The 2023 Education Vision Document/Reform
A Review of the Literature

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Abstract

The purpose of this study is to conduct a comprehensive analysis of academic research on the 2023 Education Vision, which was launched by the Ministry of National Education. The study aims to assess the objectives, outcomes, and recommendations of the articles and theses written on the 2023 Education Vision. The primary focus is to evaluate how the stakeholders of education perceive the 2023 Education Vision, to what extent they embrace it, and what kind of contributions it will make. The data was collected and reviewed by assessing articles and theses on the "Google Scholar", "Yök Tez", and "Dergipark" websites. To ensure a systematic approach and sound research design, a compilation method and document analysis was used. The research examined the identified articles and theses from four perspectives, including the research methodology, working groups, interview questions, and outcomes and recommendations. The findings were analyzed and interpreted accordingly.

Based on the review results, the Education Vision for 2023 initially generated excitement among stakeholders. However, negative experiences from previous educational models, lack of stakeholder involvement in the vision's creation, and concerns about the time needed to achieve the goals have led to a less optimistic outlook. The study also reveals a negative perception of the vision, which is further reinforced. Additionally, in Western cities, the positive perception of the vision decreases as professional seniority and educational level increase. To accomplish the 2023 Education Vision, the study recommends improving school facilities, prioritizing teacher training and development, and closing the educational gap between schools and cities.

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INTRODUCTION

As a species, humans have an innate drive to acquire knowledge and understanding. Throughout history, we have consistently sought out new information and shared it with future generations. For society to thrive and progress, it is essential that this knowledge transfer remains ongoing. Education is a multifaceted concept with numerous accepted definitions. One such definition posits that education is a deliberate and systematic process of effecting behavioral changes in individuals through experiences (Ertürk, 1997). To cultivate well-rounded individuals, societies employ a range of strategies within their education systems, including corrective, regulatory, and developmental measures. These efforts are aimed at achieving the intended behavioral changes and producing high-quality individuals.

Education systems are blended with universal human values as much as they come from the civilizations they emerged from. All countries that perform well in education in the world have achieved their successes by building conceptual frameworks and philosophical approaches that center on humans, by bridging the past and the future. Every change, transformation, and reform that has been successful in education has been supported by solid philosophical approaches. Education practices from various periods have been built on deep philosophical ideas, and every step has resulted in the construction of a paradigm that is compatible with their own human development imaginations. On the other hand, it is also possible for education models and practices to "mature" in the competitive conditions of the market beyond the thought circles and conditions in which they sprout, and to become global hegemonic/geopolitical power tools.

The "2023 Education Vision" prepared by the Ministry of National Education as a roadmap for future education has a basic goal of "raising individuals who are equipped with the skills of the age and the future, who can use this equipment for the benefit of humanity, who are passionate about science, curious about culture and sensitive, qualified and moral" (2023 Education Vision, 2019:, p. 7).

According to Erdoğan (2015, p. 69), the life of a school is meaningful to the extent that it has a vision. In this sense, the 2023 Education Vision is important for the Turkish education system. In addition, the document states that the educational institution should be a human-centered institution that appeals to both mind and heart with the metaphor of double wings, and that it should aim for human happiness, and that happy children will bring a strong Turkey (MEB, 2018). The expressions of this document in the vision document are of a roadmap nature for both the institution and the employees. In order to make it more concrete, it is necessary to prepare the mission, goals, and actions for the Turkish Education System in the same way from now on. Because vision determines mission, mission determines goals, and goals determine actions (Erdoğan, 2015, p.70).

Academic studies to be carried out with the Vision Document; at this point, it will allow us to control whether the document provides the promised impact and whether it arouses excitement in the stakeholders of education. For example, according to Ertürk (2019, p. 19), the 2023 Education Vision document solves some of the existing problems while not solving others. In this context, when it is thought about, there is a need for longer-term goals and more lasting solutions to develop a correct vision. According to Duran and Kurt (2019, p. 14), "teachers have positively welcomed the idea of a process-based assessment and evaluation system, stating that classical assessment methods have lost their validity and do not provide a competent assessment."Kıral and Çilek (2020, p. 16) say that "the Vision Document states a very positive vision for the next three years, but it is not enough in terms of character education." "Because the Vision Document prepared is seen as being more focused on the acquisition of academic and intellectual knowledge and skills. For this reason, it would be a positive place for future generations for the Ministry of National Education to prepare a "special document"

on character education and share it with the public, put it in programs, and organize promotion meetings and training on character education by giving it official status by organizing manager and teacher training (Kıral and Çilek, 2020, p. 16).

METHOD

RESEARCH DESIGN

The research method used in this study is "systematic review" because it aims to describe and interpret the articles with the education headings that have been done within the scope of the Ministry of National Education's 2023 Education Vision. The research design has been determined as "document analysis".

Systematic review is the process of comprehensively scanning all published studies in a field, determining which studies will be included in the review by using various inclusion and exclusion criteria and evaluating the quality of the studies, and synthesizing the findings in the studies included in the review (Burns and Grove, 2007; Centre for Reviews and Dissemination [CRD], 2008; Higgins and Green, 2011). Systematic reviews can examine quantitative and qualitative evidence or, in the form of what is called "mixed-methods systematic review", can examine two or more types of evidence (Hemingway and Brereton, 2009).

The aim of this study is to evaluate the studies that have been done on the 2023 education vision, which was published in 2018. When determining the sources to be used in the research; the research purpose and research questions have been the main factors in accordance with the rules of systematic review.

DATA COLLECTION

To achieve the goal of the research, the "Google Scholar", "YÖK Tez", and "Dergipark" websites were searched to find theses and articles prepared on the 2023 Education Vision. The sources used are mentioned in the references. The articles and theses were limited by date due to the timeliness of the topic and were selected from articles and theses published since 2018.

ANALYSIS OF DATA

Data collection method was used as "systematic review - literature review". Systematic review is the systematic and unbiased scanning of original studies published in the field in accordance with predetermined criteria to find an answer to the research question prepared on a certain subject, evaluating the validity of the studies found, and synthesizing and combining them.

FINDINGS/RESULTS

The needs and requirements of our age have changed, and there is a need for a knowledgeable human resource with the skills we call 21st century skills. This issue is discussed in detail in the 2023 Education Vision document, which was recently published by the Ministry of National Education.

In recent years, the education approach called "21st century skills", which is seen as an indispensable global norm today, imposes the understanding of development and maturation of man in the light of what he can achieve in the material world, under the name of "soft skills" such as creativity, communication, teamwork, and critical thinking (MEB, 2018).

The skills in question are; critical thinking skills, problem solving skills, communication and maintenance skills, collaboration, information and technology literacy, flexibility and adaptability, global skills, and financial literacy (partnership for 21stcentury Skill, 2009). Education systems are blended with universal human values as much as the civilizations they emerged from (MEB, 2018).

Without revealing the human profile we want to raise and determining the paradigm that Turkey needs in education, it is difficult to create a universal pedagogy with spirit, direction, purpose, and philosophy. In this respect, man is the focus of the 2023 Education Vision (MEB, 2018). In this context, the Ministry of National Education has published and tried to implement many education programs to determine the needs of the Turkish society and to ensure the development of human resources in this direction. The newest of these programs is the 2023 Education Vision.

When the goals of a strong Turkey are considered, it is clear that we have no time to lose. Now is the time to spend all our energy to implement the new roadmap we have determined in education. Today, starting from today, the basic goal of the 2023 Education Vision with our 21st century teaching and upbringing model is to give life to a being and knowledge understanding based on moral perception and centering on man (MEB 2018).

It is necessary to evaluate the issue with different parameters such as how the 2023 Education Vision published by the Ministry of National Education is perceived, interpreted, implemented, and if implemented, how it is implemented by stakeholders. It is important to present the studies done in this regard in order to understand what the vision has brought.

For example, in Ertürk's (2019) study titled "2023 Education Vision: A Cure for Problems?", the school development model, which is said to be implemented in the vision document, is examined, and it is said that this model contains three important innovations. These three innovations (expansion of the scope of members in the school development management team, equal acceptance of schools, budget to support school development plans) do not solve the basic problem that also exists in the previous (OGYE) model.

In the conclusion section of Ertürk's study (2019: 339), it is stated that the 2023 Education Vision document has created a new excitement among all parties related to education in Turkey. There are two reasons for this excitement: first, it draws a new horizon for the educational institution and brings a new perspective, and second, it sheds a ray of hope for the solution of the problems that have been waiting in the educational institution for years. However, it is seen that the 2023 Education Vision document solves some of the existing problems while not solving some other problems. In this context, it is thought that longer-term goals and more permanent solutions are needed to develop a correct vision.

Karaca & Karaca (2021), who examined the 2023 Vision Document in terms of digitalization, found that digital transformation in the Vision Document is divided into two categories: physical infrastructure and infrastructure and digital education processes; While physical infrastructure and equipment are given priority, it was found that the content creation and use that constitute digital education processes are not neglected. It was emphasized that the Ministry of National Education is making great efforts to implement the digitalization studies included in the vision document; It was also suggested that the methods of digital education, which has become more important with the pandemic process, should be diversified.

According to Kıral and Çilek (2020), the Vision Document sets out a very positive vision for the next three years. However, this is not seen as sufficient in terms of character education. This is because the Vision Document appears to be focused on the acquisition of academic and intellectual knowledge and skills. For this reason, it would be a positive step for the Ministry of National Education to prepare a "special document" on character education, share it with the public, include it in the curriculum, and organize training sessions for administrators and teachers to give it official status, and conduct promotional meetings and training activities on character education.

In their study titled "Teachers' Views on the 2023 Education Vision," Duran and Kurt (2019) stated that teachers generally found the 2023 Education Vision to be positive, but that there were also negative results. They saw the main reason for this negativity as the infrastructure deficiencies in our

schools and education system. They therefore expressed the need to provide the necessary infrastructure support for the establishment of design and skill workshops. They also welcomed the fact that the vision is based on a process-based assessment system, stating that traditional assessment methods have lost their validity and do not provide a competent assessment.

METHODS USED IN STUDIES

The research methods of the theses and articles that were reached were diverse, but it was seen that qualitative research methods were used intensively. It was seen that the studies were both qualitative and quantitative research studies, and mixed research methods were not used much.

It can be said that different studies were preferred and different data collection tools were used in the theses and articles that were examined, in accordance with the objectives of the study. The research methods and techniques used in the research conducted on articles and theses are presented in Table 1.

Table 1. *Methods Used in the Studies*

Articles	Data Collection Tool	Approach
✓ Duran and Kurt (2019) ✓ Ertürk (2019) ✓ Akyıldız et al. (2019) ✓ Canbulat et al. (2020) ✓ Solak and Karataş (2020) ✓ Köç and Ünal (2020) ✓ Semerci et al. (2020) ✓ Han and Elçiçek (2021) ✓ Karakaş (2021)	✓ Interview ✓ Semi-Structured Interview Form ✓ Document Analysis ✓ Document Review	Qualitative (case study, phenomenological)
✓ Baltacı and Coşkun (2019) ✓ Boncuk (2020) ✓ Aktay (2020) ✓ Gülay (2020) ✓ Selvi (2020) ✓ Engin et al. (2020)	✓ Questionnaire ✓ Scanning model ✓ Descriptive Scan	Quantitative

As shown in Table 1, researchers have collected data using multiple data collection tools within the framework of the defined objective. This variety in the collection of data provides an opportunity to look at the 2023 Education Vision from different perspectives.

It is also seen that qualitative data collection tools are used more often in the studies than quantitative data collection tools. According to Aydın (2018: 10), quantitative research methods are generally at the forefront in education and teaching, so academics and researchers tend to adopt this type of research. The researcher factor is not as important in quantitative research as it is in qualitative research and, therefore, ethnographic research. In ethnographic research, the researcher is a very important factor and may need training in areas such as how to determine the research design, how to collect and analyze data, be empathetic, and take a holistic view of events.

WORKING GROUPS OF RESEARCHES CONDUCTED

Studies to determine how the 2023 Education Vision is perceived have shown that school administrators, who are the primary recipients of the education vision, and teachers, who are the most important element of education, are more often the subject of research. Therefore, the subject of the studies is the perceptions, views, attitudes, experiences, and expectations of administrators and teachers regarding the 2023 Education Vision.

In these studies, which investigate the perceptions, views, and expectations of education stakeholders regarding the education vision, it has been observed that attempts are being made to reveal the perceptions, expectations, shortcomings, and areas that need to be developed regarding the 2023 Education Vision.

In this context, school administrators, teachers, and to a lesser extent, faculty members from educational stakeholders, form the working groups of the studies. The main reason for this is that, although it is an understanding based on the individual and children within the framework of basic goals such as adopting a talent-based approach, seeing differences between children as a richness, and raising more qualified individuals, as stated in the 2023 Education Vision, the main factor in the acquisition of the basic gains in the vision document is the teacher and school administrators, so the studies have covered more teachers and school administrators.

Table 2. *Study groups for studies conducted*

Studies Conducted	Participants
Akyıldız and others (2019) Canbulat and others (2020) Solak and Karataş (2020)	**School Administrators** Elementary school administrators Middle school administrators High school administrators
Baltacı and Coşkun (2019) Duran and Kurt (2019) Sayım and others (2020) Boncuk (2020) Engin and others (2020) Canbulat and others (2020) Karakaş (2021)	**Teachers** Classroom teachers Social studies teachers English teachers
Semerci and others (2020)	Faculty Members
Ertürk (2019) Kıral and Çilek (2020) Elçiçek (2021)	Other

The working groups in the identified articles and theses are mostly teachers and school administrators. It is thought that the inclusion of the views of faculty members, students, and parents, who are stakeholders in education, in new studies will contribute to the field. It can be said that faculty members, students, and parents are not taken into account or are not very much focused on in Table 2. Akgün (2019: 4) criticizes the lack of data sharing between the ministry and other stakeholders in his study titled "Data Mining in the 2023 Education Vision"; Doğan (2019: 16) in his study titled "Views of School Administrators and Teachers on the 2023 Education Vision Document" has linked the success of the 2023 Education Vision document to the strong support of education stakeholders and has suggested that concrete applications that include all education stakeholders be made and that these applications be effectively shared with the public. In this case, it will not be possible to bring

comprehensive solutions to the problems of education without considering all stakeholders in the vision document.

INTERVIEW QUESTIONS USED

It is thought that the questions asked to the working groups in the studies included in our sample will open different doors for us and will be beneficial for our research. The questions asked to the stakeholders of education on the 2023 Education Vision in the studies are given in Table 3.

Table 3. *Interview Questions Used in Studies*

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1. How do you explain the concept of vision in education?

2. Is vision necessary in education?

3. Should the education vision vary according to education levels?

4. What are the positive and negative aspects of the 2023 Education Vision of the Ministry of National Education in your opinion?

5. What are your thoughts on the increase in the authority and responsibilities of education managers in the 2023 Education Vision of the Ministry of National Education?

6. How do you view the establishment of design skill workshops in all schools in the 2023 Education Vision of the Ministry of National Education?

7. What are your suggestions for the 2023 Education Vision?

8. What do you think about the new education vision document?

9. What are the positive and negative aspects?

As can be seen in Table 3, questions such as "Is vision necessary? How do you explain vision in education? What are the positive/negative aspects of the education vision?" were asked to reveal the perceptions, views, attitudes, experiences, and expectations of administrators and teachers regarding the 2023 Education Vision. In response to these questions, administrators and teachers saw this as redesigning rather than reform. However, they argued that this vision was also necessary. While evaluating the positive and negative aspects of the education to be carried out with the vision, it was emphasized that the positive aspects are at a higher level when it is fully and completely implemented. The granting of the necessary powers to school administrators for them to manage the school better and to make more effective and faster decisions about education is welcomed by administrators. In such a case, the increase in the authority of school administrators will make them stronger as decision-makers and more effective monitoring mechanisms will be needed. The establishment of workshops in schools has been seen as a necessary step in the development of the education system and in the transformation of education into practice.

It has been stated that activities for students, and the guidance of students according to their abilities are an important part of the education system of developed countries and must be applied. It has been stated that the development of students' hand skills will facilitate the acquisition of gains, knowledge accumulation, and taking the necessary steps in life that will be required in daily life after education.

The 2023 Education Vision requires experienced, knowledgeable, and knowledgeable individuals for its healthier and more efficient implementation. It is necessary to carry out the necessary works within the scope of the vision in a proper and continuous manner, and to take the necessary measures by intervening in the negative developments early.

It is of great importance for the country for students to directly contribute to production, science, industry, and agriculture in order to develop the Turkish education system, increase technological production in line with the age, raise awareness of both the individual and the society, and create a productive society with the 2023 Education Vision.

RESULTS AND RECOMMENDATIONS OF THE STUDIES CONDUCTED

The results and recommendations obtained by interpreting the findings in the articles and theses were grouped into 5 different themes: "vision, school, human resources, financing, inspection and guidance evaluation services". Since the results and recommendations were given under the same heading in the articles and theses reviewed, they are presented under the same heading in Table 4. Since the working groups of the articles and theses are mostly school administrators and teachers, the highlighted results and recommendations reflect the perceptions, expectations, attitudes, and opinions of teachers and school administrators.

Although the 2023 Education Vision, which was published, was welcomed with great enthusiasm by all stakeholders of education, the results obtained from the examination show that the real perceptions of the education stakeholders about the 2023 Education Vision are not very positive. It has been observed that the positive perception of the 2023 Education Vision decreases as the educational level and seniority in the profession increase in the articles and theses examined. The main reasons for this are stated as the lack of sufficient information to education stakeholders, not taking their opinions in the preparation process of the vision document, and not participating in decision centers.

Another reason is that the education stakeholders believe that the goals to be achieved with the 2023 Education Vision will take a long time. In order for this to not be seen as a target beyond starting like previous educational goals and being left unfinished due to different reasons, this perception must be changed.

In this context, in order for the 2023 Education Vision to be successful, the perceptions of teachers and administrators must be changed, and all education stakeholders must be informed and guided for the purposes set out in the vision.

Table 4. *Results and Recommendations of the Studies*

Related to Vision	• Teachers' perceptions of the 2023 Education Vision should be changed.
	• Regional and school-to-school differences should be closed.
	• Frequent curriculum changes should be abandoned.
	• Research should be conducted to examine the 2023 Vision document in different contexts.
	• When preparing these types of vision documents that will shape the future, teachers should also be placed in decision-making centers.
	• Studies should be conducted that take into account the views of education stakeholders, such as families and students.
	• Studies can be conducted to examine the views of teachers from different fields.
	• All education stakeholders should be directed and motivated about the 2023 Education Vision.
	• Teachers' level of belief in the 2023 Education Vision is not high.
	• The FATİH project, which is a very important technological project, is not included in the vision document to the extent that it should be.
	• The 2023 Education Vision perceptions are low at both the undergraduate and graduate education levels.
	• As seniority in the profession increases, perceptions of the 2023 Education Vision decrease.
	• Perceptions of the 2023 Education Vision are low by region (western regions).

	• A teacher's professional law should be enacted.
	• It is thought that it will take a long time for the goals to be achieved.
	• Women have higher perceptions of the 2023 Education Vision than men.
Related to School	• The number of classes should be reduced. • Lesson durations should be reduced. • Digital education methods should be diversified. • Course content should be reorganized according to school types. • Lessons should be based on skills, abilities and interests. • Differences between regions and schools should be closed. • The duration of design and skill workshops should be extended. • Closer relations should be established with higher education institutions. • School and neighborhood sports clubs should be established. • Double education should be abolished. • There are infrastructure deficiencies for the implementation of the program.
Related To Human Resources	• Contribution should be made to the personal development of teachers. • Teachers' professional qualifications should be increased. • Transitions to teaching from different fields by taking training should be prevented. • The authorities and responsibilities of school administrators should be clearly determined. • School administration should be a professional career field at the master's level, based on professional expertise. • Incentive mechanisms should be increased for school administrators working under unfavorable conditions. • Master's degree should be a criterion in manager appointments. • Between teachers; Classifications such as paid, contracted and permanent staff should be eliminated. • Measures to increase professional qualifications should be taken. • Policies should be made to increase the personal development of teachers. • Objective criteria should be introduced in manager appointments. • Horizontal and vertical career expertise should be introduced. • Teachers' personal rights need to be improved. • Activities to introduce and explain the 2023 Education Vision for teachers should be organized.
Related To Financing	• It is thought that the Ministry of Education budget will be insufficient to achieve the determined targets. • Donations to the schools specified in the 2023 Education Vision should be made by the ministry. • -Incentive policies should be implemented in order to adopt the 2023 Education Vision.

Regarding Inspection and Guidance Evaluation Services	• Merit-based policies should be implemented in education management. • t is thought that ideological and political factors may negatively affect the career development of managers. • It is promising that different evaluation tools will be used in education. • Guidance and supervision duties and investigation duties should be separated.

DISCUSSION, CONCLUSION AND IMPLICATIONS

As a result of this research, which was conducted in accordance with the systematic review method pattern, it was tried to reveal results that would contribute to the studies on the 2023 Education Vision. It is seen that the articles and theses in the sample of our research are the opinions of school administrators and teachers as the study group. Therefore, it can be said that the results obtained reveal the expectations, opinions, attitudes and problems of administrators and teachers.

Prepared with great expectations and containing exciting and hopeful targets for the education community, the 2023 Education Vision Document expresses the aim of education as "to raise qualified, moral individuals who are equipped with the skills of the age and the future and who can use this equipment for the benefit of humanity, who are fond of science, curious and sensitive to culture". It becomes clear that their goals can only be achieved by taking a more scientific approach.

According to this research conducted in accordance with the systematic compilation design, it is necessary to convince school administrators and teachers, who are among the most important stakeholders of education, about the seriousness and sincerity of the 2023 Education Vision. It is impossible to continue an education struggle despite them. These important stakeholders should be included in the system as soon as possible to contribute to the 2023 Education Vision target; Voluntary contributions should be expected.

In addition, it is of great importance to obtain the opinions of other stakeholders of education, such as "students and parents", who are ignored in the studies carried out in this field, and to include them in the 2023 Education Vision target. Students who are educated and the object of educational action, and their parents, who are their patrons, will make important contributions to achieving this goal.

SUGGESTIONS

RECOMMENDATIONS FOR THE MINISTRY OF NATIONAL EDUCATION;

1. BRIDGE THE RESOURCE GAP:

Increase funding for schools: Prioritize allocating additional resources to underfunded schools, particularly in rural areas and those with limited technology access.

Develop a national infrastructure improvement program: Establish a transparent system for identifying and prioritizing school repairs and renovations, ensuring timely completion and minimum quality standards.

Implement targeted programs: Introduce initiatives like equipment grants or technology partnerships to bridge the digital divide and provide equal access to learning tools.

2. CHAMPION EQUAL OPPORTUNITY:

Launch rural education initiatives: Dedicate programs to attracting and retaining qualified teachers in rural areas, offering incentives and professional development opportunities.

Promote regional exchange programs: Facilitate teacher and student exchange programs between urban and rural areas to share best practices and foster cultural understanding.

Analyze and address regional disparities: Conduct studies to identify specific educational gaps between regions and develop targeted interventions to close them.

Support inclusive education: Allocate resources and implement policies to ensure all students, regardless of ability or background, have access to quality education and support services.

3. INVEST IN TEACHER DEVELOPMENT:

Offer ongoing professional development: Provide teachers with regular opportunities to learn new teaching methods, incorporate technology effectively, and implement the 2023 Education Vision.

Create incentives for excellence: Implement recognition programs and financial rewards for outstanding teachers to attract and retain talent.

Reduce administrative burden: Streamline reporting and administrative tasks to allow teachers to focus more on teaching and student interaction.

RECOMMENDATIONS FOR RESEARCHERS

1. Advance Thinking Skills Training:

Identify and evaluate existing programs: Conduct research to assess the effectiveness of current thinking skills training methods and identify areas for improvement.

Develop evidence-based interventions: Design and test new or adapted programs specifically aligned with the 2023 Education Vision, focusing on critical thinking, problem-solving, and creativity.

Disseminate research findings: Share findings with educators and policymakers to inform curriculum development and effective teaching practices.

2. Refine Values Education:

Analyze and refine existing resources: Evaluate the alignment of current values education activities and lesson plans with the 2023 Education Vision goals.

Develop innovative approaches: Explore and test new methods and resources for teaching values like empathy, respect, and responsible citizenship.

Partner with educators: Collaborate with teachers to pilot-test research-based values education programs and gather feedback for further refinement.

AUTHOR CONTRIBUTION

- First author have made substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data
-The second author have been involved in drafting the manuscript or revising it critically for important intellectual content
-The third author have been involved in drafting the manuscript or revising it critically for important intellectual content.

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