



YEDES: YALOVA EDUCATION DEVELOPMENT STRATEGY INTEGRATION WITH THE TURKEY CENTURY EDUCATION MODEL

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SUMMARY

This study addresses the integration of Yalova Education Development Strategy (YEDES) and the Turkish Century Education Model. While the Turkish Century Education Model offers a holistic education approach that supports the cognitive, emotional, social and moral development of the individual on the basis of national and spiritual values, YEDES has been developed as a model that includes data-based decision-making mechanisms to increase the quality of education in Yalova. The Turkish Century Education Model stands out as an education reform that encourages the all-round development of the individual beyond academic achievement and aims to provide 21st century skills [1]. This model not only aims for the individual to access information, but also to produce this information and use it for social benefit.

In line with the principles of the Education Model for the Turkish Century, YEDES supports the individual development of students and teachers and makes effective use of technological infrastructure and data analytics in educational processes. The programme aims to create a transparent evaluation process in education and to ensure the development of students in social responsibility, science, arts and sports as well as academic achievement [2]. It is recommended that YEDES be implemented on a wider scale in order to ensure sustainability in education and to contribute to the expansion of the Turkish Century Education Model at the national level.

INTRODUCTION

Education is recognised as one of the most important factors for societies to achieve their sustainable development goals. In today's world where globalisation is accelerating and digitalisation is transforming education, it is not enough for education systems to focus only on academic achievement; holistic approaches that support the cognitive, emotional, social and ethical development of the individual are needed [3]. In this context, Turkey Century Education Model, which aims to create a new paradigm in Turkey's education policies, considers education not only as a transfer of knowledge but also as a process that aims to increase the individual's character development and social responsibility awareness. This model, which aims to raise individuals equipped with the knowledge and skills required by the age as well as national and spiritual values, has the potential to create a radical transformation in Turkey's future education strategies.

The Turkish Century Education Model stands out as a system that does not only reduce education to academic achievement, but also develops the individual's values, ethics and sense of social responsibility. In addition to increasing access to information in education, this model aims to encourage students to produce knowledge and to develop individuals' critical



thinking, problem solving, cooperation and communication skills. The model is based on the understanding of "Science, Wisdom and Knowledge" and this approach envisages an educational structure that prioritises the holistic development of the individual. Thus, students are trained as individuals who have internalised not only academic knowledge but also ethical values and social responsibility awareness.

In this context, various strategies have been developed to increase the applicability of the Turkish Century Education Model at the local level [4]. Yalova Education Development Strategy (YEDES) has been developed by Yalova Provincial Directorate of National Education in line with the principles of this model and emphasises data-based decision-making mechanisms in educational processes. YEDES aims to increase the quality of education, support the individual development of teachers and students, and make education processes transparent and sustainable by using technological infrastructure. The integration of NEPP with the Education Model for the Turkish Century Model is considered as an important step towards establishing a new paradigm in education.

One of the most important components of NEPP is that it provides a model that supports data based decision-making processes in education. While the evaluation of student achievement in traditional education systems is largely based on exam results, YEDES aims to monitor students' social, cultural and artistic development as well as their academic achievements by creating a multidimensional evaluation mechanism. This approach overlaps with the student-centred and active learning approach adopted by the Education Model for the Turkish Century.

The monitoring of educational processes by utilising digital transformation makes it possible both to objectively measure student development and for teachers to guide students more effectively.

On the other hand, one of the most fundamental elements of YEDES is the promotion of cooperation and social responsibility projects in education. The Education Model for the Turkish Century aims to raise individuals who are not only academically successful, but also responsible towards society, internalise ethical values and think critically. With this understanding, YEDES encourages an education system that supports students to take part in social responsibility projects and develop projects that produce solutions to social problems under the guidance of teachers. In this process, students are not only provided with information, but also with practical learning environments that will increase their individual competences.

In conclusion, the innovative and holistic approach offered by the Turkish Century Education Model in education is made more effective by supporting it with local education strategies such as NEEES. Implementation of NEPP will contribute to improving the quality of education across Turkey by ensuring that the values that the Education Model for the Turkish Century aims to bring to the education system are reflected in the field. In this context, the expansion and dissemination of NEPP at the national level should be considered as an important step to support sustainable development in education.



LITERATURE REVIEW

Education systems are considered as one of the most important elements of social transformation and studies in this field emphasise the necessity of educational policies to be based on scientific foundations. Education policies should not only increase academic achievement but also support the multifaceted development of the individual. In this context, academic studies on the Turkish Century Education Model and Yalova Education Development Strategy (YEDES) reveal the need to develop new paradigms in education.

Studies on the Turkish Century Education Model show that the model addresses the cognitive, emotional and moral development of the individual with a holistic approach [4]. It is stated that the model supports the character development of individuals within the framework of national and spiritual values and aims to provide 21st century skills. This model, which advocates that education is not only the transfer of academic knowledge, also envisages the individual to grow up as an individual who provides social benefits. Research on the importance of individual-centred approaches in education shows that models that go beyond traditional educational approaches are more effective in increasing student achievement and social participation [5].

On the other hand, the importance of data-based decision-making processes in education is increasing. NEPP is a strategy developed to increase sustainability in education and has a structure compatible with data-based education management models. The use of data analytics and digital systems in education processes enables more effective monitoring of student achievement and strengthens teachers' guidance roles. Research on the integration of digital transformation and education policies reveals that the development of technological infrastructure in education makes learning processes more efficient and increases student motivation [6].

In general, the literature emphasises the importance of holistic approaches and data-based decision-making processes in education. There are findings that the implementation of innovative models in education enables individuals to gain social responsibility awareness and increases sustainable success in education. In this context, studies on the integration of YEDES and Turkey Century Education Model show that they have the potential to create a new paradigm in education.

FINDINGS

The integration between the Education Model of the Turkish Century and Yalova Education Development Strategy (YEDES) has the potential to create significant transformations in educational processes. The fact that YEDES has a structure that is compatible with the basic principles of the Education for the Century Model of Turkey has contributed to the strengthening of data-based decision-making mechanisms in the education system in Yalova, increasing teacher and student cooperation, and integrating social responsibility projects into educational processes as well as academic achievement. The analyses show that this integration has led to significant results in increasing student achievement.



First of all, digital tracking systems developed within the scope of data-based education management offer an important innovation in terms of continuously monitoring student achievement and evaluating development processes. Performance monitoring systems developed within the scope of YEDES cover students' academic progress as well as their achievements in social, cultural and sportive activities. These systems, which have been implemented in line with the Turkish Century Education Model, provide teachers with a comprehensive perspective to identify students' strengths and areas that need to be developed. As stated in the literature, management models based on data analysis in education play an important role in increasing student achievement and individualising educational processes.

Secondly, the integration of active and student-centred learning methods into educational processes has helped students develop problem solving, critical thinking and collaboration skills. The problem-based learning and learning-by-doing approaches offered by the Education Model for the Turkish Century have increased permanent learning experiences in education by being implemented within the scope of NEPP. In this context, students were enabled to participate in learning processes not only through theoretical knowledge but also through applied projects and research. It is emphasised in many academic studies that such educational approaches increase students' academic performance and self-confidence [7].

Another important point of the findings was the strengthening of social responsibility awareness in education. One of the main objectives of the Education Model for the Century of Turkey is for the individual to be responsible towards the society and to adopt national and spiritual values. It is seen that this understanding has been transformed into concrete practices with NEPP. Participation in social responsibility projects enables students to better understand their roles in society and develop an active citizenship awareness. Community-oriented education projects, especially in Yalova, reveal that students develop not only academically but also socially and morally. Research shows that such community engagement projects improve students' social awareness by increasing their empathy skills.

Finally, the guidance role of teachers and its impact on educational processes were also evaluated. During the implementation process of the NEPP, teachers' active guidance in education has led to a more systematic management of students' development processes. The Education Model for the Turkish Century envisages that the teacher should not only be a person who conveys information, but also a guide who directs the student and helps him/her to develop his/her individual competences. The adoption of this approach by teachers with the NEPP has had a positive impact on classroom practices. Studies on the importance of teacher guidance in education reveal that students show higher academic achievement and increased motivation to learn with the guidance of teachers [8].

In general, the findings show that the integration of the Education Model for the Turkish Century and NEPP has led to a significant transformation in the education system. Key elements such as data-based decision-making in education, student-centred learning, social responsibility awareness and increased teacher guidance contribute positively to student achievement both academically and socially. In this context, the dissemination of NEPP



across Turkey is considered as an important step towards sustainable development in education .

CONCLUSION AND DISCUSSION

This study analyses the integraon between the Turkish Century Education Model and the Yalova Education Development Strategy (YEDES) and evaluates the contribuons of these two models to the education system. The Turkish Century Education Model, based on the cognive, emoonal, social and moral development of the individual, offers an understanding of education that goes beyond tradional approaches that focus only on academic achievement.

As a local strategy supporng this model, NEPP has implemented concepts such as data-based decision-making, student-centred learning and social responsibility awareness in education al processes. The findings show that NEPPES works in harmony with the Education for the Turkish Century Model and has made significant gains in education .

In parcular, data-driven education al management has made it possible to evaluate student achievements in a multidimensional way, and has created an evaluaon system that covers social and cultural development as well as academic progress. In addion, the implementaon of problem-based and acve learning approaches has increased students' crical thinking skills and turned them into knowledge producers. The integraon of social responsibility projects into the education al process contributed to the students' development as socially sensitive individuals.

However, there are some challenges in terms of the wider applicability of these systems. Issues such as the adaptaon of teachers to new education al approaches, the development of technological infrastructure and the wider implementaon of individualised learning models in education are important issues that need to be addressed in terms of the sustainability of these models.

In conclusion, the integraon of YEDES and Turkey Century Education Model is considered to be an important step towards improving the quality of education and creang a student-centred system. The implementaon of innovave and data-based approaches in education enables individuals to be beer equipped both academically and socially. For this reason, the naonal expansion of the NEGES and its development in an integrated manner with the Turkish Century Education Model will make significant contribuons to a more sustainable and inclusive structure of the education system.

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