TURKEY

Country Report on ICT in Education

Available on http://www.eun.org/observatory

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YEĞİTEK

2015
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1. THE EDUCATION CONTEXT

1.1 KEY EDUCATIONAL CHALLENGES AND PRIORITIES

Key challenges in the Turkish Education System can be grouped in three main categories:

1) Access to education and training,
2) quality in education and training and
3) institutional capacity.

Based on these challenges, the “Strategic Plan of Ministry of National Education (MoNE), 2015-2019” states the following priorities:

1) To ensure equal access for all individuals to education,
2) To increase students’ attendance and completion rates at all levels until the end of the planned term,
3) To ensure access to high quality information for students and to foster related skills, attitudes and behaviour by fostering entrepreneurial and innovative thinking and creativity, language skills, self-confidence, responsibility, and interest in learning and communicating,
4) To increase both students’ participation rates to activities that support their physical, emotional and mental growth, and the level of their academic success.
5) To provide students with training on necessary skills to increase their employability (in the framework of lifelong learning).
6) To increase the students’ language proficiency and international student/teacher mobility by using innovative approaches in education.
7) To improve the management and organisation structures, human resources, finance, technology etc., in order to make the education system more effective and efficient and to improve its’ quality and access to it.
8) To ensure an effective running of Ministry services by developing the structure and organisation of the Ministry’s human resources.
9) To establish suitable educational environments equipped according to specified standards and to create an effective and efficient financial management structure by the end of the planned term.
10) To create a management and organization structure which is pluralist, participatory, transparent, accountable and supported by an efficient monitoring and evaluating system to reduce bureaucracy until the end of the planned term.

Priorities as regards the role of ICT in Education have been outlined as follows:

- The FATİH (Movement of Enhancing Opportunities and Improving Technologies) Project will support a better ICT infrastructure in schools and develop teachers’ and students’ capacity to use technology.
- A fast, reliable, objective and effective system will be designed for the development of enriched online books and other digital contents.
- The Education and Informatics network (EBA) will be promoted to enhance teachers and students’ participation.
- Dissemination of the Lifelong learning portal (http://www.hbo.gov.tr/)
- Free online access to academic databases, digital libraries and journals will be provided for the Ministry staff.
- The e-investment module will be improved to help local education authorities to define more accurately the necessary repairs in schools. The online module enables the central Ministry to follow-up on all investments, repairs and projects expenditures of local education authorities.

MoNE aims:

- To develop a standard for technological infrastructure and ensure that all schools and institutions meet these standards. As part of
this framework, schools will receive new hardware like Interactive Whiteboards (IWB’s) and tablets and a better internet infrastructure.

- To provide a free **Mobile Parent Notification System** with an enhanced quality of service (new functions) and more users.
- To develop a **new Education Search Engine**.
- To develop Policies and standards to produce **enriched online books** and other digital contents.
- To design a sustainable, fast, reliable and objective system to examine and evaluate digital contents.
- To develop all digital application of MoNE also for the use with smartphones.

**Furthemore, MoNE aims to modernize it’s own way of working.** All premises of MoNE will be recorded on a “Geographic Information System” digitally. In particular, the goal is:

- To monitor and assess the digital systems of MoNE (i.e. Guidance Information and Control System)
- To develop and disseminate digital applications to access all services provided by central and provincial organizations of MoNE
- To improve the official e-mail account capacity of MoNE
- To provide necessary information and documents for research, monitoring and evaluation studies about the activities of the MoNE, via the Digital Information and Document Management System

### 1.2 EDUCATION REFORMS

#### Reform of the Main Law of National Education (6528) of 1st March 2014

The **Main Law of National Education (6528)** has been changed on 1st of March 2014. This change includes:

- The change of the organisation structure of MoNE.
- The introduction of an **obligatory oral examination for pre-service teachers** after the first year of teaching, which they need to pass to be able to continue to teach.
- The transformation of the Board of Education (Talim Terbiye Kurulu Başkanlığı) to an advisory committee.
- The progressive transformation of preparatory courses for high school and university entrance exams into private schools, namely as “**Basic High Schools**”.
- The government has started to finance students who want to receive education in a private school. Nearly one third of the tuition fees were paid by MoNE.

The law also allows to open girl schools to increase schooling rate of girls. After these changes, the number of students in girl schools has substantially increased.

#### Central Exam for Selected Teachers (KPSS)

In 2013, the **Central Exam for Selected Teachers (KPSS)** was changed. In addition to questions about liberal education, mathematics, Turkish, history and geography, candidates now also need to reply to subject specific questions. MoNE has increased the number of new teacher appointments because of the high number of students in Turkey. Most teachers recruited in the last two years were English, primary school mathematics and science teachers.

#### Law including education reforms of 30 March 2012

The Grand National Assembly approved a **law including education reforms on March 30, 2012**. In this reform, the length of compulsory education has been extended from eight years to twelve. Primary education covers children from six to fourteen years (in two tiers); the four-year secondary
education has become mandatory. However, students have the option to attend an open high school (distant education) as their secondary education.

With this reform, primary education (8 years) was divided in two equal parts; 4 years of primary school and 4 years of middle school. The new system is commonly referred as $4 + 4 + 4$ and allows for greater flexibility. The reform decreased the amount of obligatory content covered by the core curriculum and increased the number of optional courses, especially for middle schools. Students can now choose more elective courses according to their own interests. The reforms also allows students to attend religious schools as of the age of 10 (after 4 years of primary school education). In the new system, the starting age of primary education decreased from 6 years to 5.5 years; the curricula of the first grade of primary education are similar to pre-primary school curricula.

Curricula of numerous courses were also updated to reflect the changes in the education system (English, Science, Mathematics, Physics, Chemistry, Biology, Turkish, Life Knowledge, Social Sciences, History and Geography, Turkish Literature). In addition, digital contents and application manuals have been developed. The General Directorate of Innovation and Educational Technologies (YEĞİTEK) continued to enrich digital training materials on the EBA platform (Education and Informatics network). Moreover, a Digital Educational Content Branch has been formed within the Board of Education.

Other reforms and initiatives

In May 2014, The National Teacher Employment Strategy has been published. MoNE had started to develop the strategy in 2011. It aims to balance the teachers’ distribution in Turkey and find permanent solutions to the lack of teachers.

In 2013, elective IT and Software courses became compulsory in Grade 5 and 6.

Moreover, MoNE has decreased the number of different school types from 75 to 25. To reach this goal, some school types have been merged with other schools, or changed to other school types.

2. ICT IN EDUCATION POLICY

2.1. NATIONAL/REGIONAL ICT POLICIES

In Turkey, the Ministry of Development (MoD) is responsible for coordinating other public bodies to develop the information society. Therefore, the MoD prepared the “Information Society and Action Plan (ISAP) for 2014-2018”¹. This strategy covers numerous actions regarding ICT in education. The ISAP is mainly based on Turkey’s 10th Development Plan² (2014-2018). In this development plan, to “educate individuals to obtain fundamental skills necessary for the information society” is defined as the main objective of the education system. The ICT policy is set out as follows:

- To improve the ICT infrastructure in formal and informal education institutions and the capacity of teachers and students to use technology. The FATİH project will be completed


² [https://pbk.tbmm.gov.tr/dokumanlar/10-kalkinma_plani.pdf](https://pbk.tbmm.gov.tr/dokumanlar/10-kalkinma_plani.pdf)
and the effect of the integration of technology into the classroom will be evaluated, using quantitative and qualitative parameters.

- To support the efficient and wide use of ICT to accelerate the transition into an information society.
- To use ICT effectively to support the training of skilled work force and the change to a knowledge based economy.
- To increase the national added values to the production and development of ICT.

The Turkish Ministry of National Education is the main responsible authority for ICT education. It prepared its “Strategic Plan of Ministry of National Education (MoNE), 2015-2019” in accordance with both the ISAP and the 10th Development Plan. (see also section 1.1 Key educational challenges and priorities).

2.2. RESPONSIBILITIES

The majority of information technology policies are determined at central level by the MoNE General Directorate of Innovation and Education Technologies based on a strategic plan. Each province has its own FATİH project coordinator, working under the authority of the Provincial Directorate of National Education (PDNE). As part of the FATİH project, these coordinators are responsible for:

- teacher trainings related to the integration of ICT into education
- Assessment of ICT infrastructure (internet infrastructure, IWB’s) in schools

Many of the PDNE have also at least one staff member that supports national or European projects (e.g. iTEC, eTwinning) related to ICT in education (e.g. iTEC, eTwinning).

2.3. SPECIFIC ICT INITIATIVES

1:1 mobile learning initiatives (including the use of netbooks, laptops, tablets, mobile phones or other mobile devices)

The digital education platform EBA is an important part of the FATİH project.

The national education platform Turkcell Akademi provides educational contents on a variety of topics. Turkcell, one of the leading mobile phone operator in Turkey, started the platform in 2006.

The national e-Learning Portal (Open learning) of the Anadolu University is one of the oldest and most widely used mobile learning platforms. This platform is part of a distance undergraduate education programme provided by the university.

For more information:
- http://www.eba.gov.tr/
- http://eogrenme.anadolu.edu.tr/
- eLearningEnvironments.aspx

MOOCs for teacher professional development or initial teacher training or MOOCs for students

The eTwinning platform offers online courses for eTwinning teachers that want to use ICT efficiently in their education practice. The platform also provides certificates upon the completion of a course.

The MEB General Directorate of Teacher Training (ÖYGM) is the main authority in MoNE responsible for teacher training. Teachers working for the MoNE can apply for courses that are hosted by the LMS of the ÖYGM. Participants must complete at least 80% of the content to successfully complete a course. Upon completion of a course (obligatory), they also need to pass an online test (at least 45% correct answer needed). Instead of providing certificates to participants, courses are automatically recorded on the teacher tracking system of the MoNE.
The national LMS Sebit-Vitamin Öğretmen is the most widely used LMS that is provided by the private sector. All teachers in public schools have free access to all materials on the portal (as ensured by a contract between MoNE and Sebit). Sebit also offers MOOCs to students but these course are not free.

For further information:
- [http://etwinningonline.eba.gov.tr](http://etwinningonline.eba.gov.tr)
- [http://e-hizmetici.meb.gov.tr](http://e-hizmetici.meb.gov.tr)
- [http://www.vitaminegitim.com](http://www.vitaminegitim.com)

ICT for inclusion (early school leavers, migrants, etc.) and special needs (physical, mental, emotional)

EBA-SENet-- SENnet is a project that aimed to use technology to improve access to learning for young people with special needs. SENnet was supported by the European Commision and coordinated by European Schoolnet. Turkey is one of the partners in the project. Activities and products of projects are shared in the web-site under the EBA portal.

For further information:
- [http://www.ebo.gov.tr/sennet](http://www.ebo.gov.tr/sennet)

ICT for learning initiatives targeted to boost employability and entrepreneurship

MoNE General Directorate of Lifelong Learning provides ICT training for different levels and jobs for employment.

The Professional Competency Board (MYK) determines competency for jobs related with ICT. This board also provides certification for these competencies.

For further information:

Cloud computing and connectivity (e.g. wireless Internet, optical fibre connections)

EBA Dosya (file) is a completely free cloud application, all teachers working for MoNE and all students in public schools can use this individual cloud storage space. In addition, Eba dosya also allows for the sharing of files with other users. EBA Dosya provides 10 GB cloud space for teachers and 1 GB for students.

For further information:
- [https://dosya.eba.gov.tr](https://dosya.eba.gov.tr)

2.4. ICT PRIORITIES

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<th>Area</th>
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<tbody>
<tr>
<td>Developing measures to support digital competence for future teachers (a)</td>
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<td>X</td>
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<tr>
<td>Developing measures to support digital competence for in service teachers (b)</td>
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<tr>
<td>Developing measures to support school leaders in the integration of ICT (c)</td>
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<tr>
<td>ICT for learning initiatives targeted to boost youth employability and entrepreneurship (d)</td>
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<tr>
<td>ICT for accessibility and inclusion: early school leavers, migrants, etc... and special educational needs (e)</td>
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</table>

Reference to policy action measure related to Digital Competence Development:

(a) Research and reporting about the impact of the FATIH project on the curriculum of teacher training faculties in universities. Meetings with authorities of the higher education council on this issue took place. YEGİTEK has taken an official step to further
increase the technological infrastructure of the classes for future teachers.

(b) YEGİTEK has specific projects aiming at developing measures to support the digital competence of the in-service teachers. In addition to the central and local courses, an IPA project was developed for teacher training. Teacher training is considered to be one of the most important components of the FATİH project.

(c) FATİH ambassadors take part in face-to-face trainings regularly, besides on-line training opportunities. The process of appointing ICT teachers to all schools (ambassadorial leadership for each school) is nearly completed.

(d) The FATİH project aims at educating 18 million young Turkish citizens to acquire key skills supporting employability and entrepreneurship.

(e) Internet infrastructure, Interactive Whiteboards and tablets are provided all provinces of Turkey equally. The EBA is accessible for every student in Turkey.

B: ICT in Curricula and Assessment

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<tbody>
<tr>
<td>Developing computer/programming skills (a)</td>
<td>X</td>
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<tr>
<td>Developing key competences</td>
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<td>X</td>
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<tr>
<td>Developing 21st century skills (critical thinking, problem solving, communication, collaboration, and creativity and innovation) (b)</td>
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<tr>
<td>Assessing with ICT/ICT based exams</td>
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<td>Learning Analytics (c)</td>
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Reference to policy action measures related to ICT in Curricula and Assessment:

(a) Coding became a priority topic in education and there is an ongoing discussion to add coding courses to the national curriculum. Alice application is introduced via the EBA platform and open for the students’ use.

(b) The Development of 21st Century Skills is a priority in the new strategic plan.

(c) In the long term planning of YEGİTEK, it is planned to start individualized learning analytics studies in the restructure process of the EBA platform.

C: System-wide innovation

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<tr>
<td>Piloting and validating innovative uses of ICT (a)</td>
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<td>X</td>
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<tr>
<td>Mainstreaming ICT in schools (b)</td>
<td>X</td>
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Reference to policy action measures related system-wide innovation:

(a) Project schools were constructed to pilot and develop innovative use of ICT.

(b) The FATİH Project aims to provide ICT integration in classes rather than schools.

D: Mobile Devices

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<th>Area</th>
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<tbody>
<tr>
<td>Use of tablets</td>
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<tr>
<td>Use of mobile phones</td>
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<td>Bring Your Own Device</td>
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<tr>
<td>Cloud computing</td>
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E: Use of digital resources

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<tbody>
<tr>
<td>Developing educational content repositories/metadata (a)</td>
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<td>X</td>
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<tr>
<td>Supporting the development of open educational content and resources (a)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Supporting the development of educational content/resources provided by publishers (a)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promoting the use and sharing of educational resources with teachers (b)</td>
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</table>
Reference to policy action measures related to the use of digital resources:

(a) The EBA platform supports and allows for the production of digital contents. It is planned to purchase a considerable number of digital contents in the near future.

(b) The EBA portal also effectively promotes the use and sharing of educational resources with teachers.

F: Learning environments

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<tr>
<td>Linking formal and informal learning using ICT</td>
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<tr>
<td>Providing equitable access to ICT (infrastructure, devices and content) (a)</td>
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<tr>
<td>Providing a safe learning environment to students and teachers (b)</td>
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<tr>
<td>Commissioning ICT related research (c)</td>
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Reference to policy action measures related to Learning environments:

(a) The FATIH project envisages a high-speed broadband internet connection in all classrooms of Turkey. Additionally, an interactive FATIH board has been installed in all classrooms at high school level. Nearly 750.000 Tablet PCs have been distributed to teachers and students. MoNE is planning to distribute 10.600.000 tablet PCs in the next years. The EBA platform includes electronic contents for teachers and students. These contents will be used in all classrooms via Interactive Boards and tablet PCs.

(b) Another important component of the FATIH project is providing a safe learning environment to students and teachers. There are studies about the conscious and safe use of internet via the EBA platform.

(c) In addition to ongoing and planned R&D projects about ICT within the scope of Horizon 2020, YEĞİTEK also has national budget to support ICT researches.

3. THE CURRICULUM AND ICT

3.1. ICT BASED ASSESSMENT

There is an increasing trend in ICT based assessment in Turkey. MoNE has started an initiative to offer the theoretical test for the driving licence on a computer. Three years before, a pilot study showed that nearly 5% of driving license exams in Ankara were taken on a computer. Two e-exam centres have been constructed to run a pilot study; it is planned to disseminate the e-exam in 81 cities in the near future.

Two years ago, the Measurement, Selection and Placement Centre (ÖSYM) has started an initiative for an internet-based foreign language exam called “dijital YDS”. The Dijital YDS is offered every month to a limited number of participants. ÖSYM is planning to introduce internet-based assessments for other central examinations like university entrance examinations and public servant selection exams.

3.2. SCHOOL IMPROVEMENT WITH ICT

There are ICT Ambassadors in each province and sub-province that support the implementation and evaluation of the FATIH project. ICT advisors are also providing active support in the majority of big schools. These networks provide a regular and continuous information flow between the Provincial Directorates of National Education and MoNE. In addition to this continuous monitoring, the R & D Department of YEĞİTEK also uses surveys to evaluate the progress of ICT in general and the progress of the FATIH projects in the schools in particular.

3.3. THE CURRICULUM FRAMEWORK

The Board of Education of MoNE defines the curricula for compulsory and elective courses at national level. Schools have some flexibility with regard to the elective courses they offer. The new
The schooling system (4 + 4 + 4) has been introduced to improve the flexibility of schools, by enabling them to offer more elective course options.

3.4. ICT IN THE CURRICULUM

The integration of ICT into school education is a priority for Turkey. Therefore, a considerable budget and time have been invested:

1) to improve schools' ICT infrastructure,
2) support the production of digital contents,
3) teacher training on how to use these infrastructure and content effectively.

The recent curricula reforms encourage the use of ICT in many subjects. A separate ICT course is offered in middle school (grade 5-8) and high school (grade 9-12). In grade 5 and 6, an ICT course of two hours per week is compulsory. In grade 7 and 8, an optional ICT course is offered. During all grades of high school, an optional ICT course of one or two hours per week is offered. Vocational schools have different ICT curricula, in accordance with the subjects they offer.

3.5. STUDENTS' ICT COMPETENCE

The aim of the ICT course for middle schools is “using ICT productively, effectively and in an ethically correct way”, according to the curriculum. 14 competencies, grouped in four categories, are set out in the curriculum. These competencies are:

1. Information Literacy
   - Acquiring the basic skills and knowledge to use ICT in a correct and safe way
   - Knowing the social and individual socio-cultural contribution of ICT
   - Taking individual responsibility for one’s lifelong learning and independent learning
   - Respecting rules regarding ethics, privacy and security

2. Using ICT for Communication, Information Sharing and Self Expression
   - Using ICT for effective communication and to share projects and ideas
   - Using media to share information and ideas with different target audiences
   - Developing a social and cultural understanding about virtual environments, including communication with different groups
   - Using and managing social media effectively

3. Using ICT for Research, Knowledge Construction and Cooperation
   - Accessing and analysing knowledge and understanding the process of knowledge production
   - Using different devices and approaches to construct knowledge
   - Producing projects and joint products, using various virtual environments, media and software

4. Using ICT for Problem solving, Programming and Developing Original Products
   - Developing strategies in problem solving and projects, using different approaches for finding solutions,
   - Identify programming languages and using at least one programming language effectively,
   - Forming models, simulations and animations to investigate systems and topics

3.6. ASSESSMENT OF ICT COMPETENCE

The ICT competence of students are evaluated by ICT teachers of “ICT courses”. There is no assessment of ICT competencies as part of central selection exams for secondary schools or universities in Turkey.
In 2013, Turkey has participated in the first **International Computer and Information Literacy Study (ICILS)**. This study also allows for the evaluation of ICT literacy levels of Turkish students (Grade 8) in comparison to other countries.

### 4. DIGITAL LEARNING RESOURCES AND SERVICES

#### 4.1. E-CONTENT DEVELOPMENT

The most important and biggest e-content platform is EBA. All teachers can access EBA and develop e-content. EBA provides free access to four different tools: ideaLStudio, EBA Sunum, Eutdyo and Xerte (http://www.eba.gov.tr/fatihicer-ikgelistirme).

#### 4.2. CONTENT SHARING

Teachers can also share and exchange their content via the EBA platform. EBA also provides a gateway to other e-content providers like KHAN Academy, DaVinci LEARNING, Lingus etc.

#### 4.3. ACCESSIBILITY FOR LEARNER WITH DISABILITIES AND SOCIAL INCLUSION

In November 2014, The MoNE YEĞİTEK has started an initiative called **Engelsiz EBA (Unimpeded EBA)** to adapt digital contents for disabled people. The following adaptations has been completed in the Engelsiz EBA initiative;

- **4396 audio resources** have been prepared for visually impaired individuals and uploaded to EBA. These audio files are downloadable.
- **Hardware needs** in the FATİH project for special education has been researched.
- **Videos in Turkish sign language**, which explain modules and concepts on the EBA website, have been prepared for people with hearing impairments and audio descriptions have been prepared for individuals with visual impairments to improve accessibility.
- The “**Technology Enhanced Learning Environment Design for Hearing Impaired People**” (ALİS-T 113K717) has been developed by the Karadeniz Technic University and donated to MoNE. This environment has been introduced for the use by people with hearing impairments via the EBA platform.
- A process has been started with the Istanbul Municipality Directorate of Impaired People to prepare a “**Turkish Sign Language Educational Material Series**” for people with visual impairments and 3800 audio books for people with hearing impairments.
- A process has been started for the **donation of audio books** to people with visual impairments prepared by Ege University and **developing materials** for people with impairments with Anadolu and Hacettepe Universities.
- **1600 Daisy Digital Talking and recording devices** has been provided for schools in special education.
- A five day **pilot study** has been conducted with **Microsoft** in schools for students with visual and hearing impairments to test the accessibility and usability of Microsoft applications for students with special needs.
- Another **pilot study** has been conducted with Microsoft in a school for special education to test the usability of Xbox Kinect to support the development of autistic children.

The Engelsiz EBA Initiatives are ongoing and continue to grow.

The results of the initiative have been discussed during the workshop “Digital Education Opportunities for Disabled” held on 17 February 2015. Academics, teachers working in special education, representatives of associations and foundations related with disabled people and other stakeholders attended the workshop.
4.4. WEB 2.0

Within the FATIH project, teacher trainings focus on the use of web 2.0 tools. Furthermore, the eTwinning Turkey National Support provides online and face to face trainings on the use of web 2.0 tools. MoNE also organized more than 1000 trainings on the use of web 2.0 tools in education, within the scope of the iTEC project.

4.5. LEARNING PLATFORMS

The EBA platform is one of the biggest learning platforms also for students. Students can access many videos, audios, e-books, simulations, applications and other documents via EBA. The majority of digital contents on the EBA platform are prepared by MoNE and for free. Digital contents on EBA are grouped with regard to grades, subjects and the type of content.

The EBA platform also provides personal learning environments for students, as digital contents on EBA are completely compatible with school curricula. EBA also serves as a gateway to other successful education platforms. It provides access to sources of projects (eTwinning) related with ICT, news about ICT in education, content development softwares, cloud (EBA dosya), the distant learning center (UZEM) and digital content specifically developed for IWB’s.

Vitamin is one of the most widely used education platforms provided by the private sector (CEBIT). A protocol between MoNE and CEBIT provides for free access of all teachers working for MoNE to the digital contents provided by CEBIT. Students can access digital exams in addition to training materials.

Finally, the MorpaKAMPÜS is another widely used education platform via which, teachers and students can access interactive works and activities, exams, homework papers, videos, documentaries, an e-library, experiments etc.

5. TEACHER EDUCATION FOR ICT

5.1. ASSESSMENT SCHEMES

The ICT competence of teachers is assessed locally. Some local education authorities (PDNEs) introduced 25 hours pre-requisite courses before the “Preparatory Course FATIH Project” to teachers whose ICT level was determined very low. This trainings aim to improve fundamental ICT skills.

5.2. SCHOOL LEADER SUPPORT

Since Turkey has a centralized management structure in education, all strategies and programs are determined by MoNE. School leaders (“principals” in Turkey) of public schools do not have the flexibility to develop their own ICT strategy in their school; but are responsible for implementing the ICT strategies developed by MoNE. Therefore, they can use this source to support teachers to use ICT. Private schools have more flexibility to develop and implement their own ICT strategy.

5.3. ICT FOR INCLUSION

The FATIH Project aims at increasing the opportunities of all students in Turkey (see also 4.3. Accessibility for learners with disabilities and social inclusion)

5.4. ICT IN INITIAL TEACHER EDUCATION

No specific ICT course is offered in initial teacher training. Teachers can attend non-compulsory ICT courses as a part of in-service training.
5.5. ICT IN IN-SERVICE TEACHER EDUCATION

The Majority of ICT trainings for teachers are organized centrally by YEĞİTEK, as part of the FATİH project. The aim of these trainings is to improve the efficiency of infrastructure and devices (fibre internet, IWB’s, tablets etc.), provided in the FATİH project. The duration, titles and participant numbers of organized on-side and on-line ICT courses in last two years are as follows;

- **Technology Usage in Education** (compulsory): 30 hours length, 163 000 teachers participated (face to face)
- **Safe and Conscious Internet Use** (elective): 10 hours length, 71 000 teachers participated (face to face)
- **FATİH Project Introduction Seminars** (compulsory): 8 hours length, 101 000 teachers participated (face to face).
- **Web Infrastructure Seminars**: 800 teachers participated face to face, 5389 teachers participated on-line seminars.

Participants of the ‘FATİH Project Introduction Seminars’ were teachers working in schools, which are currently being provided with IWB’s. Participants of the courses “Technology Usage in Education” and “Safe and Conscious Internet Use” were teachers working in schools who already have IWB’s. “Web Infrastructure Seminars” were given to teachers who are part of the examination committee for school infrastructure.

In addition, YEĞİTEK also organized a course on the use of Android for 40 teachers and a course on the “Pardus Operating System”, a nationally developed operating system for 550 teachers.

Finally, there are also on-line and face to face trainings in the scope of projects, e.g. eTwinning and iTEC, to support the integration of ICT into the education practices.

5.6. TRAINING THE TEACHER TRAINERS

As part of the FATİH project, ICT teachers who attended FATİH teacher trainer courses provide ICT teacher trainings. 2560 ICT teachers have participated to trainings, in order to become teacher trainers in FATİH projects. Another 1450 teachers attended updated on-line trainings later on. The teacher trainings within the FATİH project were carried out by these 2560 trainers.

As a part of the dissemination activities of the iTEC project, MoNE organizes a 30 hours course “New approaches in Education”. It is planned that 200 potential teacher trainers will participate in the course in 5 sections. Scenario based- teaching, effective use of web 2.0 tools and innovative practices in education are the main topics of the course. Then, these trainers will repeat similar courses in their province for the new teachers locally.

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