

Foreword

Turkey has made remarkable progress in expanding access to education and improving quality over the past two decades. Yet, as the country's young people near the end of schooling, nearly half lack basic competencies for life and work. Aware of the need to ensure that all children have a fair chance to do well, the Ministry of National Education is reforming education to better meet the individual needs of each student.

This review was undertaken as a partnership between the OECD and UNICEF. The co-operation between our two organisations has meant that the review has benefitted from our complementary experience and expertise of Turkey's education system, and international research and best practice.

The review was commissioned by and developed in close partnership with the Ministry of National Education. The ministry asked for advice on how student assessment – including teachers' classroom assessments, national examinations and the national assessment – can best support learning. To support the country's ambition that all students develop the complex, transversal competencies that are important in the 21st century, the report recommends:

- Developing national learning standards that help teachers clearly understand what the curriculum expects students to know and be able to do.
- Creating more assessment tools and more practical, hands-on professional development to help teachers use assessment practices more effectively in the classroom.
- Assessing a broader range of skills in the national examinations and adapting the examination in Grade 12 to certify achievement at the end of compulsory education.
- Using the new national assessment to provide formative information for students and teachers during schooling.
- Using the wider evaluation system – of teacher appraisal, school evaluation and system evaluation – to promote better assessment and learning.

This review comes at a time of major change in Turkey's education system. During the review, important reforms to the national examinations, teacher appraisal and school evaluation were underway. A new national strategy for education – Vision 2023 – was published. The ambition of these reforms is significant and it has not been possible to fully analyse or integrate all the planned changes. However, the review discusses many of the policy options that now face Turkey, providing recommendations to create a system where a broader range of assessments is used to meet individual learners' needs.

We hope that the review will be a useful reference and guide for Turkey as it reforms assessment and education to promote excellence for all.

Acknowledgements

This review was developed in co-operation with UNICEF, whose staff provided valuable guidance and direction. We are indebted to the guidance, support and insights of the UNICEF Turkey office, notably Philippe Duamelle, UNICEF Representative in Turkey, Brenda Haiplik, Chief of Education, Mehmet Buldu, Education Specialist, Yesim Hanci, Education Officer, and Aysin Taş, Education Programme Associate.

The review team would also like to thank the Turkish government, under the leadership of the Ministry of National Education for their support and contributions to the review. The review has benefited from the support of Deputy Minister, Mahmut Özer, and his team.

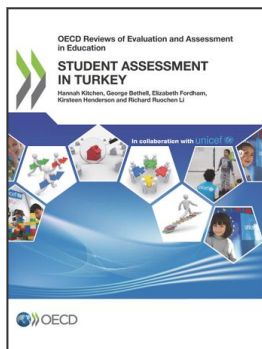
We are very grateful to the officials and education experts from the Ministry of National Education and beyond, who graciously shared their insights and knowledge with us. We would like to thank officials from the General Directorate of Measurement, Evaluation and Examination Services in the Ministry of National Education who oriented and guided the OECD team throughout the review. In particular, we would like to thank Director General Sadri Şensoy and the former Director General Bayram Cetin, as well as, Bayram Taran, Kemal Bülbül, Amine Canidemir, Mehmet Ali Aydoğmuş, Meryem Pektaş, Mehmet Ali Işıkoğlu, and Emel Ilican. We would also like to extend our thanks to staff from the Board of Education, Strategy Department, Board of Inspection, Information Technology Department, General Directorates of Teacher Training and Development, Special Education and Counselling Services, Basic Education, Secondary Education, Technical and Vocational Education, Religious Instruction, European Union Affairs and Foreign Relations and the Provincial Directorate of Ankara.

We would like to thank the Deputy Head of the Measurement, Selection and Placement Centre (ÖSYM), Ahmet Yaşar Özban, as well as Hülya Kodal Sevindir, Emrah Ertüzün and Nihal Buldu, who provided valuable understanding of the examination at the end of compulsory education.

We sincerely thank all the participants in the review visits, including officials from the Ministry of National Education, the Measurement, Selection and Placement Centre, the Turkish Statistical Institute, the World Bank, researchers, non-governmental organisations, school leaders, teachers and students who kindly gave their time to share their views, experience and knowledge with us. We would especially like to thank the schools in Ankara Province for welcoming us so warmly during our review visits.

The OECD review team was led by Elizabeth Fordham, OECD Secretariat, co-ordinated by Hannah Kitchen, OECD Secretariat, and included George Bethell (Director, Anglia Assessment, United Kingdom), Kirsteen Henderson (external expert, Canada), Ruo Chen Richard Li (OECD Secretariat), Soumaya Maghnouj (OECD Secretariat) and Roger Murphy (Professor, University of Nottingham, United Kingdom). We would like to thank Laila Massaia, who provided valuable linguistic support. Within the OECD Secretariat, we would also like to thank Manuela Fitzpatrick, Aanya Niaz and Sakshi Mishra who made very helpful contributions to the report. The review team also acknowledges the support and contributions from Andreas Schleicher, Director for

Education and Skills, and Paulo Santiago, Head of Policy Advice and Implementation Division. Célia Braga-Schich and Sara Gouveia provided administrative support and organised the publication process, and Eléonore Morena edited the report.



From:

OECD Reviews of Evaluation and Assessment in Education: Student Assessment in Turkey

Access the complete publication at:

<https://doi.org/10.1787/5edc0abe-en>

Please cite this chapter as:

Kitchen, Hannah, *et al.* (2019), "Foreword", in Hannah Kitchen, *et al.*, *OECD Reviews of Evaluation and Assessment in Education: Student Assessment in Turkey*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/c454b2cd-en>

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