Conference in İstanbul in 2002. In this conference it was declared that "the digital divide needs to be reduced and this brings opportunities to countries, not only to narrow it, but also to create the conditions to derive maximum benefit from the implementation of new services and application in order to accelerate overall development" (ITU 2002, 50).

As one of the practical solutions of this theoretical problem, Markle Foundation in association with the United Nations Development Programme (UNDP) launched the Global Digital Opportunity Initiative (GDOI) in 2002 to integrate ICT into the national development strategies with respect to the needs of developing countries (IT 2002, 20).

In other words, at global level, to transform the world into organic unity, it is needed to eradicate the barriers to access to the services of ICTs. Therefore, it is concluded that every one all over the world has the equality of opportunity to access to the services of ICTs in "Information Society".

For this purpose, under the title of "Digital Solidarity Area" in its Plan of Action in 2003, International Telecommunication Union declared that;

> The Digital Solidarity Agenda aims at putting in place the conditions for mobilizing human, financial and technological resources for inclusion of all men and women in the emerging Information Society. Close national, regional and international cooperation among all stakeholders in the implementation of this Agenda is vital. To overcome the digital divide, we need to use more efficiently existing approaches and mechanisms and fully explore new ones, in order to provide financing for the development of infrastructure, equipment, capacity building and content, which are essential for participation in the Information Society (ITU 2003a, 12).

Naturally, financing problems for ICTs arise in the less developed and developing countries. However, the United Nations had already created the solution before 2003. In Monterrey Consensus, the General Assembly aimed at resolving the challenges of globalization and of financing for development through its financial organizations such as IMF and World Bank. These solutions were for economic development by stipulating good governance, investments in basic economic and social infrastructure including education, health, etc (United Nations 2002, 1-16). In other words, Monterrey Consensus aimed at finding a solution for financing of development via ICTs by attributing to IMF and World Bank.

The explanations made up to here show that the discourse of organic unity based on ICTs facilitates to constitute the “Consumption Society” that consumes the products of ICTs, which are acquired through loans and foreign aids. Moreover, if the problem of digital divide can not be solved by the equality of opportunity between disadvantaged groups, marginalized and vulnerable groups, between girls and boys (gender), and between different ethnic groups (identity) (ITU 2003a, 1-13), in that case, at global level, the world will not transform into organic unity.

In other words, the discourse of organic unity denoted by Hardt and Negri (2003) puts the “Consumption Society” and the trade into a theoretical base.

Moreover, the discourse of organic unity for the future of the world is not sufficient on its own no matter it is under the guise of theoretical base or of economic base even if the theoretical base feeds economic base and they coincide finally. Since such thought needs to possess its own administrative/ managerial apparatus to transform the world, new administrative/managerial approaches appear. In other words, new organizing models occur to transform the state, which is authoritarian and prevalent power, to create the conditions needed for the environment of "Information Society".

This new model is "e-Government", which could be called as a means of "bio-politic power" if it is needed to use the words of Hardt and Negri (2003), or, it can be said that "e-government" is an equivalent in the discipline of public administration of the phrase of "bio-politic power".

In other words, the phenomenon that appears as the bio-politic power in the philosophical sense is called as a new organizing model in the public administration. This phenomenon is "e-Government" that is an organizing model for "Information Society" that “Information-Based Economy" not only constitutes, but also flourishes.

Therefore, in the next chapter, "e-government"[19] has been defined and evaluated to have clearer information about it in the context of theories and dichotomies of the discipline of public administration to determine the appropriate stance towards it.

2.4. Conclusion

There is an organic relation between “Information-Based Economy” and “Information Society”.

“Information-Based Economy”, which is based on the products of ICTs, requires an appropriate environment which is called as “Information Society”. In that

[19] Although the concept itself is written as "e-Government" originally, it is also written as "e-government", "E-Government", or "E-government" in various articles, declarations and web pages. Due to this reason, it has been written as "e-Government", "E-Government", or "E-government" according to coming of the sentence in terms of grammar rules and in respect of accent.

sense, the appropriate environment in which the products of ICTs will be consumed is “Information Society”.

Today new indexes based on ICTs are developed to measure the performance of countries in reaching at the level of “Information Society”.

Nonetheless, there will be a significant difference among societies in transforming into “Information Society” as long as knowledge gap is a pre-condition of development.

This difference is about possessing “propositional and prescriptive knowledge”. The societies having “prescriptive knowledge” and “propositional knowledge” in particular will have privilege for exporting their technology and transforming the world. On the other hand, the societies having no “prescriptive knowledge” and “propositional knowledge” in particular will transform into “Consumption Society” in terms of transferring technology via loans and consuming ICT products.

Moreover, organic unity for all people at global level is not provided so long as "Digital Divide" is not solved and there is a difference among not only people’ skills, but also societies' cultures.

CHAPTER III

SOME STYLIZED FACTS ON "E-GOVERNMENT" AND "E-GOVERNMENT" IN THE CONTEXT OF THEORIES OF PUBLIC ADMINISTRATION

In the first part of this chapter, under the title of "E-Government", it is explained what "e-government" actually is. The arguments and declarations of supranational organizations like the United Nations Organization and its dependent establishments -International Telecommunication Union in particular-, of governments and of regional organizations like European Union are evaluated.

The arguments and declarations of some authors and public staff have also been discussed in understanding how "e-government essentially is perceived.

The significance of this part in this thesis is to show that "e-government" is not merely a technical innovation, but also is a necessary organizing model for economic, political and cultural transformation. Therefore, the arguments of supranational organizations in particular have been emphasized as those have the passion to transform the world economically, socially and culturally.

In essence, the objective is to show the validity and the significance of "e-government". For this purpose, the real intents related to "e-government" as a new organizing model are revealed.

Afterwards, in Part B of this section, under the title of "E-Government" in the Context of Theories of Public Administration, this new phenomenon (e-government) is studied within the context of theories of public administration.

As the theories of the discipline of public administration harbour the arguments and proposals of "e-government" as a new organizing model, public administration appears to be a vantage discipline in evaluating "e-government".

In other words, even if it is a young discipline, the discipline of public administration is engaged in the arguments of "e-government" from the beginning as a field of study. Naturally, the discipline of public administration has competence to reply the arguments that "e-government" denotes.

3.A. Some Stylized Facts on "E-Government"

Under this title, it is accepted that to give information on "e-government" is needed, classifying this concept in terms of definition, objectives, background, components, and vision.

Such efforts facilitate to understand what "e-government" actually is since different countries internalize it in terms of their own conditions, priorities and formulations. That is, the definition, objectives, background, components, and vision change from one country to another.

3.A.1. The Definition of "E-Government"

To be able to define "e-government", it is necessary to utilize some reference concepts such as "Internet", "Information and Communication Technologies (ICTs)", Effectiveness, etc. Because of different priorities determined by various governments, the term itself is not universally used in the same meaning. However, upon paying attention to different definitions, one can see some of the same references such as "Internet" and "ICTs".

In the narrow sense, "e-government" is defined as internet service delivery and other internet-based activities like consultation. Apart from this definition, in the broader sense, e-government is equated with the use of ICTs in government services. That is, ICTs replace the concept of internet.

However, as mentioned above, due to the different priorities of the various governments, the definition of "e-government" can be interpreted as a capacity to transform public administration through ICTs. That is, "a new form of government which is built around ICTs" (OECD 2003, 23).

İnce states that "e-government" is a state of information and technique that benefits from the savings of paper (İnce 2001, 22-6). According to Yücetürk, "e-government" is defined as the realization of relations and transactions between citizens or business world and government in electronic media (Yücetürk 2004).

In the much broader sense, United Nations General Assembly states that "e-government is defined as strengthening democratic accountability, control and

collective decision-making" while OECD uses the concept in the narrow sense by stating that "e-government is the use of Information and Communication Technologies, and particularly the Internet, as a tool to achieve better government" (OECD 2003, 23).

Moreover, some organizations standardize the priorities and applications of "e-government" by taking especially the developing and under-developed countries into consideration. For example, the most prominent organization is the International Telecommunications Unity (ITU) which operates under the United Nations Organization. International Telecommunications Unity (ITU) declared in the Action Plan that "e-government should be supported by all levels of government to enhance transparency, accountability and efficiency (ITU 2003a, 8). That is, the concepts of transparency, accountability and efficiency are seen to be connected with ICTs in the World Summit on Information Society which was held in Geneva in 2003.

Except references to Internet, ICTs, efficiency, transparency, accountability, democracy, etc. in some countries, "e-government" is seen as integration to the world beyond these concepts. For example, the Turkish Prime Ministry states that;

> The rapid developments in ICTs in a world where the globalization advances speedily and the boundaries disappear in economic sense enhance the distance between our country and contemporary countries. It is necessary to actualize re-organization which gives priority to the service towards citizens and provide the use of advanced technology with modern administration techniques by eliminating this distance to integrate with the world and to become "Information Society" (Türkiye Bilişim Şurası 2002, 211).

From all these definitions and explanations, it is clear that owing to the different priorities determined by various sources, there is no consensus upon the meaning of the term. However, Internet and/or ICTs are the same basic means to be utilized in the organizing model of "e-government".

3.A.2. The Objectives of "E-Government"

The different definitions of "e-government" show that there is no single and same objective concerning e-government. Each country pursues its own ends in

accordance with its own economic and social circumstances, and with its own priorities. While the objectives of “e-government” in the broad sense are stressed as efficiency and higher quality services, etc., those terms are stressed as the integration with the globalizing world.

OECD Project's priorities, for example, are “to analyse e-government within the framework of public governance” (OECD 2003, 24). “E-government” can help administrations do their duty better by strengthening good governance objectives and necessary administrative reforms. In addition, for OECD, the issues such as higher quality services, efficiency and greater engagement with citizens, better policy outcomes, etc. are seen the topics of “e-government”.

Apart from those, as mentioned above, OECD takes the public management reform into account in accordance with good governance objectives by seeking legitimacy, rule of law, transparency, accountability, integrity, effectiveness, coherence, adaptability, participation, and consultation. That is, public reform agenda focuses on using ICT “to transform the structures, operations and, most importantly, the culture of government” (OECD 2003, 41).

In the broader sense, in the World Summit on the Information Society which was held in Geneva in 2003, in the Article 15 of the Action Plan, the objectives of “e-government” are defined as transparency in public administration, democratic process, efficiency, efficient allocation of resources and public goods, and international cooperation initiatives in order to increase transparency. Plan of Action enumerates the objectives of “e-government” in the same Article, as following;

> a) Implement e-government strategies focusing on applications aimed at innovating and promoting transparency in public administrations and democratic processes, improving efficiency and strengthening relations with citizens.
>
> b) Develop national e-government initiatives and services, at all levels, adapted to the needs of citizens and business, to achieve a more efficient allocation of resources and public goods.
>
> c) Support international cooperation initiatives in the field of e-government, in order to enhance transparency, accountability and efficiency at all levels of government (ITU 2003a, 8).

Moreover, the Action Plan takes e-business into account apart from other topics such as e-employment and e-science. In the Article 16 it is mentioned that;

> Government policies should favour assistance to, and growth of Small, Medium-sized and Micro Enterprises in the ICT industry, as well as their entry into e-business, to stimulate economic growth and job creation as an element of a strategy for poverty reduction through wealth creation (ITU 2003a, 8).

The European Information Society defines ICTs broader than OECD defines. In addition, one can see the much broader definition in the United Nations Millennium Declaration that was assembled in September 2000. United Nations express to guarantee the right of public to have access to information in Article 5, titled Human Rights, Democracy and Good Governance (UN 2000).

In the Action Plan European Information Society declares to conform to internationally agreed development goals that include those declared in the Millennium Declaration in 2000.

Bertucci enumerates the benefits of "e-government" as:

- Overcome the complexity of bureaucracy.
- Help the public and business to connect to government information and services online.
- Increase efficiency, transparency and accountability in the use of public resources.
- Participate in the digital economy.
- Achieve greater openness and transparency of the policy-making process.
- Test the new media within the process of democracy.
- Strengthen the democratic control over the accountability of service delivery through enhanced documentation, tracking and feedback mechanism (Bertucci 2003, 1-14).

Özcivelek states the objectives of "e-government" as;

- *efficiency,* which will reflect to economical effectiveness,
- *governance*, which comes on the scene with "e-government" that identifies the actors as media, various interest groups, political parties, decision-maker, public opinion, etc.

- *participatory democracy,* which results in political equality and freedom of expression,
- *participation,* which causes to change the concept of citizenship (Civelek 2003, 1-12).

To sum up, except from organizations which define standard objectives on "e-government", every individual country defines the objectives of "e-government" in accordance with its own social and economic conditions.

3.A.3. The Background of "E-Government"

Historical account of "e-government" shows not only the objectives of the governments, and also why various countries give or gave priority to different "e-government" applications[20].

"E-government" approaches in the world have been started by the applications that have been put into practice by local authorities. "E-government" studies in UK and Canada started in mid-1990s. British government administers the project of "United Kingdom Gateway" along with Microsoft Company. The aim of the project is to unify 200 central and 482 local state institutions for 60 million citizens and 3 million place of employment. In addition, the project aims at removing 100 percent of state jobs to electronic environment by 2005.

In Argentina, the government provided a service that involves transforming driver's license into smart card in 1995. Hence, the process has progressed well, providing a considerable input increase against free and other legal payment.

In El Salvador, the government put a similar application into practice in 1999. By this application, driver's license, vehicle license and taxes related to these documents were entered in the system of smart card.

In Finland, citizens in this country have started to use smart ID card since December 1999. E-Code given by Finland Public Registration Office takes place on

[20] The examples including UK, Argentina, El Salvador, Finland, Spain, Singapore, Portugal and USA have been summarized from e-Devlet Raporu (2002) published by Türkiye Bilişim Şurası (2002, 253-57). As for the examples including Switzerland, Malaysia, Liberia and Jordan, they have been summarized from openDemocracy Net (2002).

the card. The card gives individuals an opportunity of digital signature on the internet. In addition, Finland Government established structures for youth to be able to monitor the parliament and the municipality assembles via Internet.

In Spain, the government has established tax portal with the support of IBM Company. This application has provided public information on tax via internet. Therefore, the citizens and companies fill out the written forms of tax in the electronic media and pay the tax debts via internet.

Singapore is one of the leaders of "e-government" applications in the world. Singapore Government put its national Plan of Information Technology into practice in 1981. This plan is the basis of "e-Citizen" gateway, which is known as the most advanced gateway today. "E-Citizen that provides services in more than 150 fields such as education, accommodation, health, job, transportation and travel, was put into practice in 1997.

In Portugal, the government put the INFOCID Project into practice in 1991 and improved this project in 1993. By this project, it has transformed into the system of smart card. One of the aims of INFOCID is to facilitate tax process for taxpayers and to reduce the amount of the written transactions based on the paper. Therefore, taxpayers can get the information related to tax paying which interests them. Payments can be made through the smart card.

In USA, the concrete studies about "e-government" were primarily put into practice at level of local authorities. While California State Portal, for example, provides online services about traffic tax, renewal of license, etc., North Carolina State Portal started to provide special content and online services for employment and public staff in 2000.

The US Government has provided an "e-learning" system for government employees via online virtual campus with a wide range of courses since 2002.

Apart from these applications, the US Registration Office presents statistical information on various demographic and economic subjects. The US Trade Department (Ministry) provides economic, legal and commercial information for US companies.

Another example to "e-government" applications in the USA is Florida Virtual School Distance Learning Project. This website, which was opened in 1997,

gives the students an opportunity to improve and accelerate their education (Türkiye Bilişim Şurası 2002, 253-57).

In Switzerland, the City of Zurich website has offered a single point of contact for citizens and a range of transaction features since 2001.

In Malaysia, the Malaysian government has set up MAMPU - the Malaysian Administrative Modernisation and Management Planning Unit, to lead ICT use in the public sector, including "e-government" since 1997.

In Liberia, the Liberian government announced to launch a government-run online casino in 2000.

In Jordan, the Jordan Investment Board offered a website to make domestic investment more active and provide information for potential investors in 2002 (openDemocracy Net 2002).

Owing to the examples of "e-government" applications in the world, it is clear that most of these applications are engaged in using Internet than using ICT for the moment. Naturally, it is possible to say that governments perceive "e-government" as a tool of communication with citizens, stakeholders, and other government institutions by giving and obtaining information. Another highlighted point is that "e-government" applications have come out as a result of search for comfort such as tax-paying, renewal of license, acquisition of knowledge, smart card, etc. which citizens and stakeholders demand.

However, in investigating the declarations of international organizations such as OECD and ITU, and noticing the performances of these organizations, it is possible to understand explicitly or implicitly that the objective of "e-government" and the objective of using ICTs, particularly Internet, are greater than an individual country's objectives which an individual government gives priority in accordance with their social and economic circumstances.

These greater objectives offered by international organizations have been explained under the title of "Vision of E-Government".

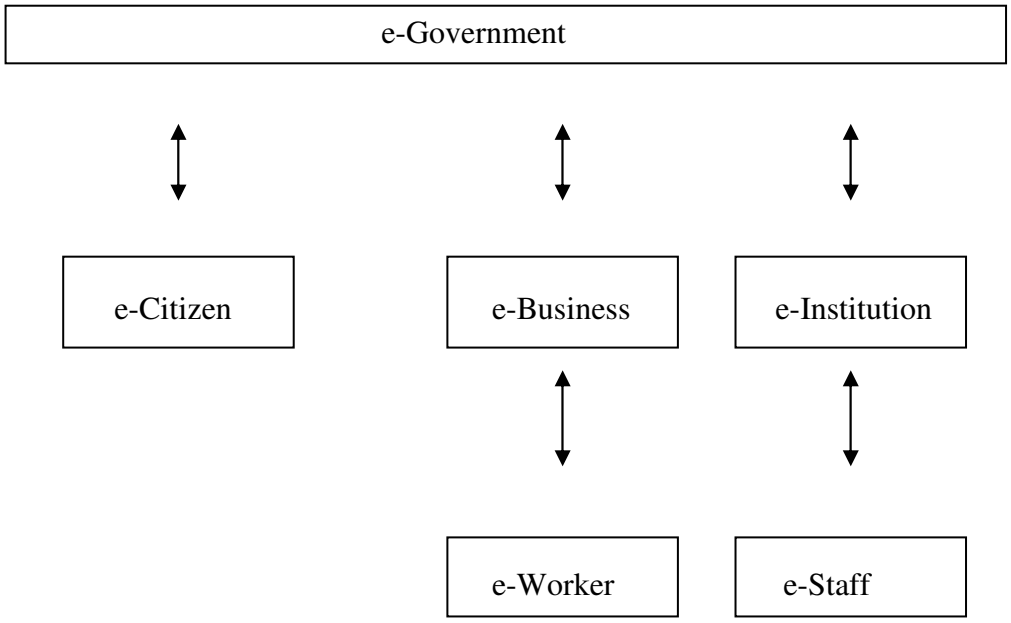
Another important point is now the components of "e-government". It is important to define the components of "e-government"; because, they help to understand the general objective of "e-government".

3.A.4. The Components of "E-Government"

Though there is a series of different priorities for the nations, it is possible to gather the elements of "e-government" into three categories. These are citizens, business world and public institutions. These are called as e-citizen, e-business and e-institution in accordance with "e-government" respectively.

Turkish Prime Ministry illustrates "e-government" as follows.

Figure III: Components of "e-Government"



Türkiye Bilişim Şurası (2002, 206). e- Devlet Raporu.

"E-government" covers all the society with its elements that include citizens and foundations such as business enterprises and public institutions. Since "e-government" is an innovative means of practicing the duties and services that the state has to offer to her citizens and that the citizens are to perform for the state in the electronic media as interactive, uninterrupted and safe; then, it expresses a new form of government.

Each element will try to actualize the fact of "e" in itself and "e-government" will come into being with time.

Nonetheless, in spite of various projects and priorities announced by different nations, with the declarations of intergovernmental organizations and in accordance with the structure of ICTs, particularly Internet, it is possible to pronounce another component. This is the state itself. That is, apart from the relation between government itself and its components such as citizens, business world and institutions, there is an *e-relation* between one state and another or between one government and another.

3.A.5. The Vision of "E-Government"

Under this title it is useful to investigate the vision of "e-government" determined by intergovernmental and international organizations to understand what the future of "e-government" is. In spite of different priorities of various governments and nations, these regional, especially international and intergovernmental organizations aim at standardizing the objects of "e-government" all over the world by taking aim at especially the developing and underdeveloped countries.

Owing to "Principle Declarations" and "Action Plan" of the United Nations that were/are stated and published internationally, it is clear that "e-government" through ICTs is not the aim but a means. E-Government is only a part of the whole like other transformations such as e-democracy, e-transformation, e-business, e-governance, etc.

The General Assembly of United Nations gathered in New York from 6 to 8 September 2000 stated its aims in the United Nations Millennium Declaration. In the Article 6 the United Nations mentioned about democratic and participatory governance stating that;

> Democratic and participatory governance based on the will of the people best assures these rights [Men and women have the right to live their lives and raise their children in dignity, free from hunger and from the fear of violence, oppression or injustice] (UN 2000).

In the Article 13 the United Nations General Assembly stressed the importance of good governance and transparency in the financial, monetary and trading systems, stating that "...It also depends on transparency in the financial, monetary and trading systems. We are committed to an open, equitable, rule-based, predictable and non-discriminatory multilateral trading and financial system" (UN 2000).

Apart from this Article, the United Nations General Assembly pointed out some subjects including human rights, democracy and good governance. In the Article 25 the United Nations General Assembly aimed at strengthening the principles and practices of democracy, attributing to Article 24 by stating that "We resolve therefore to strengthen the capacity of all our countries to implement the principles and practices of democracy and respect for human rights, including minority rights" (UN 2000).

However, the United Nations Organization that presents unity with its organs dependent on itself takes these organs into account to put its aims into practice. For example, in the Article 30 the United Nations General Assembly states that;

> We resolve therefore to strengthen further cooperation between the United Nations and national parliaments through their world organization, the Inter-Parliamentary Union, in various fields, including peace and security, economic and social development, international law and human rights and democracy and gender issues (UN 2000).

General Assembly of the United Nations gathered in another session, in Monterrey, Mexico, on 21-22 March 2002 declared the draft outcomes of the International Conference on Financing for Development, attributing often to the United Nations Millennium Declaration.

General Assembly of the United Nations determined its objectives in the framework of development by attributing to some of the key concepts and expressions such as globalization, good governance, development for all, and an effective, efficient, transparent and accountable system for mobilizing public resources and managing their use.

In Monterrey Consensus the General Assembly stressed many points. Some of these are:

- Domestic economies which are interwoven with the global economic system.
- The opportunities and challenges of globalization.
- A holistic approach to the interconnected national, international and systematic challenges of financing development.
- Promotion of national and global economic systems based on the principles of justice, equity, democracy, participation, transparency, accountability and inclusion (UN 2002, 1-16).

In this Consensus, the General Assembly aims at eliminating the challenges in front of globalization and of financing development through its financial organizations such as IMF and World Bank oriented to economic development by stipulating good governance, investments in basic economic and social infrastructure including education, health, etc.

The points summarized up here under the title of the "Vision of E-Government" can not be seen to involve directly "e-government" through ICTs. Still, International Telecommunication Unity, which is in charge under the Specialized Agencies and which is dependent on the United Nations Organization, clarifies what the vision of e-government is and the importance of declarations stated by the General Assembly of United Nations and the relation among the purposes in general.

While Monterrey Consensus emphasizes the development, sustainable development and sustainable economic growth by financing development, ITU (International Telecommunication Unity) emphasizes the development through ICTs.

The vision of e-government has been stressed especially in the Declaration of Principles and Action Plan of ITU that was assembled in Geneva in 2003. ITU that was gathered for building Information Society announced its aims through Declaration of Principles and Action Plan with the last corrections in December 2003.

In the World Summit on Information Society, the representatives of the people of the world declared some of their aims in Article 1 of Declaration of Principles, stating that;

> ...our common desire and commitment to build a people-centred, inclusive and development-oriented Information Society, where everyone can create, access, utilize and share information and knowledge, enabling individuals,

> communities and people to achieve their full potential in promoting their sustainable development and improving their quality of life, premised on purposes and principles of the Charter of the United Nations and respecting fully and upholding the Universal Declaration of Human Rights (ITU 2003b, 1).

In Declaration of Principles, ITU undertaking "to pay special attention to the needs of people of developing countries, countries with economies in transition, Least Developed Countries, Small Island Developing States, Landlocked Developing Countries, Highly Indebted Poor Countries, counties and territories under occupation, countries recovering from conflict and countries and regions with special needs as well as to conditions that pose severe threats to development, such as natural disasters" (Article 16) sees ICT as not aim but solution to the following:

- To provide new forms of solidarity, partnership and cooperation among governments and other stakeholders (Article17).
- To foster and respect cultural diversity, to encourage international and regional cooperation (Article 19).
- To achieve a sustainable development (Article 33).
- To contribute rule of law accompanied by a supportive, transparent, pro-competitive, technologically neutral and predictable policy and regulatory framework reflecting national realities (Article 39).
- To support foreign direct investment, transfer of technology, and international cooperation, particularly in the areas of finance, debt and trade, as well as full and effective participation of developing countries in global decision-making (Article 40).
- To create benefits in all aspects of our daily life such as government services, health care, education, employment, agriculture, transport, protection of environment and management of natural resources, and culture (Article 51).
- To encourage eradication of poverty, to contribute to sustainable production and consumption patterns and reduce traditional barriers by providing an opportunity for all to access local and global markets in a more equitable manner (Article 51).
- To stimulate respect for cultural identity, cultural and linguistic diversity, traditions and religions and to foster dialogue among culture and civilizations (Article 52).

- To preserve cultural heritage (Article 54).
- To uphold basic values of freedom, equality, solidarity, tolerance, shared responsibility and respect for nature (Article 56).
- To build global Information Society (Article 61).
- To realize regional integration with the development of global Information Society (Article 62), etc. (ITU 2003b, 1-9).

The objectives, some of which are clarified in Declaration of Principles, it is possible to say that international organizations denote purposes, comparatively more meaningful, according to individual countries. In other words, International Organizations like ITU does not perceive ICTs to be just a simple application, but perceives it as a project for seeking strategy for globalization.

In addition to these objectives offered in Principle of Declaration, ITU explains the necessary steps for these ends in its Action Plan which was come to an agreement in the World Summit on "Information Society" in Geneva in 2003.

As the necessary actions for "e-government" in Action Plan were mentioned about under the title of "Objectives of E-Government" in this chapter, it appears enough to stress the concepts of efficiency, transparency, and accountability here.

However, United Nations' emphasis on the importance of development for all people, it is not wrong to say that there is a contest between globalization and nationalization; because, European Union declares its objectives for "Information Society" and its tools like "e-government" by aiming at its member countries and citizens while the United Nations Organization declares the objectives for globalization and its tools oriented towards all world people.

For example, Union Members (Commission of the European Communities), which was assembled in Brussels in 2002 for eEurope 2005, presented its aims towards "Information Society" by documenting its action plan.

By 2005 the Commission defines priorities as having modern online public services, "e-government", e-learning services, e-health services, a dynamic e-business environment for "stimulating secure services, applications and content that create new markets and reduce costs and eventually increase productivity throughout the economy" and for contributing e-inclusion, cohesion and cultural diversity (Commission of the European Communities 2002, 6-8).

Whether it is on globalization or on nationalization, or not, it is clear that to benefit from "e-government" or the other versions of prefix "e" such as e-health, e-learning and e-democracy is seen necessary in terms of social and economic aspects.

As a result, the objectives and especially vision of "e-government" determined by international organizations and intergovernmental organizations show the tendency of globalization within the search of nationalization against globalization to:

- Overcome the complexity of bureaucracy.
- Increase efficiency, transparency and accountability in the use of public resources.
- Achieve greater openness and transparency of the policy-making process.
- Improve the democracy within the new media.
- Promotion of national and global economic systems based on the principles of justice, equity, democracy, participation, transparency, accountability and inclusion.
- Build global "Information Society".
- Uphold basic values of freedom, equality, solidarity, tolerance, shared responsibility and respect for nature.
- Stimulate respect for cultural identity, cultural and linguistic diversity, traditions and religions and to foster dialogue among cultures and civilizations, etc (Bertucci 2003, 1-14, ITU 2003b, 1-9).

3.A.6. Conclusion

"E-government" as the latest outcome of political economy comes on the scene with universal values such as equality, freedom, respect for human rights and justice. By pronouncing the phrase of "development for all world people" (UN 2000), the United Nations puts a new concept on market. This new concept is "e-government".

"E-government" that is seen as only a project by those who define "e-government" as the usage of Internet hides itself beside other parts such as e-

consultation, e-democracy, e-health, e-institution, etc. Anyway, even if it is a project and/or a technical study, it can also be asked in the managerialism jargon what the strategy is; or, what the strategic and tactical plans are.

When one looks at the international organizations' declarations and action plans to study, it is not difficult to see the strategic and tactical plans. In this case, the United Nations General Assembly declared the Millennium Declaration in 2000 by pronouncing the term of "Development for All World People" by enumerating the steps to be taken. The same organ announced the necessary funds for the development for all people in the world in Monterrey Consensus in 2002 by pointing out the World Bank and IMF. And then, International Telecommunication Unity, another organ of the United Nations Organization, emphasised the importance of ICTs for economic development in 2003 by attributing the Millennium Declaration and Monterrey Consensus. The vision is to help the capital to circulate without difficulty all over the world by integrating distance markets with economy in the format of global economy in terms of political economy.

Another highlighted point is that while United Nations General Assembly underlines the importance of development for all the people in the world, European Union emphasizes the regional development.

However, how do these and other points as political paradigms form public administration? How public administration is dressed? Moreover, what can be the locus and focus of "e-government" in the context of theories of public administration?

In the next part, the answers are tried to be found in the context of theories of public administration as the discipline of public administration helps us determine our stance towards "e-government".

As a matter of fact, the issues related the proposals of "e-government" such as "to overcome the complexity of bureaucracy", "to increase efficiency, transparency and accountability in the use of public resources" and "to achieve greater openness and transparency of the policy-making process", etc., which has been enumerated above, constitute the field of study in the discipline of public administration.

3.B. "E-Government" in the Context of Theories of Public Administration

In the previous part (Chapter III, Part A) it has been defined what "e-government" actually is.

The results have showed that the phenomenon of "e-government" is related to some dimensions that include political economy at macro level, managerialism at micro level and organizing model.

In addition, the field of study of public administration comprises the arguments of "e-government". Hence, the purpose here is to present that to what degree the discourse of "e-government will be successful in terms of the theories and dichotomies of public administration. Paying special attention to probable practical solutions that the discipline of public administration has to produce has actualized this purpose. Such special attention could also prevent one to fall into unproductive debates. Nonetheless, which dichotomy or dichotomies in the context of public administration can be taken into consideration in evaluating "e-government"? Üstüner (2002) determines the dichotomies in the discipline of public administration by stating that;

> Despite many different approaches and their rich contributions to the identity question in public administration, it seems possible to make a categorization of the issues around which discussions are revolving. These issues are usually formulated as 'tension points' and are inevitably addressed by different schools and theorists. Using the fashionable word as frequently used in the discipline, these are the 'dilemmas of administration'. They are dilemmas in the sense that they are usually presented as dichotomies with binary 'alternatives'. In this context, the universal dichotomised dilemmas of administration, which create tension points for the identification of the discipline are; administration and politics dichotomy, administration and management dichotomy, administration 'as an art' versus 'science' dichotomy, and finally, universality versus uniqueness of administration dichotomy (Üstüner 2002, 2).

Naturally, such searching necessitates attention to some dichotomies in particular and new approaches and theories in the public administration with following reasons.

- As an outcome of political economy at macro level, as mentioned before, "e-government" fosters the dilemma of politics and administration.

- Due to the demands of "e-government", mentioned in the previous part, the dilemma of administration and management repeats itself at micro level.
- Owing to the arguments of "e-government", mentioned in the previous part, the dilemma of bureaucracy and mass participation reveals itself along with the argument that to what degree bureaucracy itself is eradicated.
- Due to the fact that "e-government" appears as a new phenomenon, it is essential if "e-government" could be accepted in terms of "system and contingency theories".
- The new theories like "actor-network theory" also necessitate evaluating "e-government" from different perspectives. Such theory could cause new dichotomies further on.

As a conclusion, these five reasons necessitate to study the phenomenon of "e-government" within the context of those dichotomies, theories and new approaches like "actor-network theory". In addition, the main importance of the last point is to show that whether or not the theory has found it practical instead of inventing practical for itself, or, is "e-government" a good praxis in terms of theories upon being evaluated in accordance with the theory of actor-network?

3.B.1. "E-Government" in Terms of the Dichotomy of Politics and Administration

In fact, the dichotomy of politics and administration points out the locus and focus issues in the discipline. That is, the issues are that to what degree politics and administration are independent from each other as locus and that the studying area of each one as focus is limited to what (Üstüner 2002, 2-6).

The marks of such analysis attract notice with the studies of Wilson in early studies of public administration.

Upon commencing the analysis of "e-government" through the article of "Study of Administration" that was written by Wilson in 1887, it is not wrong to mention about the opinions of Wilson.

The main problems for Wilson are, first, "what government can properly and successfully do, and, secondly, how it can do these proper things with the utmost possible efficiency and at the least possible cost either of money or of energy" (Wilson 1887, 3). That is cost-benefit analysis. He ascertains it by showing a reference in administration business.

The science of administration, for him, is the latest outcome of the study of the science of politics. Administration is government in action with properties of executive and operative. Administration is the science of government.

Transformation from minorities' conducting the government to majorities' conducting government, for example from monarchy to democracy, brings new problems. With the increasing state duty, the increasing functions of government need to become a specialist. "The idea of the state is the conscience of administration" (Wilson 1887, 5). Therefore, the aim is how the state ought to do these increasing functions. Yet, the main problem in early times was the constitution of government. To organize administration in democracy is harder than that in monarchy now.

As administration is a part of political life, it is also directly connected with lasting wisdom and the permanent truths of political life. In addition, "the field of administration is a field of business" (Wilson 1887, 10).

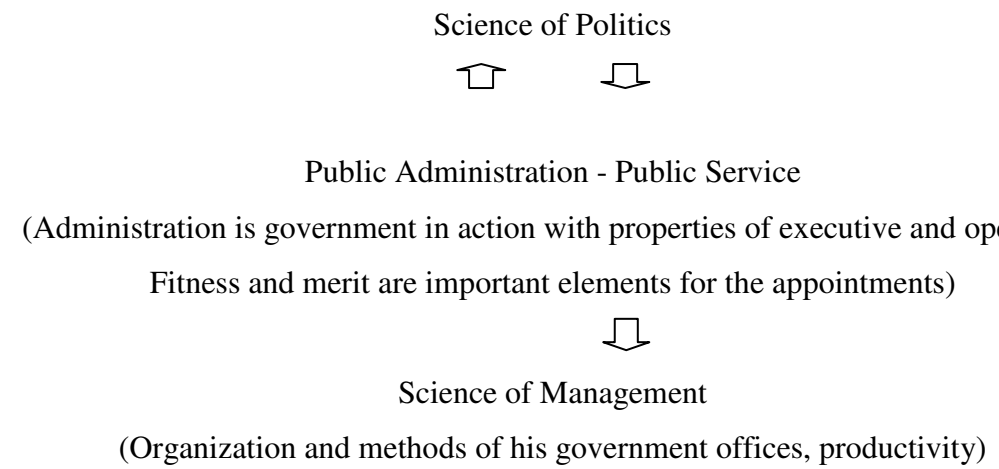
The aim of administrative study is "to rescue executive methods from confusion and costliness of empirical experiment and set those upon foundations laid deep in stable principle" (Wilson 1887, 10). Administrative problems are not political questions. "Public administration is detailed and systematic execution of public law" (Wilson 1887, 11). Every specific application of general law is an act of administration. The detailed execution of broad plans is administrative. Constitutions are interested in themselves only with instrumentalities of government to control general law.

The study of administration is closely connected with the study of the proper distribution of constitutional authority. According to Wilson, when administrative functions are to be useful and efficient, all government must have a strong structural likeness. His approach is based on "how to do" by stating "the cosmopolitan what-to-do must always be commanded by the American how-to-do" (Wilson 1887, 16).

He stresses "wide union with tolerated divisions of prerogative" (Wilson 1887, 17) instead of centralizing of power by ascribing to federal order in America.

If it is needed to illustrate the points that have been explained up to here, the Figure IV can be useful.

Figure IV: Relation between Politics, Administration and Management



In brief, Wilson is concerned with organizational effectiveness and efficiency; in other words, is concerned productivity. Another highlighted point is public appointment. According to him, public appointments should be based on fitness and merit rather than partisanship. Politics is out of place in public service and should be separate from traditional politics. On the other side, as administration is a part of political life, it is also directly connected with lasting wisdom and the permanent truths of political life.

In terms of "e-government" as a result of application of ICTs, it appears to be an outcome of politics in addition to political economy. "E-government" as an outcome of politics necessitates the transformation of the state. In this respect, "e-government" appears as the latest outcome of politics for the moment. It is the latest for the moment because it is also directly connected with lasting wisdom and the permanent truths of political life as Wilson claimed (Wilson 1887, 10). In other words, the future can give rise to new administration models that take the place of "e-

government" which is denoted as a new organizing model in any state today as mentioned before.

"E-government" as a product of politics aims at re-definition of administration by observing especially the purposes of economy and business world. The vision of "e-government" determined by international organization involves not only the concepts like “rule of law”, but also the concepts such as efficiency and solution for the complexity of bureaucracy. Naturally, *the field of administration becomes the field of business.*

Moreover, it is explicit or implicit that "e-government" appears as a technical state by regarding "wide union with tolerated divisions of prerogative" (Wilson 1887, 17), as Wilson ascribed to feudal order in the USA. While there are federal states that possess their rules and tolerated divisions of prerogative, there is also a strong centre like Washington in the USA. In this context, it is not wrong to think that such a wide union can be the world and centres are the countries that possess authority to veto like the member countries of the Security Council of the United Nations.

In fact, the discourse of "e-government", which is enforced by political economy with reference to "Information-Based Economy", can represent the centre in which G7 countries that include England, USA, Canada, Italy, Germany, France, and Japan are located since those are the wealthiest countries, mentioned in the second chapter.

However, does "e-government" as a technical state at the same time adopt the merits and fitness as Wilson pronounced for the public appointments? If it is so, the fitness and merit is valid for the staffs that actualize this transformation. That is, it seems valid for technical staffs.

Another early commentator of American political institutions, except from Wilson, is Leonard D. White. He studied what public administration should be by writing "Introduction to the Study of Public Administration" in 1926.

According to White, there is an indispensable unity in the process of administration. Administration process is common to all levels of government. It is not important whether they are municipal administration, state administration, or federal administration.

By stressing the managerial phase of administration and minimizing its legalistic and formal aspect, White (2001) states that public administration is the management of staffs and materials in the accomplishment of the purposes of state.

The objective of public administration is the most efficient utilization of the resources that include material equipment, buildings and human resources, etc. at the disposal of official's employees. Good administration observes to prevent extravagance of resource, to supply to use energy and material as a moderate and to accomplish public goals consistent with economy and the welfare of the works (White 2001, 58).

What differentiates the modern public official from the trace of antiquity is wonderful material equipment with that one works, and the contribution that science has made, and continues to make to his/her profession (White 2001, 59).

Public administration is, then, the execution of public business and the complete achievement of public programs. The other duties of a state are to protect private rights, to develop civic capacity, and to maintain the order, etc. Nonetheless, a state has to notice the other branches of government like administrative law in actualizing these responsibilities (White 2001, 59).

Administrative law is that "part of the public law which fixes the organization and determines the competence of the administrative authorities, and indicates to the individual remedies for the violation of his rights (White 2001, 59)." This definition, according to White, rightly points out that subject matter belongs to the field of law, and points at the protection of private rights as its major objective. Yet, the aim of public administration is the efficient direction of public business.

One, however, can see the dilemma between the administration and law as the objectives of each one conflict owing to different ends. Administration is bound by the rules of administrative law as well as by the prescriptions of constitutional law, but at the same time, administration observes the most effective accomplishment of public purposes.

In addition to the trend of the traditional division of governmental activities that include legislative, executive and judicial, it is important to understand that *the work of the administration involves all three types of activity* (White 2001, 60).

Whilst legislative bodies dealt with major problems such as important questions concerning political ethics that include, for example, enfranchisement of citizens, abolition of property qualifications, distribution of the public land, etc. in the early ages, *the problems about legislative bodies often becomes exclusively technical questions that layman can handle only by utilizing the services of the expert today.*

Presence points of our times need to notice the statute book with the assistance of men who know the operating details in each case. That is, owing to men who possess the technical knowledge with the knowledge of law, it can be known that what is for what and how to do. In that case, *legislatures and courts may determine the task of administration* (White 2001, 60).

The role of administration in the modern state is deeply affected by the general political and cultural environment of the age. After the industrial revolution required a degree of social cooperation that laisses faire did not actualize, according to White, a new era of collective activity was commenced by the twentieth century.

For White, developments such as;

> ...the expansion of industry on a national and international scale, the growth of transportation by railroad, motor truck and airplane, the transformation of communication by modern postal systems, the press, the telegraph, telephone, wireless and radio, the enormously increasing mobility of persons and ideas, the urbanization of industrial states and the crystallization of powerful social classes and economic interests have not only increased the area and intensity of administrative activity, but also have added new types of problems and magnified the importance and the difficulty of the old (White 2001, 60).

Therefore, "these news ideas involve the acceptance of the state as a great agency of social cooperation, as well as an agency of social regulation," adds White (White 2001, 60). *As a consequence of increasing task of the modern state in every conduct, public administration needs to extend and every additional new program needs additional administrative activity.*

Administration is a branch of the science of government. White states that the interest of the twentieth century in public administration is due to a variety of causes. "Of these the most important issue is the public expenditure," states White by giving an example of the increasing expenditures of federal government in the period between 1918 and 1922 in USA (White 2001, 62).

With the scientific management movement, a vast amount of dissatisfaction aroused about the antiquated methods characterizing many public offices. For White (2001), this movement shows the importance of effectiveness and productivity.

White (2001) states, if it is summarized, that a) the duty of a state in present increases quantitatively, b) the task of administration may be determined by legislatures and courts, c) the work of the administration involves all three types of activity that include legislative, executive and judicial, d) public administration is the execution of public business and the complete achievement of public programs, and the other duties of a state are to protect citizens' rights, to maintain the order, to develop civic capacity, etc., e) science has big importance for contribution to professionalism, g) technical questions have great importance in making decision in terms of legislative bodies, g) public administration stresses the managerial phase of administration and the minimization of its legalistic and formal aspect**,** h) it is notable that the scientific management movement shows the significance of effectiveness and productivity.

Once these points are taken into consideration; it is clear that "e-government" contributes to these arguments in applying them. If the priorities of "e-government" mentioned about under the title of the “Vision of E-Government" are remembered, "e-government" gives rise to:

- Transform the state into a technical fabric by increasing the responsibilities of the state to establish needed infrastructure for ICTs in addition to fundamental tasks such as protection, education, and health.
- Demand high professionalism for itself as a product of technology, particularly ICTs and as a result of technical state.
- Strengthen the bureaucracy (e-bureaucracy) to coordinate the programs, action plans, etc.
- Demand to strengthen the centre to plan, to coordinate, to control the plans, programs, projects and citizens, organizations, institutions, etc.
- Demand the rule of law to protect and to guarantee itself.
- Create new concepts like cyber offence and values like international civilian societies for technical questions.
- Increase the state's tasks as a resource of increasing expectation of society.

- Consider minimizing costs.
- Re-organize the institutions by obtaining professionalism as an aim.
- Decentralize to centralize.

However, public administration can not minimize its legalistic and formal aspect as White (2001) states. Instead, public administration via "e-government", first of all, has to pay attention to legalistic and formal aspects for its future.

In addition, "e-government" demands high standardization as a result of its fabric. Like it or not, "e-government" defines a new science to perform its duties. This new science is based on coding theoretical knowledge. That is, it is based on ICTs. Rules, specifications, instructions, etc. are clear. In other words, not to comply with rules of ICTs brings about the results that are not desired. For example, one who wants to pay his/her tax debt via internet has to comply with the needed directions of relevant software. Otherwise, he/she will fail to pay his/her tax debt.

Moreover, internet as a whole is taken into consideration; everything such as TCP/IP[21] protocols, e-mail servers and its components (POP and SMTP[22]), etc. is a standard throughout the world. It is not important whether there is alternative.

In brief, the phenomenon of "e-government" does not help to solve the dichotomy of politics and administration. Instead, it likens politics and administration more than it has been before in terms of not only judicial and executive, but also legislative.

All efforts related to defining the locus and focus of politics and administration are not limited merely Wilson and White. Nonetheless, the pioneering studies on this issue have been presented clearer in the early voices of the discipline

[21] IP (Internet Protocol): It supports e-mail that various users and computers in different networks send to each other to arrive at relevant places.

TCP (Transfer Control Protocol): It divides the mail, which is sent from one computer to another, to small pockets in length (Güneş et al. 2003, 244-5).

[22] POP (Post Office Protocol): Protocol server which supports to see, to delete and to save e- mails that come to users' accounts.

SMTP (Simple Mail Transfer Protocol): Protocol server which accepts e-mails for a valid address for the purpose of being sent (Güneş et al. 2003, 258-60).

of public administration[23]. Subsequent studies have mostly concentrated on the issue of administration and management.

However, this dichotomy (administration and management) harbours finally the dichotomy of politics and administration implicitly and/or explicitly. In other words, the matter is about the preference of politics either in the direction of administration or in the direction of management.

Therefore, the dichotomy of administration and management has been also studied with reference to the dichotomy of administration and management in the following section.

3.B.2. "E-Government" in Terms of the Dichotomy of Administration and Management

This dichotomy, in effect, is so complicated that it is important to determine the debate appropriately. As the major principle is to acquire probable practical solutions on "e-government" through the theories of public administration, it could be useful to be discreet in participating in the debates that are seen as vicious circle.

Another reason why it is needed to determine the debates appropriately is that the debates related to this dichotomy in the literature is mostly focused on the argument of what administration and management is.

Naturally, "e-government" has been discussed in terms of the dichotomy of administration and management with reference to theories that include system and contingency theory in order to understand why we have to keep in pace with the developments and times.

The reason why these theories have been chosen is that it is useful to take care of probable practical solutions that practical life needs.

[23] Other debates are mostly on the argument that there is no dilemma between politics and administration. For example, for the arguments of Dunleavy and manifests of Blacksburg, see the dissertation of Üstüner (1992, 174-193). In this context, "e-government" appears without problematic. In other words, "e-government" is left as a technical project. Nonetheless, the purpose in this part is to assign the vision of "e-government" as a new organizing model in the dichotomy of politics and administration.

Before some probable practical solutions are concluded, it can be briefly mentioned about what the dichotomy of administration and management is.

In the literature, the difference between the concepts of administration and management are not clear. There are crucial debates from classical public administration approach to new public administration approach, from comparative public administration study to development management and public management approach. Moreover, there is a marriage between the concepts.

In 1940s, Simon, for example, tried to find appropriate methods to increase administrative efficiency or to provide high efficiency through some ways like communication properties including proverbs for facilitating the orders to be understood by the workers (Simon 1946, 150-65). Although his suggestion attributed to the dilemma between administration and art, he did not solve any dilemma but increased the number of dilemma. Moreover, the concepts about administration were used for managerialism later. However, all efforts have been for filling the contents of public administration.

However, to take whose story in which tradition into consideration is important. In other words, revitalization of liberalism in 1970s during the period that the chance of comparative public administration declined in terms of favour, public administration exposed to management winds.

Before managerialism is explained, it is important to write out the contribution of Frederickson and the approach of New Public Administration in 1960s to public administration positively and/or negatively in merely demonstrating that all of these approaches contribute to fill the contents of public administration

According to Frederickson (1971), whilst the classic answers of public administration are effectiveness, efficiency and rationale for the question about what the objectives of public administration are, new public administration observes and adds social equity. According to New Public Administration, it is important to seek whether or not any service enhances social equity. New Public Administration is also engaged in change. While Classic Public Administration tries to establish stability, New Public Administration looks out for change.

Although these approaches contribute to fill the contents of public administration, they do not help to solve the dilemmas, or they do not hinder to bring

about new dilemmas like dichotomy between administration and managerialism (Frederickson 1971, 368-81).

Afterwards, public management approach came on the scene in the late 1970s and the early 1980s owing to the decomposition between public administration and managerialism. While public management was studying to apply the methods of private sectors for public sectors in that period, in the late of 1980s New Public Management came on the scene for the search of overcoming the crisis to which public management led as a result of reductionist approach. In other words, whilst the fathers of public management, James Perry and Kenneth Kraemer, enumerated the objectives and characteristics of public administration, Graham Allison stated his objections as opposed to James Perry and Kenneth Kraemer's study by stressing the differences between private sector and public sector (Üstüner 2000, 15-31). As a result, New Public Management and Professional Public Management followed the efforts of doing best respectively.

In this period, the concept of governance emerged by being parallel to the developments of New Public Management Approach.

World Bank as a creator of the concept of governance used firstly this concept for the crisis towards development made real in Africa in 1989.

World Bank identified this concept as system, political regime, and administration at three levels. The meaning of administration that WB used in 1992 included four principles. These principles were;

1. Accountability.
2. Legal Frame for Development.
3. Informing.
4. Transparency (Güler 2003, 102-3).

In addition to WB, OECD as a developer of this concept sets forth six principles concerning the concept of governance. These are;

1. Accountability.
2. Transparency.
3. Efficiency and Effectiveness.
4. Sensitivity.

5. Vision (to have far view).
6. Legality (Güler 2003, 105-6).

Another contribution to this concept comes from the United Nations. UN denotes that every part of governance (state, private sector and public sector) has weak and strong sides, and these three parts ought to act in collaboration in response to globalization (Güler 2003, 107-110).

Nevertheless, all researching and agonizations related to administration and management does not complete its due. The increasing functions of a state create new understanding as it is in Mintzberg's analysis. According to Mintzberg, there is no one best model. Government is a great eclectic system. Therefore, he stresses the importance of cooperatively owned organizations such as agricultural cooperatives, mutual insurance companies or cooperative retail chains and commercial companies, etc., and nonowned organizations such as hospitals, charity organizations, and volunteer and activist organizations, etc. as opposed to narrow pressure of market competition and direct controls of government bureaucracy by stating that "government may need managing, but management could use a little governing, too." (Mintzberg 1996, 245). It is needed to have balance among the different sectors of society. And, "the object of democracy is a free people, not free institutions." (Mintzberg 1996, 247). Naturally, Mintzberg (1996) challenges the domination of liberalism and its values such as limited state and management.

The dichotomy of administration and management has been tried to explain up to here briefly. These explanations show that the main issue related to the dichotomy of administration and management is that whether or not the principles and methods of private sector can apply to the public sector.

In other words, from the perspective of management, the methods of principles of private sector have to put into service for public sector[24].

As it is seen, the arguments and promises of "e-government" such as accountability, transparency, equity, efficiency and effectiveness, legality, high

[24] For detailed chronic disputes and explanations and for the studies that point out the dichotomy of administration and management implicitly and/or explicitly, see the theses of Güzelsarı (2000), titled 1990 Sonrası Anglo-Sakson ve Kıta Avrupası Devletlerinde Kamu Yönetiminde Yeni Yaklaşımlar, of Akdeniz (2001), titled Governance within the Context of Neo-Liberalism, of Eşki (2003), titled Kamu Yönetiminde Değişim ve Yeni Yönetim Modelleri, of Sönmez (2004), titled Independent Regularity Agencies: The World Experience and Turkish Case.

participation, less bureaucracy, etc. are not new in terms of the dichotomy of administration and management. Each one promises the same points. In terms of "e-government" the matter which is new is to liken the principles of administration to the principles of management as a new organizing model that political economy needs *owing to the micro bases of macro dimensions.*

As it has been noted before, since the purpose is to conclude some probable practical results without paying attention to the chronicle disputes so much, it has been interested in the theories that include system and contingency theories[25] that explain the events with the reasons. The reason why it has been done so is that public administration is interested in finding solutions for the presence administrative/ managerial problems that new phenomena bring about in any society.

3.B.2.1. System Approach

The system phenomenon stemmed from General System Theory (GST) denoted by Bertalanffy, biologist, in 1920s (Karalar et al. 2003, 107).

According to GST, every event investigated in a specific environment and with other events makes the understanding, the predicting and the controlling of the events easy. According to this approach, events would not be investigated from only single aspect and without dependent on another events and environmental circumstances. This approach is mathematical field of study that aims at finding and improving general principles that would apply for every kind of system. As a result of this understanding, system approach appears. Moreover, the disciplines of astronomy, biology, physics, chemistry, physiology, architecture, computer and economics should be taken into account to be able to understand the philosophy of system (Özalp et al. 2004, 57).

Modern management thought notices the whole organization along with its different aspects. According to this thought, the organization is seen as a system that

[25] In addition to the theories of system and contingency, one can enunciate the others like Human Behaviour Approach. But, such evaluation via Human Behaviour Approach on "e-government", for example, necessitates a laboratory environment in observing human relations. Naturally, such study would have been a separate subject matter.

has to adapt the environment to survive. In other words, an organization needs to show adaptation towards changes to survive in its surroundings.

In respect of modern thought, the organizations are open systems[26] that interact with the environment. It is important not only the impact of external environment on the organization, but also the impact of the organization on the external environment. The organizations provide output to the environment by transforming input given by the environment into output in a process of transforming. Moreover, some of these outputs return the organization for establishing the input of the future. This condition called as the feed-back is the system's collecting information concerning itself and, if there is, it is the use of this information to correct the deviations between the presence and the planned (Karalar et al. 2003, 107).

Nonetheless, environment is not limited to merely external environment. It is addressed to internal environment in any organization at the same time. Internal environment in any organization involved in stakeholders, consumers, suppliers employers, and competitors while external environment is addressed to economy, state, laws of the state, multi-national companies, global economy, etc. in which the organization takes part. These environments are also called as near and remote surroundings respectively. Organizations as open systems have to try to dominate their near and remote surroundings by keeping up with the changes.

In addition, the open systems such as all living entities, families, states, and institutions can be sub-systems of super-systems. For example, the super-system of the unit of marketing in an organization is the enterprise**.** The super-system of enterprise is economy and the super-system of economy is the state. And then, the world is the super-system of the state, so on (Özalp et al. 2004, 59-60).

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[26] According to modern thought, system types are classified as open-close systems, natural-artificial systems, sub and supra-systems. In addition, system types are also categorized as mechanical such as plain, computer, biologic entities like plants and social systems such as association, school. Whilst open systems are defined as systems being influenced negatively or positively from the environment directly, close systems are defined as systems which are deprivation of interaction with their environments.

On the other hand, natural systems are systems like universe designed by the nature in terms of size, aim, structure and processing whilst artificial systems are systems such as ship and train, designated by human in terms of size, aim, structure and processing. As for sub and supra-systems, those are systems that complete each other (Özalp et al. 2004, 58-60).

The most hazardous result for the organizations is *to face with corruption* provided that organizations do not keep up with the changes in their environments. In such cases, organizations expose to "entropy" that means system corruption, and they can not operate their charges because of the system corruption. As for the opposite of "entropy", it is "negative entropy". In the manner of "negative entropy", necessary precautions must be taken to set the balance of system corrupting again. These precautions can be determined as changing of structure of organizing and working, and as changing of technology that is used in accordance with environment (Katz and Kahn 1966, 14-29).

In brief, if any organization does not want to face "entropy", it has to be compatible with its environment. As any organization does not get external factors under the control, it has to adapt itself to these external factors.

In terms of "e-government", one can conclude that all organizations that include private organizations and public institutions today have to keep up with technological developments by setting their organizing structure in accordance with "e-government" not to face with corruption. Otherwise, it is probable to expose "entropy" as "e-government" appears as a new organizing model of post-industrial society in the information age that is based on informatics.

In other words, every country has to keep up with times in terms of economic welfare and political future via appropriate organizing model. Here this model is "e-government" that is the organizing model of "Information Society" that "Information-Based Economy" steers.

Nonetheless, if the question that "what is the border of organizing in accordance with e-government?" is pointed, one can find an answer in the context of "Contingency Theory". Otherwise, to accept "e-government" unconditionally could be contradiction with "Contingency Theory".

3.B.2.2. Contingency Theory

In respect of Contingency Theory, organizations structures and processing methods are designed according to internal and external milieu properties of

organizations, according to the used technology and organization size, but not with respect to general principles. Administrators/managers in Contingency Theory decide and develop strategy by merging the argument of "one way of doing best[27]" in classical approach with "case view" that is meet first time in every times for different circumstances and conditions. In other words, in this theory, *there is no "one way of doing best." Instead, the best is dependent on the circumstances that the organization is in.*

Contingency Theory is the usage of the other management/administration approaches that include traditional, behavioural and system approach separately or in combination. This theory was developed in 1960s by the administrators/managers who were unsuccessful in applying traditional and system concepts.

The significance of this theory is related to its content in terms of "e-government" in determining to what degree "e-government" can be accepted for every government.

In 1950s and 1960s, researchers including Joan Woodward, Paul Lawrence, and Jay Lorsch proved that administrators/managers demonstrate different behaviours and reactions, being dependent on technology, environment, competitor and the other factors (Özalp et al. 2004, 71).

Contingency Theory is engaged in organization size, environment and technology. Figure V in the following page has been illustrated to give an opinion on important Contingency models.

Nonetheless, the model of Burns and Stalker and the model of Lawrence and Lorsch in the Figure V are the subjects of this analysis as these models address the ontology of e-government, and as they can be oriented for the organizations that deliver service and information. Even if the model of Woodward and the others look like useful for the analysis, these models are concentrated on industrial sectors based on mass production in factories. However, as it is mentioned in the second chapter and previous part of this chapter, e-government emerges as organizational apparatus

[27] According to Taylor, who is the founder of "Scientific Management", "Scientific Management" is the one best way of accomplishing any given post as science means classified and organized knowledge. Naturally, classified and organized knowledge as procedures can apply to all kind works and workforce (Taylor 1911).

of "Information-Based Economy" that not only feeds information and service sectors, but also is nourished from them owing to technology (Özalp et al. 2004, 73).

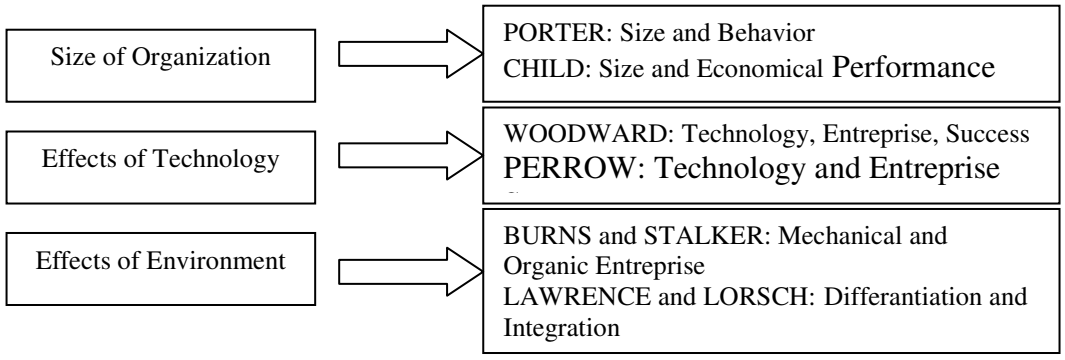
Therefore, the model of Burns and Stalker and the model of Lawrence and Lorsch are worthy to study.

Although the study of Burns and Stalker was made for the analysis of 20th century industrial enterprises, the organization models that they presented are useful in evaluating today's hybrid organizations. These organization models are called as mechanical and organic.

Mechanical organizing or system represents a stiff structure and is suitable for stable milieu in particular. The characteristics of mechanical system resemble bureaucratic structure. The properties of this system can be enumerated as below.

- Being specialized duties.
- Determined posts, responsibilities and technical methods in a stiff way.
- Information gathered at top level administrators/managers.
- Vertical communication.
- Validity of decisions and directions of administrators/managers in putting the activities in practice.

Figure V: Important Contingency Models



Özalp et al. (2004, 73). Yönetim ve Organizasyon.

On the other hand, organic organizing or system represents flexible structure, which is appropriate for circumstances that change continuously. This system is necessary for activities determined outside of hierarchic structure and is necessary for activities to be put into practice in a flexible media.

The characteristics of organic system can be enumerated as follows.

- Contribution for duties in an organization in terms of experience and information.
- Posts and regulation that are revised continuously and defined.
- Network organizing in control, communication and authority.
- Information disseminated throughout the organization.
- Horizontal communication based on information instead of decisions and directions (Özalp et al. 2004, 75-7).

Figure VI has been illustrated for comparison between mechanic and organic system.

Figure VI: Comparison between Mechanic and Organic Systems

Characteristics	**Mechanic**	**Organic**
Specialization	High, absolute separation	Low
Standardization	High level	Low
Orientation of personnel	via means	via aims
Solution of conflicts	by top level administrators	by interaction
Examples of Authority and Communication	Hierarchy	Common communication
Interaction	Vertical	Horizontal
Communication	via directions and in written	Advise and information
Loyalty	for organization	for projects and groups
Prestige	Owing to organizational status	for personal contribution

Özalp et al. (2004, 76). Yönetim ve Organizasyon.

Nonetheless, according to Contingency Theory, today organizations are hybrid organizations requiring not only mechanic organizing, but also organic organizing like university. On the one hand, university members of education who have horizontal communication among themselves and who are opener to developments represent organic organizing. On the other hand, public staffs who have vertical communication among themselves and who are addicted to procedures and directions so much represent mechanic organizing (Özalp et al. 2004, 76-7).

Most companies can be given as the other examples. The sale departments in the companies represent organic organization. For example, front offices in the hotels could represent organic organizing because of online reservations.

Nonetheless, "e-government" in accordance with its fabric recommends organic organizing. However, this organizing model can also give rise to "entropy" as it is necessary to have organizations that are organized as mechanic to provide some services to the customs and/or citizens. For example, education as semi-public service can be delivered to customs/citizens in organic organizing while national security as public service that no body can be excluded from its benefits can be delivered to customs/citizens in mechanic organizing. In this context, to encourage army for transforming its organizing into organic organizing creates "entropy" in the army.

As a consequence, one can conclude that organizational design is to match appropriate personnel, system and structure in terms of the services that are provided.

The other study, as mentioned before, is the study of Lawrence and Lorsch. In fact, this study is the extension of Burns and Stalker's study. This study was implemented to six plastic companies, two container companies and two food companies.

The aim of this study is not only to understand structure of organization, but also to measure the effects of the demands of environment on organization by asking some questions such as can mechanic organization be successful in stable milieu, how the demands of environment influence the internal structure of any organization?

And to what degree should differentiation and integration[28] be provided?

The consequences of the study are formed according to the posts of departments in the companies. For example, Lawrence and Lorcsh suggest that organic organizing is suitable for R&D activities that necessitate dynamic environment while mechanic organizing is compatible with production department that necessitate stable environment and bureaucratic structure (Özalp et al. 2004, 77-9).

In addition, Lawrence and Lorcsh conclude that the more dynamic environment, the more integration and differentiation are needed, and that the more stable environment, the less differentiation, but the more integration must be.

3.B.2.3. Model for System and Contingency Theories: FTP

As it is mentioned in the second chapter, information and service sectors flourish in "Information-Based Economy". If these sectors do not want to face "entropy", they have to adapt themselves to environment by re-organizing their organizational structure in accordance with new circumstances that stem from environmental changes and technological developments.

Such organizing model emerges owing to ICTs technologies in "Information Society" as FTP, which is suitable for organic systems in information and service sectors. FTP stands for File Transfer Protocol. FTP is an interface used for transferring software, documents and files, etc., which are found in a computer, to another computer (Güneş 2003, 273; Allen&Johnson 1998, 5 and 296-308; Young et al. 2000, 817-24). FTP is most generally used to download a file from a server by using the Internet or to upload a file to a server like uploading a web page file to a server. However, the post of FTP is not limited to data and software transferring. Owing to FTP organizing, one operates the job suitable for information and service sectors. For example, if one is journalist, s/he can publish his/her writings in allocated part of the web page of his/her business site for him/her on Internet without

[28] Differentiation means differences among different department administrators/managers in terms of cognitive and emotional orientations. As for integration, it means the unity among needed independent departments to satisfy the demands of environment (Özalp et al. 2004, 77).

commuting via FTP organizing and appropriate web design software like Dreamweaver. Or, if one is a teacher in any distance learning institution, s/he can deliver and gather information, and evaluate his/her students' performance by the same means.

Today, owing to the use of Information and Communication Technologies (ICTs), every aspect of human life alters. People can access opportunities such as jobs, shopping and entertainment areas, etc. in physical space (space of places) (Castells 1998, 410-28; Muhammad 2004, 2), as well as in virtual space (space of flows) (Castells 1998, 410-28; Muhammad 2004, 2).

The most affected fields are transportation and communication because space of places may be replaced, modified, increased, "or may result in the generation of more traffic as a by-product of space of flows" (Muhammad 2004, 2).

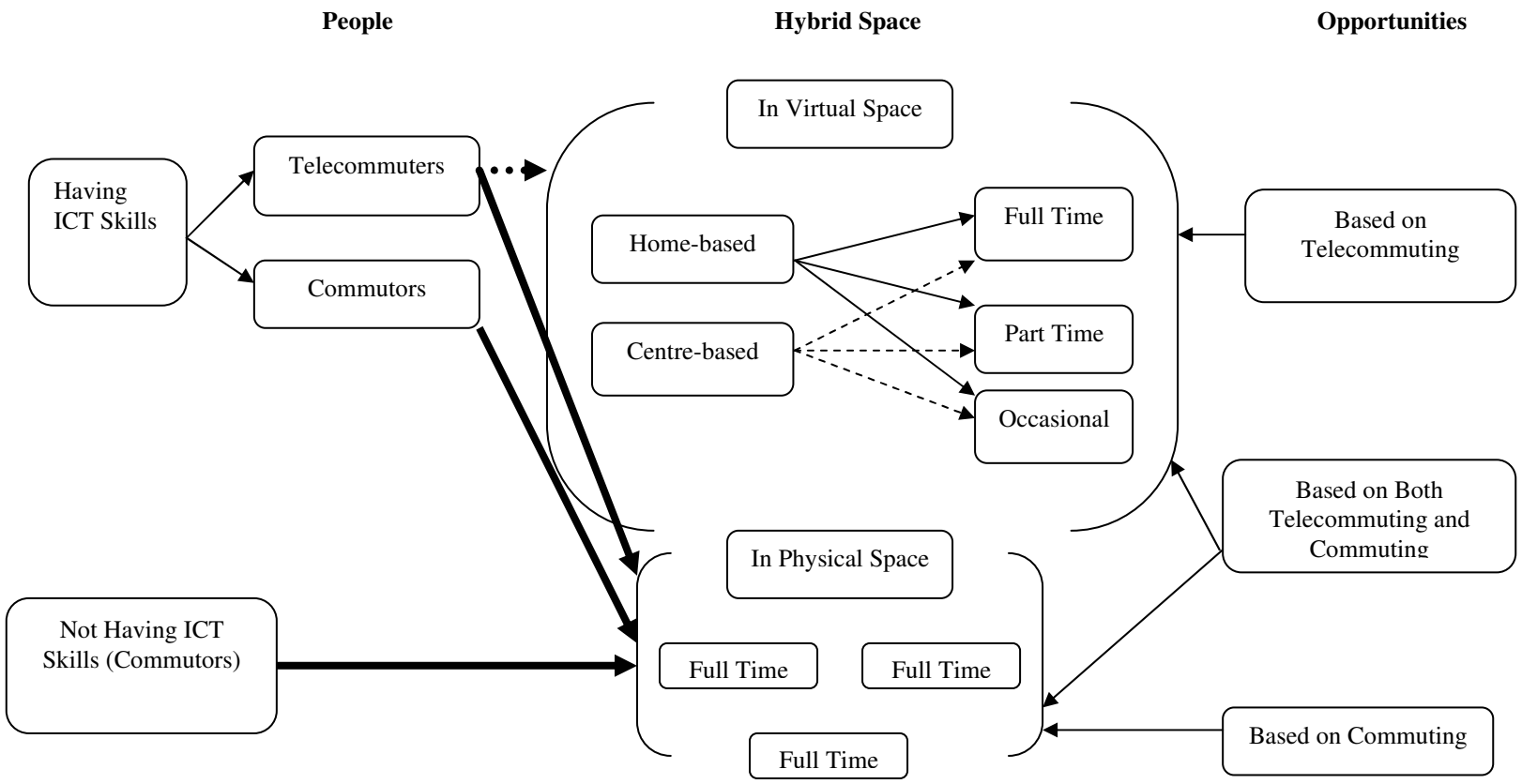
On the one hand, people can access their jobs by using ICTs from their homes, can do e-shopping, can have e-learning, e-medicine, e-health, etc. Therefore, new meanings of accessibility for jobs, shopping, leisure, etc. take their forms. On the other hand, transportation may begin to be important since a human that use ICTs needs it to deliver and receive the products. For example, an individual that orders a book via Internet can possess it through cargo.

Figure VII -some small changes have been made in terms of the arrows that are used- demonstrates opportunities in "Information Society". Muhammad (2004) calls the concept of Hybrid Space to indicate the combination of virtual and physical spaces in terms of measuring accessibility for jobs with respect to ICTs.

In this model, opportunities are divided into three categories. First, it is based on telecommuting in virtual space, second, based on both telecommuting and commuting in hybrid space, and third, based on commuting in physical space.

As for people, they are divided into two categories. These are those who have ICT skills and those who have no ICT skills. If people have ICT skills, they are divided into two categories as home-based and centre-based (tele/call-centers), which is Public Internet Access Points in which all citizens have easy access to information via ICTs (Commission of the European Communities 2002, 11).

Figure VII: Opportunities of Accessibility for Jobs with Respect to ICTs in "Information Society"



Muhammad, S. (2004, 7). "Urbanization Patterns In The Netherlands Under The Influence Of Information And Communication Technologies."

Home-based and centre-based opportunities can be part time, full time or occasional. The people who have ICT skills can merely access to opportunities in the virtual space. On the other hand, in the physical space, opportunities can be accessed by part time, full time or occasional by being commuted without having ICT skills whilst opportunities can be accessed by either having or not ICT skills in the hybrid space. But, people who have ICT skills will be more privileged.

In brief, in this model, the opportunities can be acquired in three ways. These are, first, either through telecommunications, second, through transportation and/or ICTs, which is peculiar to hybrid space, or, third, through transportation as traditional type, which is peculiar to physical spaces.

Naturally, the distribution of jobs is determined by ICT skills in "Information Society". For example, Central Planning Bureau (CPB) in the Netherlands has formulated three scenarios for year 2020, taking into consideration possibilities of international politics, technological development, and socioeconomic and demographic changes. "First one is Divided Europe (DE) have slow pace of development, second one is European Coordination (EC) with medium pace of development and the third one Global Competition (GC) with the fastest pace of development" (Muhammad 2004, 14).

Table IV shows the distribution of jobs in Europe in the ICTs age.

Table IV: Distribution of Jobs in the age of ICTs

Year	Virtual Space %	Hybrid Space %	Physical Space %
1986	1	2	97
1995	1.75	5.25	93
2000	6	9	85
2020 (DE)	5.19	16.91	77.9
2020 (EC)	10.51	34.29	55.2
2020 (GC)	16.15	44.05	39.85

Muhammad, S.2004. "Urbanization Patterns in the Netherlands under the influence of Information and Communication Technologies."

Therefore, one can conclude that FTP can serve/serves for an appropriate organizing way in organizations in "Information Society" by emerging as a new form

of the organizing model. In other words, people as the producer of intellectual capital in the information and service sectors can work without commuting via FTP organizing in "Information Society".

3.B.2.4. Actor-Network Theory: Is It Meta-Theory?

The striking characteristics of "Actor-Network Theory" make it different from other propositions if it will be praxis to terminate the disputes concerning dichotomies, mentioned above.

By opening the doors to the ultra-liberal discourses, "Actor-Network Theory" greets new mental formulation in addition to its tacit claims towards organic unity of the world. In this context, could "Actor-Network Theory" be a meta-theory in the context of "e-government" that terminates the disputes concerning dichotomies?

With the acquisition of Actor-Network Theory" for social sciences in particular, theoretical disputes naturally takes part in the role with reference to the value of egalitarian world.

Nonetheless, evaluating "e-government" in the context of "Actor-Network Theory" is not easy task in essence as "Actor Network Theory" is still in the process of development. Thus, many contributions come from different scholars in defining "Actor-Network Theory". Therefore, it is necessary to give some definitions of it, which takes the characteristics of "Actor-Network Theory" into consideration below.

"Actor-Network Theory (ANT)" is interested in the processes by which scientific disputes become closed, ideas are accepted and, tools and methods are adopted. In this model, the work of science is involved in the enrolment and juxtaposition of heterogeneous elements including rats, test tubes, colleagues, articles, grants, papers, and so on. Methodologically, ANT has two major approaches including "follow the actor" through interviews and ethnographic research and "examine inscriptions" which can travel across space and time and be merged other works (van House 2001).

ANT is the product of ongoing performances in the field of social studies of science and technology. For example, upon driving your car, there are lots of things like traffic regulations that influence how you drive a car. In a similar way, all acts

that you carry out and all of the factors that influence your realizing the acts should be considered together. This is absolutely what the term of actor network integrates. An actor network is the act that is linked together with all of its influencing factors that again are linked by producing a network. An actor network consists of links embracing both technical and non-technical elements. In the example of driving a car, not only the car's motor capacity, but also your driving training influences your driving. As a result, ANT mentions about the heterogeneous nature of actor networks (Hanseth and Monteiro 1998).

What is called as "Network Theory[29]" has developed a vocabulary that takes the distinction between subjects and objects, the subjective and objective into consideration. "Actant" replaces "Actor". "Actant" is more than human actor is. Both humans and non-humans could be actants (Couldry 2004, 1-14; Tatnall and Gilding 2002, 957). An "actant" could be "enrolled" as "allied" to give power to a position. When a biologist discusses the existence of molecule, the data that prove this existence are enrolled actants. An "actant" could be an automatic door opener. "In networks of humans, machines, animals and matter in general, humans are not the only beings with agency, not the only ones to act; matter matters" (Risan 1997).

ANT has its origins in the studies of networks of interdependent social applications that establish work in science and technology. Both human and non-human participants are equally actants. They are defined as arguments or elements in the network. This brings about a relational epistemology that rejects the naive positivist view of objects or actors (Lemke 2001).

ANT is a set of negotiations that describe the progressive constitution of a network in which both human and non-human actors reckon identities according to prevailing strategies of interaction. Actor's identities and qualities are defined throughout the deliberations between representatives of human and non-human actants. "Representation" as a process of delegation is seen in its political dimension. "Translation" which is a multi-faceted interaction where actors construct common definitions and meanings, define representatives, and co-opt each other in the pursuit

[29] Network Theory is also called Graph Theory (Scheideler 2004, 1; Tremayne 2004, 4). A Graph consists of a set of nodes and of edges. Whilst nodes represent the processing units, edges represent the communication links between the units (Scheideler 2004, 1-11).

of individual and collective purposes is the most important of these deliberations. In the ANT, both actors and actants share the scene in the reconstruction of the network of interactions resulting in the stabilization of the system. Nonetheless, the critical difference between them is that merely actors can put actants in circulation in the system (Bardini 1997).

The concepts in the ANT include "regimes of delegation", "the centrality of mediation" and "the position" in which nature and society are not the reasons but the results of human scientific and technical work (University of Colorado 2003).

ANT is based on no stable theory of the actor. In other words, it reckons the radical indeterminacy of the actor. For instance, neither the actor's size not its psychological make-up nor the motivations behind his/her actions are predetermined. ANT is a break from the more orthodox currents of social science from this perspective. This hypothesis has opened the social sciences to non-humans-what is called as political ultra-liberalism- (University of Colorado 2003).

ANT's rich methodology covers scientific realism, social constructivism, and discourse analysis in its central concepts of hybrids or "quasi-objects" which are real, social and discursive simultaneously. Its theoretical richness stems from its refusal to reduce explanations to natural, social, or discursive categories while recognizing the significance of each one. ANT stresses that 'the stability and form of artefacts should be seen as a function of the interaction of heterogeneous elements as these are shaped and assimilated into a network' (Frohmann 1995).

Network is consisted of actors, which all of them are not generally considered by the academically oriented sociologists. The network includes not only people and social groups, but also devices, entities and artefacts. For example, engineers who design a new technology as well as those who participate in its design, development in any time continuously establish hypothesis and forms of argument that put the participants in the field of sociological analysis. Hence, the participants are transformed into sociologists who are called as engineer-sociologists (Keel 1996).

ANT is the infrastructure that is generally left out of the heroic accounts of scientific and technological achievements. For example, Newton was not alone in creating the theory of gravitation. He needed the geometry of Euclid, the astronomy of Kepler, the mechanics of Galileo, the rooms, lab, etc. at Trinity College, and so

on. In a similar way, any scientific or technological project can be pronounced in the ANT (Goguen 1998).

The modern worldview uses one-dimensional language running in the framework of opposite poles of nature and culture. Knowledge and artefacts are explained either by social constructionism (society) or by realism (nature). In order to pass this dualism, a second dimension is necessary since society (subject, mind or brain) can not be seen as the practice of science since both science and society are the consequences of the science and technology making. Naturally, the second dimension is the process of nature/society construction that results in the stabilization of a strong network. There is a single focus of our analysis, merging these poles, instead of two poles one by one, now on (Miettinen 1997).

Owing to these definitions and explanations, made above, every definition more or less enlightens the matter. In essence, every explanation stresses some dimensions of ANT by emphasizing the characteristics of ANT.

By opening the doors of social science to actants including human and non-human elements, rejecting positivist view of world, ANT is a set of deliberations that define the progressive constitution of a network in which both human and non-human actors assume identities according to prevailing strategies of interaction based on "regimes of delegation", "the centrality of mediation" and "the position" in which nature and society are not the reasons but the consequences of human scientific and technical work.

Such definition reminds the argument of Hardt and Negri (2003), mentioned in the second chapter of this thesis. What Hardt and Negri (2003) call as the bio-politic power in the philosophical sense coincides with "Actor Network Theory" in the discipline of public administration. Theoretically speaking, there is no problem in defining "Actor Network Theory" as long as the parameters and components of the theory are compatible with each other. Nonetheless, as the difference between theory and reality has been discussed in the context of different disciplines like sociology in the second chapter, this theory has been discussed here in the context of the discipline of public administration.

Such theory (ANT) is suitable for organic organizing in the "Contingency Theory". In that sense, "Actor Network Theory" satisfies the wants of "Contingency Theory" and, of course, of "System Theory", but with one difference.

In the case of "Contingency and System Theory", organizations/institutions do adopt or do not adopt the developments in the technology and environment for not being confronted with "entropy". On the other hand, "Actor Network Theory" adopts science and technology-making at the cost of "entropy" by ignoring preconditions of development, the fabric of services, and the superiority of humans as thinking actors, by emphasizing "regimes of delegation", "the centrality of mediation" and "the position" in which nature and society are not the reasons but the consequences of human scientific and technical work. In that sense, ANT accepts as if human does not grow in the society and as if human has control on the nature in the unrestricted manner.

By excluding interpretivism and hermeneutics[30], such efforts of defining "Actor Network Theory" give rise to reductionism by accepting "Actor Network" as heterogeneous network of aligned interests.

As it is in the case of "e-government", mentioned in the first part of this chapter, societies internalize the concepts and applications according to their needs, demands and circumstances in accordance with their interpretivism.

Nonetheless, modifying "Actor Network Theory" for organizational structure in the context of "e-government" is not a wrong effort as the approach of network governance is concentrated on forming public politics in the field of politics and administration. The objective is not to influence politics building of the centre as the politics forms automatically as a result of natural interaction of all networks. In other words, the approach of network governance is essentially interested in the process of formation of politics rather than interested in forming politics (Üstüner 2003, 49-51).

Table V shows the administrative/managerial differences between classical and network approaches. Still, this network approach is also problematic since there

[30] For interpretivism, social reality is the outcome of its inhabitants; it is a world that is already interpreted by the meanings which participants produce and reproduce as a necessary unit of their everyday activities together. As for hermeneutics, it is interested in the understanding of human activities than can be acquired from the interpretation of the meanings which underlie these activities. For overall explanation, see the book of Blaikie (1993, 36-48), titled Approaches to Social Enquiry.

is a requisition oriented the game rules that are predetermined. Otherwise, without the rules of game, it can not be mentioned about network policy. Moreover, who will determine the rules of the game? If the rules of the game are not determined, in that case, system will face to the matter of legitimacy (Üstüner 2003, 60).

Table V: Differences between Classical Approach and Network Approach

		Approaches	
		Classical Approach	Network Approach
Dimensions	Organizational Structure	Single Authority Fabric	Divided Authority Fabric
	Ends	Activities are oriented towards ends and solving problems that are identified clearly.	There are miscellaneous and variable definitions of problems.
	The Role of Administrator	The controller of the system	Mediator, process conductor, network builder
	Administrative Functions	Planning and conducting of organizational processes	Directing of interactions and creating opportunities
	Administrative Activities	Planning, Constructing and Leadership	Selecting actors and resources, influencing network conditions and dealing with strategically complexity.

Üstüner, Y. (2003, 59). "Siyasa Oluşturma Sürecinde Ağ Yönetişim Kuramı."

In fact, if one advances the argument of who will determine the rules of the game, it can be seen that there is, on the one hand, a limited number of people who possess authority like managers/administrator. There are, on the other hand, prescriptions, software and devices that determine the action area and borders in the environment of network, and ordinary people who try to use the technical means. All of these components that include administrators/managers, technical means and ordinary people can be representatives of "actant". Nonetheless, it does not mean that there is equilibrium among the power focuses[31].

For example, in an organization/institution, top level managers/administrators can communicate with each other in the process of decision-making via the chat

[31] Conversely, Habermas and Benhabib pronounce the proceduralist-deliberative democracy as a reflection of network policy in the scene of politics by taking equality of opportunity, the norm of symmetry and actors determining the process of forming policy into account. Nonetheless, such argument is suitable for the liberal approach of "individualism" as it accepts principally the individual as a rational and good value. For detailed information, see the article of Üstüner (2003, 49-65).

room formed in the network environment while ordinary staffs criticize the decisions made by top level administrators/managers in their chat room possessed in the network environment. To be in the network milieu does not mean that administrators/managers will give up their right of their decision-making. Instead, it means nearly all kind of processes will be put into practice in the network milieu in accordance with appropriate organizing determined by network infrastructure. In other words, in the network, authority, decision-making and control will not disappear, but their logic and meaning will become imbibed in the network. The nodes, switches, hubs and routers will establish the process.

Such conclusion triggers the thought that what kind of approach of organizing in the network environment will come on the scene.

According to Rhodes (2000), network provides a different story and language to marketization and underpins the attempt to develop alternative steering strategies. He discusses the network management by social science analysis. Figure VIII shows this analysis.

Figure VIII: Approaches to Network Management

	Instrumental Approach	Interactive Approach	Institutional Approach
Focus	Improving steering conditions	Co-operation	Network arrangements and their impacts
Level of analysis	Focal organization and it sets	Interaction of actors	Network structure
View of policy	Closed and multi-form object of steering	Horizontal interaction	Product and context of interaction and governance
Characteristics of network management	Strategic steering	Game playing to develop co-operation and prevent blockages	Diplomacy and incremental adaptation of incentive structures, rules and culture of networks
Criteria of evaluation	Effective problem solving	Satisficing policy, consensus	Institutionalized key interests and relationship

Rhodes, R. A. W. (2000, 73). "Governance and Public Administration."

According to Rhodes (2000), while instrumental and interactive approach have problems such as costs of steering and costs of co-ordination respectively, institutionalist approach of network has three problems such as resistant to change, networks' being closed and patronage appointments.

From the perspective of anti-foundational approach that Rhodes pronounces, it is important to take whose story within which tradition into consideration. For example, in network management, there are a few participants in managing networks such as politicians, employees, and users. Each might talk about different stories about network management and its challenges (Rhodes 2000, 73). Hence, anti-foundational approach concludes "practitioners learn by telling, listening to, and comparing stories; policy advice becomes the telling of relevant stories" (Rhodes 2000, 76).

In the case of e-government, as it is remembered owing to this chapter, e-institution, e-business and e-citizen are the components of e-government. In other words, they are the "actants". Nonetheless, firstly, government institutions have privilege in actualizing network infrastructure, planning activities based on network and coordinating projects including portals which are put into practice. Naturally, government is still in a strong position in terms of universal functions of administration/management such as planning, organizing, co-ordination and control[32].

Secondly, network system is also determining factor in satisfying the demands of the other "actants" such as individuals and ordinary people as the wants of these "actants" will be gratified in the limits circumscribed by the network. In other words, as long as the needs will be defined in the network, responses are given to those needs. There will be no equilibrium between non-human actor and human actor. Naturally, it could be said that non-human actor such as software, hardware, protocols and server capacity, so on, will have privilege as opposed to human actors, ordinary people in particular as a result of techno-determinism.

[32] In contrast to my argument, Güzelsarı pronounces the argument that the control capacity of a state has been limited in the process of governance. In addition, in the network model, actors have no privilege in controlling the other actors (Güzelsarı 2000, 132-35).

Thirdly, there will be a difference of skill in dominating and using devices of ICTs even among ordinary people, among staffs, and among employees. The more competence is the more power for participating in the process of decision-making. Naturally, those who have high competence for using the devices of ICTs could transform into close group as opposed to those who have less competence for using the devices of ICTs. Furthermore, they can come on the scene as a new form of elitist who excludes those unskilled. Naturally, in network management, with anti-foundational approach, it can be concluded that those, who are skilled, learn and act together by merely telling, listening to, and comparing their own stories that do not probably reflect the stories of majority[33].

Fourthly, e-bureaucracy as an administration means of not only governmental institutions, but also private organizations[34] could try to make the demands of other "actants" harmonious with its own demands to protect itself in the context of autopoietic and self-referential systems[35].

3.B.2.5. "E-Government" in Terms of the Dichotomy of "Bureaucracy" and "Mass Participation"

The third issue is the dichotomy between bureaucracy and mass participation (democracy). On the one hand, bureaucracy is seen as hazardous for democracy. On the other hand, bureaucracy is perceived as necessary management method for democracy and mass participation in accordance with “rule of law” (von Mises 1944, 126).

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[33] Conversely, for the argument that "e-government gives rise to high participation of people to the process of decision-making and results in a transparent management, see Koyun (2003, 76-112).

[34] According to Weber, in private organization, "the bureau" is often called "the office". That is, the characteristics of "bureau" in public institutions are valid for "office" in private organizations. Weber states that it does not matter for the property of bureaucracy whether its authority is called as "private" or as "public" and that the principle of hierarchical office authority is found in all bureaucratic structures including state, private enterprises and ecclesiastical structures (Weber 1973, 24).

[35] Self-referentiality means that some systems in the nature determine mostly their directions of entity by realizing their own organizing and by not reacting directly to the pressures coming from outside. Naturally, all feedbacks are internal to themselves providing that those feedbacks are expressive for keeping the system alive as autopoietic (Üstüner 2003, 54-57).

In evaluating the dichotomy between bureaucracy and mass participation to understand whether or not "e-government" contributes to solve this dilemma, it is necessary to look over what bureaucracy is. If bureaucracy conflicts with mass participation, will "e-government" help more democracy to be acquired?

First of all, an interesting case appears in the model of bureaucracy. "E-government" changes only the kind of bureaucracy. That is, there is a transition *from bureaucracy to e-bureaucracy*. The model of bureaucracy that includes structural principles that Weber suggested means order, discipline and standardization. In addition to these, to understand the kind of transition from bureaucracy to e-bureaucracy, it is useful to remember the characteristics of bureaucracy that Weber first touched in his studies in 1908 on Economics of Antiquity. Weber (1973) identified the characteristics of bureaucracy as follows.

1) The regular activities as official duties are assigned in a fixed way.
2) The principles and levels of office hierarchy mean a firmly ordered system of super and subordination. The office hierarchy is organized monocratically.
3) The management of the modern office is based on files (written documents), which are preserved in their original or copy system.
4) Office management envisages absolute and expert training.
5) When the office is fully developed, official activity expects the thorough working capacity of the official.
6) The management of the office follows general rules, more or less stable, and it involves jurisprudence or business management (reductionism of modern office management) (Weber 1973, 23-25).

These points prove that "e-government" changes only the kind of the characteristics of bureaucracy. For example, database replaces the file system mentioned in the point 3 and technical instructions replace the general rules mentioned in the point 6. When it comes to the other points, the expression of "thorough working capacity of the official" mentioned in the point 5 keeps its significance when a portal, for example, that activates as 24x7 is taken into consideration and office management mentioned in the point 4 necessitates absolute and expert training more than before. The regular activities that are assigned in a fixed way, mentioned in the point 1, are still valid for servicing public via Internet.

The single issue, which is not clear, is the point 2 since experiences change from one country to another. In other words, being organized in a matrix way can replace being organized monocratically, or hierarchical levels could be decreased. Naturally, it is inevitable for institutions and organizations to go towards re-engineering as it has been analysed under the titles of "System and Contingency Approach".

Today the role of bureaucracy changes only its form from bureaucracy to "e-bureaucracy[36]". For example, a citizen who collects necessary documentation to submit to any official fills online forms via Internet now on. Moreover, in addition to other duties, the increasing tasks of any modern state for planning, coordinating and controlling the posts oriented towards "e-government" need strong centre. Moreover, the fabric of ICTs strengthens bureaucracy. For instance, via IP addresses, technical staffs fix the location of any person who makes transaction on Internet. Or, with the proxy server[37], any organization can understand what its staffs do, or hinder its staffs not to do the things that the organization does not want.

Apart from these technical samples, the definition related to "e-government" needs high standardization that the technology allows all over the world. Owing to the existence of standardization, centre not only determines the rules, but also puts process designing into practice and creates strong centre in great demand.

Moreover, "e-government" can declare explicitly or implicitly that for all universal values, it is needed to strengthen the centre and its apparatus like "e-bureaucracy", to provide standardization and to transform state into technical state. In that sense, “bureaucracy” is evaluated at micro level as “e-bureaucracy” in terms of the characteristics which are peculiar to the fabric of “bureaucracy”.

The issue related to macro dimension is whether or not there is a conflict between bureaucracy and democracy.

From the perspective of Weber, bureaucracy and democracy conflict since bureaucracy is a hierarchy which is erected on technical knowledge and skill while

[36] Contrary to this conclusion, Eşki in her Ms. Thesis evaluates "e-bureaucracy" as an element that eliminates the traditional borders of bureaucracy (Eşki 2003, 106).

[37] Proxy Server: Two of its duties are to back up the visited web pages, to hinder users to access to some web sites (Güneş et al. 2003, 256).

democratic social arrangements reckon that everyone has a right to get in touch with the issues. On the one hand, in bureaucracies, information flows mostly from top to bottom hierarchically. On the other hand, democracy supports a horizontal flow of information. In brief, whilst democracy encourages participation in activities and making-decision whilst bureaucracy defines routes for not only participation, but also making-decision (Boswell 2000, 83-4).

Today, as "e-bureaucracy" necessitates more technical knowledge, skill and standardization much more than "bureaucracy" of past, everyone has to involve in acquiring new competences much more than before. In addition, "digital divide" is another problematic issue, mentioned before. Even if the problem of "digital divide" is solved in accordance with the demands of political economy, cultural transformation based on egalitarian world and equality of opportunity will keep its significance. Because the reasons of the challenges of cultural bases for economic development have been discussed in the second chapter, those arguments have not been repeated here once more. It can be enough to point out that "e-government" does not eradicate bureaucracy. Instead, it implicitly demands bureaucracy that is stronger.

The matter here is the relation between “rule of law”, democracy and bureaucracy that Weber ignored.

Before all else, the principle of “rule of law” is a result of state of jurisprudence, which means that administration makes transactions dependent on adjudication supervision, too. That is, administration is accountable to adjudication, too because of the transactions that administration makes in the state of jurisprudence (Eroğlu 1985, 38).

Secondly, the approach of the state of jurisprudence is very tightly tied to democracy (Eroğlu 1985, 38). Otherwise, tyranny that includes despotic and authoritarian regimes replaces democracy.

As for bureaucracy, it is a "management in strict accordance with the law and budget[38]" (von Mises 1944, 45) under democracy. According to Mises, bureaucratic management is an indispensable means of democratic government.

> Most of the tyrants, despots, and dictators are sincerely convinced that their rule is beneficial for the people, that theirs is government *for the people.* There is no need to investigate whether these claims of Messrs. Hitler, Stalin, and Franco are well founded or not. At any rate their system is neither government *of the people* nor *by the people.* It is not democratic but authoritarian.
>
> ...we must answer again that bureaucracy in itself is neither good nor bad. It is a method of management which can be applied in different spheres of human activity. There is a field, namely, the handling of the apparatus of government, in which bureaucratic methods are required by necessity. What many people nowadays consider an evil is not bureaucracy as such, but the expansion of the sphere in which bureaucratic management is applied. This expansion is the unavoidable consequence of the progressive restriction of the individual citizen's freedom, of the inherent trend of present-day economic and social policies toward the substitution of government control for private initiative. People blame bureaucracy, but what they really have in mind are the endeavors to make the state socialist and totalitarian (von Mises 1944, 46-7).
>
> …These rules [bureaucratic rules] are, moreover, the only means of making the law supreme in the conduct of public affairs and of protecting the citizen against despotic arbitrariness (von Mises 1944, 46-7, 126).

Naturally, the concepts; "rule of law", "mass participation (democracy)" and "state of jurisprudence" are the concepts that are the reference for each other. In other words, the existence of each one makes the other more meaningful.

For example, when the political power changes, one, as a superior administrator, is removed from the office without investigation. Then, by using democratic right in the state of jurisprudence, s/he brings a suit against administrative office by writing a petition to the administrative court. After the judge investigates the defence file of defendant office -in that case, there is generally no strong defence file that is based on the documents including inspector report-, the judge concludes

[38] Since the relation between budget and bureaucracy is related to productivity in public offices, it is not be involved in this matter here. For evaluating such relation in terms of monetary and non-monetary drives, see Niskanen (1971, 1973).

that the defendant office is unjust in making such transaction by using the appreciation right in an arbitrary manner. And, law court decides to reinstate him/her to the office in the same status.

Here this is a clear example of the relation between "rule of law", "democracy in strict accordance with state of jurisprudence" and “bureaucracy”. In this example, file system represents one of the components of bureaucracy as Weber determined. In this context, bureaucracy is the extension in the executive activities of adjudication. In other words, for judicial organ, bureaucracy is a means to understand if administration makes their duties in accordance with law.

As a result, although there is a relation between "rule of law", "democracy in strict accordance with state of jurisprudence” and “bureaucracy”, "e-Government" does not provide high participation for democracy or an egalitarian world for all providing that "Digital Divide" is not solved, providing that e-bureaucracy replaces bureaucracy, and providing that there is a difference among not only people’ skills, but also societies' cultures. In that sense, "e-Government" does not solve the dilemma between bureaucracy and mass participation.

3.B.3. Conclusion

In this chapter, it is concluded that "e-government" is not merely a technical project involved in all over the world. In essence, "e-government" is the project that serves for strategical plans of developed countries in transforming the world. However, the basic understanding on "e-government" differs from developed countries to underdeveloped countries.

First of all, recognizing the consciousness concerning "e-government" which is a project of strategical plan designed by developed countries is not an absolute solution of recovery for the less-developed and developing countries. Nevertheless, less-developed and developing countries are in a better status in evaluating their position and able to conclude more healthy conclusions in terms of accepting/not accepting "e-government and determining appropriate stance towards "e-government" owing to the theories of public administration mentioned in this thesis,

That is, on the one hand, to accept any phenomenon for a new without a provision can result in "entropy". On the other hand, to deny any phenomenon in a stand pat policy can also bring about "entropy".

In this context, the argument that to what degree "e-Government" could be adopted is dependent on an individual country's background, experience, objectives and economic, social and cultural conditions for especially the less-developed and developing countries.

In this chapter, the conclusions can be summarized in the following way[39].

Even if "e-government" is a product of not only politics, but also economics, it is a phenomenon that today's governments and societies are faced with and will notice.

With the admission of the thought that "e-government" increases the speed in delivering services, "e-government" does not eradicate the bureaucracy as the system. In other words, "e-government" does not change the ontology of bureaucracy. It transforms bureaucracy into "e-bureaucracy".

Bureaucratic management is an indispensable means of democratic government. There is a clear relation between "rule of law", "democracy in strict accordance with state of jurisprudence" and "bureaucracy" no matter it is under the guise of "e-bureaucracy".

"E-government" demands high professionalism by strengthening the centre, by involving traditional division of governmental activities including legislative, executive and judicial, and by re-organizing the institutions/organizations. Authority, decision-making and control will not disappear in the network milieu, but their logic and understanding will become imbibed in the network. The nodes, switches, hubs, routers, etc. will establish the process.

"E-government" defines and constitutes the concept of "standardization" again, and imposes it on the whole world by adding it to the accepted universal administration/management functions that include planning, organizing, coordinating

[39] Although the principles of Public Sector Economics such as efficiency, effectiveness and cost-benefit analysis, are also the subjects of theory of public administration, these points have been evaluated in the fourth chapter in accordance with the questionnaire results.

and controlling by organizing theoretical knowledge all over the world in a form of procedures, techniques and protocols like TCP/IP.

In the information age, "BITS" replace "ATOMS" (University of Kaiserslautern, 2004) in terms of organizing theoretical knowledge.

On the one hand, states, societies and their products of culture such as organizations/institutions, technologies and spiritual values, practical and moral values roughly, as open systems have to orient themselves to the environment and technology not to face "entropy". On the other hand, in order to adopt an organic organizing that "e-government" denotes implicitly or explicitly for all kind of institutions/organizations not to face "entropy" is "entropy", as well.

Naturally, by the words of Rhodes (2000), whose story in which tradition will be acceptable. This means that every society and state determine their position towards "e-government" according to their culture that includes physical and moral components, their needs and their mental formulation by making their own empirical studies, too. However, it has to be emphasized that the more science that includes "propositional and prescriptive knowledge", rationality and education are, the more development there will be in "Information Society". Otherwise, importing technology from developed countries is at most business that increases the deficit of foreign trade.

Imagining that those who possess the products of ICTs will be the participants of the process of decision-making by being "actants" is superstition. "K-Gap" as a precondition of development will continue in the network organization by increasing more and more. Moreover, human actor, ordinary people in particular, would be technology dependent owing to the increasing techno-determinism.

Possessing the products of ICTs does not warrant more mass participation (more democracy) as using democratic rights and exploiting democratic processing necessitate more competence and more technical knowledge than before.

Acquiring more competence and more technical knowledge than before implicitly reminds the importance of education, educational system and curriculum.

Foremost, either economic development based on "Information-Based Economy", democratic level of consciousness or bureaucratic rules are/were directly involved in educational system in any country. In other words, the essential issue for

educational system is how to satisfy the needs and abilities of individual children with an increasingly various set of expectations and demands by social groups, social and economic institutions (Boswell 2000, 1).

Policy making for education begins with the essential system of ideas of a society. This is a story of national development.

> The economic, social, cultural and political activities which go into developing and maintaining modern nation states are absolutely dependent upon education. By teaching a common history, a common language, the structure of government and skills, attitudes and behaviour common to most work, schools make the process of national development legible to individuals so that they can be participants. In other words, it is the means of shaping human behavior in ways that knit governance, social and cultural integration and producing an economic surplus together. Proponents of each interest have seen different sets of purposes for education. This is why states establish schools and support them. Our problem in understanding this process today is that proponents of each aspect see a different set of purposes for education and tend to regard other purposes as competitors for scarce resources…
>
> …The process of education is a process by which humans teach and learn from each other. As such, it is the engine which drives all other endeavors. The extent to which we are able to alter human behavior and restructure and redirect institutions is dependent upon what we teach, how we teach each other and what opportunities and encouragement we provide for individual learning. When the standards of production are applied to teachers and their students, we lose much of the ability to accommodate diverse thinking that is necessary for change (Boswell 2000, 14-5).

As a result, education is essential for the future of any society. In the “Post-Industrial Society”, the rise of nation states is under the control of the education of the citizens as it has been in the “Industrial Society”.

Hence, for Turkey, it is necessary to understand if the Ministry of National Education is ready for constituting "Information Society" that "Information-Based Economy" coerces via "e-government".

For this purpose, in the next chapter, the results of the survey conducted in the Ministry of National Education in Turkey have been evaluated and criticised as the Ministry of National Education is responsible for cultural base of economic development.

In other words, this has been done for evaluating that there is/is not the consciousness in the Ministry of National Education whether or not "e-government" has economic, cultural, political, and social effects other than technical influences.

CHAPTER IV

A SURVEY IN THE MINISTRY OF NATIONAL EDUCATION IN TURKEY

4.1. The Purpose

In order to evaluate that there is/is not the consciousness whether or not "e-government" has economic, cultural, political and social effects apart from the technical influences, a questionnaire has been conducted for the staffs in the Ministry of National Education in Turkey.

The reason why the Ministry of National Education has been chosen is that the Ministry of National Education is responsible for forming society of the future. In that sense, it is important to understand whether or not the staffs in the Ministry of National Education are well-informed about the argument that there is a knowledge concerning the relation between "Information-Based Economy", "Information Society" and "e-government" systematically and as a whole.

In addition, it has been analyzed what the mental formulations of questionnaire participants are.

4.2. The Scope of the Research

The Questionnaire was conducted in the Ministry of National Education in Turkey between July 2004 and May 2005.

For this purpose, two General Directorates in the Ministry of National Education have been chosen. These two General Directorates are General Directorate of Educational Technologies and General Directorate of Apprenticeship and Common Education.

50 participants in the General Directorate of Educational Technologies and 78 participants in the General Directorate of Apprenticeship and Common Education have chosen. Participants have been chosen through random sampling.

4.3. The Reason and the Significance of the Scope

The reason why the Ministry of National Education has been chosen is that it is responsible for training needed human resource under the directions of national action plans determined by the Prime Ministry of Turkish Republic, State Planning Organization with respect to "acquis communautaire[40]".

The Prime Ministry of Turkish Republic makes Ministry of National Education accountable for actualizing the Action Issues in the framework of "Action Plan of e-Transformation Project for Turkey[41]" that was come into force by being published in Official Newspaper of Turkish Republic in April 01, 2005.

These Action Issues[42] are defined as;

1. To increase the computer literacy of teachers and students (Article 9),
2. To establish the classes of Information Technologies (ITs) for the schools of primary education (Article 12),
3. To open the education places of IT in education institutions to public (Article 13),
4. To increase the quality of the education of the course and certification related to ITs to the level of the standardization of European Union (Article 14),
5. To improve the application of "e-exam" (Article 15),
6. To create the awareness in the society in using safe Internet (Article 17) (Official Newspaper 2005).

The other important reason in choosing the Ministry of National Education to conduct a questionnaire is that education plays an important role for keeping in pace with "Information-based Economy" and for transforming the society into "Information Society".

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[40] In the process of harmonizing all regulations of Turkish Republic with European Union, all efforts are evaluated in "acquis communautaire".

[41] 58th Government of Turkish Republic prepared "Acil Eylem Planı (Immediate Action Plan)" in January 3, 2003 (State Planning Organization of Turkish Republic 2003). In this scope, under the direction of Circular of Prime Ministry, date 2003 and number 12 (Prime Ministry of Turkish Republic 2003), State Planning Organization have been answerable for " e-Dönüşüm Türkiye Projesi Eylem Planı (Action Plan of e-Transformation Project for Turkey)".

[42] The same Action Subjects were enumerated in the Article 9,10,11,12,13, and 14 for the year 2004.

Naturally, the consciousness level of the officers in the Ministry of National Education plays an essential role. Anyway, one of the most important duties of any education system in any country is to train human resource according to its economic system[43].

General Directorates of Educational Technologies and Apprenticeship and Common Education have been chosen owing to the following reasons.

a) Rule 4359 defines one of the duties of General Directorate of Educational Technologies in the Article 24/a as below.

- To make needed research, planning, application, evaluation, and investment for men (the service of training human force) *for supporting education with technological developments* by deploying the education and increasing the quality of education and for constituting functional tie between open education and formal education (Ministry of National Education 1999, 183).

b) Rule 3739 defines one of the duties of Apprenticeship and Common Education in Article 18 as below.

- To provide general and vocational education for candidates, apprentices, foremen and masters according to Law determined by Apprenticeship and Vocational Education.
- To train citizens, who have not attend the formal education, have been left from any education level or have been graduated, via common education in the fields of general or vocational and technical. To open the institutions of apprenticeship and common education, and execute all kind of duties and services related to education and its administration.
- To prepare curriculum, school books and educational equipments related to apprenticeship and common education, and submit those to the approval of Teaching and Education Board (Talim Terbiye Kurulu) (Ministry of National Education 1999, 181).

[43] For the argument that why the education system has to be national and for the comprehensive explanation of the importance of education in an economic system, see the book of Aristoteles, titled Polity, and the book of Althusser, titled Ideology and Ideological Apparatus of the State respectively.

c) In addition, the reason these two directorates are chosen that whilst General Directorate of Educational Technologies is questionable for accomplishing the Action Plan Issues on education as responsible directorate in the Ministry of National Education, General Directorate of Apprenticeship and Common Education does not take part in responsible directorates. This is useful for making comparison between general directorates since it is reckoned that the staff of General Directorate of Educational Technologies will be more well-informed than the staff of General Directorate of Apprenticeship and Common Education because of their duty scope.

4.4. The Method of the Research

In this thesis, the empirical study has been done basically to obtain descriptive analysis since the objective is to understand if there is the consciousness on the argument that "e-government has economic, cultural, political and social effects apart from the technical influences. If there is the consciousness, in that case, the objective is to have knowledge about what the direction of this consciousness is. In other words, the objective is to possess knowledge about people' own mental formulations, their visions and their backgrounds concerning "e-government" by using the method of interpretative-textual method.

Nonetheless, to be able to give some statistical knowledge about people' thoughts, mental formulations and perceptions, the method of empirical-statistical analysis has been used. For this purpose, the steps below have been followed.

- Firstly, similar answers for each question in the questionnaire have been categorized.
- Secondly, the categorisations have been coded as Code 1, Code 2 and Code 3, etc. for each question in the questionnaire.
- Finally, the codes have been measured as numeric, and percentages for each question in the questionnaire have been determined.

  The questionnaire is presented at Appendix C.

4.5. The Evaluation and Discussion of the Questionnaire Results

Survey results have been evaluated by making descriptive analysis. In the first step, the responses that have been given for each question are illustrated as bar graphic with frequency table in total. In the second step, the cross tabulations are illustrated by accepting the general directorates as independent variables.

The questions and answers are defined and evaluated below.

4.5.1. Attitudes toward "E-Government"

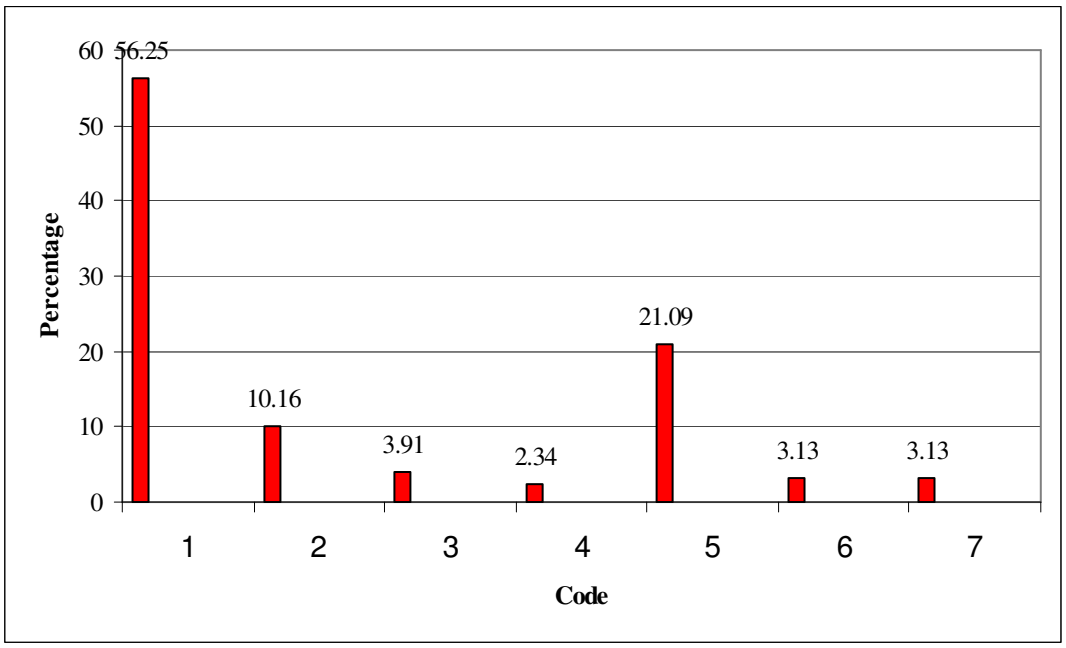
The percent of given answers for the question of "What Does the Concept of E-Government Mean to You?" is below.

- 56.25 percent of participants agree that "e-government" is that citizens make the things and transactions *concerning the state* in the media electronically.
- 10.16 percent of participants reply that "e-government" is that citizens make the things and transactions *concerning public and private* in the media electronically.
- 3.91 percent of participants claim that "e-government" means that the public institutions of any state make their own duties among themselves in the media electronically.
- 2.34 percent of participants note that "e-government" means the adaptation for the epoch and technology.
- 21.09 percent of participants interpret "e-Government" with a various set of definitions that include following answers.
  - "E-government" means information and communication electronically.
  - "E-government" means "Information State" electronically.
  - "E-government" means Internet.
  - "E-government" means the state which is economical and cheap.
  - "E-government" means informatics, speed and life which are free of error.
  - "E-government" means savings from time, comfort, etc.
- 3.13 percent of participants degree that "e-government" means the decrease in the bureaucracy.

- 3.13 percent of participants have no idea about the definition of "e-government".

As it is seen from Figure IX, there is no consensus on the definition of "e-government" that has been made by participants. Nonetheless, most of them (56.25 %) understand that "e-government" is that citizens make the things and transactions *concerning the state* in the media electronically. The other major percent (21.09) defines "e-government" with a set of perceptions from information and communication electronically to "Information State" electronically, from internet to the state which is economical and cheap, from informatics, speed and life which are free of error to the savings from time, money, etc.

Figure IX: What Does the Concept of "E-Government" Mean to You?



	Code (Percent)							
	1	2	3	4	5	6	7	Total
People in Number	72	13	5	3	27	4	4	128
Percentage	56.25	10.16	3.91	2.34	21.09	3.13	3.13	100

Codes including the numbers of 1, 2, 3,4,5,6 and 7 have been formed for categorizing the similar answers as below.

1) Code 1 stands for the answer: "E-Government" is that citizens make the things and transactions *concerning the state* in the media electronically.

2) Code 2 stands for the answer: "E-Government" is that citizens make the things and transactions *concerning public and private* in the media electronically.

3) Code 3 stands for the answer: "E-Government" means that the public institutions of any state make their own duties among themselves in the media electronically.
4) Code 4 stands for the answer: "E-Government" means the adaptation for the epoch and technology.
5) Code 5 stands for the answers grouped in the category of "others" that include following answers.

- "E-government" means information and communication electronically.
- "E-government" means "Information State" electronically.
- "E-government" means Internet.
- "E-government" means the state which is economical and cheap.
- "E-government" means informatics, speed and life which are free of error.
- "E-government" means savings from time, money, etc.

6) Code 6 stands for the answer: "E-Government" means the decrease in the bureaucracy.
7) Code 7 stands for those who have no idea.

The cross-tabulation of the responses that have been given for the question 1 is shown in Table VI. As it is seen, most of the participants not only in General Directorate of Educational Technologies, but also in General Directorate of Apprenticeship and Common Education agree that "e-government" is that citizens make the things and transactions *concerning the state* in the media electronically. In other words, most of the participants in the two general directorates perceive that *the public institutions are the proponent of "e-government"*.

Table VI: The Cross-Tabulation for the Distribution according to the General Directorates

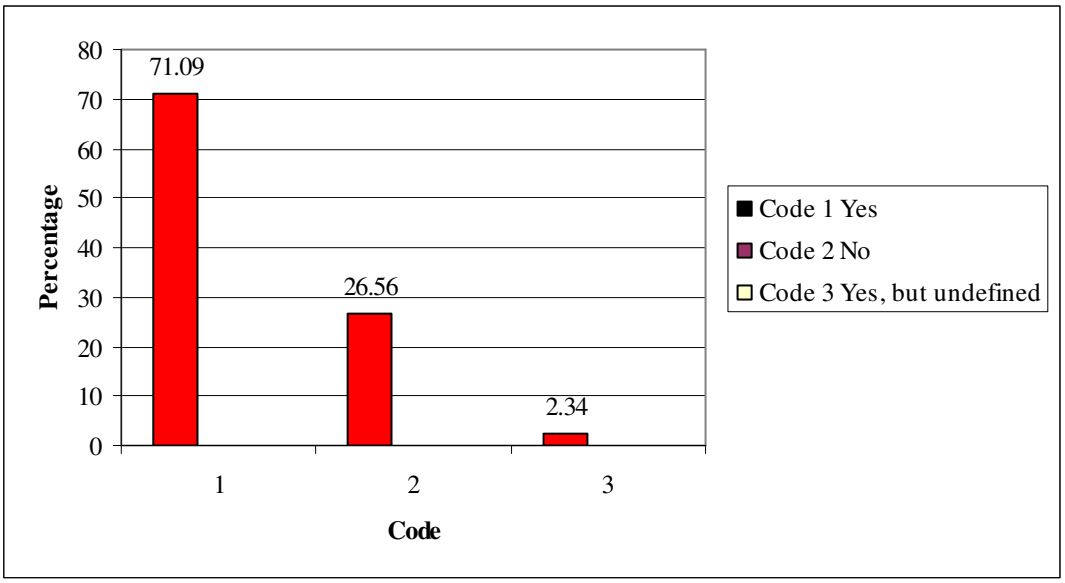
General Directorates	Code (Percentage)							
	1	2	3	4	5	6	7	Total
General Directorate of Educational Technologies	74.00	10.00	0.00	2.00	10.00	0.00	4.00	100
General Directorate of Apprenticeship and Common Education	44.87	10.26	6.41	2.56	28.21	5.13	2.56	100

4.5.2. Use of "E-Government" Applications

Although 96.87 percent of participants can give a definition of "e-government" in the first question, it is interesting that 26.56 percent of participants state in the second question that they have not used any application of "e-

government" while 71.09 percent of participants state that they have used some of "e-government" applications that include the applications of the Ministry of Internal Affairs, of the Ministry of National Education, and of the Ministry of Labour and Social Security such as learning citizenship number, entering personnel information into database, declaring insurance premium of workers, banking transactions, etc. as presented by Figure X.

Figure X: Have You Ever Used Any "E-Government" Application? If Your Answer is Yes, What Are These Applications?



	Answers Given (Percentage)			
	Yes	No	Yes, but undefined	Total
People in Number	91	34	3	128
Percent	71.09	26.56	2.34	100

The cross-tabulation of the responses that have been given for the question 2 is shown in Table VII. As it is seen, most of the participants in the two general directorates are acquainted with any kind of "e-government" application.

Table VII: The Cross-Tabulation for the Distribution according to the General Directorates

General Directorates	Answers Given (Percentage)			
	Yes	No	Yes, but undefined	Total
General Directorate of Educational Technologies	72.00	24.00	4.00	100
General Directorate of Apprenticeship and Common Education	70.51	28.21	1.28	100

The cross-tabulation shows that there is no significant difference between two general directorates.

4.5.3. Expectations from "E-Government"

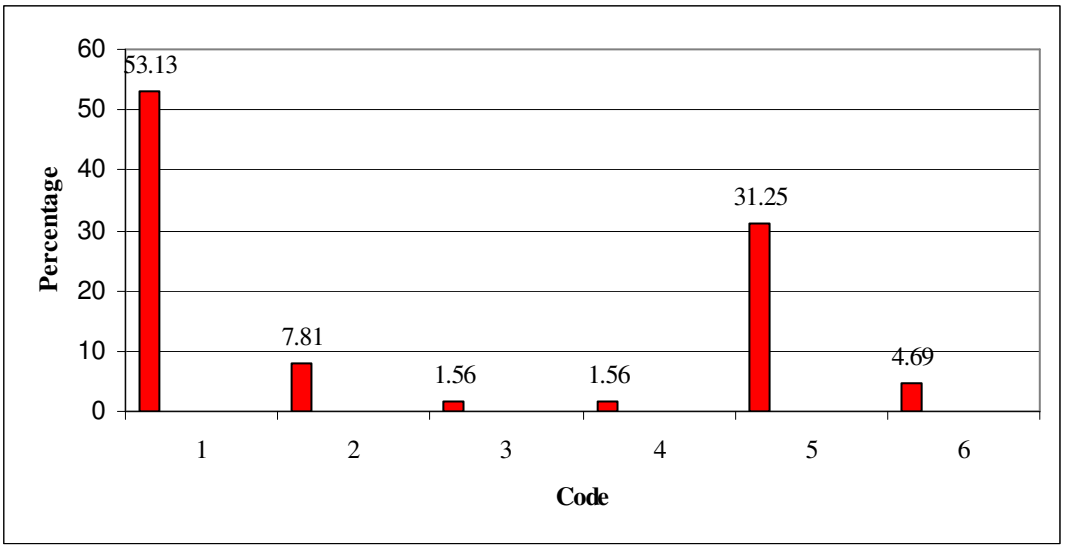
The percent of the given answers for the question of "What are Your Expectations from E-Government?" is below. This question reflects also the mental formulations of the participants based on their backgrounds and imaginations.

- 53.13 percent of participants hope that "e-government" will result in speed, security, comfort and savings from time and money.
- 7.81 percent of participants hope that e-government" will bring about openness, transparency and equity.
- 1.56 percent of participants hope that "e-government" will give rise to be an orientation for the standards of European Union and/or is to reach at the level of contemporary civilizations.
- 1.56 percent of participants hope that "e-government" will bring about participation and cooperation between state and citizen.
- 31.25 percent of participants hope a different set of expectations as follows.
  - Expectation from "e-government" is to make "e-government" prevalent in terms of infrastructure.
  - Expectation from "e-government" is to make people well educated for the applications of "e-government".

- Expectation from “e-government” is to reduce the bureaucratic processes, etc.
- 4.69 percent of participants represent those who have no expectation on “e-government”.

From the results presented by Figure XI most of the participants (53.13 %) conceive that “e-government” will result in speed, security, comfort and savings from time and money. Such imagination indirectly shows that “e-government” is perceived as a technical project for the savings from money and time. The other major group that represents 31.25 percent is in pursuit of making the applications of “e-government” prevalent, of becoming more educated for the applications of “e-government” and of reducing bureaucratic processes.

Figure XI: What are Your Expectations from “E-Government”?



	Code (Percentage)						
	1	2	3	4	5	6	Total
People in Number	68	10	2	2	40	6	128
Percent	53.13	7.81	1.56	1.56	31.25	4.69	100

Codes including the numbers of 1, 2,3,4,5 and 6 have been formed for categorizing the similar answers.
1) Code 1 stands for the answer: Expectations from “e-government” are speed, security, comfort and savings from time and money.
2) Code 2 stands for the answer: Expectations from “e-government” are openness, transparency and equity.

3) Code 3 stands for the answer: Expectation from "e-government" is an orientation for the standards of European Union and/or is to reach at the level of contemporary civilizations.
4) Code 4 stands for the answer: Expectations from "e-government" are participation and cooperation between state and citizen.
5) Code 5 stands for the answers grouped in the category of "others" including similar answers.

- Expectation from "e-government" is to make "e-government" prevalent in terms of infrastructure.
- Expectation from "e-government" is to make people well educated for the applications of "e-government".
- Expectation from "e-government" is to reduce the bureaucratic processes, etc.

6) Code 6 stands for those who have no expectation.

The cross-tabulation of the responses that have been given for the question 3 is shown in Table VIII. As it is seen, most of the participants not only in General Directorate of Educational Technologies, but also in General Directorate of Apprenticeship and Common Education (58 percent and 50 percent respectively) agree in terms of the expectations from "e-government". These expectations are speed, security, comfort and savings from money and time.

In other words, most of the participants in the two general directorates have mostly the same expectations related to the technical aspect in terms of "e-government".

Table VIII: The Cross-Tabulation for the Distribution according to the General Directorates

General Directorates	Code (Percentage)						
	1	2	3	4	5	6	Total
General Directorate of Educational Technologies	58.00	4.00	2.00	0.00	28.00	8.00	100
General Directorate of Apprenticeship and Common Education	50.00	10.26	1.28	2.56	33.33	2.56	100

According to table, it is also clear that the participants in the General Directorate of Educational Technologies have expectations from "e-government" in terms of technical aspect as opposed to the participants of General Directorate of

Apprenticeship and Common Education although the participants of the General Directorate of Educational Technologies have to be more well-informed about "e-government" because of their duty scope.

4.5.4. Implications of "E-Government"

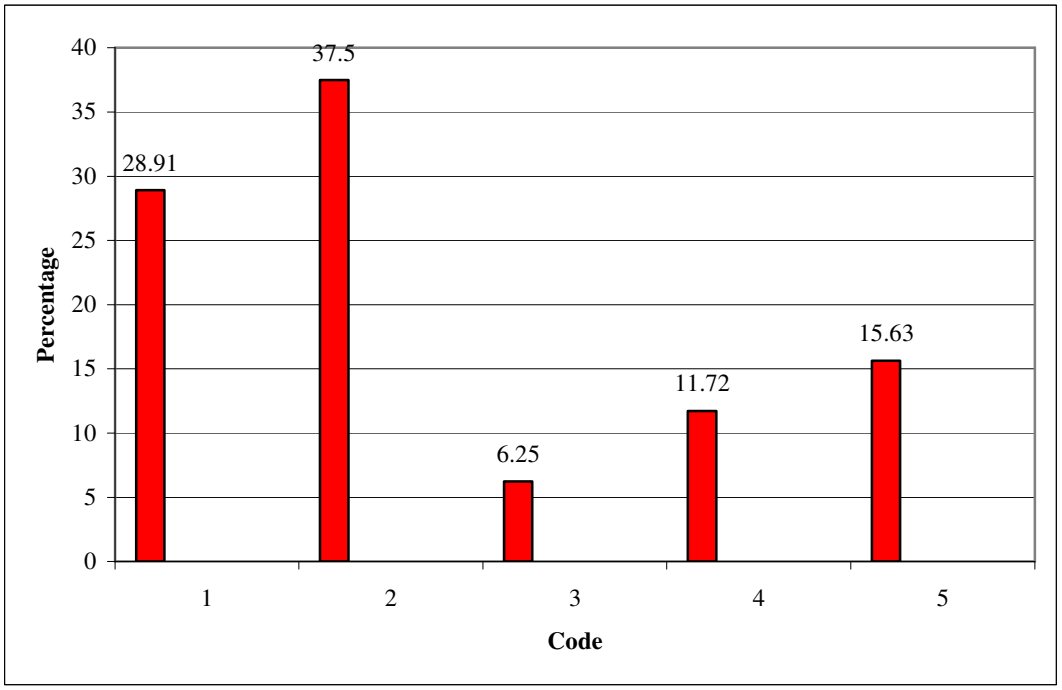
Figure XII.I and XII.II demonstrate the answers for the question related to positive and negative sides of "e-government" as below respectively.

- 28.91 percent of the participants envisage that speed for reaching at information and comfort in transactions is positive side of "e-government".
- 37.50 percent of the participants envisage that productivity and savings from time and money is positive side of "e-government".
- 6.25 percent of the participants envisage that the decrease in the bureaucratic processes is positive side of "e-government".
- 11.72 percent of the participants represent those who have no idea on the positive sides of "e-government".
- 15.63 percent of the participants envisage a different set of answers including followings:
  - Cooperation between public and citizen.
  - Contemporary developed society.
  - Openness, etc.

With respect to the results, most of the participants (37.50 percent) imply "e-government" as a technical project for productivity and savings from time and money. 28.91 percent also imply that e-government" is a technical project for reaching at information and comfort in transactions. Only 15.63 percent point out economic and political results.

Figure XII.I: According to You, Are There Any Positive and Negative Sides on "E-Government"? If There Are, What Are These?

Figure XII.I: for Positive Sides



	Code (Percentage)					
	1	2	3	4	5	Total
People in Number	37	48	8	15	20	128
Percentage	28.91	37.50	6.25	11.72	15.63	100

Codes for the positive sides of "e-government" including the numbers of 1,2,3,4 and 5 have been formed for categorizing the similar answers.

1) Code 1 stands for the answer: Speed for reaching at information and comfort in transactions.
2) Code 2 stands for the answer: Productivity and savings from time and money.
3) Code 3 stands for the answer: The decrease in the bureaucratic processes.
4) Code 4 stands for the answer: Those who have no idea.
5) Code 5 stands for the answers grouped in the Code of "others" including similar answers.

- Cooperation between public and citizen.
- Contemporary developed society.
- Openness, etc.

The cross-tabulation of the responses that have been given for the positive sides is shown in Table IX. As it is seen, most of the participants in the two general directorates perceive "e-government" as a technical project for speed, productivity and savings from time and money respectively.

Table IX: The Cross-Tabulation for the Distribution according to the General Directorates

General Directorates	Code (Percentage)					
	1	2	3	4	5	Total
General Directorate of Educational Technologies	20.00	46.00	6.00	10.00	18.00	100
General Directorate of Apprenticeship and Common Education	34.62	32.05	6.41	12.82	14.10	100

In addition, according to the cross-tabulation, one can conclude that there are significant differences in terms of general directorates. For instance, most of the participants in the General Directorate of Educational Technologies see "e-government" as a means of productivity and savings from time and money. On the other hand, most of the participants in the General Directorate of Apprenticeship and Common Education see "e-government" as a means of speed for reaching at information and comfort in transactions. Nonetheless, these expectations stress the technical aspect of "e-government".

On the other hand, the answers given by the same participants for the negative sides of "e-government" are as below. Figure XII.II also demonstrates the results.

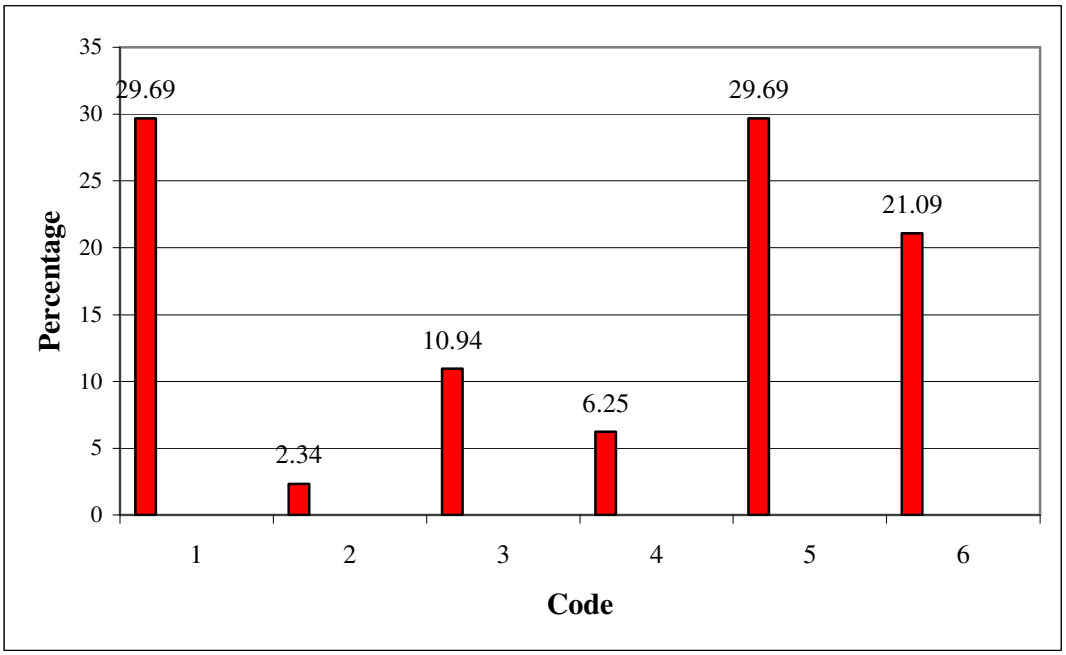
- 29.69 percent of the participants envisage that insufficient security measurements are the negative side of "e-government".
- 2.34 percent of the participants envisage that contingency of faulty transaction is the negative side of "e-government".
- 10.94 percent of the participants envisage that insufficient deployment of "e-government" in terms of infrastructure and culture with reference to skill for using the products of ICTs is the negative side of "e-government".
- 6.25 percent of the participants envisage that lost time stemming from network system including computer is the negative side of "e-government".
- 29.69 percent of the participants represent those who have no idea or the idea that "e-government" has no negative side.

- 21.09 percent of the participants envisage a various set of negative sides on "e-government" as follows:
  - Alteration in the relationship among humans.
  - Being uneducated.
  - Over employment.
  - Applying savings measures wrongly.
  - Exposing to the limits of the network system, etc.

In terms of results, 29.69 % has no idea. The second biggest percentage (29.69 percent) envisages that insufficient security measurements are the negative side of "e-government" by implying technical deficits of a technical project. Only 21.09 % indicate social and economic points such as alteration in the relationship among humans and over employment.

Figure XII.II: According to You, Are There Any Positive and Negative Sides on "E-Government"? If There Are, What Are These?

Figure XII.II: for Negative Sides



	Code (Percentage)						
	1	2	3	4	5	6	Total
People in Number	38	3	14	8	38	27	128
Percentage	29.69	2.34	10.94	6.25	29.69	21.09	100

Codes for the negative sides of "e-government" including the numbers of 1, 2,3,4,5 and 6 have been formed for categorizing the similar answers.

1) Code 1 stands for the answer: Insufficient security measurements.

2) Code 2 stands for the answer: Contingency of faulty transaction.

3) Code 3 stands for the answer: Insufficient deployment of "e-government" in terms of infrastructure and culture with reference to skill for using the products of ICTs.

4) Code 4 stands for the answer: Lost time stemming from network system including computer.

5) Code 5 stands for those who have no idea or the idea that "e-government" has no negative side.

6) Code 6 stands for the answers grouped in the Code of "others" including similar answers as:

- Alteration in the relationship among humans.
- Being uneducated.
- Over employment.
- Applying savings measures wrongly.
- Exposing to the limits of the network system, etc.

The cross-tabulation of the responses that have been given for the positive sides is shown in Table X. As it is seen, 40 percent of the participants in General Directorate of Educational Technologies and 23.08 percent of the participants in General Directorate of Apprenticeship and Common Education have no idea on the negative sides of "e-government". In addition, the second majority in the two general directorates, 22 percent and 34.62 percent respectively, agrees that one of the negative sides of "e-government" is insufficient security measurements.

Table X: The Cross-Tabulation for the Distribution according to the General Directorates

General Directorates	Code (Percentage)						
	1	2	3	4	5	6	Total
General Directorate of Educational Technologies	22.00	0.00	16.00	2.00	40.00	20.00	100
General Directorate of Apprenticeship and Common Education	34.62	3.85	7.69	8.97	23.08	21.79	100

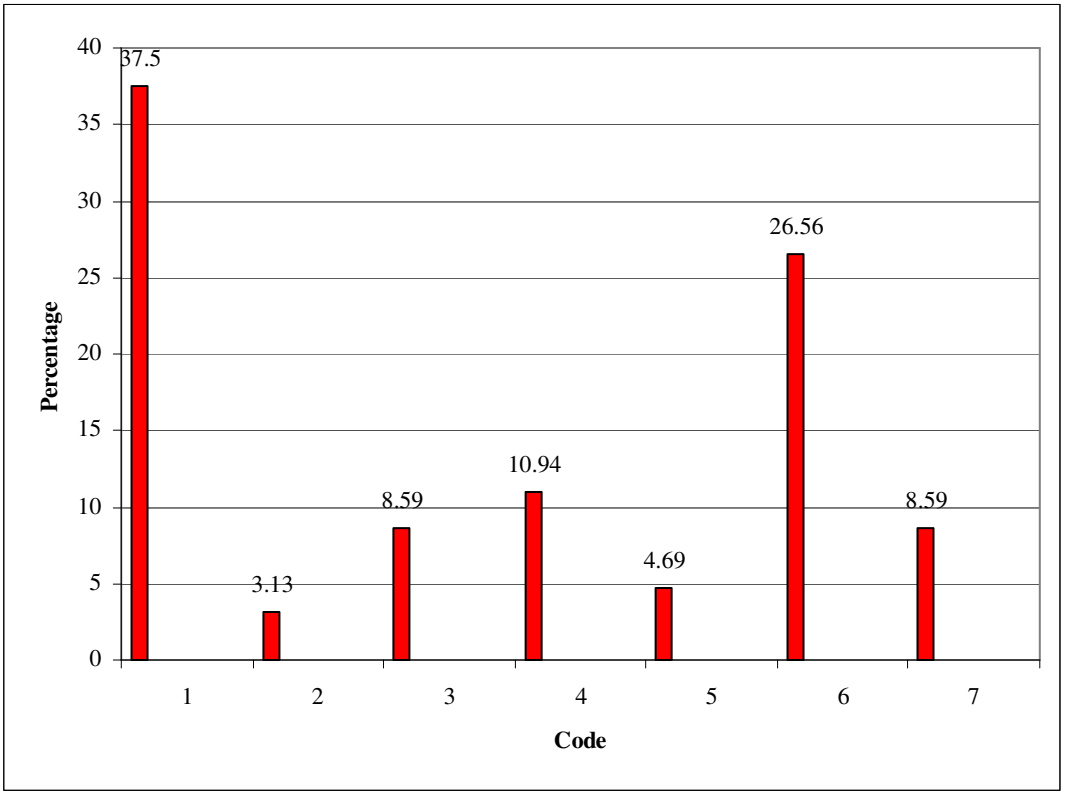
4.5.5. Objectives of "E-Government"

This question is the most crucial one in evaluating the consciousness of the participants about what "e-government" essentially is. The results from Figure XIII in total are below:

- 37.50 percent of the participants say that speed, productivity and savings from time and money are the objectives of "e-government".
- 3.13 percent of the participants say that transparency, participation and equity are the purposes of "e-government".
- 8.59 percent of the participants share not only the opinion of 37.5 percent of the participants, but also the opinion of 3.13 percent of the participants by stressing speed, productivity, savings from time and money, and transparency, participation and equity.
- 10.94 percent of the participants say that the decrease in bureaucratic processes is the aim of "e-government".
- 4.69 percent of the participants say that keeping up with the times is the aim of "e-government".
- 26.56 percent of the participants determine a various set of purposes of "e-government" as follows.
  - To realize the duties in the media electronically.
  - To increase life standard of people.
  - To eradicate queues.
  - To prevent bribery.
  - To control citizen via Internet.
  - To be able to use space technology.
  - To reach at information in secure.
  - To make reliable registration.
  - To share information.
  - To abandon the thought that state is the father by grasping the idea now on that state is the organization which citizens constitute, etc.
- 8.59 percent of the participants represent those who have no opinion about the purposes of "e-government".

According to the answers, the largest group among the participants (37.50 %) determines the purposes of "e-government" as speed, productivity and savings from time and money. Such conclusion also indicates indirectly that "e-government" is perceived as a technical project that is erected on the cost-benefit analysis. On the other hand, few of participants among the second largest group of 26.56 % emphasize social, economic and political dimensions such as increasing life standard of people, preventing bribery, etc.

Figure XIII: According to You, What are the Purposes of "E-Government"?



	Code (Percentage)							
	1	2	3	4	5	6	7	Total
People in Number	48	4	11	14	6	34	11	128
Percent	37.50	3.13	8.59	10.94	4.69	26.56	8.59	100

Codes including the numbers of 1, 2, 3,4,5,6 and 7 have been formed for categorizing the similar answers.

1) Code 1 means the answer: Speed, productivity and savings from time and money.
2) Code 2 means the answer: Transparency, participation and equity.
3) Code 3 means the answer including not only Code 1, but also Code 2.
4) Code 4 means the answer: The decrease in bureaucratic processes.
5) Code 5 means the answer: Keeping up with the times.

6) Code 6 stands for the answers grouped in the Code of "others" including similar answers.

- To realize the duties in the media electronically.
- To increase life standard of people.
- To eradicate queues.
- To prevent bribery.
- To control citizen via Internet.
- To be able to use space technology.
- To reach at information in secure.
- To make reliable registration.
- To share information.
- To abandon the thought that state is the father by grasping the idea now on that state is the organization which citizens constitute, etc.

7) Code 7 means those who have no idea.

The cross-tabulation of the responses that have been given for the question 5 is shown in Table XI. As it is seen, most of the participants (30 percent)) in General Directorate of Educational Technologies agree indirectly that "e-government" is technological innovation in terms of keeping up with the times. On the other hand, most of the participants (43.59 percent) in General Directorate of Apprenticeship and Common Education agree that "e-government" is a technical project for speed, productivity and savings from time and money.

The cross-tabulation also shows that the second large group (28 percent) in General Directorate of Educational Technologies agrees with the opinion of the participants (43.59 percent) in General Directorate of Apprenticeship and Common Education. That is, according to them as well, "e-government" is a technical project for speed, productivity and savings from time and money.

Table XI: The Cross-Tabulation for the Distribution according to the General Directorates

General Directorates	Code (Percentage)							
	1	2	3	4	5	6	7	Total
General Directorate of Educational Technologies	28.00	2.00	16.00	10.00	2.00	30.00	12.00	100
General Directorate of Apprenticeship and Common Education	43.59	3.85	3.85	11.54	6.41	24.36	6.41	100

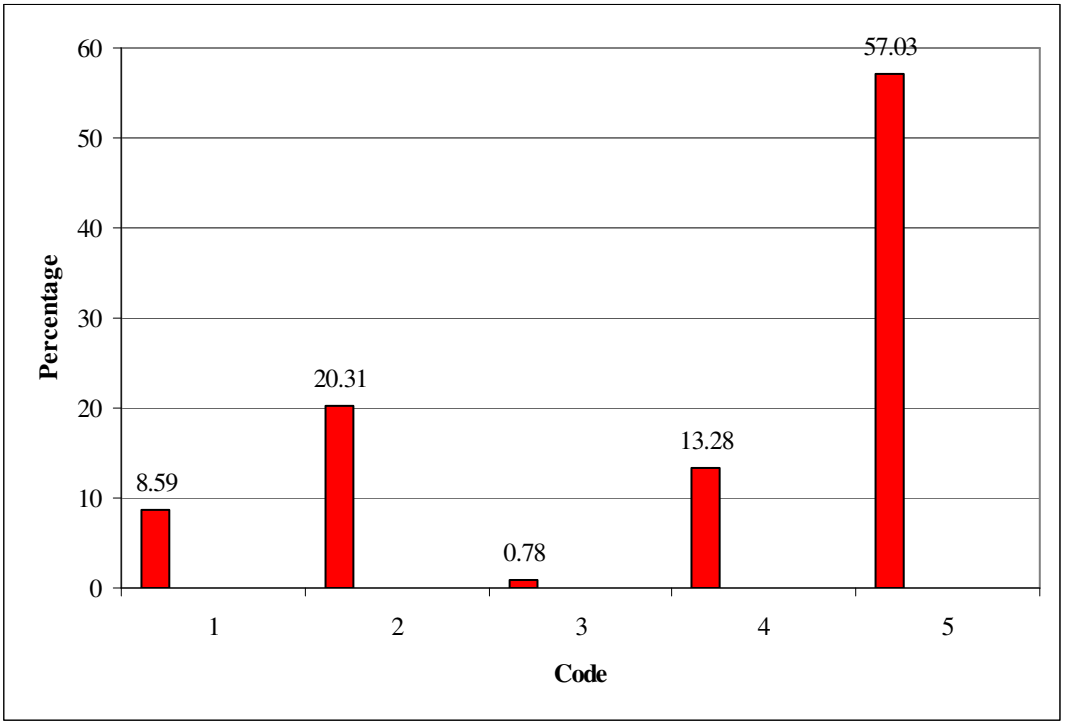
4.5.6. Other Facts about "E-Government"

This question is the other prominent question in the questionnaire in evaluating the mental formulations on "e-government" of the participants. Due to this question, by not drawing borders in the mind of the participants, it has been tried to learn their imagination under the direction of constructivist approach. Figure XIV shows the results.

- 8.59 percent of the participants express the openness, equity, security and trustworthy for "e-government".
- 20.31 percent of the participants express the deployment of "e-government" in terms of infrastructure and culture pointing out the skill for using the products of ICTs.
- 0.78 percent of the participants express the suitability for the standards of European Union and USA.
- 13.28 percent of the participants express a different set of expression to be grouped as below:
  - Speed, productivity and savings from time and money.
  - Easiness in the transactions.
  - Training skilled workman etc.
- 57.03 percent of the participants represent those who have no idea.

According to the results, more than halves of the participants (57.03 %) unfortunately declare that they have no idea by indicating the lack of expectation. Another large group of 20.31 percent states that it is needed to deploy "e-government" in terms of infrastructure and culture that points out skill for using the products of ICTs.

Figure XIV: Other Points on "E-Government" that You Would Like to Express…



	Code (Percentage)					
	1	2	3	4	5	Total
People in Number	11	26	1	17	73	128
Percent	8.59	20.31	0.78	13.28	57.03	100

Codes including the numbers of 1,2,3,4 and 5 have been formed for categorizing the similar answers.
1) Code 1 means the answer: Openness, equity, security and trustworthy for "e-government".
2) Code 2 means the answer: The deployment of "e-government" in terms of infrastructure and culture pointing out the skill for using the products of ICTs.
3) Code 3 means the answer: Suitability for the standards of European Union and USA.
4) Code 4 stands for the answers grouped in the Code of "others" including similar answers.
- Speed, productivity and savings from time and money.
- Easiness in the transactions.
- Training skilled workman, etc.

5) Code 5 means those who have no idea.

The cross-tabulation of the responses that have been given for the question 6 is shown in Table XII. As it is seen, most of the participants not only in General Directorate of Educational Technologies, but also in General Directorate of

Apprenticeship and Common Education have no idea. However, the second large group (24 percent and 17.95 percent) of each general directorate agrees that "e-government" should be deployed in terms of infrastructure and skill for using the products of ICTs.

Table XII: The Cross-Tabulation for the Distribution according to the General Directorates

General Directorates	Code (Percentage)					
	1	2	3	4	5	Total
General Directorate of Educational Technologies	8.00	24.00	0.00	4.00	64.00	100
General Directorate of Apprenticeship and Common Education	8.97	17.95	1.28	19.23	52.56	100

4.6. The Interpretation of the Questionnaire Results

Questionnaire results, the fifth question that is the crucial one in particular, have demonstrated that those who answered the questionnaire perceive "e-government" as giving rise to:

- Speed, productivity and savings from time and money.
- Transparency, participation and equity.
- Decrease in bureaucracy.
- Keeping up with the times.
- To realize the duties in the media electronically.
- To increase life standard of people.
- To eradicate queues.
- To prevent bribery.
- To control citizen via Internet.
- To be able to use space technology.

- To reach at information in secure.
- To make reliable registration.
- To share information.
- To abandon the thought that state is the father by grasping the idea now on that state is the organization which citizens constitute, etc.

As it is seen, there is no systematic knowledge on the relation between "Information-based Economy", "Information Society" and "e-government". The deprivation of systematic knowledge can be explained by interpretivist approach since participants have commented the events within their context in terms of occupation, status and background.

Moreover, it is possible to conclude that the deprivation of systematic knowledge not only is limited to those who answered the questionnaire, but also includes the other staffs to which the questionnaire has not been delivered to be answered.

The reason why it is concluded such is that it is engaged in the institutional/organizational culture since institutional knowledge on something is delivered from top to bottom hierarchically, staffs share roughly same knowledge about something related organizational duty by the means of official documents, meetings and orders given by the superiors[44]. Anyway, the questionnaire results show that although two general directorates have been chosen for the questionnaire (one of these two general directorates is in charge of "e-government" because of its responsibilities that are determined by the legislations, as mentioned before), the conclusions are more or less the same.

Nonetheless, the conclusion that those who answered the questionnaire and, naturally, all staffs of the Ministry of National Education because of organizational culture do not know what "e-government" takes aim at in essence could be a mechanic one.

[44] Only one teacher that the questionnaire has been delivered to be answered has given systematic knowledge on the relation between "Information-Based Economy", "Information Society" and "e-government". Then, when it has been talked to her, it has been learned that she is Ms. Student in the Department of Education of Computer and Instructional Technology. That means that different points of view in different disciplines provide various comments and results.

As it has been discussed in the third chapter, people tend to perceive the events and phenomena as to their context, as it has been conversed under the title of "Actor-Network Theory". That is, in terms of interpretivism, for example, people think that social reality is the outcome of their own mental formulation. They see the world that is already interpreted by the meanings, which they produce and reproduce as a necessary unit of their everyday activities together.

For example, a paymaster perceives "e-government" as a solution to deliver the notice of insurance premiums of the workers via Internet to the Ministry of Labour and Social Security by saving from the time. A teacher understands it as a solution for the transactions related to the banks whilst another teacher perceives it as a solution for a new kind of organizing. A manager reckons it as a solution for eradicating to favour someone and for preventing bribery while another manager thinks it as a solution for a better communication with people. On the other hand, a more superior administrator envisages that "e-government" is a contradiction for the belief that state is father. Instead, state is the organization which citizens constitute.

Furthermore, such considerations of those participants are close to the conclusion of Üstüner (2003, 54-7) on autopoietic and self-referential systems, as it has been explained in the third chapter, since those people are fragments of the processes in making decisions and putting their duties in practice at the same time. In other words, they have power to internalize the events in accordance with their context.

But, to interpret the events according to the conditions that are located in does not hinder the performance of some people and some organizations that try to transform the world as mentioned in the third chapter.

In fact, it has been discussed if "e-government gives rise to high participation, transparency and equity, if "e-government" necessitates a new organizing model and if "e-government" has to be adopted irrespective of the borders determined by the conditions and stories of any country in the third chapter in particular. Thus, it has not been got in touch with the same issues again.

However, there is such an irritating matter to which one has to pay attention. This matter is the belief that "e-government" provides the savings of paper and then it helps the productivity. In other words, "e-government" contributes to the productivity by providing the savings of paper[45].

If "e-government" means an only technical base and to be a tool to decline paper using, as Koyun (2003, 85) understands, in that case, Ministry of National Education, for example, got in the debt in vain for establishing Information Technologies Classes by signing the loan contract with World Bank in 1998 for $ 1.8,000,000,000[46] (Projects Coordination Centre, 2004). Furthermore, when such and similar aims like the savings of paper have presented, it can be said that there is no consciousness about the economic, cultural, political, and social effects of e-government in addition to the technical influences.

Furthermore, imagining that people do not use paper any more. CD-ROMs, floppy disks, flash disks, electricity, necessary software, ICTs infrastructure, etc.

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[45] In essence, there are some theories and laws in researching the reasons of increasing public expenses that some scholars such as; Rostow, Musgrave, Wagner, Peacock and Wiseman, tried to explain. Anyway, the model of development that was built up by Rostow has been discussed with the oppositions in the second chapter. As for Peacock and Wiseman, as they are engaged in "Jumping Thesis" in war periods, their model is not suitable for evaluating whether or not "e-government" contributes to the savings of paper.

Nonetheless, the law of Wagner and the theory of Musgrave are the starting points since those are convenient with the scope of this thesis.

Adolph Wagner, a German economist, set forward law of continuous increase in state activities in 1883 by trusting his empirical studies that he made in various countries in 19th century. Wagner enumerated reasons of increasing public expenses as follows.

1. Increasing significance of internal and external security services in a state.
2. Increasing significance of maintaining civil law order in a state.
3. Increasing development activities owing to the industrialization and social developments.
4. Increasing costs of a state's activities owing to the developing technology for constituting needed infrastructure.
5. Demand of a state for providing better service to her people.
6. Some expensive services such as education, postal service, banking, etc. give rise to the natural monopolization of a state on these services because of their requiring lots of capital (Çakır et al. 2004, 102-3; Akdoğan 1999, 67-8).

On the other hand, for Musgrave, the composition of public expenses changes according to the development process of a country. In other words, the development level of any country changes the composition of public expenses (Çakır et al. 2004, 102; Akdoğan 1999, 73).

In this approach, the composition of public expenses changes in favour of education, health and other social services as long as the development level of a country will ascend.

[46] This is an only example that includes the project of Ministry of National Education. Apart from this example, Ministry of Health, Ministry of Internal Affairs and Ministry of Labour and Social Security, etc. have the projects in cooperation with World Bank.

replace the paper now on. Now, one can ask that is the necessary investment cheaper than the paper? Of course, it is not cheaper than the paper. So, one can see that the thought that e-government will help decrease the costs of the use of paper is rather "stuff and non-sense".

In fact, the issue is more crucial. The right fixing of the reason of any problem results in the right solution. In this context, there is a difference between conclusions providing that one defines e-government as a technical innovation or defines as a tool to realize social, economic and political transformation. In other words, the conclusion to which one comes by defining e-government as a merely technical innovation is different from the conclusion to which one comes by defining e-government as a tool to realize social, economic and political transformation. Naturally, the solutions will be different.

In the first case, such conclusion perceiving e-government as a technical project, of course, will give rise to wrong thoughts, solutions that result in wrong policies and wastage of resources in Turkey.

For example, Democrat Party believed an economic integrity with Western World when it came into power in Turkey in 1950.

The reason Democrat Party wanted the economic integrity with Western World is that it hoped the economic development with foreign aids and foreign loans (Kongar 1999, 150). And, via foreign aids and foreign loans, Democrat Party increased the number of tractors from roughly 1,066 to 40,000. However, as the land reform was not actualized, the result was that farmer families who possessed the large parts of the land, they owned most of the tractors. As a result, loans given by different organizations and same loans distributed by Democrat Party befitted big landowners. In other words, Democrat Party did not actualize the development through agriculture as it had not necessary rationale to comprehend the requisitions that necessitated structural reforms (Yerasimos 1980, 830-7).

In brief, once the appropriate rationality and structural adaptation for the countries which are necessary for development are not present, the result is an only disappointment for those who aim at development via loans and foreign aids no matter the objective is to establish "Information Society".

However, the main purpose for “Information-Based Economy” in any country is to take aim at providing enough intellectual capital. These intellectual capitals not only will actualize economic development based on Information and Telecommunication Technologies by producing software and hardware and by producing knowledge, but also will be the base of “Information Society”. Otherwise, “Information-Based Economy” means the transfer of technology from developed countries to underdeveloped countries through the loans and foreign aids.

First of all, possessing necessary intellectual capital needs structural adaptation and change in educational curriculum in accordance with “Information-Based Economy” because one of the basic purposes of the education is to train needed human resource for the economy of the country. However, the change of educational curriculum is not meant to add a new chapter into any book. It is meant educational curriculum that takes aim at using ICTs for giving rise to the consciousness to produce intellectual capitals and directing people to the sectors that “Information-Based Economy” is nourished and will feed. Otherwise, the values of “Information-Based Economy” and “Information Society” appear as nominal.

4.7. Proposals for the Ministry of National Education

Though it is accepted that educational system presents wholeness from primary education to the university education, it has been merely interested in the education under the scope of Ministry of National Education due to the scope of questionnaire that has been conducted.

According to the results of questionnaire, the participants of the Ministry of National Education have no systematic knowledge concerning the relation between “Information-Based Economy”, “Information Society” and “e-Government”. In fact, the results can be denied in terms of interpretivist approach, and participants can be seen as right because they have commented the events according to their professions and positions.

Nonetheless, the fact can not be denied that they are responsible for designing the future of the society in Turkey.

For this purpose, some proposals for the educational system are set forward as following by using the theories of public administration including "actor-network theory" and "contingency theory".

1. In terms of Contingency Theory: Schools should be full-time school including flexible and full-time schedules by permitting a time frame which is decided on individually by the students and parents. Educational system should be introduced to different working methods by learning how to learn by developing creative intelligence that will generate "propositional knowledge".
2. In terms of Contingency Theory: Some schools including vocational and technical education should be promoted for differentiating between and within the schools to satisfy the needs of those students and parents with the aim of keeping up with epoch determined by "Information-Based Economy".
3. In terms of Contingency Theory: Schools should be independent on time and place by supporting appropriate curriculum that develops the research ability and that shows the way of attaining the information[47].
4. In terms of Network Theory: There should be more autonomy for the schools for satisfying their special needs in planning their schedules and making decisions.
5. In terms of Network Theory: Teachers' role should change from governess of children to the moderator that shows the instruction ways for the students in learning their learning processes.
6. In terms of Network Theory: Students should learn how to make decisions for their own learning processes. They should be able to make choices for their own behaviours for perceiving that school is not only a place for knowledge, but also a place for acquiring skills.

[47] Nonetheless, it should be emphasized that this issue necessitates a separate empirical study. Educational system, which is independent on time and place, can be convenient for those who participate in lifelong learning, on job training or those who attend the University for Second University Education. On the other hand, it could not be convenient for very young people for their maturing process. That is, ordinary primary schools which are dependent on time and space in particular, for example, can not be useful for children in terms of their psychological and mental development.

4.8. Conclusion

Though it is accepted that educational system presents wholeness from primary education to the university education, it has been merely interested in the education under the scope of Ministry of National Education due to the questionnaire that has been conducted in the Ministry of National Education.

According to the results of questionnaire, most of the staffs in the Ministry of National Education have no systematic knowledge concerning the relation between “Information-Based Economy”, “Information Society” and “e-government”. Naturally, the results which they have concluded can be seen as meaningful in terms of interpretivist approach, for they have commented the events within their context.

Nonetheless, the reality can not be denied that they have no systematic knowledge on the relation between “Information-Based Economy”, “Information Society” and “e-government” although they are responsible for designing the future of the society.

In this context, for the Ministry of National Education the values of “Information-Based Economy” and “Information Society” appear as abstract. Moreover, “e-government” appears as a technical project for reaching at its target mass that includes students, students' parents and the other interested parties.

CHAPTER V

SUMMARY AND CONCLUSION

5.1. Summary

In this thesis, the reason of emergence of "e-Government" as a new organizing model is explained by showing the relation between "Information-Based Economy", "Information Society" and "e-Government".

The purpose of this thesis is to analyze the transformation of state, authoritarian and dominant power, that "Information-Based Economy" gives direction in the environment of "Information Society". This purpose has been actualized by determining the locus and focus of "e-Government" especially in the dichotomies of public administration.

The transition from "Industrial Society" to "Post-Industrial Society" gives rise to new concepts and values. More clearly, the balance among the economic sectors has been impairing in favour of information and service sectors since 1950s. In other words, information and service sectors in the "Post-Industrial Society" replace the production sector in the industrial society.

This new economy is called as "Information-Based Economy" as the starting point is knowledge. Nonetheless, to enunciate "Information-Based Economy" is not sufficient by itself.

If people are forced to purchase the products of ICTs, they have to live in an appropriate environment. This appropriate environment is "Information Society" in which "Information-Based Economy" is nourished and flourishes. In other words, if one feels that s/he has to possess the products of "Information-Based Economy" such as computer, scanner, video-conference device, internet, printer, etc., s/he has to live in an appropriate environment that forces her/him to get these products.

In that sense, the world is perceived as an organic unity that the products of ICTs will be consumed for the existence of "Information-Based Economy". In this

context, “Information Society” does not demand “Information-Based Economy”. Contrary, “Information-Based Economy” coerces and defines “Information Society”.

Nonetheless, these new phenomena require a new kind of organizing model for their existences. This new organizing model is “e-Government”. It is necessary to transform the state, which is dominant and authoritarian power, to be able to establish “Information Society”. In that sense, “e-Government” comes on the scene as a tool to transform the state for the purpose of establishment of “Information Society”.

Hence, the objective in this thesis is to show that “e-Government” is not only a technical project, but also a project in particular which serves for strategic plan of those who consider transforming the world. In other words, the purpose is to demonstrate that “e-Government” is praxis of taking aim at economic, political and social transformation all over the world. It is praxis because it can find theoretical underpinnings for itself.

Naturally, the purpose for this thesis is to evaluate the relation between “Information-Based Economy”, “Information Society” and “e-Government” by evaluating the influences of “Information-Based Economy” on organizations that include public institutions and private enterprises, and to see the locus and focus of “e-Government” as a sample model in the dichotomies of public administration by accepting the discipline of public administration as a pivot in terms of comparative advantage.

In other words, in this thesis, a picture of “e-Government” is first taken in the general context with reference to non-technical aspects that include social, economic and political proponents. “E-Government” is also studied in the context of theories of public administration such as classical management approach, system theory, contingency theory, and actor-network theory with reference to the dichotomies such as “public administration” and “managerialism”, and “politics and administration”.

The reason why the discipline of public administration is accepted as the pivot discipline is that the discipline of public administration harbours the arguments and claims of “e-government” because of the field of study of public administration.

In other words, the discipline of public administration is ontologically appropriate for evaluating "e-government", and this ontology is based on finding solutions to the problems and crises with which a society is faced.

For example, when one asks "what the profit is" to anyone, s/he can say that it is the surplus by ascribing to political economy and attributing to a negative meaning. On the other hand, when one asks to the same question to another, manager in particular, s/he can say that profit is the revenue that the entrepreneur acquires in return for the risk, which s/he undertakes. In that case, what must the answer be? Or, what any administrator or any political leader must consider in such situation? Here the answer comes from public administration, as Herring said (1936, 75-9): To balance the web of interest.

For this purpose, this thesis is divided into five chapters with this chapter.

After the Introduction Chapter, "Information-Based Economy" is defined as the economy that is based on the products of ICTs, and the development of it explained in the second chapter. Afterwards, "Information Society" with reference to "Information-Based Economy" is defined as the society that "Information-Based Economy" flourishes and steers.

It is also mentioned about new indexes that show to what extent any society could be accepted as "Information Society" by pronouncing those such as Harvard Model involved in Network Access, Networked Learning, Networked Society and Networked Economy, World Bank Model engaged in Performance Indicators, Economic Incentive and Institutional Regime, Education and Human Resources, Innovation System and Information Infrastructure, and New Economy Index interested in Knowledge Jobs, Globalization, Economic Dynamism and Competition, the Transformation to Digital Economy and Technological Innovation Capacity, etc. (Daugeline 2004). Nonetheless, Figure II on page 18 that shows Draft Knowledge and ICT Indicators for "Information Society" is accepted as a main model in concluding some results for evaluating the degree of countries in arriving at the level of "Information Society".

In addition, after the concepts of "Information-Based Economy" and "Information Society" are defined, these concepts are debated and criticised in the

light of and under the titles of “Knowledge-Gap”, “A Debate on the Consumption Society” and the “Theoretical Underpinnings”.

On the one hand, it is concluded owing to “propositional and prescriptive knowledge” that “Knowledge-Gap” is a pre-condition of development. On the other hand, it is concluded that if the demands and necessities of any country, less-developed countries in particular, are not well-defined, in that case, societies can merely be transformed into “Consumption Society” in which the products of ICTs will be consumed via loans.

In the same chapter, it is criticised the argument of Hardt and Arendt which is based on the thought that perceives the world as organic unity owing to ICTs. In other words, the deficit of that argument is explained since it is lack of the main variable: Culture.

Finally, it is also tried to demonstrate that the world will not transform into organic unity at global level if the digital divide can not be solved in accordance with the equality of opportunity between disadvantaged groups, marginalized and vulnerable groups, between girls and boys (gender), and between different ethnic groups (ITU 2003a, 1-13).

As for the third chapter, it is discussed what “e-Government” actually is. On the one hand, “e-Government” is defined as merely technical innovation to benefit from savings of paper and to decrease bureaucratic processes. On the other hand, “e-Government” is defined as transforming structures, operations and, most importantly, culture of government, and as strengthening democratic accountability, control and collective decision-making.

The reason why the definitions and expectations related to “e-Government” differ from one country to another is that the economic conditions and social backgrounds of countries give rise to different perceptions. While one government perceives “e-Government” as a tool of communication with citizens, stakeholders, and other government institutions by giving and obtaining information, another country perceives it as a solution, for example, to encourage eradication of poverty, to contribute to sustainable production and consumption patterns, and to reduce traditional barriers by providing an opportunity for all to access local and global

markets in a more equitable manner, or “e-Government” is seen as integration to the world, as mentioned comprehensively in Part A of the third chapter.

Nonetheless, it is possible to say that international organizations assert more meaningful purposes than individual countries assert.

When one looks at the international organizations' declarations and action plans to study, it is not difficult to see the strategic and tactical plans. The United Nations General Assembly declared the Millennium Declaration in 2000 by pronouncing the term of “Development for All World People” by enumerating the steps to be taken.

The same organ announced the necessary funds for the development for all people in the world in Monterrey Consensus in 2002 by pointing out the World Bank and IMF. And then, International Telecommunication Unity, another organ of the United Nations Organization, emphasised the importance of ICTs for economic development in 2003 by attributing often to the Millennium Declaration and Monterrey Consensus.

The vision is to help the capital to circulate without difficulty all over the world by integrating distance markets with economy in the format of global economy in terms of political economy.

Another highlighted point is that while United Nations underlines the significance of development for all world people, European Unity emphasizes the regional development.

In the third chapter, it is also concentrated on the theories and dichotomies of public administration to be able to give answers to the questions related to this new phenomenon (e-Government) such as how do these and similar points as political paradigms form public administration? How public administration is dressed? What can be the locus and focus of “e-Government” in the context of theories of public administration?

Hence, the following results are acquired.

Even if “e-Government” is a product of not only politics, but also political economy, it is a phenomenon that today's states and societies are faced with and will notice.

With the admission of the thought that “e-Government” increases the speed in delivering services, “e-Government” does not eradicate the bureaucracy as the system. In other words, “e-Government” does not change the ontology of bureaucracy. It transforms bureaucracy into “e-bureaucracy”.

Bureaucratic management is an indispensable means of democratic government. There is a clear relation between “rule of law”, “democracy in strict accordance with state of jurisprudence” and “bureaucracy” no matter it is under the guise of “e-bureaucracy”.

“E-Government” demands high professionalism by strengthening the centre, by involving traditional division of governmental activities that include legislative, executive and judicial, and by re-organizing the institutions/organizations. Authority, decision-making and control will not disappear in the network milieu, but their logic and understanding will become imbibed in the network. The nodes, switches, hubs, routers, etc. will establish the process.

“E-Government” defines and constitutes the concept of “standardization” again, and imposes it on the whole world by adding it to the accepted universal administration/management functions that include planning, organizing, coordinating and controlling by organizing theoretical knowledge all over the world in a form of procedures, techniques and protocols like TCP/IP.

In the information age, “BITS” replace “ATOMS” (University of Kaiserslautern 2004) in terms of organizing theoretical knowledge.

On the one hand, states, societies and their products of culture such as; organization/institution, technology, and spiritual, practical and moral values roughly, as open systems have to orient themselves to the environment and technology not to face “entropy”. On the other hand, in order to adopt an organic organizing without restriction that “e-Government” denotes implicitly or explicitly for all kind of institutions/organizations not to face “entropy” is “entropy”, as well.

Naturally, by the words of Rhodes (2000), whose story in which tradition will be acceptable. This means that every society and state determine their position towards “e-Government” according to their culture that includes physical and moral components, their needs and their mental formulation by making their own empirical studies, as well. However, it has to be emphasized that the more science that includes

“propositional and prescriptive knowledge”, rationality and education are, the more development there will be in “Information Society”. Otherwise, importing technology from developed countries is at most business that increasing the deficit of foreign trade.

Imagining that those who possess the products of ICTs will be the participants of the process of decision-making by being “actants” is superstition. “K-Gap” as a precondition of development will continue in the network organization by increasing more and more. Moreover, human actor, ordinary people in particular, would be technology dependent owing to the increasing techno-determinism.

Possessing the products of ICTs does not warrant more mass participation (more democracy) as using democratic rights and exploiting democratic processing necessitate more competence and more technical knowledge than before.

Acquiring more competence and more technical knowledge than before implicitly reminds the importance of education, educational system and curriculum. Foremost, either economic development based on “Information-Based Economy”, democratic level of consciousness or bureaucratic rules are/were directly involved in educational system in any country. In other words, the essential issue for educational system is how to satisfy the needs and abilities of individual children with an increasingly various set of expectations and demands by social groups, social and economic institutions (Boswell 2000, 1).

In the fourth chapter, the questionnaire conducted in the Ministry of National Education is evaluated. The questionnaire overwhelmingly shows that the participants in the Ministry of National Education have no systematic knowledge on the relation between “Information-Based Economy”, “Information Society” and “e-Government”. In other words, they do not evaluate “e-Government” as a whole with reference to “Information-Based Economy” and “Information Society”.

The participants in the Ministry of National Education determine the purposes of “e-Government” as;

a) Speed, productivity and savings from time and money (%37.5).

b) Transparency, participation and equity (%3.12).

c) Not only speed, productivity and savings from time and money, but also transparency, participation and equity (%8.59).

d) The decrease in bureaucratic processes (%10.9).

e) Keeping up with the times (%4.68).

f) The others that include the answers of executing the duties in the environment electronically, of increasing life standard of people, of eradicating queues, of preventing bribery, of controlling citizen via internet, of being able to use space technology, of reaching at information in secure, of making reliable registration, etc. (%26.56).

Moreover, it is possible to conclude that the deprivation of systematic knowledge not only is limited to those who answered the questionnaire, but also includes the other staffs to which the questionnaire has not been applied.

The reason why it is concluded in this way is that it is engaged in the institutional/organizational culture since institutional knowledge on something is delivered from top to bottom hierarchically, staffs share roughly same knowledge about something related to organizational duty by the means of official documents, meetings and orders given by the superiors.

Anyway, the questionnaire results show that although two general directorates have been chosen for the questionnaire (one of these two general directorates is in charge of “e-Government” because of its responsibilities that are determined by the legislations), the conclusions are more or less the same. Moreover, the staffs in the General Directorate of Apprenticeship and Common Education have less expectation on “e-Government” in terms of technical aspect although they are not charge of “e-Government” because of their duty scope.

Yet, the results which participants (public staff) have concluded can be seen as meaningful in terms of interpretivist approach, for they have commented the events within their context in terms of profession, status and background.

In the fourth chapter, it is also replied the argument that “e-Government” contributes to the decrease in paper using, setting forward the oppositions by Wagner's Law and Musgrave's Approach. It is concluded that even if there is a decrease for the savings of paper, to enunciate this decrease is worthless as opposed to the performances of any country for development. In other words, the thought to be actualize “e-Government” for the savings of paper by making huge investments is “stuff and non-sense” even in terms of cost-benefit analysis.

Finally, some proposals for Ministry of National Education are set forward in the context of “Actor-Network Theory” and “Contingency Theory” as follows.

In terms of Contingency Theory schools should be full-time school including flexible and full-time schedules by permitting a time frame which is decided on individually by the students and parents. Educational system should be introduced to different working methods by learning how to learn by developing creative intelligence that will generate “propositional knowledge”.

In terms of Contingency Theory some schools including vocational and technical education should be promoted for differentiating between and within the schools to satisfy the needs of those students and parents with the aim of keeping up with epoch determined by “Information-Based Economy”.

In terms of Contingency Theory schools should be independent on time and place by supporting appropriate curriculum that develops the research ability and that shows the way of attaining the information.

In terms of Network Theory there should be more autonomy for the schools for satisfying their special needs in planning their schedules and making decisions.

In terms of Network Theory teachers' role should change from governess of children to the moderator that shows the instruction ways for the students in learning their learning processes.

In terms of Network Theory students should learn how to make decisions for their own learning processes. They should be able to make choices for their own behaviours for perceiving that school is not only a place for knowledge, but also a place for acquiring skills.

5.2. Conclusion

“E-Government” is not only a technical project, but also a project especially that serves for strategic plans that developed countries, G7 countries in particular, improve.

There is an organic relation between “Information-Based Economy”, “Information Society” and “e-Government”.

“Information-Based Economy” not only steers “Information Society”, but also develops within the context of “Information-Society”.

The establishment of “Information Society” and the prevalence of “Information-Based Economy” necessitate an appropriate organizing model to transform the state that is dominant and authoritarian power. This new organizing model is “e-Government”.

“E-Government” is seen as equivalent for keeping up with the times today in terms of not only technical aspect, but also especially social, economic, political and cultural transformation.

On the one hand, to accept any phenomenon for a new without a provision can result in “entropy”. On the other hand, to deny any phenomenon in a stand pat policy can also bring about “entropy”. In this context, the theories and approaches of public administration give an opinion about the argument that to what degree “e-Government” could be adopted. The answer is dependent on an individual country’s background, experience, objectives and economic, social and cultural conditions.

Yet, FTP model appears to be an appropriate organizing model in today’s organizations that include public institutions and private enterprises in accordance with “e-Government”.

In addition, “e-Government” does not provide high participation for democracy or an egalitarian world for all at global level providing that “Digital Divide” is not solved, providing that “Knowledge Gap” is a pre-condition of development, and providing that there is a difference among not only people’ skills, but also societies' cultures.

In fact, for any country at national level the vital point is educational system that will train and educate her citizens and that provide “prescriptive knowledge” and in particular “propositional knowledge” for her future in accordance with “Information-Based Economy” and “Information Society”. Otherwise, societies can be transformed into “Consumption Societies” in which the products of ICTs are consumed via loans.

Finally, the Ministry of National Education in Turkey as a case that the questionnaire has been conducted should be interested in generating macro policies like politics of education for the future of society now on.

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APPENDIX A

The Distribution of Work Force in Various Countries
(between 1960-2003)

		ISIC Professional status								
		Agriculture		Total Agriculture	Industry		Total Industry	Services		Total Services	General Total (000)
Country	Time period	CE	DE		CE	DE		CE	DE		
Australia	1960		13	13		1524	1524		1591	1591	3128
	1990	427	141,8	568,8	1955,3	1669,3	3624,6	5425,8	4755,6	10181,4	14374,8
	2000	447,94	205,24	653,18	1959,83	1612,51	3572,34	6582,57	5870,32	12452,89	16678,41
	2003	376,79	199,96	576,75	1988,46	1644,78	3633,24	7031,21	6296,6	13327,81	17537,8
Total Australia		1251,73	560	1811,73	5903,59	6450,59	12354,18	19039,58	18513,52	37553,1	51719,01
Austria	1990	269	33	302	1260	1194	2454	1883	1702	3585	6341
	2000	218,94	35,93	254,87	1144,14	1080,62	2224,76	2379,52	2134,58	4514,1	6993,73
	2003	211	46	257	1112	1053	2165	2440	2184	4624	7046
Total Austria		698,94	114,93	813,87	3516,14	3327,62	6843,76	6702,52	6020,58	12723,1	20380,73
Belgium	1960	299	23	322	1612	1406	3018	1536	1116	2652	5992
	1990	100	18	118	1056	958	2014	2569	2074	4643	6775
Total Belgium		399	41	440	2668	2364	5032	4105	3190	7295	12767
Canada	1960	795	236	1031	1977	1896	3873	3268	2871	6139	11043
	1990	559,1	241,9	801	3205,6	3040	6245,6	9326,3	8564,4	17890,7	24937,3
	2000	492,3	266,9	759,2	3375,5	3162,6	6538,1	11048,9	9897,3	20946,2	28243,5
	2003	446,9	260,2	707,1	3539,1	3332,4	6871,5	11767,9	10627,1	22395	29973,6
Total Canada		2293,3	1005	3298,3	12097,2	11431	23528,2	35411,1	31959,8	67370,9	94197,4

continued)

Czech Republic	1990	613		613	2275		2275	2107		2107	4995
	2000	240,72	200,2	440,92	1868,43	1639,79	3508,22	2564,04	2124,62	4688,66	8637,8
	2003	213,13	169,86	382,99	1863,39	1586,07	3449,46	2619,75	2129,58	4749,33	8581,78
Total Czech Republic		1066,85	370,06	1436,91	6006,82	3225,86	9232,68	7290,79	4254,2	11544,99	22214,58
Denmark	1960	366	146	512	741	655	1396	899	731	1630	3538
	1990	147	52	199	726	665	1391	1765	1616	3381	4971
	2000	90	43	133	712	663	1375	1883	1745	3628	5136
	2003	82	38	120	641	595	1236	1937	1792	3729	5085
Total Denmark		685	279	964	2820	2578	5398	6484	5884	12368	18730
Finland	1960	734	152	886	680	596	1276	673	582	1255	3417
	1990	222	50	272	758	694	1452	1510	1357,5	2867,5	4591,5
	2000	142	40	182	642	582	1224	1535	1379	2914	4320
	2003	120,4	32,5	152,9	620,5	560,5	1181	1606,5	1451,4	3057,9	4391,8
Total Finland		1218,4	274,5	1492,9	2700,5	2432,5	5133	5324,5	4769,9	10094,4	16720,3
France	1960	4180	922	5102	7000	6294	13294	7415	5580	12995	31391
	1990		277,42	277,42		6028,03	6028,03		12862,1	12862,1	19167,55
	2000		358,24	358,24		5342,9	5342,9		15815,62	15815,62	21516,76
	2003		333,96	333,96		5292,02	5292,02		16517,9	16517,9	22143,88
Total France		4180	1891,62	6071,62	7000	22956,95	29956,95	7415	50775,62	58190,62	94219,19
Germany	1960	3623	533	4156	12406	11374	23780	9925	8131	18056	45992
	1990	990	226	1216	11132	10566	21698	15866	14170	30036	52950
	2000	959	504	1463	12200	11370	23570	23079	20392	43471	68504
	2003	900	449	1349	11350	10538	21888	23366	20553	43919	67156
Total Germany		6472	1712	8184	47088	43848	90936	72236	63246	135482	234602

(continued)

Greece	1960	1959		1959	672		672	1008		1008	3639
	1990	889	35	924	1032	720	1752	1799	1195	2994	5670
	2000	670,67	25,2	695,87	888,14	629,09	1517,23	2387,47	1650,26	4037,73	6250,83
Total Greece		3518,67	60,2	3578,87	2592,14	1349,09	3941,23	5194,47	2845,26	8039,73	15559,83
Hungary	2000	256	145,07	401,07	1304	1163,74	2467,74	2252	1923,44	4175,44	7044,25
	2003	215	141	356	1305	1179	2484	2357	2035	4392	7232
Total Hungary		471	286,07	757,07	2609	2342,74	4951,74	4609	3958,44	8567,44	14276,25
Iceland	1990	13		13	37,9		37,9	75,2		75,2	126,1
	2000	12,97	6,4	19,37	35,95	29,12	65,07	107,22	92,62	199,84	284,28
Total Iceland		25,97	6,4	32,37	73,85	29,12	102,97	182,42	92,62	275,04	410,38
Ireland	1960	390		390	248		248	408		408	1046
	1990	174,7	23,6	198,3	330,7	291,5	622,2	644,9	549,4	1194,3	2014,8
	2000	130,9	24,6	155,5	476,3	408,2	884,5	1044,5	904,6	1949,1	2989,1
	2003	113,2	21,6	134,8	492,5	415,1	907,6	1158,5	1018,6	2177,1	3219,5
Total Ireland		808,8	69,8	878,6	1547,5	1114,8	2662,3	3255,9	2472,6	5728,5	9269,4
Italy	1960	6611		6611	6865		6865	6793		6793	20269
	1990	1895	791	2686	6845	5679	12524	12475	8663	21138	36348
	2000	1119,93	451,33	1571,26	6766,93	5259,43	12026,36	12987,34	9214,85	22202,19	35799,81
	2003	1075	453	1528	7019	5465	12484	13726	9897	23623	37635
Total Italy		10700,93	1695,33	12396,26	27495,93	16403,43	43899,36	45981,34	27774,85	73756,19	130051,81
Japan	1960	13400	1200	14600	12650	10620	23270	18310	11880	30190	68060
	1990	4510	420	4930	21290	18040	39330	36680	29890	66570	110830
	2000	3260	420	3680	20130	17830	37960	41070	35310	76380	118020
	2003	5860	960	6820	36380	32420	68800	83470	73080	156550	232170
Total Japan		27030	3000	30030	90450	78910	169360	179530	150160	329690	529080

(continued)

Korea	1990	3237	252	3489	6406	5570	11976	8441	5128	13569	29034
	2000	2243	178	2421	5954	4871	10825	12958	8310	21268	34514
	2003	1950	162	2112	6114	4995	11109	14075	9246	23321	36542
Total Korea		7430	592	8022	18474	15436	33910	35474	22684	58158	100090
Luxembourg	1960	21,9	1,8	23,7	59,1	109	168,1	50,6	37,5	88,1	279,9
	1990	6,2	1,5	7,7	57,8	55,7	113,5	123,2	114	237,2	358,4
	2000	4,5	-1,4	3,1	60,6	59,1	119,7	199,9	184,8	384,7	507,5
	2003	3,9	-1,1	2,8	63,1	61,6	124,7	226,6	211,1	437,7	565,2
Total Luxembourg		36,5	0,8	37,3	240,6	285,4	526	600,3	547,4	1147,7	1711
Mexico	1990	5300	2185	7485	6503	5420	11923	11600	3020	14620	34028
	2000	6672,03	2305,62	8977,65	10306,33	7833,36	18139,69	21135,13	14055,01	35190,14	62307,48
	2003	6458,4	2141,71	8600,11	9928,88	7520,1	17448,98	23178,49	15173,49	38351,98	64401,07
Total Mexico		18430,43	6632,33	25062,76	26738,21	20773,46	47511,67	55913,62	32248,5	88162,12	160736,55
Netherlands	1960	465		465	1635		1635	1952		1952	4052
	1990	289	103	392	1646	1567	3213	4332	3868	8200	11805
	2000	258	125	383	1650	1525	3175	5658	5051	10709	14267
Total Netherlands		1012	228	1240	4931	3092	8023	11942	8919	20861	30124
New Zealand	1960	133		133	324		324	408		408	865
	1990	156,9	63	219,9	363,9	304	667,9	961	820	1781	2668,8
	2000	155,5	64,8	220,3	412,1	326,7	738,8	1203,5	1009,1	2212,6	3171,7
	2003	156,7	76,6	233,3	429,1	345,2	774,3	1332,1	1125,6	2457,7	3465,3
Total New Zealand		602,1	204,4	806,5	1529,1	975,9	2505	3904,6	2954,7	6859,3	10170,8
Norway	1960	301	54	355	497	449	946	598	534	1132	2433
	1990	129	33	162	494	460	954	1371	1272	2643	3759
	2000	93	34	127	492	465	957	1598	1519	3117	4201
	2003	83	33	116	486	452	938	1625	1544	3169	4223
Total Norway		606	154	760	1969	1826	3795	5192	4869	10061	14616

(continued)

Poland	2000	2726	229	2955	4481	4076	8557	7318	6243	13561	25073
	2003	2508	209	2717	3892	3533	7425	7217	6162	13379	23521
Total Poland		5234	438	5672	8373	7609	15982	14535	12405	26940	48594
Portugal	1960	1445	879	2324	958	827	1785	913	747	1660	5769
	1990	833	159	992	1607	1397	3004	2216	1753	3969	7965
	2000	638,6	92,5	731,1	1734,5	1449,9	3184,4	2623,2	2077,1	4700,3	8615,8
	2003	638,3	99,1	737,4	1637,8	1356,1	2993,9	2753,3	2209,7	4963	8694,3
Total Portugal		3554,9	1229,6	4784,5	5937,3	5030	10967,3	8505,5	6786,8	15292,3	31044,1
Slovak Republic	2000	139,7	132,1	271,8	783	725	1508	1178,6	1073,9	2252,5	4032,3
	2003	125,3	116,9	242,2	829	748,7	1577,7	1208,6	1080,7	2289,3	4109,2
Total Slovak Republic		265	249	514	1612	1473,7	3085,7	2387,2	2154,6	4541,8	8141,5
Spain	1960	4856	1947	6803	3672	2972	6644	3023	2161	5184	18631
	1990	1484,2	482,9	1967,1	4347,7	3722,6	8070,3	7037,4	5309,5	12346,9	22384,3
	2000	1012,1	418,2	1430,3	4789	4095,4	8884,4	9487,2	7690,6	17177,8	27492,5
	2003	942,1	419,1	1361,2	5108	4367,5	9475,5	10556,3	8723,3	19279,6	30116,3
Total Spain		8294,4	3267,2	11561,6	17916,7	15157,5	33074,2	30103,9	23884,4	53988,3	98624,1
Sweden	1990	154	60	214	1310	1223	2533	3022	2792	5814	8561
	2000	99	37	136	1022	941	1963	3033	2749	5782	7881
	2003	89	33	122	962	879	1841	3179	2911	6090	8053
Total Sweden		342	130	472	3294	3043	6337	9234	8452	17686	24495
Switzerland	1960	393		393	1261		1261	1062		1062	2716
	1990	162		162	1229		1229	2429		2429	3820
	2000	184,5		184,5	1050,72		1050,72	2853,52		2853,52	4088,74
	2003	171,32		171,32	996,91		996,91	3008,31		3008,31	4176,54
Total Switzerland		910,82		910,82	4537,63		4537,63	9352,83		9352,83	14801,28

(continued)

Turkey	1960	8982	677	9659	1268	821	2089	2158	853	3011	14759
	1990	8691	428	9119	3885	2921	6806	5964	3878	9842	25767
	2000	7769	429	8198	5175	4187	9362	8637	5871	14508	32068
	2003	7165	389	7554	4812	3981	8793	9172	6339	15511	31858
Total Turkey		32607	1923	34530	15140	11910	27050	25931	16941	42872	104452
United Kingdom	1960	1118	743	1861	11282	10984	22266	11260	10166	21426	45553
	1990	573	257,97	830,97	8667	7371,03	16038,03	17578	15140,8	32718,8	49587,8
	2000	425,87	218,39	644,26	7036,48	6129,69	13166,17	20141,53	17907,51	38049,04	51859,47
	2003	357,16	164,82	521,98	6737,12	5694,71	12431,83	21478,45	19122,82	40601,27	53555,08
Total United Kingdom		2474,03	1384,18	3858,21	33722,6	30179,43	63902,03	70457,98	62337,13	132795,11	200555,35
United States	1960	5584		5584	23095	21049	44144	37099	33141	70240	119968
	1990	3394	1860	5254	31123	29161	60284	84275	77317	161592	227130
	2000	3538	2207	5745	31500	29517	61017	101854	95014	196868	263630
	2003	2275		2275	33804		33804				36079
Total United States		14791	4067	18858	119522	79727	199249	223228	205472	428700	646807
General Total		157410,8	31865,42	189276,19	478505,8	395282,1	873787,9	909523,55	786572,92	1696096,47	2759160,56

CE: Civilian Employment

DE: Dependent Employment

Data have been collected from statistics of OECD. For various query of statistics, see the web pages of OECD including http://www1.oecd.org/scripts/cde/members/lfsindicatorsauthenticate.asp.

APPENDIX B

Total External Debts of Some Countries as at 2003

Country	Total External Debt (USA $, millions)
Albania	1,482
Algeria	23,386
Angola	9,698
Argentina	166,207
Bangladesh	18,778
Bolivia	5,684
Brazil	235,431
Bulgaria	13,289
Canada	……
China	193,567
Egypt	31,383
France	……
Germany	……
Greece	……
Hungary	45,785
India	113,467
Indonesia	134,389
Ireland	……
Israel	……
Italy	……
Jordan	8,337
Malaysia	49,074
Pakistan	36,345
Poland	95,219
Russia Federation	175,257
Senegal	4,419
Slovak Republic	18,379
South Africa	27,807
Spain	……
Thailand	51,793
Turkey	145,662
Ukraine	16,309
United Kingdom	……
United States	……
Uruguay	11,764
Uzbekistan	5,006
Venezuela	34,851
Zimbabwe	4,445

Data have been extracted from various statistics of World Bank. For detail statistics, see the web pages of World Bank including http://www.worldbank.org/data/wdi2005/pdfs/Table4_16.pdf.

APPENDIX C

A Sample of the Questionnaire

1. What does the concept of "e-government" mean to you?

……...

……...

……...

2. Have you ever used any "e-government" application? If you have used, what are these applications?

……...

……...

……...

3. What are your expectations from "e-government"?

……...

……...

……...

4. According to you, are there any positive and negative sides of "e-government"? If there are, what are these?

……...

……...

……...

……...

……...

5. According to you, what are the purposes of "e-government"?

……...

……...

……...

6. Other points on "e-government" that you would like to express…

……...

……...

……