

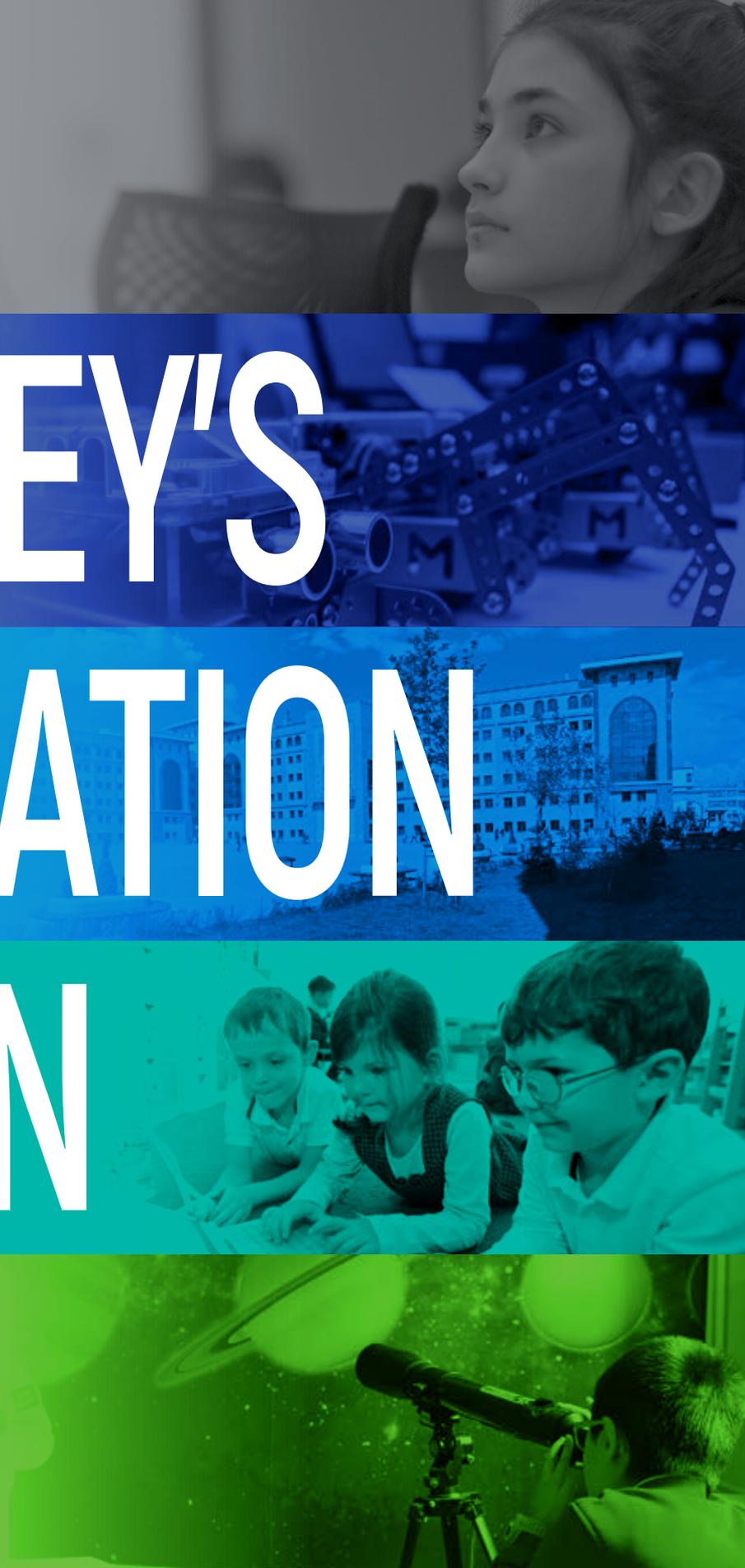


TURKEY'S

EDUCATION

VISION

2023







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Having adopted a new system of government, Turkey today enters a new stage in all areas. The world's leading countries, with their robust economies and resilient social structures, distinguish themselves from others primarily in their high-quality, human-centered systems of education.

In our efforts to turn our nation's dreams into goals and its goals into reality, we rely heavily on the younger generation to be equipped with skills, high self-confidence, and national and spiritual values. A high-quality system of education is key to the capacity of our country to reach its goals. We represent a rich civilizational heritage, boast a young and dynamic population, and have major expectations for the future.

To provide high-quality education, we must facilitate the mental development of students, strengthen their spiritual sides and provide them with vision.

**Our nation's system of education must strive to raise individuals with good sense, kind hearts, and sound judgement.**

Furthermore, we must prepare our nation's children for today's information-intensive and competitive world.

To accomplish those goals will require long-term commitment. The entire nation must join hands, strive toward the same objective, and join forces to complement the state efforts. In particular, an education system that excludes families has zero chance of success.

We entrust the education of our children, our most precious gifts, to our nation's teachers, school administrators and education community. They have many important responsibilities.

In 2002, when we took office, we identified the four pillars on which our country would rise: education, healthcare, justice, and order.

In accordance with those priorities, we made major investments to address the shortcomings of our nation's education system, to ensure that it could respond to contemporary needs and solve its long-standing problems.

Turkey's investments in infrastructure have already started to yield results. Now it is time for Turkey to take a leap forward in education

and move from making improvements in quantity to accomplishing quality goals.

The 2023 Education Vision serves as the roadmap for our nation's strategy to advance and rise in the area of education. This will require patience, hard work, sincerity, and sacrifice. The Ministry of National Education has been empowered to solve problems, like all ministries throughout the presidential system of government, and will broaden Turkey's horizon by implementing the 2023 Education Vision.

The leaders, pioneers, and doers of the Turkey of 2053 and 2071 shall be raised by the education system born out of this vision.

It is my hope that the 2023 Education Vision will serve our country, starting with our nation's teachers and students and including all our citizens. We have great expectations in the area of education.



Recep Tayyip ERDOGAN  
President

# We bear witness

to the rapid changes  
in all parts of life in the  
**21st century.**

Humanity's scientific and cultural heritage, accumulated over thousands of years, proves inadequate at times. Many experts maintain that the human- technology balance is tilting toward mechanization. This prediction used to be science fiction. Today, by contrast, is an ordinary and real-time description of what is happening. High-value-added technologies advance at the speed of light, and all sectors must take major steps to transform themselves as well.

This new period of singularity represents the fourth breakthrough in the history of industrialization. It brings together the biological, the digital, and the physical. The study of artificial intelligence supports the view that humans have taught machines enough to challenge mankind's monopoly on learning and intelligence.

It would be wrong, however, to unconditionally accept that the world is headed in a different direction just because technological innovations make our lives easier. Similarly, we cannot accept the dominant view that the content of education must reflect the needs of industry alone.



If technology and consumption habits, fueled by the marketplace, alienate humans from themselves, our educational ecosystem has a responsibility to disagree.

We must strongly object to a mindset that increases the number of tools at the disposal of humans yet it impoverishes their goals.

Otherwise, we will face a range of global humanitarian crises, including violent conflicts, international terrorism, irregular immigration, environmental and health problems, financial interventions, and racism and xenophobia. These challenges have already worsened in recent years. We cannot accept a notion of civilization that over-glorifies competition for the sake of an “information society,” nor one that fuels consumption in the name of “technology” and excludes all societies but one's own from the definition of “humanity.” Our civilization's approach to human life not only promotes material excellence but also feeds off a larger whole, one that encompasses both heart and science, both meaning and matter, and both training and discipline.

**Our singularity is the unity of heart and mind—rather than human and machine.**

We are deeply concerned about the world today, and this compels us to write a new, more humane, more civilized, and more just story. We must venture on a journey that brings together heart and mind - the education system's two wings.

To address our need for ‘thinking hearts,’ we cannot reduce education to only certain functions and practices.

It is crucial for us to concentrate on a worldview of quality and content that provides a basis for existence and meaning.

Now more than ever, we need tactical and strategic designs. As a structure cannot stand without a foundation. We require a trans-disciplinary footing. It must cover all the opportunities that pedagogy, psychology, anthropology, sociology, neuroscience, economics, and technology present. Our nation's longstanding desire is for an educational approach that does not glorify formalism, standardization, and routine. This vision document embodies our response to that yearning.

**The main purpose of the 2023 Education Vision is to raise science-loving, skilled, and ethical individuals who take an interest in culture and are willing to use present and future skills for the well-being of humanity.**

It is time to crown our nation's success story with our actions in education across all areas, including politics and the economy. In previous years, we progressed in the number of classrooms built, teachers appointed, students enrolled, and digital infrastructure established. Now it is time to build on these quantity-oriented steps with quality-oriented reforms.

With the accessibility and other quantifiable problems in the Turkish education system in the past, the 2023 Education Vision clearly reflects our determination to bring about a qualitative revolution.

**This is a method that sees education as an ecosystem and seeks to design all subcomponents of the system simultaneously.**

Therefore, we must rescue the educational process from its biological and economic definitions, statistical data and quantitative accomplishment, and take into consideration its ontological, epistemological, and ethical roots. We maintain that education refers to the constructive act of turning *bashar* (being) into *insan* (human) and, thus, needs a paradigm shift rather than a program-oriented or pragmatic change. This paradigm posits that all humans must be equipped with two wings to fly: heart and mind. It rejects education as a venture that exclusively concentrates on material things.

The real questions that an educational ecosystem must ask universally are: *What can we do and be with what we know and learn? and What kind of world will education create?*

We are against the degradation of the environment and the abuse of science and education. The road to solutions is through science and education. With a science-guided

perspective and our moral compass, we can live up to our millenium-old presence and heritage in Anatolia, which is filled with positive examples.

This perspective will rescue us from the disintegration of truth and of man and pave the road toward the notion of “unity in plurality.” The same view will take us to a paradoxical unity that is born out of clashes between opposites. This approach will enable us to overcome the divisions between “us” and “them” and to embrace all as “us.” It will make us feel that “we are all part of the same team.” By extension, the emerging consensus will be that education is a national responsibility and duty.

**Going forward, the Ministry of National Education will pioneer the construction of a vision for the present and the future on the basis of training, discipline, and the Turkish nation's social integration and shared goals.**

To accomplish that task, the entire society and, more specifically, the educational ecosystem must be united over a common denominator: our children. We must understand that children are the common denominator of our nation, representing a link between the past and the future with their hopes, joy, and innocence. Although we may use different words on occasion, our expectations from education are one and the same. As Rumi once said:

A man gives one *dirham* each to four people. Upon receiving the money, the Iranian says they will spend it on *angūr*. The Arab says they will spend it on *eanab*. The Turk says they will spend it on *üzüm*. And the Greek says *stafyli*. Although they could not understand what the others wanted, they all wanted the same thing: grapes.

We can talk about our children's education in different terms and using different words, as long as we can find common ground and identify shared goals across parents, teachers, nongovernmental organizations, the private sector, the media, universities, and all other counterparts. We must be able to arrive at the conclusion that *our children*, our common denominator, are by far the most important.

### **The four core elements of this vision document are students, parents, teachers, and schools.**

Our students represent the common denominator within the ecosystem. Supporting families to find a common ground for our nation's children is one of the Education Vision 2023's expectations. The fruit is born from the branches, but the tree must be nourished by its roots. When families have sufficient knowledge of the necessary relationships among subjects, objects and setting, their children can blossom and grow.

To compare the *curriculum* to a theatre, teachers must read the lines.

Indeed, -"curriculum" is one of the most contested words in the conceptual map of contemporary education. Under pressure from standardized tests, the curriculum ceases to be a means and instead emerges as an end. This tension builds up due to serious discrepancies among our nation's schools. Our vision for the future converts the curriculum from a collection of information to a source of skills, and then to positive ways of living. It also trains teachers to relieve the pressure caused by tests. In a system with well- trained teachers, a curriculum framework alone would suffice.

According to the needs of children, a master teacher can reconstruct the curriculum and seize the opportunity to educate them. The Turkish word for curriculum, *müfredat*, comes from the root *fert* - or individual. That *fert* is the child/student and the treasure he or she holds within. Teachers, in turn, must polish that hidden treasure into a gem. All we can do is to guide them. Personality builds personality. If a given teacher's personality lacks the necessary maturity and strength, technology and physical infrastructure cannot perform his/her tasks. This is why teachers are the main players in our vision - as our nation's master teacher, Mustafa Kemal Atatürk, once noted.

**We must not forget that all education systems rise on the shoulders of teachers and that no education system can overshadow the qualities of that nation's teachers.**

The 2023 Education Vision views the reorganization of the aforementioned system's goals, structure, processes, and functions as vitally important.

In the absence of the design of an integrated system, the various stakeholders and components in an educational ecosystem cannot function properly.

The three-year plan of the 2023 Education Vision proposes a fundamental structure and individual processes - especially for the first year. The aim is to define the processes and functions that are compatible with that structure. A central/peripheral organization will help define them and make them compatible with our school goals. This is the reason we promote a *school-oriented* system.

Schools are to education as families are to society. It is also highly important that our policies are *implementable* and that their monitoring is *easy* and *measurable*.

**Under the new Presidential System of Government, the approach of the Ministry of National Education is just, human-centered, teacher-based and flexible. It is universal in its concepts and local in its practice. It is also skill-oriented and mindset-focused, sustainable, and accountable.**

In accordance with that stance, our main goal is to improve quality in the medium term, significantly reduce inequality, and prioritize ethical progress, the arts, culture, aesthetics, and sports.

Education Vision 2023 has been developed to unite all stakeholders over the happiness and joy of our nation's children, the well-being of families, social peace, Turkey's welfare, and human dignity in the universal sense of the word. It aims to facilitate a giant leap forward in quality over the medium term. This document was prepared to provide a sustainable roadmap in line with what the transformation of our country and the world requires.

**An approach to education that unites democracy and the economy serves as the basic platform from which Turkey will launch and maintain its forward efforts in all areas.**

Education is located at the intersection of various sectors. Therefore, in the preparation of our vision we have included individuals from different social backgrounds and with various areas of expertise. We went over past studies, hosted workshops, and formed working groups. We carefully listened to headmasters and teachers, and we took into consideration the opinions of parents and students. We included the entire educational ecosystem to find answers to basic questions on education, teachers, students, content, and the system as a whole.

We are indebted to all our colleagues who participated in the preparation of this vision document. They all joined this project to make a dream come true and to reach their long-standing goals. At the same time, we owe credit to all the social groups that remained hopeful and offered us their support.

The President's support for this project clearly showed that it is part of a national duty. Major changes in the education systems of many countries around the world bear the mark of great leaders. The President's support will represent a historic reassurance that lights the way for the transformation ahead.

### **Our transformation plan covers a three-year period.**

The first stage, which the 2018-2019 academic year embodies, will begin with design,

simulation, pilot programs, and the partial implementation of new plans. In 2019-2020, we will implement nationwide pilot projects and take measurements of the work completed. Finally, in the 2020-2021 academic year, we will implement all plans identified as main targets and analyse the impact of some actions.

We are aware that both the scope and the quality bar are quite high for our goals and actions. Yet we identified those goals with confidence in Turkey. We believe that it takes an entire society to write a success story in the area of education. It is time for Turkey to crown its accomplishments in almost all areas with a success in education that all other nations will envy.

**It is time. Let us get to work.**



Ziya SELCUK

Minister of National Education



2023

**Education Vision  
Philosophy**

Turkey's Education Vision 2023

# Education systems are a fusion of the civilizations from which they have originated and the universal values of humanity

Countries with high-performing education systems have achieved success by bridging their past and future and using human-centered and relevant conceptual frameworks and philosophical approaches. Every successful change in education-from reforms to wholesale transformation-requires this.

Throughout history, educational practices have been built on deep-rooted philosophical ideas and paradigms that were suitable for human development in their own context. However, educational models and practices can also transcend the environment and the conditions of thought in which they sprouted. For example, some educational practices have become instruments of a market-oriented hegemonic geopolitical power at the global scale. The process of modernization, throughout world history, is full of such examples.

In recent years, the education approach referred to as “21<sup>st</sup> century skills development” has become viewed as an indispensable global

norm. The claim underlying this approach is that human beings develop and achieve in the real world by acquiring “soft skills,” such as creativity, communication, teamwork, and critical thinking. This has become a strategic conceptual framework imported all around the globe.

This is a crucial time to analyze the associations between education and the philosophical paradigms that guide it. These linkages have extended from ancient to modern times, from the industrial revolution to the digital age, and beyond education itself to affect technological advancements and cyber-physical systems.

## **The primary subject and object of education is the human being.**

It is inconsistent to consider the individual to be only a rational being seeking his or her highest utility and self-interest. This is true not only in Turkey's history, civilization, and rich heritage across many generations but also in the human heritage itself. Considering an individual only as a rational being, seeking his or her highest utility and self-interest, is inconsistent with not only our history, civilization and rich heritage across many generations, but also with the human heritage itself. However, every education system mirrors the society from which it originated. Societies cannot be described without referring to previous transformations in practices, judgments, norms, and rules within time periods of 20, 30, and 50 years.

Most recently, as we have witnessed, the primary purposes of education have been perceived to be the attainment of passing grades, success in exams, and the procurement of jobs. However, these are actually derivative outcomes of education. When the whole education system is perceived in these terms, education becomes confined to serving a mechanical function.

In fact, education is not a mechanical system but a human system-being “human” lies at the heart of it. For this reason, before talking about education per se we need to review the human element.

**It is difficult to create a universal pedagogy with a direction, goal, spirit and philosophy without first putting forward the human profile we hope to nurture as determined by Turkey's education paradigm. In this sense, being human is the focus of the Education Vision 2023.**

The proposal of our Education Vision 2023 involves a two-pronged interpretation, based on a 21st Century Instruction and Education Model. Equipping students with skills alone will not help them face the challenges of life. What is needed is a process that seeks to engender maturity and improvement by embracing all the universal, national, and local values that are relevant to human well being-material, spiritual, professional, and moral.

In today's world, the dominant and mainstream systems tend to evaluate education by its functional outputs. Because of this perspective, education is then accountable only to meet current needs, such as preparing students for a profession or raising good citizens. Moreover, within this educational philosophy being human is defined only biologically, that is, as being a rational creature, *homo biologicus* or *homo economicus*. This is a superficial and reductive approach, rather than a holistic one, and it is not ontologically consistent. Being human does not consist solely in having a material life, nor solely in having a spirit, but in a combination of both.

Further, modern psychology and educational theory describe humans as bio-psycho-social beings, that is, as having an ensemble of biological, psychological, and sociological elements. Another view, the material/psychosomatic view, focuses only on the physical vitality and somatic structure of human beings. All these perspectives on the nature of being human neglect the spiritual or *psychospiritual* dimensions. Ultimately, we argue, a human being is a *somato-psycho-spiritual* being - a whole being with both physical (somatic) and spiritual vitality. In this regard, we can no longer view only a single aspect (e.g., the psychosomatic) as if it represents the entirety of being human.

In Raphael's painting, “The School of Athens,” the way the artist depicts the philosophers Plato and Aristotle demonstrates the kind of holistic perspective we underscore here.

The postures of these two great thinkers transfigure everything around them as a whole, including all the other figures and their layout. While Plato raises his hand and implies that *other-worldly reality is the ultimate reality*, Aristotle points down and implies that *the whole reality is in this world*.

In summary, a human being is a whole formed by spirit, heart, mind, and material body. Education systems can only be successful to the extent that they develop in an integrated way, and are accountable for, all these elements of human nature.

### **The measure of success in education cannot consist only of exam scores, intelligence tests, and the wages of post-graduation jobs.**

The most fundamental philosophical proposition of Education Vision 2023 is that being human must be redefined with ontological integrity and unity in order to restore *the human being* to the education agenda. Our civilization has ascribed sacredness to the concept of the human being. This sacredness is not subject to the limitations imposed by definitions based solely on a thinking being or a social being; rather, it is consistent with the characterization of a somato-psycho-spiritual being. Education Vision 2023 represents a perspective that views the human being as a whole composed

of various material and spiritual elements, with sensual, emotional and cognitive needs. This being is the protagonist in a journey of becoming ever more fully human and reaching universal consciousness.

In the same way that we cannot separate spirit, psyche, and body in a human being, we cannot separate theory, model, methodology, and tools in education. Hence, Nurullah Ataç, a key figure in the educational philosophy and literature of recent times, emphasizes the inseparability between being human and having life, by asking, *Is life divided into subjects? Science on the one hand, arts on the other, and morality on the other...*

Such separation would contradict the nature of being human and likewise the nature of education. Our education system imitates human beings and takes them as a model. In this analogy, one can regard a philosophy of education as the *spirit* that advances an individual from a “being” into a “human being.” Educational theory, methodology, and practical strategies may be thought of as the *psyche*, which regulates sensual, emotional, and cognitive functions. The practical environments and tools of education are analogous to the *somatic* structure. The highest priority of the current education agenda in our country is to establish a system that addresses human beings as a whole, while removing all separatist features.

From a holistic perspective, the epistemological aspect of the philosophy of education (how

we acquire knowledge) is as important as its ontological one (what being human is). A perspective of knowledge that separates its theoretical, practical, ideological, and religious aspects is not promising for the future. Similarly, to respect the wholeness of human nature, unity of knowledge is needed. Consequently, new theories are also needed. Pragmatism, which recognizes knowledge to be true only to the extent of its applicability and practicality, impairs the ontological unity of being and impoverishes the epistemological approaches to knowledge.

It is important that Turkish society reconsider its pragmatic (utilitarian) relationship with knowledge to re-establish a balance between the world of knowledge and the complete world of all that exists. It is futile to attempt to explain being human only as material existence in the world. This is similar to trying to fly and ascend with a single wing. Having a sound epistemology, thus, is valuable in understanding knowledge, education, and culture. This is why epistemology is defined as theory of knowledge in dictionaries.

A human-centric philosophy of education is crowned by combining ontology and epistemology with regard to morals and values. The philosophy of education should extend beyond the restrictive boundaries of modern education processes, which only provide the tools, instruments, and knowledge on the one wing of our two-winged paradigm.

A sound understanding of the human brain is another fundamental element of this holistic or two-winged approach. A successful education model must target the brain functions of an integrated human being. This is consistent with having an integrated philosophy rather than a separative, exclusive, and reductive understanding.

The integration of human thinking, emotion, and action actually manifests itself in the brain's structure. The nonlinear functioning of the brain, as a complex system, cannot be explained by studies that separate each function into localized brain segments. This is so even when cognition can be linked with the brain cortex and emotions with the limbic system.

Therefore, school curriculum, pedagogical practices, and even report cards should be expected to reflect the diversity of these layers of the brain. However, even international initiatives like PISA, which is argued to be measuring the skills of the 21<sup>st</sup> century, focus solely on cognitive content, such as critical thinking and reasoning. These initiatives are trying to fly with a single wing.

**This effort to fly with a single wing fails to integrate thinking, emotion, and action in human beings and does not reconcile practice with theory. This is our biggest problem.**

The ability to address the two wings of our human nature, we argue, is essentially a matter of civilization and frame of mind. Neither the law, nor the budget, nor the infrastructure should be an obstacle to building a philosophically based and systematic paradigm for the Turkish education system, because the underlying problem is an issue of ways of thinking. Without understanding the holistic, human paradigm, we are very unlikely to achieve the goals and policies we have set for the future, let alone compete with the rest of the world. Without starting with a relevant frame of mind, the issues we are concerned about—corresponding both to human nature and to our larger society—cannot be resolved. Only a two-winged understanding of our human existence and the nature of knowledge will provide us with a relevant way of thinking, one that neither overemphasizes physical reality nor idolizes the privileged character of human life. An education system that respects the full integrity of human reality needs a universal foundation. After that happens, it can be planted in its own soil and become a national system.

As expressed by Edip Cansever in one of his poems:

**Man resembles the place he lives,  
Resembles its water, its soil.  
The fish swimming in its waters  
The flower pushing up its soil...**

One of the worst things one can do to a society is to deprive that society of its own culture, and even worse is to confine it to its own culture.

The transformation of culture into civilization is made possible by linking with what is universal. Universal perspectives facilitate social consensus, which is a fundamental condition for a sound education system. Without consensus, there is no grounding, and without a grounding the system can have no shape. In other words, many concepts, including that of education, remain without foundation.

One important reason our education system today lacks a foundation stems from our tradition of discussing education in such a way that everybody justifies only their own arguments. Every different segment of society tries to impose its own understanding on the whole of society. This atomizes our social reality and undermines the aims of education: to enable the journey of maturity, from merely being to being fully human. Therefore, in preparing for the challenges of our modern age, the question of education must be based on a pedagogical ground, rather than on an ideological one. Considering Turkey's goal of becoming a powerful nation, we do not have time to waste. It is now time to spend all our energy on implementing the new roadmap drawn for our education system.

**Starting from today, in line with the 21<sup>st</sup> Century Instruction and Education Model, the primary goal of the Education Vision 2023 is to vitalize an understanding of being and knowledge that is based on the concept of morality and centered on being fully human.**



# Basic Policy



**The starting point in an education institution is to help individuals know themselves.**

When children, parents, and teachers know themselves and their environment, shared improvement is possible.

Temperament and skills play a crucial role in the development of education system actors. An individual's progress toward self-knowledge implies that he/she has created a customized roadmap for his/her educational journey.

The teacher is the key actor in this shared journey. A teacher touches the lives of individuals in their learning, and as with the affection of a mother, a teacher humanizes education. The most important learning interaction occurs when a teacher first shows care to a child; the hearing of knowledge and skills follows. This reveals the "implicit curriculum" within each child: curiosity is triggered, courage flourishes, and fervor comes into being.

Individual differences among children are a form of natural wealth. As when a gardener waters a sprout, a teacher can combine, for example, emotional trust, physical hygiene, and cognitive curiosity in a way that strengthens the child's passion and courage. A child's life can take root in such an atmosphere. Otherwise, if learning is simply imposed, the child's natural tendencies will disappear,

and the normative behavior patterns of adults will come into play rather than the implicit curriculum of the child. The natural habitat required for the child's growth and development will be degraded.

The natural ecosystem for learning is preserved when the teacher and other adults provide guidance through methods that trigger feeling, thinking, and doing, rather than just information transfer. A teacher does not manage or conduct this process but, rather, guides it. He/she views all children as valuable members of the learning community.

Teachers recognize that every child is different and every brain learns in a different way. They identify children's readiness to learn, and they arrange the curriculum, learning environment, and materials in accordance with these differences. They monitor and evaluate learning without causing any fear and pressure, treating evaluations as instruments to improve the learning process. In all evaluation processes, teachers are on the side of the students, not against them. A teacher also evaluates his/her own teaching skills, is open to continuous learning, is ambitious, and reassures others.

Individuals feel satisfaction when they are responsible for their own learning. However, today, compulsory education is shaped by the desires, plans, programs, and framework of the adults. Education, as a fundamental right, is useful only when it aligns with the

natural motivation of the learning individual. Unfortunately, around the world, packaged curricula are compulsorily uploaded into the minds of children, as though they were boxes to be filled. Indeed, at all school levels one must consider the individual differences among learners to link them with the expected objectives, structures, and behaviors. In line with these targets, a learner can combine the shared values of humanity with the skills of the modern age; this ultimately benefits himself/herself as well as his/her family and country. This perspective produces knowledge and value-added through all types of learning experiences. Based on this, Education Vision 2023 aims to raise learners who have self-determination and natural curiosity and who see learning itself as a reward.

Any setting – classroom, school, home, media, street, etc. – can have a healthy or negative impact on a child. Education in the 21st century is not limited to what happens in the school. Learning occurs, in all forms, not only in the school and classroom but in the home, in the street, and even through the media. In our society, learning is part of our daily lives.

Teaching by memorization is over. Knowledge is not a packaged product, ready to be served, but a living product. Repetition and memorization lead to a dull education system that is blind to the human-centered paradigm. Moreover, such a blind outlook on school and education lacks value and excludes culture. Today, we need a

new theory of education and school. The teacher, classroom, and school, as well as the district, provincial, and central organizations, must act collectively to guide and support children.

By working more autonomously, schools can find their own personality within the conditions available to them. When schools find their real identity, this translates into better teamwork, productivity, and humanity, in line with the needs of the modern age. The most critical actor in this process is the school administrator. The administrator can either limit school capacity or create lived dreams from seemingly limited possibilities. By finding its own identity, a school can succeed as much as its administrator succeeds. For this reason, it is not a higher authority that determines the role of school administrators, but the influence they exert, which in turn is based on their specialized skills and trust among students and parents. This role of influence is key for managing a planned education program, and it is equally key to handling unforeseen events.

Every culture produces its own education system, because education is shaped by the knowledge, experience, and values inherent in the culture of its society. Consequently, educational understanding and practices are part of the culture within which they develop. Similarly, culture and society must be considered when searching for solutions to problems in an education system. At the same time, to be human is to be human,

everywhere, and human needs are universal. Every human being grows in the shadow of another human being, and through education all are exposed to great individuals. The history of our civilization features many different types of educational institutions, including Nezamiyeh, Sahn-ı Seman, village institutes, teacher training schools, public boarding schools, and science high schools. The great individuals raised by these institutions have erected the pillars of our civilization.

This shows that education serves humanity by contributing to universal civilization while also helping children to succeed. We believe that developing national, moral, humanitarian, spiritual, and cultural values in the lives of our children is core to this approach. Implementing the educational philosophy described above will require imagination and the design of an integrated education system. When considering the entirety of the pieces that make up this system, it is important to respect the integrity inherent in the education system and evaluate the sub-systems and pieces according to their interactions. The integrity of the human being, the integrity of nature, and the integrity of systems are all critical to maintain in the search for truth.

While this pursuit of integrity is observed throughout the Vision document, some details may have been overlooked due to time and text limitations. In time, the required explanations will be provided when necessary. What is most important is to add new successes to the quantitative achievements in education since 2002.

**New pages will be added to the achievements of the past 16 years within the framework of new emerging needs.**



# Content and Implementation

**Curricula will be restructured as flexible and modular structures, linked with skill sets, in an integrated manner across all levels.**



While compulsory courses in basic skills will be retained, compulsory course hours and course types will be reduced and **more time will be allocated to deepening, personalization, and application.**

**Design-Skill Labs** will be established at all schools for the development of the interests, talents, and character of our children.

The most fundamental fact about the curriculum's contributions to our children is that every type of knowledge, skill, and attitude learned will become a competency that allows children to serve themselves and the community at large. The primary basis of this concept, which can be defined as etiquette, is to serve the integrated development of children through courses and activities that complement each other and support conceptual learning and deepening. For a curriculum that helps internalize the skills gained, multiple types of learning content will be designed and implemented with relevant, associated, transitive, analytical, and complementary elements. This will improve the curriculum to become flexible, modular, and practical, in line with the interests, talents, and temperament of children.

Compulsory course hours and types will be reduced, and more time will be allocated to in-depth learning, personalization, and application activities in the core subjects. Starting from primary school, Design-Skill Labs will be established at all levels of education to equip our children with the application skills associated with the talent sets they have. The activities to be carried out at these workshops will be structured, with a focus on science, arts, sports, and culture.

These Design-Skill Labs will be units that are designed to achieve common goals at the primary, lower-secondary, and upper-secondary school levels. They will be linked to particular professions, with a particular focus on allowing children to use their hands. The workshops will emphasize the importance of designing, doing, and producing, rather than simply knowing, and thus will help children recognize themselves, the professions, and the environment. In addition, the workshops will be designed as concrete spaces suitable for acquiring modern-age skills such as problem solving, critical thinking, productivity, teamwork, and multiple literacy.

The curriculum will emphasize production, doing, interaction and deepening instead of revolving around testing and lecturing. Design-Skill Labs will serve as the instrument of such a curriculum approach. The Design-Skill Labs will begin as a pilot during 2019-2020. They will help students experience a process of self-revelation in which they can take time to think, design, and produce. This will also increase the harmony among what is learned, what is measured, and what is practiced. Interested teachers from the related branches will work in these workshops for a certain fee, after they receive minor education and/or certified training.

# School Development Model



# A **School Development Model** will be established through which all who are involved in children's learning will take part in the school improvement activities

We see schools as living spaces that add value and happiness to each child, and where universal, national, and spiritual virtues and life skills are internalized. In the new century, in cooperation with all actors involved in education-including NGOs, labor unions, and others-our priority will be to introduce a new understanding of school that values the spirit of our times.

The most fundamental units to play a role in the success of policies, strategies, and actions aimed at improving the education system are classrooms and schools. For this reason, a precondition for systemwide improvement is that schools pursue specific objectives in line with the priorities of the education system and of their respective provinces, districts, and neighborhoods and organize activities tailored to achieve these objectives.

In this context, a School Development Model will be implemented. This will help schools improve themselves in line with the national education policies and objectives, taking into consideration their respective conditions and priorities. The School Development Plan will be prepared based on each school profile. This will serve as a roadmap in which progress will be evaluated each year at local and central levels. In

line with the goals set in the School Development Plan, activities aimed at the individual, academic and social development of children will be monitored, evaluated, supported and improved. This development model will adopt an understanding that is based on sharing, rather than competition, at all levels of education.

The primary principle in evaluating school development is not whether it reaches an absolute measure of development, that is, whether it is labeled and classified as a successful school as such or in comparison with other schools. Instead, success in school development will be evaluated through the progress achieved by each school in line with its own goals and the plan developed by the school in view of its own capabilities. In this framework, the development of all our schools will be monitored, evaluated, and supported through the School Profile Evaluation Model to be configured for all levels of education. The structure, roles, and responsibilities of provincial and sub-provincial offices of the Ministry of National Education will be restructured to enhance monitoring and support to the development of schools. In summary, all processes undergone by schools will be monitored, and their progress will be evaluated within the schools' own context.

# data

## Data-Based Management with Learning Analytics Tools



A school-level **Data-Based Planning and Management System** will be introduced for monitoring, evaluating, and developing management and learning activities nationwide.

A Learning Analytics Platform, to be used in decision making for the development of learning, will be developed.

The databases used by teachers, parents, school administrators, and education managers will be simplified and integrated.

Through data-based management, the bureaucratic workload of teachers and school administrators will be reduced.

One of the most pressing needs of the Ministry of National Education is to implement system integration and design as a result of process and functional analyses. In order to soundly manage education at the national level, objective assessments will be conducted on past decisions and realistic plans will be developed for the future. To this end, it will be necessary to process large quantities of data, link them with each other, structure them according to constantly changing conditions, and interpret them to identify causal relationships. Thus, the data accumulating in the ministry's various information systems, which cannot yet be processed, will first be linked in an integrated way and then be processed and interpreted.

The resulting large-scale data will be analyzed using the Learning Analytics Platform, which is to be established. This will make it possible to evaluate all processes,

including the school performance assessments, identification of teachers' professional development needs, measurement of curriculum efficiency, and analysis of physical capacity and personnel needs. It will also then be possible to make decisions on the individual performance of students and take necessary actions in a timely manner. At the same time, the tools within the Learning Analytics Platform can be used to conduct descriptive, predictive, and prescriptive analyses and simulations of the performance of student groups and the value-added of schools. Thus, it will also be possible to understand the risks that may be posed by the decisions to be taken. By improving processes within the framework of this holistic data-based management system, the bureaucratic workload on teachers, school administrators, and education managers will be reduced. Eventually, a learning and management system focusing on the primary objective of children's learning will have been established.

## ALL DECISIONS OF THE MINISTRY WILL BE DATA- BASED

Data from the ministry's existing systems will be integrated within an easily accessible Educational Data Warehouse. This includes data from MEBBİS, e-School, EBA, MEIS, DYS, e-Guidance, e-Extensive, Open Education Systems, e-Personnel, e-Registration, Book Selection, Optimum Staffing Processes, Physical Disability Inventory, e-Graduate, and Central Exam Results.

1

A Learning Analytics Platform, to run on the Educational Data Warehouse, will be established to evaluate the academic data of students together with data about their interests, talents, and temperament.

2

A competent Data Control Unit will be established within the ministry so that integrated data can be worked out with reliable functioning.

3

Learning Analytics tools will be developed to better understand learning and teaching processes, provide effective feedback, and implement a learning and teaching process based on performance targeting.

4

Necessary legal amendments will be made, and training events organized to actively run the data-based decision making processes.

5

A dedicated unit will be established to collect the scientific studies conducted by universities and NGOs and to derive conclusions and reports from these studies.

6

Processes will be improved within the framework of the understanding of data-based management, and bureaucratic workload will be reduced at all layers of management, primarily in schools.

7

## SCHOOL-LEVEL DATA-BASED MANAGEMENT WILL BE INTRODUCED

An online platform will be established by which the ministry and school administrators can monitor school development plans at the district, provincial, regional, and national levels.

1

A Geographical Information System will be established to identify the capacities of schools in the planning of educational resources.

2

A new platform will be developed on the Data Information System and this platform will ensure interaction among teachers-parents-schools.

3

Students in need of support will be identified through data analysis and necessary actions will be included in the school-level development plans.

4

## Measurement and Evaluation

A Qualification-Based Evaluation System will be established to identify, monitor, and support the qualifications of our children in all courses and levels.

An e-Portfolio will be prepared for each child to monitor, evaluate, improve, and orient the child from early childhood until the end of upper secondary education.

## **A Student Achievement Monitoring Survey will be conducted** to see how the system and the decisions work at the defined grade levels based on the academic output of students and without any use of scoring.

Every child must have the option to be the best that he/she can be, must feel that he/she has options at every moment of his/her educational life and must have sufficient opportunities in order to move ahead in the path chosen using his/her entire potential. A good system of measurement and evaluation must interpret the capabilities of a child in this journey and support all stakeholders responsible for increasing those capabilities so they can make the right decisions.

Beyond being a technical matter, measurement and evaluation are related to the educational philosophy and goals adopted and the qualities that are intended to be instilled in these young human beings. Any answer to the questions of what is to be measured, how, and for what purpose should be centered on the development and happiness of the child in all aspects. On this basis, a measurement and evaluation framework based on student development data will be created that will enable an evaluation of the education system, education policies, school teachers, and school administrators. In this context, the Qualifications-Based Measurement and Evaluation System, which is currently used by effective education systems today and which defines and clearly sets out the capabilities of students, will be one of the key tools available to the ministry. This system, which will also guide the standard-setting studies, will make it possible to ascertain the distribution of qualification levels in terms of education system, school,

classroom, and student. In addition, this system will facilitate the definition and monitoring of periodic performance goals and school development plans.

The learning analytics services, which will process such information, will formulate models linking school environment, classroom activities, and other variables concerning the student with qualification levels. These models will shed light on the relevant methodologies for bridging the gaps both between schools and within schools. Thus, by functioning as a strategic decision support mechanism for effective interventions, the models will accelerate the process of moving lower-qualification groups toward higher-qualification groups. The models will also offer customized experiences for each student and help students control their own learning processes, assuming the responsibility for learning. Another issue concerning measurement and evaluation is the use of central exams for transition between different school levels. Our medium-term goal for transition to secondary education and higher education is to reduce the need for competition and elimination-oriented exams. The process of progressing toward this goal will be built on two pillars. The steps under the first pillar include reducing the disparities between schools and regions; creating the structures and processes required to monitor and support the learning status of children at all schools;

## **The number of schools admitting students by exams will be gradually reduced** in line with improvements in the school and learning ecosystems.

structuring school development as the primary axis; strengthening vocational and technical education; transforming the demand for exams; and supporting the schools with unfavorable conditions.

The second pillar of the improvement process will consist of developing flexible models for exam-free placement and using central exams only for specific purposes and for certain children and schools with specific orientations in the medium term. In addition, public outreach efforts will help raise awareness about the subject matter. In all education systems around the world there are exam systems, including central exams and multiple-choice tests used alone or in combination with other evaluation tools, in order to identify qualification levels and select students. However, the continued existence of these exam systems depends on their benefits, considering their (a) objectives, (b) content, and (c) question types. This structure of exam systems is integrated and associated with the policies, strategic objectives and goals, curriculum structures, and teaching methodologies and techniques of countries' education systems. Within the framework and goals of Education Vision 2023, our work to improve learning outcomes and all the exams in our education system will be adapted in terms of the objectives, contents, question types and the benefits they will offer. Exams will primarily test reasoning, critical thinking, interpretation, forecasting, and similar cognitive skills.

The new approach will eliminate the need for processes such as storing knowledge and memorizing formulas. Sharing sample questions every month before exams will eliminate uncertainties and enhance the experience of students. School achievement scores will be taken into account when calculating the placement scores after exams.

The need for private tutoring institutions (dershane), which have been shut down, and private course centers, which are still in operation, originated from the existence of a multiple-choice exam system that was predominantly competition- and elimination-oriented. The results of the central exams were not satisfactory when private tutoring institutions were very strong and prevalent. In other words, there was no direct correlation between the existence of private tutoring institutions and improvement in the quality of education. In the medium term, our primary objective will be to reduce the need for central exams and facilitate our children's access to learning support services whenever they need them. To this effect, an integrated learning support ecosystem will be created, centered on children and diversified in the settings where children are present. Home, school, digital, and social-media access will be interlinked and presented in various forms. An academic team consisting of academicians in Turkey with expertise in the field will act as peer reviewers to ascertain the quality of the studies to be conducted.

## MEASUREMENT AND EVALUATION METHODOLOGIES WILL BE STREAMLINED TO IMPROVE THE QUALITY OF EDUCATION

All exams in our education system will be restructured in terms of their objectives, content, question types, and the benefits they will offer.

1

The criteria and evaluation techniques used for the measurement of academic achievement will be diversified.

2

An integrated understanding focused on process and outcome will be introduced for measurement and evaluation.

3

A Student Achievement Monitoring Survey will be conducted to see how the system and the decisions work at the defined grade levels based on the academic output of students and without use of any scoring.

4

To reduce the disparities between schools and regions and to view the education system as a whole, the results of the Student Achievement Monitoring Survey will be examined and followed up by the ministry together [www.itacademia](http://www.itacademia). Necessary improvement measures in the system will be taken.

5

An e-Portfolio, which protects data concerning the child, will be set up for each child to monitor, evaluate, improve all development areas of children from early childhood through higher education.

6

Special training programs will be designed for parents about digital measurement and evaluation practices.

7

## THE SOCIAL, CULTURAL AND SPORTS ACTIVITIES OF STUDENTS WILL BE MONITORED

Measurement and evaluation units will be established in all provinces to monitor, evaluate, and improve the social and educational skills of our children from the class and school level up to the central organization of the Ministry of National Education.

1

The social, sports, and cultural activities of all children will be collected within the e-Portfolios.

2

Data from the resulting files will be used in evaluations needed for each student.

3



## THE PRESSURE ON THE EDUCATION SYSTEM OF EXAMS FOR TRANSITION BETWEEN SCHOOL LEVELS WILL BE REDUCED

Educational measures will be taken to reduce the achievement gap between schools.

1

The physical and social facilities of schools in poor condition will be expanded.

2

The number of schools admitting students through an exam will be gradually reduced.

3

The resources provided by the ministry will be distributed fairly.

4

Mechanisms supporting students academically, socially, and physically will be structured at the ministry, province, district, and school levels.

5

By monitoring the School Profile Evaluation Data, a decision-making mechanism will be established to determine what kind of support will be provided to individual schools.

6

Disadvantaged families will be supported through mechanisms to be created together with other ministries.

7

Flexible models will be developed for placement without examination.

8

Awareness of improvements achieved in reducing the need for exams will be raised through public outreach efforts.

9

## QUALIFICATION-BASED MEASUREMENT AND EVALUATION WILL BE CONDUCTED

Qualifications will be defined in various subject areas, standards will be set, and curricula will be aligned with these standards.

1

The distribution of students across qualification levels defined for target groups will be determined and transferred to the learning analytics.

2

The qualification levels of the targeted student population will be identified (by school type, region, gender, socioeconomic status) and data will be produced to follow up on the changes over the years.

3

The students in various qualification groups will be monitored for risks through learning analytics, and timely on-site measurements will be taken.

4



# Human Resources **Development & Management**



Successful teachers with high levels of vocational qualifications will be sent abroad to enhance their knowledge and experience.

Appointment of school administrators will be based on written exams measuring qualifications as well as other objective criteria.

Certificate-based pedagogical formation will be replaced by a Teaching Profession Specialization Program at the postgraduate level.

At the faculties of education that fulfill the required criteria, original practice-oriented teacher training programs will be created.

In the education system, the success of any reform and improvement initiative in the fields of education policy, curriculum, materials, or technology depends largely on the vocational qualifications, the perceptions, and the dedication of teachers and school administrators. In this framework, the development of teachers' and school administrators' vocational qualifications has a priority in providing inclusive, high-quality education services focused on children's welfare. Building on this priority, professional development activities will be supported with post-graduate education, and a new understanding, system, and model of professional development will be created. This new approach will strengthen vocational specializations and qualifications, and be aligned to a

modern spirit, while preserving the professional codes that highlight mastery and virtue across our cultural traditions of knowing, doing and being.

Accordingly, through the cooperation of and coordination with the Council of Higher Education (YÖK), the professional development of teachers and school administrators will be structured using a modern approach at the post-graduate level. Furthermore, steps will be taken to strengthen the sense of belonging in order to use existing human resources in the most efficient way. The required sensitivity will be shown to the rights of teachers and school administrators to strengthen this sense of belonging.

## THE PROFESSIONAL DEVELOPMENT OF TEACHERS AND SCHOOL ADMINISTRATORS WILL BE RESTRUCTURED

With the cooperation of the Council of Higher Education, improvements will be made to incentivize the top-ranking students to prefer teaching degrees.

1

Horizontal and vertical career specialization areas will be structured for teachers and school administrators.

2

Post-graduate professional specialization programs will be launched to enable both horizontal and vertical career steps.

3

Post-graduate professional development programs will be designed to improve both the general and field-specific skills of teachers and school administrators.

4

Certificate-based pedagogical formation will be replaced by a Teaching Profession Specialization Program at the postgraduate level that will be easily accessible across the country. This program will initially be open to candidates entitled to work as teachers under MoNE, within the framework of professional development.

6

Cooperation initiatives will be developed with universities and NGOs for face-to-face, formal, and/or distance training programs to support the vocational development of teachers and school administrators.

5

Some of the in-service training activities for teachers and school administrators will be converted from the practice of a participation certification to that of an accredited certification program to be run by universities.

7

Minor degree programs will be launched at the post-graduate level in cooperation with the institutions of higher education in areas of need, in order to equip teachers with the skills of the 21st century.

8

Within the framework of cooperation and coordination with YÖK, teacher training programs will be specifically restructured by focusing on the practice of teaching at those teaching faculties fulfilling the defined criteria across Turkey.

9

In coordination with the Council of Higher Education, high-level officials from the Ministry of National Education will also be part of the evaluation team that will visit universities (limited to teaching faculties) with the Higher Education Quality Board.

10

Priority will be given to the restructuring of pre-service teacher training programs at the preschool and primary school teacher training departments of teaching faculties.

11

Vocational development programs will be developed for teachers who will provide teaching services to the children of our citizens who live abroad.

12

After providing the required infrastructure, the Ministry of National Education will consider, as part of appointment conditions, whether the pre-service teacher training programs of teaching faculties are conducted in alignment with the needs of schools.

13

Preparatory work will be undertaken to shorten the compulsory service time requirement for contracted teachers.

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School administration which is based on professional specialization skills will be structured as a professional career field at the post graduate level.

## HUMAN RESOURCES WILL BE UTILIZED EFFICIENTLY AND REWARDED FAIRLY

Preparatory work will be undertaken for the adoption of the Teaching Profession Act, which governs the appointment of teachers and school administrators, their working conditions, promotion principles, employment rights, and similar matters.

1

Incentive mechanisms will be created for our teachers and school administrators who work under unfavorable conditions.

2

Preparatory work will be undertaken to shorten the compulsory service time requirement for contracted teachers.

3

Efforts will be made to improve the wages of contracted teachers.

4

The certificates and diplomas received by teachers concerning their professional development will be fairly reflected in employees' personal rights.

5

School administration will be structured as a professional career field based on professional specialization skills. Relevant employee personal rights will be improved.

6

Qualifications-based written exams and other objective criteria will be used for the appointment of school administrators.

7

Provincial and district national education directors will be evaluated on an annual basis against the criteria in the School Profile Evaluation approach, in the context of supporting teachers in the province and district and in realizing School Development Plans.

8

The wages of contracted teachers will be improved.

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The professional development of teachers will be supported at the post-graduate level.

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Preparatory work will be undertaken for the adoption of the Teaching Profession Law.

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In addition to their major areas of study, our teachers will pursue a minor degree.

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Employee personal rights of school administrators will be improved.



## School Finance

Resources will be created through the cooperation initiatives and projects to be undertaken by the Ministry of National Education with other ministries.

A provincial and ministerial level organization will be established to more effectively manage charity donations for education.

A school development budget will be allocated to each school in line with its School Development Plans to support its development according to its own capacity.

**A new model will be introduced for revolving fund revenues in meeting the infrastructure and hardware needs of vocational and technical education institutions.**

In addition to the financial resources provided from the central budget to improve the quality of education and implement the School Development Plans, resources need to be diversified to meet the need for additional financing. In this framework, it is important to increase the revolving fund revenues of vocational and technical education institutions through grant funds and charity donations as well as efficiently use the existing resources.

## FINANCING METHODS WILL BE DIVERSIFIED

A school development budget will be allocated to every school based on various criteria to be defined as well as their School Development Plans. Positive discrimination will be applied to schools that have unfavorable conditions.

1

Provincial and ministerial-level organizations will be established to ensure that the individuals who provide donations for education and schools can do so in different amounts, applied to different themes, and using different methods. The required legislation, software, and access arrangements will be put in place.

2

The Geographical Information System will identify disadvantaged schools across Turkey, from which education benefactors can choose for their Donation options.

3

Joint projects will be developed with other ministries, and various financing sources will be mobilized.

4

The private sector and civil society will cooperate with the MoNE on financing education institutions.

5

The revolving fund will help vocational and technical education institutions to increase their production of goods. In this way, their educational infrastructure and equipment needs can be met from their own revenues.

6

A new structure will be introduced for parent-teacher association revenues.

7

# Inspection and Institutional Guidance Services



In our inspection system, the review, research, and investigation component and the institutional guidance component will be separated from each other, and two distinct specialization areas will be created.

Ministry inspectors will be assigned a new role specifically to ensure, monitor, and report coherence in the implementation of the ministry's educational policies and practices.

In our inspection system, the guidance function will be structured in line with the School Development Model.

Upon reviewing successful education systems around the world, it is seen that the focus of differentiation in the processes of monitoring, evaluation, and inspection is teacher and school-based guidance aimed at improving teaching. Education Vision 2023 will emphasize the school-development guidance focus of its inspection process.

## INSTITUTIONAL GUIDANCE AND INSPECTION SERVICES WILL BE RESTRUCTURED

In our inspection system, the examination, research and investigation component and institutional guidance component will be separated from each other and two distinct specialization areas will be created.

1

Both the inspection process and the role of inspectors will be restructured to provide the guidance services needed by our teachers and schools. In this process, inspectors from the Ministry of National Education will both perform their research, examination, and investigation functions and provide schools and the ministry with the resulting analysis reports. They will produce these reports as a result of on-site structured observations, using the comments of stakeholders, structured data collection instruments, and the data they derive. These reports will be shared with all stakeholders and related units with a focus on development, not only to detect errors and deficiencies but also to provide developmental data.

2

The guidance component of school development will be structured at the province and district levels as well.

3

A specialized area for "Institutional Guidance and Inspection" focuses on the varying needs of different types of schools and programs, will be created.

4



# Guidance and Psychological Counseling

Turkey's Education Vision 2023

**Through the establishment of a Career Guidance System, processes will be established for children to gain self-recognition, learn about professions, and consider career choices.**

New measurement instruments will be developed for use in guidance services, taking into consideration our cultural codes.



The role, structure, and function of Psychological Counseling and Guidance (PCG) services in the education system will be restructured along with the relevant legal basis.

The structure of Guidance Research Centers will be updated in light of current needs and ways to respond to them.

The PCG structure – which will operate from early childhood until the end of secondary education – will be established in the National Education System for children to receive an education consistent with their temperament, interests, and talents. This is necessary given the lack of a functional guidance mechanism for all students.

During the restructuring of PCG services, the role of the school counselor in the system will be integrated with those of all other education staff. Another important need is to improve the working conditions of school counselors.

## GUIDANCE SERVICES WILL BE STRUCTURED IN LINE WITH THE NEEDS

The Career Guidance System will be structured to enable children at all levels of education to know themselves (in terms of character, talents, interests, values, personality, and family), create career profiles for themselves, identify pathways to jobs and professions, and identify sources of jobs. The career development file will be linked with the student's e-portfolio. 1

With the help of data laid out for them by guidance services, students will be assisted in career guidance using scientific methods. 2

In order to meet the emerging needs triggered by migration and similar causes, new roles, duties, and functions will be created for the school counselor. 3

Instruments will be developed to measure students' characteristics—such as talents, interests, professional values, character, personality, decision making skills, and career ideas—taking into consideration Turkish culture. 4

The legislation on the role, importance and effectiveness of PCG services in the education system will be restructured. 5

The structure and services of Guidance Research Centers will be reformed to match the new functions of the centers. 6

The professional development needs of school counselors will be supported with national and international post-graduate education, certificates, and similar training programs. 7

Certificate training programs will be established to enhance the skills of classroom teachers concerning guidance services. 8

Cooperative arrangements will be made with the Council of Higher Education in the field of school guidance and psychological counseling, with the aim of placing importance on developing applied skills and training qualified specialist staff. 9



# Special Education

Special  
Education

Turkey's Education Vision 2023

## Provincial screening activities will be carried out to identify children with special needs across Turkey and to produce a needs map.

In order to strengthen an equality-based approach in education, it is our priority to protect the rights of our children who carry on with their lives with physical and mental disadvantages. It is very important to implement a special approach that does not isolate children with special needs from their peers, but instead supports a culture of living together in our education system. After our ministry performs the required diagnostic studies across the country, efforts will be made to promote the possibilities for inclusive education.

Taking into consideration the levels and types of needs of our children, special education and Guidance Research Centers will be restructured in terms of human resources, physical infrastructure, and educational content. The special needs education system will be transformed around the principle of accountability.



Mobile platforms will be established to disseminate special needs education services for children with special needs.

**Local administrations will be given incentives to provide services in the field of special education, with the necessary support for curriculum and teacher professional development programs provided by the Ministry of National Education.**



## THE QUALITY OF SERVICES OFFERED TO STUDENTS IN NEED OF SPECIAL EDUCATION WILL BE IMPROVED

In order to efficiently coordinate special education services across the country, an inter-agency monitoring and implementation mechanism will be created under the administration of the Ministry of National Education.

1

The screening of children with special education needs will be completed through the cooperation of the Ministry of Health, the Social Security Institution, and local administrations in 81 provinces, and needs will be mapped to identify need levels and types.

2

Local administrations will be encouraged to provide services in the field of special education, with necessary support for curriculum provided by the Ministry of National Education.

3

In order to improve the possibilities for inclusive education, class and branch teachers will be provided with in-service training on special education to support in-class practices.

4

In order to reach out to every single child with special education needs, portable curriculum packages will be prepared, and no child will be deprived of education. The necessary infrastructure will be created for provision of home schooling for families and children in need of such services.

5

The community service practices at schools will be linked with Guidance Research Centers and special education centers.

6

Joint efforts with international and national NGOs and institutions addressing dyslexia, autism, and similar issues will be encouraged, and new inclusion models will be developed and implemented.

7



# Special Talents

Special Talents

Turkey's Education Vision 2023

New legislation will be prepared for the education of individuals with special talents.

A Board of Education, Science and Evaluation for Students with Special Talents will be set up.

Science and art centers will be restructured.

# talents

The practices used with students with special talents in the school and education system will be reviewed.

One of the priority policies of the Ministry of National Education is to provide suitable educational content and settings for our children with special talents in science, arts, sports, and similar areas. Screening students with special talents in all the settlement units of our country, using original diagnostic tools, and

monitoring and supporting their development will help these children to create value-added for both their individual lives and the growth of our country in the long term. At this point, the objective is to create a special education method compliant with their talents without isolating them from their peers.

PARİSİMLARI HOMOJEN-HETEROJEN OLARAK AYIRI ETME  
şğıda verilen maddeleri homojen veya heterojen olarak  
işaretleyiniz?

MADDE	HOMOJEN	HETEROJEN
aş - su karışımı		✓
rekkep	✓	✓
im	✓	
mlı hava	✓	
zlu su	✓	
ay		
an		

## THE INSTITUTIONAL STRUCTURES AND PROCESSES FOR STUDENTS WITH SPECIAL TALENTS WILL BE IMPROVED

In order to start carrying out the work at the ministry within the framework of a defined program, legislation that has a clearly specified objective, scope, and function for the education of students with special talents will be prepared. **1**

A Board of Education, Science and Evaluation for Students with Special Talents will be set up within the Ministry of National Education. **2**

Post-graduate teacher education programs will be planned for the education of students with special talents. **3**

## THE DIAGNOSTIC AND EVALUATION TOOLS FOR STUDENTS WITH SPECIAL TALENTS WILL BE BROUGHT TO A MORE ADVANCED LEVEL

Standard measurement tools will be developed for screening, clinical diagnosis, and educational diagnosis purposes, and the diversity of these tools will be increased. **1**

Original intelligence and talent tests will be developed, and the scales developed abroad will be culturally adapted and standardized. **2**

Screening and clinic diagnosis services will be expanded. **3**

Within the framework of cooperation between the Ministry of National Education and universities, monitoring centers and points will be established for intelligence and talent diagnosis (evaluation). **4**

## LEARNING SETTINGS, COURSE STRUCTURES AND MATERIALS WILL BE DEVELOPED FOR STUDENTS WITH SPECIAL TALENTS

Materials and models will be developed for advanced learning settings.

1

Opportunities will be created for different and differentiated program models for 5-year-olds and primary education students.

2

Formal and extensive education curricula will be prepared for educating individuals with special talents.

3

Optional course strategies will be developed for individuals with special talents at different levels of education.

4

Events will be organized to bring students with special talents in contact with government institutions, private entities, and NGOs.

5

Science and art centers will be restructured and linked with Design-Skill Labs at all schools.

6

The practices of separate education, acceleration, enrichment, upgrading (etc.) will be restructured in an integrated manner.

7

A teacher support unit will be established upon examining the materials produced by children during the instructional activities.

8





# Foreign Language Education

Turkey's Education Vision 2023

The priority skills needed by children will be identified for different school types and programs.

Post-graduate programs will be launched to improve the general and specific field qualifications of foreign language teachers, and they will be offered opportunities to attend international certification programs.

The language proficiency of students is determined by the methods used for age groups rather than the number of weekly course hours. For this reason, the curriculum, education methodology, and measurement/evaluation approaches for English language education will be revised.

As of the school year 2019–2020, a new approach will be introduced gradually for grades 2 through 12, beginning with grade 2, and language education programs will be diversified by levels and school types across the country. In this framework, a Game-Based Learning approach will be adopted for grades 2 through 4. A Differentiated Instruction model will be applied for grades 5 through 8. Under this model, the individual learning needs of students will be taken into consideration according to their levels of preparedness.

For grades 9 through 12, relevant English language skill(s) will be developed, primarily through the Special Purpose English model, according to the type of upper secondary school.

Instructional methods will be used that highlight different language skills according to the type of school and program. For example, while listening and speaking skills are given greater weight in hotel management and tourism vocational high schools, reading comprehension and presentation skills will be given greater weight at the social sciences schools. Particular importance will be attached to the post-graduate and certificate-level in-service training of foreign language teachers, using international and national sources. The accumulated knowledge of experienced teachers will be utilized within an institutionalized structure.



English language learning will be supported with online learning environments and mobile technologies.

For English learning at early childhood ages, interactive and game-based learning materials and techniques will be used.

The methods used for English language learning will be diversified, taking into consideration the characteristics of children at various education levels.



## FOREIGN LANGUAGE EDUCATION WILL BE CUSTOMIZED NATIONWIDE ACCORDING TO SCHOOL LEVELS AND TYPES

Foreign language education will be addressed through a student-centered approach, using methodologies suitable for students' cognitive levels.

1

Through an inter-disciplinary approach, different disciplines, such as mathematics, natural sciences, social sciences, and the visual arts, will be integrated with English language education so that students can use the foreign language in various fields.

2

Foreign language skills and needs will be structured by school and program type.

3

The uniform application of teaching programs nationwide will be abandoned.

4

Restricted elective foreign language courses will be redeveloped in line with needs.

5

Flexible arrangements will be introduced according to the duration of course hours.

6

In cooperation with TRT, original foreign language productions will be developed, such as live-action and animated films, either with English subtitles or recorded directly in the foreign language.

7

## WITH THE USE OF NEW SOURCES, STUDENTS WILL BE ALLOWED TO EXPERIENCE THE ENGLISH SPEAKING WORLD

Digital settings will be created so that students can watch teachers using English, German, and French as native languages, can have access to a living language, and can perform online writing and discussion activities.

1

In order to expand the content pool on the Education Information Network (EBA), innovative digital sources will be obtained from national and international broadcasters.

2

All digital content will be designed within the context of themes developed integrally with the listening, speaking, reading, and writing skills of students.

3

Content, methodology, and techniques will be designed to be differentiated by levels.

4

The programs for grade 4 will include video games, songs, interactive activities, and interactive games and stories.

5

For grades 5 through 8, learning resources will be provided to students, according to their individual differences, allowing them access to online story books, writing activities, and vocabulary exercises.

6

For grades 9 through 12, content will be prepared to allow students to develop speaking, listening, reading, and writing skills, in accordance with the priorities of the types of school the students are attending.

7

## TEACHER PROFICIENCIES AND QUALIFICATIONS WILL BE IMPROVED IN FOREIGN LANGUAGE EDUCATION

Post-graduate programs, international certification, theme-specific certification and similar training activities will be organized through face-to-face, online, and offline methods for all foreign language teachers. This will be done within the framework of three-year projections, with the support of international organizations, higher education institutions, and NGOs.

1

Online and face-to-face training will be offered to foreign language teachers within the framework of a lifelong learning philosophy, and teachers will be allowed to work with native-speaker teachers.

2

Teachers will be given opportunities to enhance their competence in field-specific methodologies as well as in using digital sources.

3

Teachers and educators will be sent to overseas teacher-training certification programs during the summer holiday.

4

For high-quality foreign language education, a National Foreign Language Education Council will be created to establish foreign language education policies, education standards, and in-class practices as well as teacher qualifications.

5

**A Central Exams Commission will be established.**

6

**An Educational Materials Commission will be established.**

7



# **Digital Content & Skills-Backed Transformation of the Learning Process**

Turkey's Education Vision 2023

With the participation of different actors and institutions from the Turkish education system, an ecosystem for development of digital education and teaching contents will be created.

A National Digital Contents Archive will be created, which will make available digital education and teaching materials at determined quality standards.

One of the basic goals of education systems in advanced countries is to equip students at an early age with an awareness of ways to formulate innovative solutions to problems they observe in their environs. This is accompanied by the goal of equipping them with the skills required to blend such solutions with various disciplines, such as mathematics, natural sciences, social sciences, and fine arts. Turkey has made significant efforts in the support of technology in the learning processes, particularly with regard to infrastructure.

Digital infrastructure activities will continue without losing pace, and the technology capacities of all our schools will be further enhanced. Looking ahead, with a perspective on content and quality, our children will be

able to use information technology online and offline as a means for production, problem solving, and “making dreams come true.”

The nature of learning materials has to be compliant with the nature of learners. Today, children's connection to learning goes beyond solely being passive listeners. Learning is a process that requires them to participate, to experience and question while trying to satisfy their curiosity. It is almost impossible to meet today's learning needs only with printed materials within or outside classrooms. Within classrooms, teachers have to create an environment that is suitable for questioning, design thinking, conceptual learning, and both individual and group work. Digital content will be used as a tool to create such an environment.

# Leader teachers who develop digital learning materials will be supported and encouraged.

Depending on the prevalence of the use of digital media and materials in learning, instruments will be developed to measure and evaluate learning on such media.

By digital content we mean highly interactive content, delivered using a strong pedagogical approach that prioritizes conceptual depth and maintains subject integrity. Such content, linked with real life, includes new-generation measurement materials using interactive experiments that are hard to conduct in the physical environment, animations to visualize abstract concepts, simulations, and games involving large projects requiring the blending of multiple disciplines for evaluation purposes. The use of such content is intended to help students access information and skills in response to a need and to boost their motivation to learn, as well as to conduct measurements and evaluations through daily living experiences

during the learning process instead of relying on multiple-choice tests. Here the purpose is to provide all students and teachers living across Turkey with access to the same learning and teaching opportunities and move the learning process beyond the walls of classrooms.

During the next three years, coding, 3D design, electronic design, and similar IT-related production skills will be integrated into learning processes through activities involving students, teachers, education managers, the government, the curriculum, and educational content. This will be done at the primary, lower secondary, and upper secondary education levels, both within and outside the classroom environment.

## AN ECOSYSTEM WILL BE CREATED FOR DEVELOPMENT OF DIGITAL CONTENTS AND SKILLS

A National Digital Content Archive will be created so that content norms and quality standards support all possible use scenarios.

1

A national scale content development ecosystem will be created to support content diversity

2

By training leader teachers in the culture of efficiently using and developing digital content, this culture will be disseminated at schools.

3

Digital materials and printed materials will be linked to each other, and teachers will be provided with supporting materials in their efficient use. The use of digital materials as primary teaching materials will be mainstreamed.

4

Using digital content, platforms enabling customized learning experiences will be prepared.

5

New generation digital measurement materials supporting meta-cognitive skills will be developed to help students achieve the desired results in international exams, such as PISA.

6

## CONTENT WILL BE DEVELOPED AND TEACHERS WILL BE TRAINED FOR THE DEVELOPMENT OF DIGITAL SKILLS

With the changes in the curriculum, concepts such as safe internet, cyber security, cyber bullying, and data security will be introduced in primary education courses.

1

Computer-free face-to-face in-service training programs aimed at teaching algorithmic thinking will be organized for class teachers.

2

Coding and 3D design activities will be carried out together with students in order to equip them with IT-based production skills.

3

Readily available content videos will be produced, and workshops will be organized so that our teachers can improve their skills in digital education.

4

Face-to-face workshop training sessions will be organized for teachers of mathematics, natural sciences, physics, chemistry, biology, Turkish, social sciences, and geography in subjects such as interdisciplinary project development, 3D design, and smart devices.

5





# Early Childhood

Turkey's Education Vision 2023



## **Age 5 will be compulsory for early childhood education.**

Common quality standards will be developed and implemented in order to improve the quality of early childhood education offered by various institutions, under the authorization and coordination of the Ministry of National Education.

Alternative early childhood education models with flexible timing arrangements will be implemented for children in rural and low-populated settlement areas.

The nutrition needs of children attending early childhood education at schools with disadvantaged conditions will be met and material support will be provided for families.

In line with the requests of students and families, summer school programs involving game-based developmental activities will be implemented, starting with pilot schools during the summer months.

Early childhood education is a level of education that provides maximum support for the social, affective, cognitive, linguistic, and motor development of children and that contributes to lifelong wellness. The basic knowledge, skills, and attitudes to be acquired through experience gained during this period affect both the child's social life and shape his/her future educational life. Therefore, high-quality educational services to be offered during this period will form the most important step in the whole education system. Pre-school education forms the first step of an education system for raising social welfare, supporting the social, cultural and sustainable economic

development of our country.

At this level, it is crucial that an interaction is ensured among all stakeholders, headed by the family and including the school and the child's close circle. For this purpose, a strategy integrated with the family and the social security policies of our government will be developed in order to secure the right to education of all children living in a variety of disadvantaged conditions. The Ministry of National Education will be playing a central role in the creation of this integrated strategy and will highlight community-based early childhood education.

## EARLY CHILDHOOD EDUCATION SERVICES WILL BE SCALED UP

Age 5 will be included within the scope of compulsory education.

1

Alternative early childhood education models with flexible timing arrangements will be implemented for children in rural and low-population settlement areas.

2

The nutrition needs of children in early childhood education attending schools with disadvantaged conditions will be met.

3

The early-childhood education materials and equipment needs of children from disadvantaged households will be supplied.

4

Basic materials supportive of child development will be provided to poor households as part of early childhood education.

5

Centers, workshops, and mobile bus classrooms will be commissioned in the context of scaling up community-based early childhood services.

6

## AN INTEGRATED SYSTEM WILL BE DEVELOPED FOR EARLY CHILDHOOD EDUCATION SERVICES



Common quality standards will be developed in order to monitor, evaluate, and improve the early childhood education services targeting all age groups that are executed under the initiative of different public and private institutions.

1

All local institutions and organizations dealing with children will be mobilized, and a complementary framework for cooperation will be encouraged.

2

## THE QUALITY OF EARLY CHILDHOOD EDUCATION WILL BE IMPROVED FOR DISADVANTAGED GROUPS

Child development and psychology training sessions will be organized for parents in cooperation with various institutions and Public Training Centers.

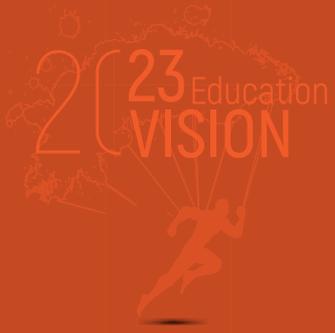
1

Curricula will be developed for schools attended by children of migrants, foreigners under temporary protection, and agricultural workers as well as schools in villages and smaller settlement units. Curricula will be strengthened and accelerated and will support coexistent living.

2

In order to ensure the harmonization of children with special needs in early childhood education, pilot practices will be launched to deliver the necessary teacher training programs.

3



# Basic Education

Turkey's Education Vision 2023

School-neighborhood sports clubs will be established in the enrollment area of each school to make the school and students a part of their neighborhood.

Design-Skill Labs will be established to equip students with living skills in line with their interests, talents, and characters.

Primary and lower-secondary education levels provide the basic skills to be used throughout life. For this reason, it is very important to base the education given during this period on solid ground. A simple and plain approach that respects the nature of a child – without adding unnecessary academic topics and contents to basic education – will be adopted.

The primary goal of basic education will be to develop an awareness that both stimulates children in their current lives and prepares them for the future. Importance will be attached to the cognitive, affective, physical and multi-dimensional development of children. Every child, starting in the early school environment, will recognize their own ability to produce, to learn about nature, and to learn about culture, and each child will become an active participant. The basics of education will never ignore the goal of “raising a human being with love,” and learning settings will reflect the vitality of life. The curriculum will assume that all children can internalize scientific thinking skills and adopt age-relevant attitudes and values. This is a

mindset rather than just knowledge.

The fundamental pillars of this approach will be practicing and experiencing. Primary school education will be structured around Turkish, mathematics, culture-arts, and sports. In this context, the preservation and development of the Turkish language will be treated as the backbone of basic education. The learning-teaching process to be designed will aim at helping students learn about the particulars of the Turkish language and support them in using the Turkish language carefully and consciously. All these expectations will be consistent with 21st century skills and will consider international research and standards as well. Acknowledging that education is a lifelong process and that child development must be addressed in an integrated manner, the education and teaching process will not be limited to course hours only. School can only be a part of real life if the educational process extends beyond course hours. For a child, school is a critical element of life, but life in the home, in the street, in digital environments, and at school will be treated as a whole.

Recess times will be increased, taking into consideration the developmental characteristics of primary education students.

**The preservation and development of the Turkish language will be treated as the backbone of basic education.**

In view of the objectives of primary school education, children will be evaluated according to skills-based activities rather than exam scores.



## PRIMARY SCHOOLS AND LOWER SECONDARY SCHOOLS WILL BE RESTRUCTURED FROM A DEVELOPMENTAL ASPECT

Primary school curricula will be improved in line with the interests, talents, and character of children.

1

In primary and lower secondary schools, the number of course hours and course schedules will be reduced and restructured based on the integral development of children.

2

Course schedules will be prepared separately for primary and lower-secondary schools.

3

In primary education, a multi-faceted evaluation system will be established, taking into consideration the developmental characteristics of children instead of exam scores.

4

The times allotted for breaks and leisure activities will be rearranged at primary schools.

5

Design-Skill Labs will be established at all basic education institutions to support the intellectual, affective, and physical needs of children. National standards will be set for these workshops.

6

A developmental monitoring report, based on an e-portfolio, will be used for monitoring and evaluating children in primary and lower-secondary schools.

7

Lower-secondary schooling will represent a period when the child develops conceptual learning and a process of shifting from the concrete to the abstract.

8

Lunches will be served to all students, starting with schools with full-time schooling and schools in disadvantaged settlement units.

9

Dual education will be completely abolished.

10

Arrangements will be introduced to significantly eliminate the need for supplementary resources.

11



## INNOVATIVE PRACTICES WILL BE FACILITATED

Greater focus will be placed on activities aimed at helping children discover the production capacity, culture, arts, and geographic characteristics of their own regions, along with learning about their region's plant and animal species, local foods, games, and folk dances. This will be both integrated into courses and added as extra-curricular activities. **1**

Cooperation will be strengthened between schools and scientific centers, museums, arts centers, techno-parks, and universities in their regions. **2**

Activities will be organized for the participation of children in regional exchange programs during the summer months, using the facilities of boarding schools. **3**

School-neighborhood sports clubs will be established in the enrollment areas of schools. Necessary arrangements will be put in place so that children talented in specific sports branches can participate in intense practice/training in the afternoons at sports clubs. **4**

The existing practices of assigning homework will be restructured, based on their contribution to learning. **5**

Students will be introduced to the concept of social entrepreneurship and will be supported to become motivated to explore solutions to social problems. **6**

Schoolyards will be re-designed in connection with Design-Skill Labs and will be transform them into real life spaces with real life experiences. **7**

Disadvantaged schools will be assigned priority in resource planning.

1

Support programs will be implemented for the academic and social development of students at schools found to have lagged in achieving the targets set in the School Development Plans.

2

**ACHIEVEMENT GAPS AMONG SCHOOLS WILL BE REDUCED, AND SCHOOL QUALITY WILL BE IMPROVED**

In line with the needs of schools applying the combined-class practice, teachers will be trained and additional educational materials will be supplied for students.

3







# Secondary Education

Secondary  
Education

Turkey's Education Vision 2023

A flexible and modular curriculum will be applied in secondary education, and course hours will be reduced depending on the course schedule.

Flexible optional course sets will be structured according to the interests, talents, and characters of students in secondary education.

Communities consisting of individuals with scientific skills have relatively greater influence than others. The ability of our country to have supremacy is closely associated with the design of the education system, particularly at the secondary education level.

Secondary education needs a structural and holistic transformation so that it can offer the skills required by the changing world and raise students who will be the actors of change at some point. During this process of change and transformation, the secondary education system must be process-focused rather than results-focused, put emphasis

on academic skills as well as other areas of development, be sensitive to individual differences, use technology correctly and efficiently, and add value to its environs and students. In order to equip students with these skills, curricula will be evaluated from many different standpoints and will be continuously improved. While making these improvements, updates will be prepared in line with the requirements of the 21st century. Furthermore, steps will be taken to raise awareness among students about professions through certificate/skill sets. To reduce disparities between schools, steps will be taken to increase access and continuously improve quality at all schools, regardless of their type.

**Certificate-based  
IT and business  
qualifications  
will be provided  
to students  
in secondary  
education.**

**Field choice  
will start in  
grade 9.**

**The quality of  
boarding services  
will be improved.**



## IN SECONDARY EDUCATION, A FLEXIBLE AND MODULAR PROGRAM AND COURSE SCHEDULE WILL BE INTRODUCED IN LINE WITH THE INTERESTS, TALENTS AND CHARACTER OF STUDENTS

The number of compulsory course hours will be reduced in secondary education. **1**

The diversity of courses in the weekly course schedule will be reduced, and courses will be aligned with higher education. **2**

The place and weight of field courses in the weekly course schedule in secondary education will be redesigned. Optimal class size, staffing, and other considerations to be created by such changes will be addressed within the framework of the project. **3**

Field choice will start in the 9th Grade. **4**

Grade 12 will be structured as a program of preparation and orientation for higher education, beginning with pilot regions. **5**

During secondary education, students will be offered the possibility to horizontally pass between fields according to their orientations and choices as clarified in lower-secondary school. **6**

In secondary education, an optional course structure based on the interests, talents, and character of students will be created. **7**

Willing students will be offered national and international certification skills-training packages for the business and IT sectors. **8**

## ACADEMIC KNOWLEDGE WILL BE TRANSFORMED INTO APPLIED SKILLS

In line with the reduced diversity of courses, students will have the possibility of taking in-depth field courses through projects and applied studies.

1

The participation of students in national and international projects will be included in their e-portfolios.

2

Non-school learning environments – such as natural, historical, and cultural places, centers for science and arts, and museums – will be used effectively in line with the curricula learning outcomes.

3

Through institutional projects, children will be given the opportunity to work with businesses and universities.

4

Design-Skill Workshops will be established at schools so that the knowledge gained can be translated into living skills.

5

Students will be allowed to gain international or national certificate-based competencies either in the school environment or through distance education.

6

Youth will be introduced to social entrepreneurship, and they will be motivated to explore solutions to social problems with the support of relevant skills instruments, and settings.

7

Project and performance assignments and homework will be redesigned in terms of their contribution to learning.

8

Arrangements will be introduced to significantly eliminate the need for supplementary resources.

9

The number of students at the secondary school age enrolled in open-education programs will be reduced in order to direct them into formal schools.

10

In cooperation with school-neighborhood sports clubs, necessary arrangements will be put in place so that children with talents in specific sports branches can participate in intense training in the afternoons at sports clubs.

11

## ACHIEVEMENT GAPS AMONG SCHOOLS WILL BE REDUCED

As part of resource planning, disadvantaged schools that need to be supported will be given priority in investment plans in compliance with School Development Plans.

1

As part of the monitoring and evaluation activities carried out at the provincial and district level, the ministry will implement support programs for the academic and social development of students at schools that fail to achieve the goals set out in the School Development Plan due to socioeconomic constraints.

2

## SERVICE STANDARDS WILL BE SET FOR THE BOARDING FACILITIES OF SCHOOLS, AND THE QUALITY OF SERVICE WILL BE IMPROVED.

Boarding services will be offered free of charge to all students.

1

New boarding facilities will be constructed at the secondary education level, the capacity of boarding facilities will be increased, and boarding facilities will be expanded throughout the country for students needing such facilities. Thus, the extent of transported education will be reduced and the school dropout rate among disadvantaged students will be significantly reduced.

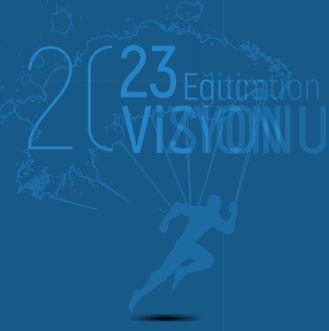
2

The lodging and boarding services, as well as social facilities offered to students, will be monitored through indicators.

3

The lodging, boarding, and social facilities of students at boarding schools will be improved.

4



# **Natural Sciences and Social Sciences, Upper Secondary Schools**

Turkey's Education Vision 2023

Course schedules will be restructured to improve students' scientific research skills.

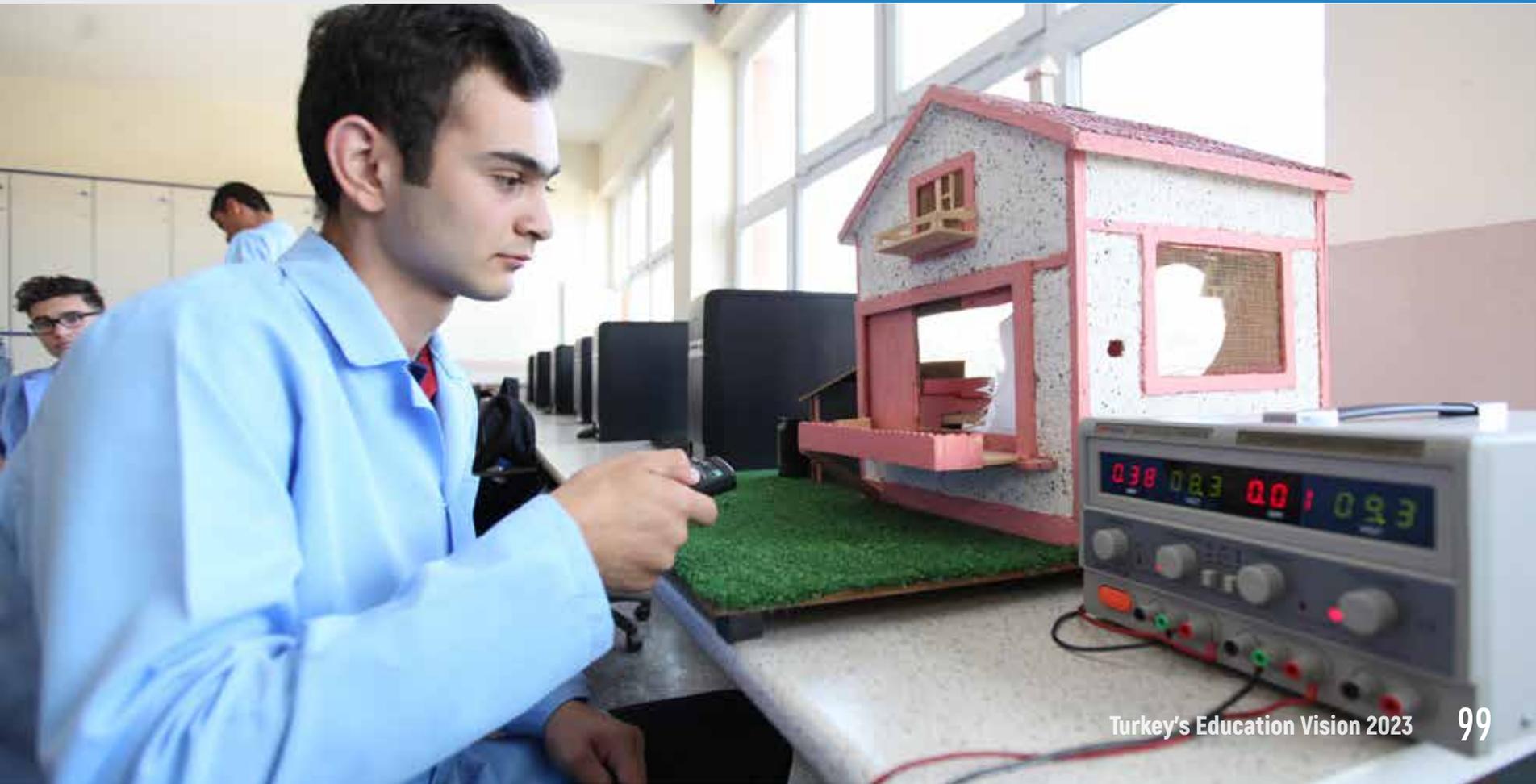
Criteria will be developed for teachers and school administrators in line with the objectives and functions of natural sciences and social sciences upper secondary schools.

Natural sciences and social sciences upper secondary schools have been established to increase the intellectual capital of Turkey in all areas, notably in the basic sciences, as well as to strengthen the existing capacities of our children to further civilization and development. One of our priorities is to increase the capacities of these institutions, which have raised successful engineers, doctors, authors, artists, academicians, business people, and scientists in our recent history. There are evidence-based indicators

showing that natural sciences upper secondary schools, in particular, are moving away from their founding objectives in terms of basic sciences. Both types of upper secondary schools have to be reassessed in line with these objectives. To this effect, cooperation will be ensured with higher education institutions. At the same time, supporting the lower levels of education would ensure a supply of better-qualified students to universities, so such cooperation would benefit universities as well.

The students at natural sciences and social sciences upper secondary schools will be allowed to make use of the research and laboratory facilities of universities.

A system, backed by an incentive mechanism, will be created whereby scientists working at universities act as education and research coaches for students on a voluntary basis.



**QUALITY OF EDUCATION  
WILL BE IMPROVED AT  
NATURAL SCIENCES AND  
SOCIAL SCIENCES UPPER  
SECONDARY SCHOOLS.**

The curriculum structure applied at natural sciences and social sciences upper secondary schools will be improved so that students can gain an in-depth knowledge in the disciplines of natural sciences and social sciences.

1

Course schedules and course distribution will be improved to allow time for scientific research and studies.

2

The teachers to work at these schools will be evaluated according to criteria such as the diplomas they hold in scientific disciplines, scientific studies they have conducted, national/international projects they have executed, professional achievements, and experience.

3

The research/ applied research projects to be carried out at these schools will be supported, starting with the pilot schools.

4

The establishment of natural sciences upper secondary schools at technopolises will be supported.

5

Approaches to student selection and exams for these schools will be reviewed.

6

Necessary cooperation will be ensured so that the students at natural sciences and social sciences upper secondary schools will be allowed to benefit from the research and laboratory facilities of universities.

1

## COOPERATION OF NATURAL SCIENCES AND SOCIAL SCIENCES UPPER SECONDARY SCHOOLS WITH HIGHER EDUCATION INSTITUTIONS WILL BE STRENGTHENED

An incentive mechanism will be established so that the scientists at universities act as education and research coaches for students at these schools.

2

An incentive mechanism will be established so that scientists take part in the course and project activities in these schools.

3

The establishment of advisory committees consisting of scientists will be incentivized.

4

Students will be given incentives to participate in scientific activities organized by higher education institutions.

5





# **Imam - Hatip Lower and Upper Secondary Schools**

Turkey's Education Vision 2023

The cooperation between imam-hatip schools and universities will be strengthened to support the academic and vocational development of our children.

Imam-hatip schools, which were established to institutionalize religious education in the formal education system, have over time turned into a type of education institution that is perceived as part of general education. Parents who want their children to receive some basic religious knowledge in addition to academic education prefer imam-hatip schools. The ability of the state to introduce students to the correct basic sources of religion has promoted the adoption of imam-hatip schools by the public. No student in a given school type is more advantaged or disadvantaged than students in other school types, and all students deserve all types of support from a rights-based perspective. Children are negatively affected by the debates of adults on their educational matters. A reconciliatory and inclusive perspective will be adopted in order to eliminate the discriminatory language

created by these debates and protect the psychological well-being of children. Misconceptions about imam-hatip and other types of school will be prevented through the dissemination of evidence-based information.

The importance of imam-hatip schools in the Turkish education system is even more pronounced when viewed against the tendencies of associating Islam with violence around the world, as well as the growth of marginal groups. Imam-hatip schools are among the structures our country can put forth as a solution to the uncertainties and value crises experienced today in the face of significant social changes. In order to provide a sound religious perspective, the children attending imam-hatip schools must become advanced in all respects. In this way, with a strengthened universal character, imam-hatip schools can potentially serve as a national model for other countries.

Summer school programs will be launched to develop the Arabic and English language skills of our children.

The program diversity of imam-hatip schools will be maintained while reducing the number and types of vocational and academic course hours. A modular structure based on students' interests and abilities will be established.



**THE CURRICULUM, SOURCE COMPOSITION, AND LANGUAGE PROFICIENCIES OF IMAM-HATIP SCHOOLS WILL BE IMPROVED.**

The program diversity of imam-hatip schools will be maintained and will be aligned with the flexible and modular structure of general secondary education.

1

The course hours and types of courses offered at imam-hatip schools will be reduced, since they are most comparable to general secondary education institutions.

2

The ratio of vocational courses to academic courses will be planned by considering the students who may attend university education in different areas.

3

Summer school programs will be launched to provide higher-quality supplementary education to students at imam-hatip lower-secondary schools, particularly in the fields of Arabic and other foreign languages.

4

Vocational development programs will be organized to improve the vocational qualifications of foreign language teachers.

5

Arabic course books will be designed in a holistic way, aimed at improving all language skills including listening, speaking, reading, and writing skills.

6

Arabic learning will be supported with interactive sources.

7

Good practices of imam-hatip schools will be disseminated.

8

Imam-hatip schools will adopt model practices through social responsibility and volunteering programs.

9

Analyses will be conducted to improve the physical infrastructure of schools and more efficiently use their existing physical facilities.

10

GOAL

2

## COOPERATION BETWEEN IMAM-HATIP SCHOOLS AND HIGHER EDUCATION INSTITUTIONS WILL BE PROMOTED

Vision and awareness raising activities will be organized with academicians from the fields of science, the arts, and culture in order to support the scientific and intellectual development of students attending imam-hatip schools through cooperation with higher education institutions.

1

Cooperation with theology departments will be promoted, and an academic coaching system will be developed to support the vocational development of students, especially in field courses.

2

The participation of students in scientific activities organized by higher education institutions, particularly by faculties of theology, will be supported.

3





# Vocational and Technical Education

Turkey's Education Vision 2023

The 15 percent deduction by the Treasury from the revolving fund revenues of vocational and technical secondary education institutions will be reduced to 1 percent.

The curriculum for vocational and technical education will be structured in a flexible and modular way. Occupational education and trainings in these schools will begin at Grade 9.

In the context of vocational and technical education, which plays a crucial role in the economic and social development of countries, it is strategic to equip individuals with the knowledge, skills, attitude, behavior, and ethics required for their respective vocations, considering their interests, talents and characters. Vocational and technical education requires a structure that can respond to the industry's demand for labor, that can keep up with the evolving technologies, and that allows for the efficient involvement of stakeholders in planning and decision-making processes. The creation of a system is being planned with a number of aims. These include the aim of changing the existing public perception of vocational and technical education; identifying the vocational interests and talents of students and guiding children and parents in this direction; reducing academic course intensity

and updating the content of vocational courses; increasing on-the-job training opportunities for teachers; bringing the infrastructure and equipment of schools in line with the rapidly evolving and developing technologies through the use of national and international industry and public financial resources; prioritizing new graduates in employment and applies different wage policies for them; engaging industries more actively in vocational and technical education processes; enhancing the possibilities for cooperation with industry leaders; implementing projects that qualify sectoral cooperation protocols and good practices at the national and international levels; and allowing graduates to transition into higher education in their respective fields as part of an integrated structure and one that is compliant with our country's goals for the year 2023.

Students of vocational and technical education will spend longer time in real work settings during the course of their education through cooperation initiatives.

Intermediate staff will be trained for Turkey's highly competitive national defense industry.

Micro credits will be provided for successful projects developed in vocational and technical education institutions.



**Vocational and technical education opportunities will be created abroad in order to meet the qualified intermediate staff needs of Turkey's foreign trade.**

## THE VALUE ATTRIBUTED TO VOCATIONAL AND TECHNICAL EDUCATION WILL BE INCREASED

The visibility in the media of good practices in the context of education, employment, and production will be increased through the cooperation of industry and vocational and technical education. 1

A digital orientation and guidance platform will be created to promote the curricula of vocational and technical education. 2

A fair will be organized every year to exhibit the products produced at vocational and technical education institutions. 3

In order to increase interest in vocational and technical education, national and international competitions will be organized, and successful students will be provided with micro credits during or after their education. 4

By providing certification-training programs funded from various sources, nano-credit courses, courses accredited jointly by the industry and academia, and similar opportunities, graduates of vocational and technical education institutions will be offered the chance for continuous self-development in new knowledge and skills. 5

## ACCESS TO GUIDANCE COUNSELING WILL BE INCREASED IN VOCATIONAL AND TECHNICAL EDUCATION

A Generic Skills Testing Set will be developed for the field and branch selection process in the context of Career Guidance.

1

Data about children who made use of career guidance services will be recorded in the e-Portfolio system.

2

By designing flexibility and transitive horizontal mobility at the program level across school types, students will be able to use their knowledge as an opportunity for acquiring the skills of other vocations.

3

Special scholarship opportunities for students of vocational and technical secondary education will be expanded.

4

Studies will be conducted to facilitate the transition of students of vocational and technical secondary education to higher education institutions in their respective fields.

5

Masters and senior specialists at various institutions will be given the opportunity to give training in on-the-job training programs based on defined criteria.

6

Support will be provided to successful graduates who want to pursue higher education.

7

## NEW-GENERATION CURRICULA WILL BE DEVELOPED

The curricula will be developed according to the competencies required by the industry. Fields and branches compatible with digital transformation will be launched.

1

Occupational courses in vocational education will begin in Grade 9.

2

The content of vocational and technical secondary education fields, including branches and modules, as well as the teaching periods and teaching materials, will be reviewed and revised according to the needs of the students and the demands from industry.

3

In line with the competencies required by the sector and considering national vocational standards, the share of vocational courses and branches in skills training, the duration of teaching periods, and the development of teaching materials will all be reviewed and revised. Occupational training will begin from the first year on.

4

Vocational and technical education curricula for traditional Turkish arts will be developed.

5

## THE LEARNING ENVIRONMENT AND HUMAN RESOURCES WILL BE DEVELOPED

In line with the updated curricula and needs analyses, standard equipment lists for workshops and laboratories, as well as architectural layout plans, will be updated. **1**

The 15 percent deduction by the Treasury from the revolving fund revenues of vocational and technical secondary education institutions will be reduced to a 1 percent deduction. **2**

The growing quantity and diversity of products and services produced within the framework of the revolving fund will be encouraged. To realize this, the infrastructure, equipment, and other practical material needs of these educational settings will be supplied. **3**

The vocational development of teachers in real production settings will be continuously supported. **4**

Foreign exchange programs will be prepared to improve students' on-the-job training opportunities and foreign language skills. **5**

## VOCATIONAL STAFF NEEDED BY BUSINESSES INVESTING ABROAD WILL BE TRAINED

In cooperation with the leaders of related sector in Turkey, actions will be taken to supply the qualified labor force in specialized areas where this is needed by our international investors.

1

In cooperation with Turkish Cooperation and Coordination Agency (TİKA), necessary support will be provided in the field of vocational and technical education in countries of strategic importance for Turkey.

2



## THE EDUCATION-EMPLOYMENT- PRODUCTION LINKAGES WILL BE STRENGTHENED IN VOCATIONAL EDUCATION

Vocational and technical secondary education institutions will be engaged in intensive interaction with the industry leaders in Turkey.

1

Incentives will be provided to give priority in employment to graduates, and different wages will be applied according to areas and levels of vocational and technical education.

2

The number of vocational and technical schools in organized industrial zones (OIZs) will be increased in cooperation with the Ministry of Industry and Technology.

3

The initiatives taken by public institutions and NGOs to establish vocational and technical education institutions will be supported.

4

The IT vocational upper-secondary school model will be structured within technopolises.

5

The students, teachers, and administrators at schools that produce inventions, patents, and brands will be allowed to receive a share of the revenue from their revolving funds.

6

## QUALIFIED HUMAN RESOURCES NEEDED BY OUR LOCAL AND NATIONAL DEFENSE INDUSTRY WILL BE TRAINED

Support will be provided for educating the strategic human resources needed by the defense industry.

1

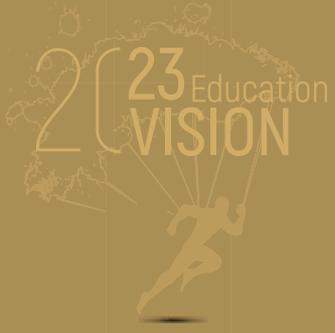
All of the schools in this field will be open to cooperation with the industry organizations.

2

To specialize in the vocations of the future, cooperation will be developed with various institutions in projects to provide training, and organizations.

3





# Private Education

private  
education

Turkey's Education Vision 2023

**Diverse measures necessary to prevent unfair competition in private education will be implemented.**

Cooperation will be supported between public and private education institutions aimed at implementing innovative practices.

The system of inspection and guidance for private education institutions will be converted to one that is centered on learning.

It is important that private education, which has gained impetus in recent years, move away from an exam-centric approach to one that is focused on quality. The recent expansion of private education, with its sole emphasis on quantitative achievement goals, is impairing the balance between quality and quantity and negatively affecting the way private education is perceived by society. This in turn is harming students, teachers, and parents.

Private education, which is taking up a significant share of the education system's burden, will evolve into a more flexible and more purpose-oriented structure during the next three years. Private education schemes developed by observing international standards will assume a supportive and improving role at all schools.

Bureaucratic processes affecting the relations between private education institutions and local and central public institutions will be simplified.



## THE EFFICIENCY OF MANAGEMENT AND THE SYSTEM FOR INSPECTING PRIVATE EDUCATION INSTITUTIONS WILL BE IMPROVED

The bureaucracy involved in the private education system will be reduced.

1

The system of inspection and guidance activities at private education institutions will be converted into one that focuses on improving learning.

2

New models and programs at private education institutions that are in line with accreditation standards will be structured in the form of new pilot schools or programs.

3

Joint projects and platforms will be developed to promote social solidarity and integration between private and public schools.

4

In order to serve the objective of expanding Turkey's area of influence in education, necessary measures will be taken to increase the number of international private education institutions that can be attended by foreign students living in our country.

5



## ARRANGEMENTS WILL BE INTRODUCED TO IMPROVE THE QUALITY OF INSTITUTIONS PROVIDING CERTIFICATION TRAINING

The education and examination standards of private courses for motorized vehicle drivers will be raised, and their quality will be improved. **1**

The course completion certificates issued by private personal development, vocational training, and vocational development and skills training courses will be given with the status of international vocational certificates. Quality assurance will be provided for qualifications, and these certificates will be aligned with Turkey's Qualifications Framework. **3**

Arrangements will be introduced concerning private education institutions providing distance education to allow individuals to receive certificates at anytime, anywhere, using technologically equipped facilities without being bound by physical limitations. **2**

The quality of supplementary training provided at private education and rehabilitation centers will be improved, and an effective and efficient monitoring and supervision mechanism will be established. **4**



# Lifelong Learning

Turkey's Education Vision 2023

The curriculum for citizens who are outside the formal education system due to their age will be simplified.

A National Lifelong Learning Monitoring System will be established.

Awareness raising and skills training courses will be developed to promote literacy in a variety of 21st century skills.

In the current century, the demand for learning exceeds the capacities of formal education institutions and the time these institutions can make available. Restructuring the concept of lifelong learning and making it more socially prevalent—as a concept, a structure, a process and a

system—has become more important than ever.

In line with this, activities will be organized to raise awareness and enable adults to acquire competencies in 21st century skills, including skills in addressing social issues and skills for individual and vocational development.

# THE QUALITY OF AND ACCESS TO LIFELONG LEARNING PROGRAMS WILL BE INCREASED

GOAL

1

The diploma-oriented curriculum for citizens who are outside of the formal education system based on their age will be simplified.

1

Distance-learning technologies will be used in order to reach out to different target audiences and expand access to learning as part of the lifelong learning process.

2

Lifelong learning programs for vocational, social, and cultural skills will be updated and diversified, and efforts will be undertaken to raise community awareness about the lifelong learning process.

3

A National Lifelong Learning Monitoring System, including data on institutions operating in the field of lifelong learning, will be established.

4

The recognition of certificates issued as a result of lifelong learning and non-formal education will be increased within the Ministry of National Education, based on certain standards.

5

The parent support program for early childhood, childhood and adolescence periods will be updated and scaled up.

6

In cooperation and coordination with the related ministries and institutions, awareness-raising training sessions will be organized for combating violence, in particular violence against children and women.

7

For combating all types of addiction, for all segments of society, particularly among children and youth, awareness-raising training sessions will be organized.

8

Skills training and awareness programs for 21st century skills will be organized in multiple literacies (digital, financial, health, ecological, and social media among them).

9

# THE END OF WORDS, THE BEGINNING OF ACTION

The meaning of *education* is affected by the era in which one lives. Our priority mission is to make the educational conditions of our current period relevant to both the present and the future of our children. Our primary responsibility is to update and transform our claim of civilization, which has been built on our cultural codes.

**Education Vision 2023 is our response to the challenge of representing the concerns and hopes voiced by all segments of society regarding the prospects for a better education for the shared future of our society.**

Its roadmap one that is based on social consensus provide main axis for our goals and actions.

We will move forward toward this common goal, without jeopardizing the future while searching for solutions to today's problems. We will do so not by perfecting past solutions but by creating a new understanding, raising the children who belong to us but are at the same time different from us.

This road map has been drawn up as a result of a long and tiring

work. As a team, we exerted great effort, acknowledging that we were running a marathon and not a sprint. We took into consideration every constructive warning made with good intention and have achieved a framework to which every one of us has made a contribution.

It is worth remembering that this task of renewing our nation's educational system is a journey. The recommendations to be presented in light of Education Vision 2023 will help us conduct more qualitative studies. We will implement this vision within the envisaged timetable without postponing any of the targeted actions, we will conduct impact analyses for every process that has been completed, and we will regularly share the progress achieved with our nation.

**In short, we expect to ceaselessly question, critique, and improve Education Vision 2023 as it is implemented.**

We would like to thank every single person who has contributed to this effort and hoped and prayed for its success. We know that the real mission starts right now.



# **Education Vision Calendar 2023**

**Turkey's Education Vision 2023**

# TRANSFORMATION INTO EDUCATIONAL PRACTICE

## IMPROVEMENT OF LEARNING

Making early childhood education compulsory for 5-year-olds	2018 PD	2019 D	2019 D	2020 P2, I2	2020 CI	2021 IMEI	2021 IMEI	2022 IMEI
Reducing the number of compulsory courses and creating a flexible and modular program	2018 PD	2019 D	2019 P1, I1	2020 P2, I2	2020 CI	2021 IMEI	2021 IMEI	2022 IMEI
Developing instruments for learning analytics	2018 PD	2019 D	2019 D	2020 P1, I1	2020 CI	2021 IMEI	2021 IMEI	2022 IMEI
Creating a child recognition model	2018 PD, D	2019 P1, I1	2019 P2, I2	2020 CI	2020 IMEI	2021 IMEI	2021 IMEI	2022 IMEI
Adjusting foreign language education by school types and grade levels, and developing new models	2018 PD	2019 D	2019 P1, I1	2020 P2, I2	2020 CI	2021 IMEI	2021 IMEI	2022 IMEI
Improving physical and digital teaching materials	2018 PD	2019 PD, D	2019 P1, I1	2020 P2, I2	2020 CI	2021 IMEI	2021 IMEI	2022 IMEI
Opening up Design-Skill Labs	2018 PD, D	2019 P1	2019 P1, I1	2020 P2, I2	2020 CI	2021 IMEI	2021 IMEI	2022 IMEI
Transiting to qualifications-based measurement and evaluation	2018 PD	2019 D	2019 P1, I1	2020 P2, I2	2020 CI	2021 IMEI	2021 IMEI	2022 IMEI
Starting support programs for students in lower qualification levels	2018 PD	2019 PD, D	2019 P1, I1	2020 P2, I2	2020 CI	2021 IMEI	2021 IMEI	2022 IMEI
Starting support programs for students in social entrepreneurship levels	2018 PD	2019 PD, D	2019 P1, I1	2020 P2, I2	2020 CI	2021 IMEI	2021 IMEI	2022 IMEI
Developing programs such that field-specific courses start from grade 9 under the Vocational and Technical Education Curriculum	2018 PD	2019 D	2019 CI	2020 CI	2020 IMEI	2021 IMEI	2021 IMEI	2022 IMEI
Launching of certification programs	2018 PD	2019 PD, D	2019 P1, I1	2020 CI	2020 IMEI	2021 IMEI	2021 IMEI	2022 IMEI

# HOW TO SUPPORT AND EMPOWER TEACHERS?

## RESTRUCTURING TEACHERS' PROFESSIONAL DEVELOPMENT AT THE GRADUATE PROGRAM LEVEL

Launching the teaching profession specialization program

2018	2019	2019	2020	2020	2021	2021	2022
PD	D	I1, P1	I2, P2	CI	IMEI	IMEI	IMEI

Structuring the vertical and horizontal career steps of teachers

2018	2019	2019	2020	2020	2021	2021	2022
-	-	-	PD	D	CI	IMEI	IMEI

Structuring graduate vocational development programs for teachers

2018	2019	2019	2020	2020	2021	2021	2022
PD	PD	D	D	I1, P1	I2, P2	CI	IMEI

Restructuring pre-service training at universities

2018	2019	2019	2020	2020	2021	2021	2022
PD	D	P1, I1	P2, I2	CI	IMEI	IMEI	IMEI

## DIRECT AND INDIRECT SUPPORT OF HUMAN RESOURCES

Supporting teachers with physical and digital materials

2018	2019	2019	2020	2020	2021	2021	2022
PD	D	P1, I1	P2, I2	CI	IMEI	IMEI	IMEI

Improving the wages of substitute (paid) teachers

2018	2019	2019	2020	2020	2021	2021	2022
PD	PD	CI	IMEI	IMEI	IMEI	IMEI	IMEI

Establishing an incentive mechanism for teachers and schools administrators working under unfavorable conditions

2018	2019	2019	2020	2020	2021	2021	2022
-	-	PD, D	D	CI	IMEI	IMEI	IMEI

Law on teaching profession

2018	2019	2019	2020	2020	2021	2021	2022
PD	D	CI	IMEI	IMEI	IMEI	IMEI	IMEI

# HOW TO TRANSFORM THE SCHOOL ENVIRONMENT?

## CREATION OF SCHOOL DEVELOPMENT AND EVALUATION INFRASTRUCTURE

Introducing the school development model	2018 PD	2019 G	2019 P1, I1	2020 P2, I2	2020 CI	2021 IMEI	2021 IMEI	2022 IMEI
Introducing the school profile evaluation system	2018 PD	2019 G	2019 P1, I1	2020 P2, I2	2020 CI	2021 IMEI	2021 IMEI	2022 IMEI
Implementing school development plans	2018 PD	2019 G	2019 P1, I1	2020 P2, I2	2020 CI	2021 IMEI	2021 IMEI	2022 IMEI
Allocating a budget for school development	2018 PD	2019 PD	2019 CI	2020 IMEI	2020 IMEI	2021 IMEI	2021 IMEI	2022 CI

## COMPLETION OF SCHOOL INFRASTRUCTURE WORK

Creating the environment needed for development of digital skills	2018 PD	2019 G	2019 P1, I1	2020 CI	2020 IMEI	2021 IMEI	2021 IMEI	2022 IMEI
Renovating the workshops and laboratories of vocational high schools	2018 PD	2019 G	2019 P1, I1	2020 CI	2020 IMEI	2021 IMEI	2021 IMEI	2022 IMEI
Developing revolving funds and production centers at vocational high schools	2018 PD	2019 G	2019 CI	2020 IMEI	2020 IMEI	2021 IMEI	2021 IMEI	2022 IMEI
Positioning vocational high schools in the industry	2018 PD	2019 G	2019 CI	2020 IMEI	2020 IMEI	2021 IMEI	2021 IMEI	2022 IMEI

## DIVERSIFICATION OF SCHOOL FINANCE

Establishing a school budget and donation system	2018 PD	2019 G	2019 CI	2020 CI	2020 IMEI	2021 IMEI	2021 IMEI	2022 IMEI
Structuring the revolving fund system in vocational high schools	2018 PD	2019 G	2019 P1, I1	2020 P2, I2	2020 CI	2021 IMEI	2021 IMEI	2022 IMEI

## SUPPORT TO SCHOOL ADMINISTRATORS

Making school administration a professional field of specialization

2018	2019	2019	2020	2020	2021	2021	2022
PD	G	P1, I1	P2, I2	CI	IMEI	IMEI	IMEI

Structuring graduate vocational development programs for school administrators

2018	2019	2019	2020	2020	2021	2021	2022
PD	G	P2, I1	P2, I2	CI	IMEI	IMEI	IMEI

Improving the employment rights of school administrators

2018	2019	2019	2020	2020	2021	2021	2022
-	-	PD, G	CI	IMEI	IMEI	IMEI	IMEI

## DIVERSIFICATION OF SCHOOL FUNDING

Structuring of social, sports and cultural activities

2018	2019	2019	2020	2020	2021	2021	2022
PD	D	CI	IMEI	IMEI	IMEI	IMEI	IMEI

Structuring of guidance services

2018	2019	2019	2020	2020	2021	2021	2022
PD, D	CI	IMEI	IMEI	IMEI	IMEI	IMEI	IMEI

## HOW TO STRUCTURE EFFICIENT AND OPEN GOVERNANCE?

### ENSURING DATA-BASED DECISION MAKING

Integrating existing information systems

2018	2019	2019	2020	2020	2021	2021	2022
PD	G	P1, I1	CI	IMEI	IMEI	IMEI	IMEI

Establishing an integrated Educational Data Warehouse

2018	2019	2019	2020	2020	2021	2021	2022
PD	G	P1, I1	CI	IMEI	IMEI	IMEI	IMEI

Launching the Geographical Information System

2018	2019	2019	2020	2020	2021	2021	2022
PD	G	CI	IMEI	IMEI	IMEI	IMEI	IMEI

### INDIVIDUAL AND INSTITUTIONAL GUIDANCE

Student achievement monitoring survey

2018	2019	2019	2020	2020	2021	2021	2022
PD	G	P2, I2	CI	IMEI	IMEI	IMEI	IMEI

Structuring institutional guidance and inspection services

2018	2019	2019	2020	2020	2021	2021	2022
PD	G	P2, I2	CI	IMEI	IMEI	IMEI	IMEI

Revision of organizational structure

2018	2019	2019	2020	2020	2021	2021	2022
PD	G	G	CI	IMEI	IMEI	IMEI	IMEI

# INFRASTRUCTURE REFORMS

## Content Infrastructure

- Curriculum
- Vocational development program
- Physical materials
- Digital content and ecosystem
- Business world, academia, NGO-originated certification programs

## Evaluation Infrastructure

- School Development Model
- Learning analytics
- Qualification-based measurement & evaluation
- e-Portfolio
- Recognition–Orientation Model

## Content Infrastructure

- Employment Rig PDs – Additional Indicators
- Regulations
- HR incentive mechanisms
- Change in organizational structure
- Cooperation protocols with Council of Higher Edu
- Protocols with local administrations
- Agreements with the business world and ngos
- International cooperation agreements
- Tax regulations

## Physical Infrastructure

- Design–Skill Labs
- Early childhood centers and mobile buses
- Vocational and technical high schools positioned in the industry
- School / neighborhood sports clubs
- Revolving fund production centers for vocational high schools

## Financial Infrastructure

- School development budget
- Charitable donation model
- Vocational high schools micro-credit and scholar
- Vocational high schools revolving fund structure

## Data Infrastructure

- Integration of existing information systems
- Integrated Educational Data Warehouse
- School Geographical Information System

# FOCUS ON PRIORITY AREAS

## Educational function that values every single child

- Observing interests, skills and idiosyncrasy
- Customized, flexible and modular
- Curiosity triggering
- Uncovering passion and courage
- Prioritizing total development
- Experience focused
- Allowing time for deepening
- Using Measurement for the Development of the Ch

## Teachers and school administrators who bring the system to life

- Putting love and compassion at the center of their job
- Fed by the differences among children
- Supporting social development
- Removing the barriers to learning
- Prioritizing the involvement of children
- Enriching the classroom environment
- Guided by science
- Open to innovations, self-improving

## Self-improving, reliable school environment

- Guaranteeing physical and emotional confidence
- Adopting continuous development as a vision
- Motivating children and teachers, making them feel valuable and happy
- Improving their own environment
- Helping children acquire life skills
- Providing access to enhanced opportunities
- Capable of taking initiative and accountability
- Capable of managing resources in line with the School Development Plan

## Open / efficient governance and administration

- Data-based decision making
- Providing all types of support to the Schools Development Plan
- Sharing with NGOs and academia
- Observing the priorities of the business world
- Valuing merits
- Reduced bureaucrac

## 3-YEAR CONCRETE TARGETS

- Gaps across schools will begin to be closed
- Schools will turn into living spaces for children
- Vocational high schools will become preferable
- Exam pressure will be reduced
- Children will feature modern-age skills
- The professional satisfaction of teachers and school administrators will be bolstered
- Early childhood education will be expanded
- Children with special needs will be given the educational opportunities they deserve

## HIGH-QUALITY AND INCLUSIVE EDUCATION

# HAPPY CHILDREN, STRONG TURKEY

### **Toward Vision 2023**

Every single child will be able to transit from education to career in line with his/her interests, skills, and temperament and will have the possibility to realize his/her potential

### **Children Enhanced with Academic Achievements**

Every single child will have his/her sense of and will for self-efficacy enhanced, and children will enjoy learning and transform knowledge into social value

### **Children Enhanced with Individual and Social Awareness**

Every child will recognize himself / herself, develop humanitarian, national, and spiritual values, and internalize environmental sensitivity



