TRANSFORMING EDUCATION SUMMIT

NATIONAL CONSULTATIONS REPORT FORM – TÜRKİYE

1. TES National Consultation Process

- **Convenor's Name**: Ministry of National Education (MoNE), Republic of Türkiye, in close coordination with the UN Resident Coordinator's Office in Türkiye.
- **Number of consultations** (If more than one consultation takes place): 20
- **Basic information on all the consultation(s) convened**

Date(s)	May 29-July 28 2022
Title(s)	- Directorates of Education within the Ministry of National Education (10 Directorates) - Teachers - Parents - Students - Youth (Boys and Girls) - Ministry of Ministry of Treasury and Finance - Ministry of Labour and Social Security - Ministry of Family and Social Services - Ministry of Youth and Sports - Ministry of Health - Ministry of Environment, Urbanization and Climate Change - Presidency of Strategy and Budget - Local Governments - United Nations Country Team (UNCT) through Result Group 1 - National Education Stakeholders Group (Donors, Multi-lateral agencies, and other international cooperation partners) 3RP Education Sector Working Group in Istanbul covering Marmara Region 3RP Education Sector Working Group in Izmir covering Aegean Region 3RP Education Sector Working Group in Gaziantep covering South-East Türkiye region - Academia (representatives of education in universities in Türkiye) - Private Sector representatives
Types (e.g., National/Subnational)	National
Geographical Focus	Whole Country
Number of Participants for each consultation	Total Number of participants: 325 Nine of the consultations were conducted via online survey forms. 119 participants responded to the online survey. Eleven consultations were conducted in a focus group interview format using teleconferencing software. A total of 206 participants joined the online focus group interview sessions.
Language used	Turkish / English

Age Range of Participants	
82	0-17
51	18-29
159	30-59
18	60+
15	Prefer Not to Say
325	**Total**

Gender of Participants	
138	Male
187	Female
325	**Total**

Number of participants from each sector			
174	Education		Nutrition
7	Child Protection		Communication
3	Health	4	Information Technology
18	Labour	10	Social Protection
23	Environment		Water, Sanitation, Hygiene
3	Finance	82	Other Construction, Government, Youth, Geology and energy
325	**Total**		

Number of Participants from each Stakeholder Group	
22	Teachers, educators, facilitators, and professors
82	Youth and students (including children and adolescents)
	School leaders (e.g., from UNESCO ASPnet school network)
10	City and local government representatives
9	Parents and caregivers
	Small/medium enterprises/unions

	Large national business	
	Members of Parliament	
***	Multi-national corporations	
*	Local authorities	
	Government and national institutions	
108	Public Servants	
	Regional economic community	
	Local Non-Governmental Organizations	
80	International and/or Regional financial institutions (including donors, multilateral agencies and international cooperation partners)	
14	International Non-Governmental Organizations (including national civil society organizations)	
	Indigenous people and community leaders	
**	Scientific community, academic, universities and research institutes	
	Media	
	Other	
325	**Total**	

* has been placed under City and local government representatives
** has been placed under Teachers, educators, facilitators, and professors
*** has been placed under International and/or Regional financial institutions

2. Principles of Engagement

How did you organize the consultation to ensure the following principles of national consultations?	
✓	A whole-of-government approach
✓	Inclusion and equality
✓	Focusing on youth as "agents of change"

3. Consultation Focus

What was/were the main area(s) of focus of the national consultation(s), based on the TES five thematic action tracks* and the issues outlined in the Discussion Papers and the Future of Education Briefing Notes?
*For the record, the five action tracks are:

1. Inclusive, equitable, safe and health schools
2. Learning and skills for life, work and sustainable development
3. Teachers, teaching and the teaching profession
4. Digital learning and transformation
5. Financing of education

Several elements of the thematic tracks have been embedded in national consultation discussions. This approach is in line with the main strategic transformative levers that Republic of Türkiye has identified for reimagining education for the 21st century and accelerating progress towards shared education goals. These include:

(1) Skills development, including skills for life, work, and sustainable development
(2) Learning, including a focus on digital learning and transformation
(3) Teacher development and investing in their transformative work.

Türkiye's national consultations and statement of commitment are couched within these broad thematic areas. It believes that sustainable, long-term support for education recovery will be realized through immediate urgent action in these areas, including for the most vulnerable children.

A comprehensive desk review, semi-structured discussions, online surveys, and focus group discussions prioritized similar topics across different stakeholder consultations. These government-led national consultations ensured meaningful engagement of the full set of education stakeholders. Key stakeholders were engaged between June and July 2022 to identify Türkiye's priorities for education system transformation. The same topics were prioritized across different consultations.

(1) Skills development, including skills for life, work, and sustainable development
The focus of this strategic lever included discussion around what initiatives have been undertaken/could be undertaken to accelerate full recovery from COVID-19 disruption and also support every child to achieve their potential and improve their skills and knowledge from early childhood through adulthood. In addition, discussions were around strategic measures that can be undertaken to ensure a more robust connection between skills for life and skills for work to promote improved school-work transitions. All stakeholders were asked to share their "perspectives" on the most important skills students need to develop in the 21st century. The consultations also focused on recommendations to promote education for sustainable development from both policy and program-implementation perspectives.

(2) Learning, including a focus on digital learning and transformation
The focus of this strategic lever included discussion around what should be done for digital transformation to ensure that digital learning empowers and connects people. It also analyzed perspectives of various stakeholders on the quality of distance learning provided during the COVID-19 pandemic, the digital educational materials provided by MoNE, those available in the market, and the digitalization processes of the education sector (such as e-Okul and e-Yaygın). Questions around the sufficiency of the budget allocated for technology in education were also explored. Through the consultation process, equity considerations of digital learning and transformation were explored, as were the sustainability considerations concerning sustainable infrastructure, internet connectivity, and digital access. The role of digital learning and transformation vis-a-vis preparedness for jobs of tomorrow was also discussed. Lastly, the private sector's role in catalyzing digitalized lifelong learning in addition to formal education was discussed. Digital learning tools were also explored to promote learning continuity and bridge inclusion and learning gaps to mitigate learning losses.

(3) Teacher development and investing in their transformative work
The focus of this strategic lever included discussion around the impact of the COVID-19 educational disruption on the well-being of teachers and the delivery of their responsibilities. It triangulated information from different stakeholders to see how the knowledge and skills acquired by teacher candidates in pre-service teacher education institutions can adequately prepare students with necessary life skills. In the context of COVID-19, teacher preparedness and adequacy of digital skills were explored, and solutions were identified to promote teachers' digital skills and improve the school's digital material environment to be leveraged for teaching-learning processes. Teacher perspectives on the current curriculum to deliver essential skills were discussed. Furthermore, exploratory questions around teachers' capacity development – for both pedagogical and non-

pedagogical skills, self-empowerment, opportunities for growth and development, recognition, and relevance of experiential learning were all discussed during the consultations.

4. Consultation Outcomes

What are the main outcomes regarding the four key components* of the national consultation(s)?

*For the record, the four components are:
1. Recovery from covid-19 disruption (short-term)
2. Transformation of education (medium-longer-term)
3. Review of national education targets and benchmarks
4. Ensuring sustainable public financing

Despite the tight time frame for Member States to undertake the TES consultations, rich outcomes from the consultation process were possible due to the comprehensive approach adopted by Türkiye, wherein a wide range of stakeholders were consulted to inform the development of the Statement of Commitment. This section elaborates on the consultation approach and the main outcomes of the national consultations. The TES process in Türkiye commenced with the Ministry of National Education (MoNE) appointed as the national convenor, in close discussion with the UN Country Team (UNCT) and the Resident Coordinators Office. UNICEF provided backstopping and facilitated discussions between the UN and the Government. MoNE appointed the Directorate General (DG) of EU Affairs as the coordinating agency within the Ministry, and the DG carried out the activities as per the guidance in the TES National Convenors Handbook. UNICEF supported the mobilization of national technical assistance to support the consultations and the drafting of the statement.

The desk review provided a comprehensive analysis of the current situation of the education sector (although higher education was beyond the scope of the work) and highlighted key achievements of the education sector in advancing toward the 2030 SDG goals. The key guiding questions for the consultations were informed by the extensive desk review and high-level discussions with Ministry management on the key priority areas. Over 300 stakeholders participated in a mixed approach to consultations. Surveys were sent out in Turkish and English (depending on the respondent's preference) to the related stakeholders via web links, and the responses were obtained digitally. Focus group interviews were conducted through teleconferencing to attract a wider range of participants. During these focus group meetings, extensive professional rapporteur services and active facilitation by moderators allowed for engaging discussions. Field meeting notes were transcribed at the end of each consultation for further analysis. The statement's drafting commenced with reflecting stakeholders' views based on the prioritized thematic areas. During the analysis, patterns were identified among different stakeholders' views. In addition, reflections and suggestions from MoNE were sought regularly. The final statement is now available and will be shared with the TES Secretariat soon.

Türkiye acknowledged TES Secretariat's emphasis on youth engagement and for young people to democratize dialogue around education and participate in the global movement for education transformation. Under the overall coordination of UNICEF's Adolescent Development and Participation team, human-centered design experts brought together 53 young people (26 girls and 27 boys) through a social contract over 4-days where a safe, open, and playful engagement space was created. Discussions and recommendations from the workshop contributed to the TES statement formulation process. Some salient recommendations from the workshop that articulate the aspirations of these young people are consistent with messaging from other stakeholders. However, pivotal to all the deliberations was the emphasis on sustainable technology and innovation to transform education and education systems. Some salient recommendations include:

- o Equipping all children and adolescents especially vulnerable ones with qualified skills via accessible technology (e.g. Virtual Reality/Augmented Reality) with flexible learning options that promote their retention in the school system.
- o Break biases about job types, especially for girls, and promote school-work transitions emphasizing newly defined "digital collar" and "green collar" jobs.
- o Enhance private sector engagement in education – to identify skills that youth require based on their specific needs for future employment, and identify entry points through the

curriculum and apprenticeships for young people to equip young people for the future, whilst maintaining an emphasis on gender equity in jobs.

o Foster youth values that meaningfully bridge differences for a harmonious society with an inclusive education approach. Promote social activities with all parties, including students (Turkish and non-Turkish) and teachers, and integrate social inclusion courses into curricula.

o Build on the climate change ambassador concept to promote education for sustainable development. These include empowerment and awareness-raising activities through student clubs in schools and universities, peer-to-peer learning opportunities, youth parliaments, etc.

o Encourage youth to actively participate in policy development and decision-making processes to be part of the systemic change.

It has been observed that all parties have acknowledged the negative effects of the COVID-19 pandemic disruption on education. Some emphasized that this disruption was well managed though digital transformation, yet all agreed that learning losses and social isolation were experienced. Digitalization and the need for learning new skills are well acknowledged. One of the priorities was to remedy learning losses and reach the students who fell behind. The need for printed and digitized materials were emphasized to accommodate the new content and skills, including climate change and green skills. The need for collaboration and cooperation among teachers was put forward to build strong teaching and learning communities. Lifelong learning for all was emphasized. Public financing for education has grown, and all learning materials has been provided free and will be free for students in the future. All the parties appreciated the efforts for higher quality education and emphasized that the studies carried out for equal and inclusive education should be continued.