

Review of Student Talent Management Policies from the Republican Period of Türkiye to the Present: Theory and Practice Examples

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Abstract— The aim of this study is to present an analysis of how talents are defined, managed and developed by examining educational policies and practices in the field of management of student talents from the Republican period of Türkiye to the present. Within the scope of the research, data were obtained through document analysis and literature review. Development plans, national education councils, various reports, statistical information, laws, legislation and directives were used in the data collection process. In the theoretical part of the study, the definition, types and management of student abilities were emphasized. In this section, theoretical frameworks on how student abilities are defined, measured and developed are examined; and strategies and definitions used to manage and develop talents in education are included. At the second section, education policies and programs implemented in Turkey during and after the Republic period are emphasized. For example, the education reforms made since the 1920s and the legal regulations starting with the Law No. 1416 on Students to be Sent to Foreign Countries are mentioned. Within the scope of the study, the effects of student talent management policies were evaluated, and suggestions were made on how future education policies should be shaped.

Index Terms: Talent, talent management, education policies.

I. INTRODUCTION

Talent management is of strategic importance for organizations all over the world in the 21st century (Collings & Mellahi, 2009; Ready & Conger, 2007). Talent management, which is constantly on the agenda of multinational companies in the business world, has not yet become widespread enough in the field of educational sciences. Talent, like all other indicators used to evaluate success, requires measurement and management. Many companies in business and service sectors have designed various programs to manage manpower skills, but there is no sustainable and comprehensive institutional and national talent program to assess, support and manage students' talent in the Turkish Education System.

Today, the discovery and development of talent is used in various performance fields such as sports, education and most commonly in music, dance, arts and entertainment. In the context of the term "talent", there are more than 26 million videos on YouTube featuring outstanding music or dance performances in talent shows such as X-factor, Got Talent, Talent You're On. However, the history of talent goes back to the ancient Greeks. In the beginning, talent represented economic value and was recognized as an equivalent of capital. The term "talanton" refers to a unit of weight of precious metals (silver or gold). Later, the ancient Greeks used talanton as a coin to denote currency. In the Middle Ages, the term talent took on new meanings in Europe. With the shift from economic to human capital, the behavioral components of talent were first emphasized.

Later, in the 15th and 16th centuries, talent was seen as a special condition and even a gift from God that should be used and developed. Since the 19th century, talent has also been recognized as a personality trait and it has been accepted that people perceived as talented exhibit extraordinary achievements in mental and physical domains (Gallardo-Gallardo et al., 2013; Tansley, 2011).

One of the main problems often emphasized in education is the individual differences of students (Qanbari, 2002). Individual abilities are one of the most important differences that distinguish one student from another. Individuals have certain abilities that they are born with as well as skills that they develop later. Therefore, the most important mission of education is to discover and develop individual talents. The diversity of talents and individual differences are among the most important factors to be considered in education (Mehdizadeh & Sharafi, 2006). In this context, when primary education is considered as the first stage of compulsory education, it should be seen as an opportunity where each child's talents will gradually develop.

Today's world is in a period of rapid change and transformation, where changes are taking place in every field (social, political, economic, etc.) for the production, use and transfer of information. Educational change in the global information society refers to the need to educate students who can adapt to the current era and to change education systems and curricula for this purpose. The school, which is the place where educational activities are carried out in the information society, is expected to raise individuals who are open to innovation, creative, prone to teamwork, problem solving,

planning for the future and qualified. For the school to realize this mission, it must adopt continuous development and progress as a principle. Innovations and new expectations also necessitate change in the structure of schools and learning environments (Parlar, 2013).

Sak et al. (2015) evaluated the education of gifted students from a critical perspective and emphasized that although there have been positive developments both in the relevant literature and in the country's policy towards gifted students, there are still various problematic areas and solutions are expected. It was stated that different public policies were pursued at different times on the subject, but the policies determined were not effective enough in practice.

In the 2019-2023 Strategic Plan of the Ministry of National Education, the following items were included in the needs analysis of gifted students (MoNE, 2019):

- ✓ Reconstructing the institutional structure and number of science and art centers due to their insufficient number.
- ✓ Scaling up screening services.
- ✓ Collaboration to increase the contribution of private enterprise in the development of learning environments, course structures and materials for the gifted.
- ✓ Conducting awareness-raising activities for parents and teachers to encourage students to participate in scientific, cultural, artistic and sporting activities.

When the relevant literature is examined, it is seen that the two most important supports for gifted students in the Turkish National Education System are Bilsem and support rooms. However, since significant reforms and improvements are needed in these areas, alternative, inclusive, sustainable and permanent models are needed in the system.

II. METHOD

In this research, data were obtained through document analysis and literature review. Document analysis is a qualitative research method that involves the systematic examination of documents to understand patterns, meanings, or themes within a given context. A literature review is a comprehensive analysis of previously published research and theoretical perspectives on a specific topic (Creswell & Creswell, 2018). Within the scope of the article, development plans, national education councils, various reports, statistical information, laws, legislation and directives were used in the data collection process.

III. GIFTED STUDENTS IN TOP POLICY TEXTS

In this section, the rights of gifted students and the strategic decisions taken about them in top policy documents such as the Constitution of the Republic of Turkey, the Basic Law on National Education, Presidential Strategy and Budget Presidency Reports, Development Plans, National Education

Councils and strategic plans are included.

A. Constitution of the Republic of Turkey and Various Laws

When the Constitutions of the Republic of Turkey are analyzed in terms of the legal rights of talented students, it is seen that various laws and directives were issued until the 1961 Constitution. Among these, the Law No. 1416 "Law on Students to be Sent to Foreign Countries" in 1929, the Law No. 5245 "Idil Biret-Suna Kan Law", also known as the "Law on Wonder Children" in 1948, and the Law No. 6660 "Law on Children Showing Extraordinary Talent in Music and Plastic Arts" in 1956 can be given as examples.

1961 Constitution: It can be said that the most comprehensive regulation in the field of special education and gifted education is the 1961 Constitution (Kemahlı, 2017). While in previous laws and regulations, issues related to special education were supported piecemeal and with various laws, with the 1961 Constitution, scholarships and various supports and educational rights for gifted students were comprehensively defined as a legal right by the Constitution (Constitution of the Republic of Turkey, 1961).

1982 Constitution: Article 42 of the 1982 Constitution regulates citizens' rights to education and learning under the title "Right and Duty to Education and Learning". In the 1982 Constitution, "Primary education is compulsory for all citizens, male and female, and is free of charge in public schools." Primary education is made compulsory. In addition, the relevant article states that "The State shall provide scholarships and other means of assistance to successful students who lack financial means in order to enable them to continue their education. The State shall take measures to make those in need of special education useful to society." With this clause, various scholarships and opportunities to be provided for successful students are defined as legal rights (Constitution of the Republic of Turkey, 1982).

1973 Basic Law No. 1739 on National Education: In the Basic Law on National Education No. 1739, which entered into force on 14.06.1973, the issue of special education was covered in detail, and it was explicitly included in the law that it is compulsory for citizens to receive education according to their interests, abilities and talents. Some of the relevant articles are as follows (Basic Law on National Education, 1973):

- **Article 6:** During their education, individuals are trained by being directed to various programs or schools in line with their interests, talents and abilities.
- **Article 33:** Fine arts education: Separate schools may be opened at the primary and secondary education level or separate training measures may be taken in order to train children who have special talents and abilities in the fields of fine arts from an early age. Due to their characteristics, the principles regarding their establishment, functioning and training shall be regulated by a separate regulation.

1997 Decree Law No. 573 on Special Education: The Decree Law No. 573 on Special Education, which entered into force on 30.05.1997, regulates the principles regarding the right to education of individuals requiring special education in line with the general objectives and basic principles of Turkish national education. In the Decree Law, "Individual requiring special education" is defined as an individual who, due to various reasons, shows a significant difference from the level expected from his/her peers in terms of individual characteristics and educational competencies. In this context, the articles concerning especially the areas of talent are as follows (Decree No. 573, 1997):

- **Article 4 (f):** It is essential to develop individualized education plans for individuals requiring special education and to implement individualized education programs.
- **Article 14:** Special education support: Individuals requiring special education are provided with special education support to achieve the objectives of the education programs they attend in educational environments of all types and levels. For this purpose, individual and group education opportunities are provided.

B. Presidential Programs and Reports

The Presidency of the Republic of Turkey Strategy and Budget Directorate publishes plans and programs, budget reports, indicators and statistics, and implementation guidelines in different themes and fields. Within the scope of the research, when the Medium-Term Program 2022-2024 of the Presidency of the Republic of Turkey is examined, it is stated that talent management activities for students should be expanded under the title of employment. It is important in terms of literature that the concept of talent management is included in top policy texts that include presidential decisions and strategies. Public institutions take into account the targets published by the Presidency while producing their own strategic plans and policies. The Medium-Term Program also includes decisions to support the relationship between education, employment and production, to strengthen the country's human capital and to diversify and expand trainings to improve the professional development of teachers at all levels and grades (Presidency of the Republic of Turkey Medium Term Program, 2022).

Another important program published by the Presidency of the Republic of Turkey Strategy and Budget Directorate is the New Economy Program 2021-2023 (Presidency of the Republic of Turkey New Economy Program, 2021). The program emphasizes the need to improve the quality of infrastructure in the regions and increase the pool of qualified human resources in order to ensure that economic growth leads to employment growth and regional development.

Established in 2018, the Human Resources Office of the Presidency of the Republic of Turkey carries out activities to ensure the development of human resources in line with

Turkey's vision, goals and priorities. Among the duties of the Office, "*Ensuring the discovery of special talents and carrying out talent management projects*" is an important indicator of the growing interest in talent management efforts in the public sector.

In addition to career planning, distance education and national internship programs, the office also conducts talent-related projects such as Yetenek Her Yerde (Talent Everywhere), Talentforbiz (Talentforbiz) and Söz Yeteneğe (The Promise is in Talent).

C. Development Plans

The Republic of Turkey prepared the First Development Plan in 1963 in the light of global developments. Since 1963, 11 Development Plans covering the years 1963-2023 have been shared with the public. Development plans are important top policy documents that reveal the economic and social conditions of the country and include strategic plans and targets. Within the scope of these plans, the decisions taken, and plans made regarding talent areas and talented students are as follows.

First Five-Year Development Plan (1963-1967): The first five-year development plan does not directly address gifted students. However, it was stated in the plan that qualified human resources were needed to raise the level of education and ensure economic development (DPT, 1963):

Second Five-Year Development Plan (1968-1972): In the second five-year development plan, the importance of talented students for the development of the country was mentioned and the opportunities that the state would provide for these students were emphasized once again. The relevant article is as follows (DPT, 1968):

- Education to be provided after basic education shall be directed towards the goal of raising young people in terms of quantity and quality required by development efforts in accordance with the principle of equality of opportunity. In addition to providing the necessary knowledge in society and in the fields of work, young people will be given special opportunities to develop their talents and abilities, and extracurricular and out-of-school programs will be organized.

Third Five-Year Development Plan (1973-1977): In the third five-year development plan, it was stated that previous planning for gifted students had not achieved their goals. Various articles were added to the plan with the aim of increasing related support, revising education methods, ensuring equality of opportunity and social justice. For the first time in the plan, it was also decided to develop guidance services for gifted students and to provide knowledge and skills according to individual abilities, mainly in technical, art and agriculture, and to support fine arts and sports fields (DPT, 1973).

Fourth Five-Year Development Plan (1979-1983): In the Fourth Five-Year Development Plan, the situation regarding the areas of talent is described as "talented

managerial staff could not be formed due to various reasons", "Organizational and educational opportunities were not provided for the encouragement and self-development of artists and creators as envisaged in the 3rd Plan, and no new contribution was made in the last Plan period to the ongoing practices on the development of education and encouragement conditions for talented children to benefit from." and "Difficulties and bottlenecks such as financing and lack of skilled technical personnel continued to be the main problems in the 3rd Plan period." and it is clearly stated that the previously envisaged targets could not be achieved. Despite this negative picture, it was stated that the Turkish National Education System had the potential to realize the related targets with the article "Turkey, with its accumulated experience and the superior talents of our nation, is capable of solving these problems and making greater strides towards development." (SPO, 1979).

Fifth Five-Year Development Plan (1985-1989): In the fifth five-year development plan, the concept of gifted and talented children was used for the first time and the need to prepare special education services for these children was emphasized with the article "In terms of manpower needs, the provision of special education services to gifted and talented children will be linked to a program." It was emphasized in the article. In addition, "Due importance will be given to the education of retarded and gifted children requiring special education, hearing, speech and orthopedically handicapped children, maladjusted children and children with permanent illnesses. For this purpose, necessary measures will be taken to train teachers and personnel to work in the field of special education." The decision to train teachers and auxiliary personnel in the field of special education was included in the plan. In the fifth development plan, targets for primary, secondary, high school and non-formal education were given in numerical tables and more concrete decisions were taken in terms of planning and accountability (DPT, 1985).

Sixth Five-Year Development Plan (1990-1994): In the sixth five-year development plan, as emphasized in other plans, decisions were taken regarding financial support for gifted children, guidance activities, infrastructural studies and scientist training processes (DPT, 1989):

Seventh Five Year Development Plan (1996-2000): The most important development in the field of special education and gifted students in Turkey in the 90s was the opening of Science and Art Centers. In the context of infrastructure and educational services, which were also included in previous plans, Bilsem's are an important concrete indicator. In 1995, Science and Art Centers were opened in Ankara and in 1996 in Istanbul and Turkey started to implement a new model. In addition to these, the seventh five-year development plan states: "In order to ensure that gifted children are raised in an environment suitable for their abilities, emphasis will be given to the development of necessary educational institutions and private sector initiatives in this field will be supported." and "The number and qualifications of teachers

and faculty members will be increased and successful and gifted students will be directed to this field. Foreign opportunities will also be utilized to meet the need for faculty members." (SPO, 1995).

Eighth Five Year Development Plan (2001-2005): With the changing era, there have been various changes in the education system. Within the eighth development plan, decisions that were not included in previous plans such as computer-assisted guidance for gifted students, inclusive education and flexible programs were taken. The relevant articles are as follows (DPT, 2000):

- Starting from the later grades of primary education, an effective guidance system will be developed at all levels of education based on student recognition techniques and skill-based assessment through Computer Assisted Guidance.
- Scientific and technological activities that develop intelligence and emphasize creativity will be encouraged at all levels of education.

Ninth Five-Year Development Plan (2007-2013): The Ninth Development Plan states that "In order to increase the efficiency of the education system, to use the resources allocated to education more efficiently, and to alleviate the financial, social and psychological burdens on students and their families, the education system will be freed from an exam-oriented structure. The higher education entrance system will be transformed into a structure that adequately informs students about the programs, evaluates their interests and abilities through a multi-faceted process throughout secondary education, is based on school success and is more compatible with the curriculum programs." Although there are general goals such as these, there are no concrete articles and decisions directly targeting gifted students (SPO, 2006).

Tenth Five-Year Development Plan (2014-2018): The Tenth Development Plan includes various targets related to human capital, integration education, infrastructure and guidance services within the scope of gifted education. However, there is no more specific decision different from previous plans (DPT, 2013):

Eleventh Five-Year Development Plan (2019-2023): In the Eleventh Development Plan, various skills and competencies are mentioned in the fields of technology, agriculture and defense industry, and various decisions are made about the life skills and talents of young people. Unlike other development plans, the plan includes decisions on design and skills workshops, evaluation boards, and diagnostic and monitoring centers through university collaborations in order to support talented students at various levels of education, along with general talent policies. The fact that these decisions are included in top policy texts is an important indication that the state will take more concrete steps regarding talent areas (DPT, 2019).

The Eleventh Development Plan includes important decisions on sports talents. Within the plan, it is aimed to expand sports education at primary and secondary education

levels, to support sports clubs, to increase talent screening and to train elite athletes. It is seen that the importance given to policies and targets related to sports branches has increased since the tenth development plan. One of the most important concrete examples of the decisions taken is the Turkish Sportive Talent Screening and Sports Orientation Program. Within the scope of this program, every year, 3rd grade students in all schools affiliated to the Ministry of National Education are tested and measured in the second semester of the academic year to determine their predisposition to sports. With the project that started in 2018, 423,557 students out of 1,200,000 students were reached and module training, which is the second stage, were started with approximately 18,000 students who met the relevant standards among these students (GSB, 2020).

The eleventh and previous development plans include decisions related to the arts, but there are no specific decisions taken to support and popularize artistic talents at primary and secondary education levels. Especially in the latest plans, the issue of supporting academic and sportive talents has an important place. Pilot applications and various projects have also been initiated in line with the decisions taken within the plans. It is very important that similar plans are made for artistic talent areas to support students' artistic skills. Progress in the arts, as in sports, can only be achieved through a policy that is implemented from an early age.

D. National Education Councils

The National Education Council is the highest advisory board of the Ministry of National Education. The councils, which are convened under the chairmanship of the Board of Education and Training and aim at various improvements in the Turkish Education System, are an important policy-making tool. In the councils, which have been held 20 times since 1939, talent policies were discussed for the first time in the 4th National Education Council. The talent policies put on the agenda in the councils are as follows (MoNE, 2021):

4th National Education Council (August 23-31, 1949): The necessity of opening new schools for gifted children was discussed for the first time in the 4th National Education Council and it was decided to forward the issue to the Board of Education and Instruction.

5th National Education Council (February 04-14, 1953): In the 5th National Education Council, opening new schools for children in need of special education was on the agenda. The agenda items include "the report prepared for children in need of special education, the examination of the regulations on orphanages, and the review of the law on children in need of protection and the investigation of the parts that require amendments".

6th National Education Council (March 18-23, 1957): At the 6th National Education Council, the issue of raising gifted children in fine arts by the state within the scope of Law No. 6660 was discussed, and it was suggested that

children who were gifted not only in fine arts but also in other fields should be included within the scope of this law.

7th National Education Council (February 5-15, 1962): In the 7th National Education Council, the issue of aptitude and talent was discussed more frequently. Russia's sending of Sputnik into space accelerated the global agenda of various changes in education. In this context, decisions were taken by the council to give importance to gifted and talented children for the development of the country and to increase financial opportunities. Ankara Science High School was opened in 1964 within the scope of the decision to open a new Science High School with free boarding to accept gifted students or to transform one of the existing high schools into a science high school.

9th National Education Council (June 24-July 04, 1974): The council focused on the individual differences of students and the orientation of students to appropriate programs according to their interests and abilities in secondary education.

11th National Education Council (June 08-11, 1982): In the 11th Education Council, the areas of specialization that should be included in education were put on the agenda and in this context, the education of gifted children was identified as a branch under the field of "special education".

12th National Education Council (June 18-22, 1988): In this council, it was decided that "the education of children in need of special education should be given importance; upper special classes should be opened for children with high intelligence levels and special programs should be implemented to enable the education of gifted children, and new Science High Schools should not be opened before the teacher, equipment and infrastructure facilities are completed".

15th National Education Council (May 13-17, 1996): In the 15th National Education Council, it was decided that "Necessary incentive measures should be taken to attract highly qualified manpower studying abroad to our country and the Ministry of National Education should initiate efforts to prevent brain drain."

17th National Education Council (November 13-17, 2006): The 17th National Education Council was the council where giftedness issues were frequently emphasized, and educational policies were determined. The decisions taken in this council on gifted children are as follows:

"Policies should be formulated on the education and employment of gifted children (Article 17)."

"Gifted children should be taught by teachers who have completed certificate programs to be opened by universities (Article 18)"

"Student admission to secondary education institutions such as Anatolian fine arts high schools and sports high schools should be based on a two-tier talent-based exam (Article 20)."

18th National Education Council (November 1-5, 2010): The decisions taken at the 18th National Education Council for gifted students are as follows:

"Science and art centers should be expanded at the secondary education level, they should be organized in a way to appeal to gifted students in arts as well as science, buildings with type projects specific to these schools should be built, educational environments and equipment for research and scientific project studies should be brought to the highest level."

"Special education schools programmed and planned according to the talents and abilities of our gifted and/or gifted children should be opened."

"Valid and reliable diagnostic tools should be developed to identify gifted and/or gifted children who are of special importance in guidance and diagnostic services."

In line with the decisions taken at the Council, the "Anatolian Sak Intelligence Scale (ASIS)" was developed and the diagnosis of Bilsem students started to be carried out with the local intelligence test.

19th National Education Council (December 2-6, 2014): The 19th National Education Council did not take any decisions on the education of gifted children.

20th National Education Council (December 1-3, 2021): In the 20th National Education Council, which convened with the main theme of "Equal Opportunities in Education", the following decisions were taken for gifted students:

It should be ensured that gifted students are supported with enriched programs in the school environment.

Article 24. Creativity and/or productivity skills should be included in the assessment process during the identification of gifted students.

E. MoNE 2019-2023 Strategic Plan

In the MoNE 2019-2023 Strategic Plan published in 2019, some of the determinations made for gifted students, especially for academic, artistic and sportive skills, are as follows (MoNE, 2019):

- ✓ Lack of widespread screening services
- ✓ Inadequate institutional structure and number of science and art centers
- ✓ Inadequate diagnostic and assessment tools for special talents
- ✓ Insufficient number of design and skill workshops in schools
- ✓ Inadequate development of learning environments, course structures and materials for the gifted
- ✓ Low participation in scientific, cultural, artistic and sports activities
- ✓ Inadequate habit of reading books, doing sports, artistic and cultural activities in the society

Considering these findings, it is observed that the Ministry of National Education needs alternative education curricula and models to support talent areas. In this context, the

following strategies are included in the MoNE Strategic Plan 2019-2023 (MoNE, 2019):

- ✓ Institutional structure and processes for the gifted will be improved.
- ✓ Diagnostic and assessment activities for the gifted will be carried out to a higher level.
- ✓ Learning environments, course contents and materials for the gifted will be developed.
- ✓ Student participation in scientific, cultural, artistic, sports and community service activities will be increased and monitored.

F. MoNE 2013-2017 Gifted Individuals Strategy and Implementation Action Plan

The main purpose of the Strategy and Implementation Action Plan for Individuals with Special Abilities is to create a new educational philosophy on giftedness, to develop a new understanding in society, to allocate a larger share of national income for education, to carry out activities in the light of the principle of lifelong learning and guidance, to ensure continuity in decisions and practices, and to ensure equal opportunities for all students. In this direction, Turkey will be able to become one of the leading countries in the field of education and employment of the gifted (MoNE, 2013). The plan also emphasizes the importance of gifted education in terms of policy, strategy, sociology, psychology, science and technology.

It is stated that many institutions and organizations need to work together in order to realize the strategy and action items within the plan, and the stakeholders who will cooperate and the reasons for stake holding are explained in detail. After the Strengths - Weaknesses - Opportunities - Threats (Swot) analysis on the education of gifted individuals, strategic goals and objectives are grouped under 3 main themes. Along with the themes, objectives, targets, sub-targets, indicators, related institution/unit, coordinating institution and deadlines are also included. Within the Plan, under the theme of "Dissemination and Sustainability", the aim is to disseminate and sustain various educational policies and practices for individuals with special abilities. In this context, the goals of cooperating with private/public institutions and organizations, increasing the quality of gifted education and establishing a standard, and supporting education services with information and communication technologies are included.

In the remaining part of the action plan, the education models planned to be implemented in our country at every level of education from pre-school to university are presented and sections on situation analysis, talent definitions, education practices in Turkey and the world, identification, evaluation and other models in the education of individuals with special talents are included.

G. MoNE 2023 Vision Document

The MoNE 2023 Education Vision, which was shared with the public on October 23, 2018, consists of 18 chapters and 44 goals. In addition, 44 goals are supported by more than 300 strategic objectives. Talent is frequently emphasized in the 2023 Education Vision Document, and various goals and objectives related to the identification, development and monitoring of talent are included. In the 2023 Vision, the creation of a separate title under the title of Special Talent and the explicit inclusion of achievements such as "Each child will be able to reach from education to career in line with his/her interest, talent and temperament, and will have the opportunity to realize his/her potential" is an important indicator of the importance the ministry attaches to talent areas (MoNE, 2018).

IV. ACTIVITIES FOR TALENTED STUDENTS

In this section, various studies that will make important contributions to the literature such as applications, scientific research and projects on talent management in educational sciences within the framework of the Turkish Education System will be included.

A. Design Skill Workshops

Design Skill Workshops, which came to the agenda with the MoNE 2023 Vision Document shared with the public in 2018, is a teaching approach that aims to discover the talents of primary and secondary school students in the fields of science, art, sports, culture and life and to develop their skills holistically (Istanbul Directorate of National Education, 2020).

With the amendment to the Ministry of National Education Regulation on Opening, Closing and Naming Institutions, design and skills workshops were added to the list of buildings and equipment required in every school. The same regulation also defines the conditions for opening measurement and evaluation centers in provincial and district centers.

B. Turkey Sportive Talent Screening and Sports Orientation Project

The "Turkey Sportive Talent Screening and Sports Orientation Project", which is the most comprehensive project related to the measurement and orientation of sportive skills in Turkey in recent years, was implemented by the Ministry of Youth and Sports. GSB (2020) stated the aim of the project as "To establish a culture of doing sports in the society as a requirement of a healthy and active life, to introduce children and young people to sports by making them love sports and introducing them to sports by spreading sports to large masses, to identify children with sportive talent at the age of starting sports with scientific methods, to direct them to sports branches and to ensure that they are raised as high-level athletes." In 2016, a "Cooperation Protocol" was signed between the Ministry of Youth and

Sports and the Ministry of National Education, and after preliminary preparations and various field studies, the implementation of this sportive screening across the country started in May 2018.

The target audience of the project is approximately 1 million 200 thousand students in the 3rd grade of primary school who attend private and public schools affiliated to the Ministry of National Education. Participation in the project is entirely with the permission of the student and his/her family. The project includes the evaluation of students' predispositions to sports through test protocols with accepted validity and reliability, which are used for the development of skills and abilities in sports in the field of sports sciences, the provision of general sports training for students as a result of this evaluation, and monitoring the development of students during the general sports training process, directing them to the relevant sports branch and following up (GSB, 2020).

C. E-Guidance Studies

The E-Guidance Module is a module on Mebbis that enables systematically classified guidance services to be provided, carried out and reported within a program in educational institutions, and these services to be monitored by the personnel working in the provincial and central organizations of the Ministry according to their areas of authority. The purpose of developing the e-guidance module is stated as follows (MoNE, 2022a):

1. Ensuring that guidance services are programmed, measurable, accountable and based on student needs,
2. To be able to monitor the data of the guidance services provided instantly and systematically
3. Developing the Ministry's policies based on systematically obtained data

In the e-guidance guide, the main activities related to students' skills areas, namely getting to know the individual, academic development and career development, are included.

D. E-Portfolio Project

One of the most important goals in the 2023 Education Vision of the Ministry of National Education is the "e-portfolio" project. In a 2019 press release, MoNE Minister Prof. Dr. Ziya Selçuk made the following statements about the e-portfolio project (MoNE, 2022b):

"We have created an e-portfolio for each child in order to monitor, evaluate, develop and guide our children. This service will provide us with a continuous opportunity to access and evaluate the work our children have done in different fields throughout their educational life. Students achieve many results in academic, social, sportive and cultural fields throughout their school life. As the Ministry of National Education, we have created an e-portfolio for each child to monitor, evaluate, develop and guide our children from early childhood to high school graduation within the scope of the 2023 Education Vision. This service will provide us with a continuous opportunity to access and evaluate the

work our children have done in different fields throughout their educational life. In this process, we worked together with our Ministry, school administrators, teachers and parents. e-portfolio is a product file consisting of the child's results, achievements, contributions in social, sportive and cultural fields throughout their school life."

E. ABIDE (Monitoring and Evaluation of Academic Skills) Project

Since the 2000s, the Ministry of National Education has paid particular attention to participating in international monitoring and evaluation exams such as PISA and TIMSS and has shared the results with the public. Since 2014, the Ministry has planned to develop a national system for monitoring and evaluating the education system, and following pilot studies in 2015, the first implementation of the Monitoring and Evaluation of Academic Skills (ABIDE) study was carried out in 2016 (MoNE, 2017).

In general, when the ABIDE project is analyzed, it is an important stage for the Turkish Education System to implement a national monitoring and evaluation policy, to conduct large-scale research with 2-year periods (approximately 140,000 students in total) and to develop a holistic perspective not only with academic measurements but also with parent, administrator and student surveys. In the light of the data obtained from the research, it was stated that the academic skill scores of the students who participated in the support and training courses in both semesters were generally higher and therefore the support and training courses were effective. In this context, it can be concluded that the support and feedback to be provided within the scope of talent management in the field of basic sciences will increase our general education quality.

F. TÜBİTAK Research Projects Competitions

The Scientific and Technological Research Council of Turkey (TÜBİTAK) organizes research project competitions for secondary school students every year within the scope of the 2204-B Secondary School Students Research Projects Competition. The aim of this study is to encourage secondary school students to work in the fields of basic, social and applied science, to guide their studies and to contribute to the development of their existing scientific studies. The competition is organized in 10 different fields: Biology, Geography, Values Education, Physics, Chemistry, Mathematics, History, Technological Design, Turkish and Software (TÜBİTAK, 2022).

G. Deneyp Workshops

In the "2023 Industry and Technology Strategy Document" published by the Republic of Turkey Ministry of Industry and Technology in 2019, it was stated that the main source of the National Technology Move is human resources, and for this purpose, inclusive programs will be launched to increase talent capacity. In line with this aim, the Deneyp Workshops Project was launched in 81 provinces for young people

between the ages of 9-17 to receive basic technology training and produce projects. In the strategy document, it is planned to establish 100 Deneyp technology workshops in the first phase and to provide 3-year technology training to approximately 50,000 talented students in 5 years.

The project, which is carried out in cooperation and coordination between the Republic of Turkey Ministry of Industry and Technology, the Republic of Turkey Ministry of Youth and Sports, TÜBİTAK and the Technology Team Foundation of Turkey, has achieved its goals step by step. Deneyp Technology Workshops has completed its goal of establishing 100 workshops in 81 provinces, including 12 workshops in Phase 1, 18 workshops in Phase 2, 27 workshops in Phase 3 and 24 workshops in Phase 4. In the Deneyp Technology Workshops, which provide simultaneous education to 20 thousand students with workshops opened all over Turkey, 15 thousand 280 students receive education within the "Deneyp Turkey Project", 1940 students receive education within the "Bilim Turkey Project" that implements Deneyp education programs, and 2 thousand 10 students receive education within the "T3 Foundation Deneyp Technology Workshops" (Ministry of Industry and Technology, 2022).

H. Science and Art Centers

In addition to the formal education institutions in which gifted students are currently enrolled, Bilsem are institutions where education and training is provided in addition to the formal education institutions in which they are currently enrolled. For this reason, gifted students can attend all education and training activities at Bilsems on weekdays or weekends, outside of their regular school hours. In general, project-based, interdisciplinary and differentiated framework education and training programs suitable for students' abilities are implemented in Bilsem to realize original products, projects and productions. Accordingly, differentiated education activities are organized (MoNE, 2022c).

As a result of efforts to increase access to BİLSEMs, the number of BİLSEMs increased from 183 in 81 provinces to 225 by the end of 2021. In 2022, MoNE worked to make BİLSEMs more accessible and increased the number of BİLSEMs to 279. MoNE aims to increase the number of BİLSEMs to 350 by the end of 2022. BİLSEMs have 969 workshops, including 554 for general talent, 183 for music and 232 for visual arts. A total of 67,375 students (12,579 primary school students, 43,954 middle school students, and 10,842 high school students) receive education at BİLSEMs in 81 provinces (MoNE, 2022d).

Bilsem also conducts successful studies on intellectual property. In 2021, Bilsem applied for 2,657 product registrations, including 184 patents, 394 utility models, 2,63 designs and 16 trademarks, and registered 1,305 products, including 13 patents, 39 utility models, 1,245 designs and 8 trademarks (MoNE, 2022d).

I. Educational Institutions Recruiting Students through Talent Exams

In Turkey, high schools of fine arts, sports high schools and Anatolian imam hatip high schools that implement music, hafiz, traditional and contemporary visual arts and sports programs/projects admit students through aptitude tests. Fine arts high schools provide education in the fields of visual arts (painting), music, Turkish folk music, Turkish art music and theater. In sports high schools, education is provided in individual and team sports and related sports within the scope of the framework curriculum and protocols and/or projects (MoNE, 2022e). In addition to these branches, some private high schools also provide education in cinema and TV and dance branches.

V. CONCLUSION AND EVALUATION

Since the foundation of the Republic of Turkey, educational policies with different contents have been implemented to identify, support and educate gifted students. In the early periods, laws such as "Law No. 1416 on Students to be Sent to Foreign Countries" in 1929, "Idil Biret-Suna Kan Law" No. 5245 in 1948, and "Law No. 6660 on Children Showing Extraordinary Talent in Music and Plastic Arts" in 1956 came into force. Later on, since the 1961 Constitution, the theme of gifted students has often been examined in different dimensions in constitutional texts, MoNE Basic Law and MoNE directives. Today, talent policies are frequently included in Presidential Programs, MoNE Strategy Plans and national action plans (Çakır, 2022).

When talent policies are analyzed from a sustainability perspective, it can be concluded that the Turkish Education System has not performed well. Although nearly 100 years have passed since the foundation of the Republic, institutions and organizations to keep the memory alive in the field of talent policies have not been established. One of the most important reasons for this is the very short tenure of the top policy makers in the Ministry of National Education, including the minister. Between 1920 and 2024, 65 Ministers of National Education served in Turkey and the average tenure of a Minister was 1.6 years, approximately 19 months. Considering that each minister prefers to work with different deputy ministers and general directors, it is not possible to carry out long-term plans and programs with frequently changing staff.

Science and Art Centers have been the most important achievement of our country in the fields of talent on an institutional basis. Science and Art Centers, which have become widespread since 1996, host important services for the training of talented students in academic fields, art and music branches. In addition, organizations such as Tübitak Research Project Competitions, Deneyap Workshops and Teknofest are important scientific studies in terms of supporting talented students. In addition to these institutions, institutions such as Sports High Schools, Fine Arts High

Schools, Fine Arts Faculties and Physical Education and Sports Schools provide various training to talented students. However, a talent-themed umbrella institution and curriculum program that will produce national and international policies has not yet been established in our country. In this context, there are institutions such as the National Association for Gifted Children (NAGC) in the USA, the Korean Education Development Institute (KEDI) in South Korea, and the Gifted Students Program (GEP) in Singapore, as well as various national programs.

In the Turkish Education System, there is a need for autonomous institutions such as TÜBİTAK and ÖSYM, which will work and produce policies on issues such as family education, individualized education programs, student tracking system, curriculum and education programs for gifted students in the context of strategic human resources. In order to be able to produce and implement more qualified policies in the field of gifted students in the long term, it is essential to establish a more centralized and permanent education policy board partially independent of MoNE in the context of sustainability. As in the Defense Industry, the field of gifted students is an important area where effective results should be achieved in a short time with an appropriate legal basis and financial support. In the context of human capital, gifted students should be given the necessary importance as a strategic and national issue.

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