

STATEMENT OF COMMITMENT FOR TRANSFORMING EDUCATION IN TÜRKİYE

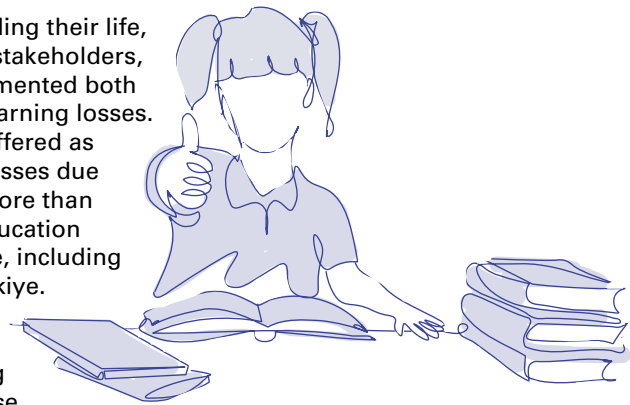
The Ministry of National Education (MoNE) will continue to deliver on its existing commitment to transform education for the twenty-first century and accelerate progress towards common educational goals through a holistic government approach. It will continue to ensure that all boys and girls, including those under international protection and temporary protection (Türkiye hosts the highest number worldwide), continue to learn and thrive. This statement of commitment has been drafted in close consultation with over 300 diverse stakeholders. It also incorporates the voices of over 80 children and adolescents collected through a human-centred design approach.

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Skills development, including skills for life, work, and sustainable development

MoNE is committed to enabling learners to develop their skills, including their life, work and sustainable development skills. With support from various stakeholders, including United Nations agencies, many initiatives have been implemented both to minimize the impact of the COVID-19 pandemic and to eliminate learning losses. Psychosocial support, mathematics and English courses have been offered as support and training courses during the summer months. Learning losses due to the COVID-19 pandemic were evaluated with the participation of more than 4.5 million students from Grades 7, 8, 11 and 12. Public funding for education has increased significantly over the past three years. Education is free, including textbooks and supplementary resources, at all education levels in Türkiye.

An 'Environmental Education and Climate Change' course has been added to the K-12 programme. A rounded approach to lifelong learning will be adopted in all educational processes. Having considered all these efforts, MoNE will deliver on the following commitments:



Key Commitments



- Free coursebooks and supplementary resources have been provided and will continue to be provided at all levels.
- Skills will be aligned with the needs of the **twenty-first century**, including through the Skills Projects for Literacy, the National Skills Map, and Social-Emotional Skills Development and Guidance and an integrated approach to lifelong learning.
- Green skills, climate change in education and adapting the curriculum to the market's changing needs will be prioritized to help students adapt and respond to changing conditions.
- Collaboration of vocational education with business and industry will continue to be supported to compensate for losses and adapt the curriculum to the changing needs of the market and the skills required for sustainable development.
- The enrolment rate of 5-year-olds in pre-school programmes will reach 100 per cent.
- Results of diagnostic exams are already being reflected in **policy development** to compensate for learning gaps. Interventions will be implemented to **strengthen literacy, numeracy, and skill deficiencies** across all students' developmental stages.
- Schools with sufficient students in rural areas will be reopened, and the number of these schools, including pre-schools, will be increased. **Free school transportation and lunches** will continue for students.
- To overcome the social isolation and limited physical activity experienced during the COVID-19 pandemic, individuals will be supported to adapt to the learning process by **increasing their social, cultural and physical activities**.
- Extracurricular activities** will be encouraged both in and out of school hours.
- Participation in social life and preparation for employment opportunities** for children with special needs will be increased by strengthening the collaboration between MoNE, National Education Directorates and the Vocational Qualifications Authority.
- With the '**learning by production**' approach to vocational education, MoNE aims to increase the number of registered students to 1 million by providing multifaceted support to Vocational Education Centres and students. Thus, a great step in acquiring new skills and employing young people will be taken. These efforts have been realized and will be developed further alongside the labour market, bringing a new dimension to training apprentices, skilled workers and masters.

Learning, digital learning and transformation

MoNE aims to minimize learning losses and improve teachers' digital literacy skills by providing them with printed and digital learning tools and professional development courses. Digital transformation is an ongoing activity in coordination with the e-government framework. The Teacher Information Network (ÖBA) has been established to support the professional development of teachers. Turning digital transformation into a culture in schools at all levels is the ultimate goal. MoNE aims to deliver on the following commitments:



Key Commitments

- Schools' **infrastructures will be improved**, and teachers will be provided opportunities to minimize hardware access problems.
- Teachers and students will be trained to be proficient with **digital skills** and to use new pedagogies for learning.
- The **integration of digital skills into teacher training** programmes will be prioritised.
- The expanded ÖBA, serving over 1 million teachers, will continue to offer free access to digital materials for teachers and teaching candidates.



Teacher development and investing in their transformative work

MoNE has been making a huge effort to improve the quality of teaching and the well-being of teachers to provide quality education for all.

For example, the COVID-19 e-tracking system has been established to monitor the course of the COVID-19 pandemic in schools. Another important step in the transformation of education was the Teaching Profession Law, enacted in 2021, which made teaching a specialization within the scope of Teaching Profession Law No. 7354. Commitments to teacher development and investing in their transformative work include the following:



Key Commitments

- **Data-driven decisions** will be prioritized. School-based data will be available to help school administrators in their decisions.
- MoNE will continue **encouraging research and innovation** studies to improve teaching and management in schools. **Artificial-Intelligence-based applications** will be utilised for these purposes by teachers and administrators.
- The necessary infrastructure for **harmonizing and monitoring** data-driven processes will be strengthened. This infrastructure will also guide the determination of **school-based needs** to observe the impact of teacher training on their professional development.
- Although The Teaching Profession Law has been passed, the teachers and teacher candidates will be at the forefront of making it functional. Thus:
 - Professional **social networking** tools will be strengthened.
 - **Professional development communities** will be encouraged to develop into a living social organization where networking opportunities are shared.
 - **Mutual professional development** is encouraged, allowing teachers to draw on experiences to create sustainable professional career development.
- The **Teacher Mobility Programme** and the **School Leadership Training Programme** will be operationalised to further support the school-based professional development model and make professional development stimulating and socially responsive.
- Teachers will be encouraged and supported to be **reflective practitioners** and knowledge producers.



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