Study visit group report

Group No	***53***
Title of the visit	Projects of educatıonal technology for vocatıonal and technıcal high schools in Turkey
Topic	Use of ICT ın Learnıng
City, country	Ankara Turkey
Type of visit	Education
Dates of visit	05-09/05
Group reporters	Kees Steenkamer/Susan Dreger

Dear participants,

The purpose of a study visit is to generate an exchange of experience and good practice between the country you visit and the countries you all come from. Thus, participating in a study visit can be an exciting experience and an important learning tool for you.

During the visit you are invited to prepare a group report summarising your discussions and learning. This will help Cedefop disseminate what you have learnt to others, who share your interest but did not participate in this particular study visit.

On the first day of the visit, you are to select a reporter who will be responsible for preparing the final report and submitting it to Cedefop. Everybody should contribute to the report by sharing their views, knowledge, and practices in their respective countries. Please start working on the report from the first day of the visit.

You will, of course, be taking your own notes during presentations and field visits; but the group report should highlight the result of the group's reflections on what was seen and learnt during the entire visit and the different perspectives brought by the different countries and participants. The report should **NOT** read as a travel diary, describing every day and every session or visit.

Cedefop will publish extracts of your reports on its website and make them available to experts in education and vocational training. When writing the report, please keep this readership in mind: make your report clear, interesting, and detailed enough to be useful to colleagues throughout Europe.

By attaching any photos to the report, you agree to Cedefop's right to use them in its publications on study visits and on its website.

Please prepare the report in the working language of the group.
Please do not include the programme or list of participants.

The reporter should submit the report to Cedefop (studyvisits@cedefop.europa.eu) within ONE month of the visit.

I FINDINGS

This section summarises the findings of the group while visiting host institutions, discussing issues with the hosts and within the group. You will be reflecting on what you learnt every day. But to put them together and give an overall picture, you need to devote a special session to prepare the final report on the last day of the visit.

In this section, it is important that you describe not only things you learnt about the host country but also what you learnt about the countries represented by group members.

1. One of the objectives of the study visits programme is to exchange examples of good practice among hosts and participants. Cedefop will select well-described projects/programmes/initiatives and disseminate them to former participants and a wider public, including potential partners for future projects. Therefore it is important that you identify and describe all aspects that, in your view, make these projects/programmes/initiatives successful and worth exploring.

- All participants gave an introduction of the different programs, projects and initiatives developed in their countries so that everybody could have an overview of good practices. The most outstanding ones are listed below.

- Representatives of the ministry of education: Hasan ER (also organiser of the study visit) ,Eda Eliaçık,Pınar Mardin,Korkut Koçak,Mehmet Çiçek and Fatih all ICT experts in VET schools.

In general:

- We learned about the Technical VET system in **Turkey**, they make use of some electronic learning by putting electronic books on the internet, all teachers can use them. There is some distant learning, but elementary.
- There are several projects in VET education, some focused on girls education. Aims: decreasing dropouts, increasing interests of parents in VET education (awareness campaigns) student support.
- There are 41 VET schools in the Ankara surroundings.
- In Turkey you find two types of VET schools public and private, private doesn t necessarily mean that schools are not subsidised, state also subsidizes private schools either fully or partially. Whether public or private, **STUDENTS DO NOT HAVE TO PAY!**
- VET school prepare for both industry and university and all last four years
- VET schools prepare for all kinds of branches like fashion, technology, tourism, industrial workplaces, and health care.
- In VET schools in **Catalonia**, the teachers are now being encouraged to teach some or all of their course in the English language as well as being encouraged to integrate new methodologies such as the Communicative Approach and the integration of new technologies and assessment methods. **(rubrics, self-evaluations, checklists)** Special 60-hour courses have been given in the past 2 years and teacher-made VET materials are being created and shared on a common website free of access for all teachers in Catalonia.
- In **The Netherlands** we use e-learning in classroom situations, we started with Ipad classes. Apple TV(Which will definitely replace smartboards) of course smartboards and we have a school of e-learning (for all branches) which will grow from 500 students till 5000 in the upcoming years.
- **Bavaria** is starting with a central VLE https://www.mebis.bayern.de/ (Moodle), providing media content for all schools. Web based learning will be a big issue for schools in our country durıng the next years.VIBOS http://vibos.de/ has a leading role for VET schools, we are working on this field since 1999.
- In the Autonomous Community of **Madrid** there is a global plan for the development of information technology and communication in teaching centers. This plan includes:
  1. a Plan for improvement and modernization of ICT in public secondary.Virtual Community of ICT coordinators Centers
  2. Pages or Websites and Educational Services Centers in Educamadrid portal.
  3. SICE and other management applications.

  The Council of Education of the Community of Madrid has not designed nor developed any specific plan for the integration of ICTs in Technical and Vocational Education and Training yet. Instead, the regional education authorities have devoted most available public resources and efforts in Madrid to implement the so called Bilingual Programme since 2004. At the Bilingual Schools, at least one third of the 25-hour schedule is taught in

English, although this number could be greater than 50%. Apart from Science, any subject can be taught in English, except for two: Spanish Language and Maths that have to be given in Spanish.The teachers who participate in the Bilingual Programme have received training which is supposed to enable them to teach in English. Other training courses are also available both in English and for CLIL: INTEGRATED CONTENT AND LANGUAGE LEARNING methodology that will allow them to update their teaching skills.

In **Italy** the Government is trying to develop ICT and e-learning in schools in order to let students apply the innovations produced by the continuous development of technology. Almost all Italian teachers use the electronic register which is very useful to let both parents and students track school attendance. As for teachers, they can now attend training courses in blended mode.

In Italy, especially in the regions where PON projects are developed, thanks to the European funds the equipment of the schools with regards to ICT (PC, LIM, tablets) has been increased in the last years.

According to the latest regulations, in Italian schools more and more digital books (ebooks) are being used.

In **Estonia** HITSA is coordinating e-learning in VET schools (http://www.e-ope.ee/en/), our VET schools are very well equipped with different technology tools, they use learning information system, moodle, social software, digital materials (e.g. from repository http://www.e-ope.ee/repositoorium/) ect. We have app 2000 teachers in VET schools. During 2008-2013 1413 of them participated in e-learning courses.

In **Poland** Since 2006, thanks to government programs and the support of EU funds, an intensive growth of computer hardware in schools and classrooms is to be seen. In 2014 90% of schools are supplied with computers. Other digital devices are growing as well. such as accessory classrooms and electronic educational materials. The results show that a large percentage of teachers use digital tools and materials but there is still a lot to be done both in terms of optional equipment computer classes in all equipment and electronics educational material. Teachers are interested in teaching the use of digital materials. Therefore in 2012, the “Digital School” program was launched, an initiative to expand the use of information and communications technology (ICT) in K-12 schools. This program includes an OER component that is the first of its kind: a 3-year-long project to create a set of 18 core curriculum e-textbooks for K-12 schooling in Poland, available under a Creative Commons Attribution license. (http://centrumcyfrowe.pl/english/)

Describe each of the good practices you learnt about during the visit (both from the hosts and from one another) indicating the following:

Title of a project you or your institutions is developing	**Country**	**name of the institution that implements it (if possible, provide a website)**	**contact person (if possible) who presented the programme to the group**	**whom the project/ programme/ initiative addresses**	**what features of the project/programme/initiative make it an example of good practice**
Ongoing projects are very different. For example Social Networks for Teacher Education SoNetTe or LeWiCo (learning with companies) etc. We are planning to start projects 1) about TPACK framework - it is about the teacher knowledge and 2) about the methods with tablets and interactive whiteboards	Estonia	Institute of Educational Sciences, University of Tartu	Piret Luik	Universityes, vocational schools, comprehensive schools	SoNetTe website http://sonette.org/tiki-index.php Aim of the SoNetTe project is to connect teachers, student teachers and teacher educators to enable them to share knowledge and cooperate in doing educational research.

					New projects are going to share knowledge from different countris
Work-Study Training: National “vocational sandwich training” project . This project involve the use of IT tools for periods of distance learning: booklets guide learning, professional practice analysis.	France	AFPA	Alain Bessou	Training centers AFPA www.afpa.fr	Digital Transformation of turkish Education which allows the teachers to: -have easy access to the updated knowledge and latest teaching techniques which will help in teaching process -thus help students gain differents points of view -create information and transfer it perennially, -be innovative, -be able to measure the quality and quantity of their teaching and complete the short comings, -prepare the future generation from today and allows the students to: -acquire knowledge using more sensory organs -participate and take responsibility more due to self-confidence from knowledge acquisition -shape his/her future based on his/her own purpose -know what s/he wants and take control of his/her life path

Women fit 4 business(Grundvig Partner Project http://womenfit4business.wordpress.com/)	Poland	Towarzystwo Wolnej Wszechnicy Polskiej O Lublin	Ewa Tyburek	NGO organisation. http://www.twwp.pl/	In this project, 7 partner institutions from Cyprus, Estonia, Germany, Lithuania, Poland, Spain and Turkey are cooperating to share successful teaching experience. In the course of 7 project meetings, partners will exchange pedagogical methods and show examples of best practice in adult education, which will be applied in pilot courses carried out in each partner country. In the course of 7 project meetings, partners will exchange pedagogical methods and show examples of best practice in adult education, which will be applied in pilot courses carried out in each partner country.
France is ranked 24 on 27 for ICT utilisation in OCDE , the goal of politicians is to have 100% of students with tablette in the next years.	France	Ministere de l'education nationale http://www.education.gouv.fr/	Franck Cousquer	Two societies develop two projects for french education. Unohy : http://www.unowhy.com/nos-solutions-pour-leducation/ Ryxeo : https://www.ryxeo.com/la-suite-logicielle-abuledu/	Parents receive every day . by SMS/Mail . information about their children from school.

Leonardo & Erasmus K1 and K2. We are interested in the development of students and teachers mobility projects.	Spain	IES Villaverde http://www.iesvillaverde.es/en	Rosa Maria Pedrero Oliva	Vocational Schools and other institutions interested in developing students work placements	In the VET schools we visited in Ankara we observed that new and emerging technologies are being integrated to make ICT applications in education more effective. They are also making strong efforts to foster and promote English language acquisition. Educational authorities also showed an increasing tendency to use mobile technology, especially portable tablets, to enable broader access to education.
Comenius Project(sports project and project for disabled students) ERASMUS+ (KA 1 - KA 2)	ITALY	IIS PERTINI http://www.pertinikr.gov.it	Ornella Pegoraro	VOCATIONAL AND TECHNICAL SCHOOLS	Students will participate in sports events Teachers will attend language and methodology courses Students will participate in a simulated training company
Social media in classroom situation www.blendspace.com www.todaysmeet.com www.socrative.com www.kahoot.com Ipads in classroom situation E-learning school Office 365	The Netherlands	ROC Mondriaan www.rocmondriaan.nl	Kees Steenkamer	ETV schools	teachers are being taught how to use social media in classroom situations and thus make lessons more interesting Pilot for schools willing to use ipads in classroom situation, together with Apple TV ROC Mondriaan has started a school of e-learning for all branches, both for work based route and school based route, the idea is that this school will grow from 500 - 5000 students within 5 years. all students and teachers are able to work with office 365 in the cloud.

Use of tablets and interactive whiteboards in classrooms. English language courses for teachers. Students' internship in England. CLIL methodology	Italy	Istituto d'Istruzione Superiore Enrico Medi - Leonforte (EN) www.istitutomedi.gov.it	Maria Rosa Di Marco	High schools or vocational schools	Teachers are attending an English language course aimed to the acquisition of CLIL methodology.
Apps for Good (mSchools) The **mSchools programme**, is a multi-stakeholder initiative, promoted by Mobile World Capital Barcelona, in collaboration with the Generalitat de Catalunya, the Barcelona City Council and the GSMA.	Catalonia Spain	Department d'Ensenyament de Catalunya - TAC department	Susan Dreger	High school or Vocational teachers interested in implementing this new subject course in their institutions	This subject has been introduced in order to integrate many competences and skills. We have created a Moodle course which lasts one whole school year and the final product is the creation of an APP which serves a realistic need based on students' reality and needs. This course can be uploaded onto any Moodle server. http://agora.xtec.cat/formacio/form004/moodle/course/view.php?id=2
Virtual college of bavaria with online learning courses	Germany	VİBOS virtual college of bavaria	Hans Schmuser	www.Vibos.de D 91054 Erlangen Drausnıckstr 1c	Online learnıng, using a teleconferencıng system, producing learning modules in scorm format, producing short learning vıdeos and link them to the learning material
VET Trainings in Türkiye are new and they invest a lot of time and money, the students get laptops or Ipads. They are connected with their school and teacher.	Turkey	Teknik Kolej, Sincan and Akilli Okullar, Ivedik	Atilla Dincer	The students and the Industry has benefits. Turkey needs skilled workers. These schools are educating	Server Connection teacher-student online Laptops, Ipads e.books and e.material. intelligent /Digital whiteboards! (New whiteboards which have tv/computer with tactile features, whiteboard and traditional blackboard incorporated.

They use a server with a lot of information and e-books. during the lessons, they are connected. This is important for the new generation.				VET students with the newest technology	

** You can describe as many good practices as you find necessary. You can add rows to the table.*

Good practices in Turkish Education

During our visit we saw lots of good practices which could be used in participant schools as well. examples are:

- Tablets used in classroom situation,students actually using and learning with these applications (e.g. Akllı okullar-İvedik Organize Sanayi-Teknik Koleji (Technical College) and ASO Teknik Kolej (Technical College)
- Smartboards were actually used in classroom situations in several schools. When entering ASO Teknik Kolej we noticed that smartboards were used in all classes.
- Teachers of Akllı okullar-İvedik Organize Sanayi-Teknik Koleji were extra qualified by the TESOL Certificate (expert teaching staff).
- Private school seemed to be better equipped than public school, though private school were subsidised by the Turkish government as well. Parents contribute to private schools Akllı okullar-İvedik Organize Sanayi-Teknik Koleji (Technical College) and ASO Teknik Kolej (Technical College) are private, İkmb-Otelcilik ve Turizm Lisesi (Hotel and Tourism Vocational High School) and Zübeyde Hanım Vocational High School for Girls are public schools.
- We found that VET schools teaching staff and boards are highly motivated by a sincere desire to improve education.
- Some VET schools are already participating in EU programmes such as Leonardo and Grundvig.
- We were requested by most teachers to take their schools into consideration for future projects within EU framework programmes. Especially Zübeyde Hanım Vocational High School for Girls are public schools was very interested
- Another interesting and highly innovative project was Robotics in the technology department at both Akllı okullar-İvedik Organize Sanayi-Teknik Koleji (Technical College) and ASO Teknik Kolej (Technical College)
- Most schools had after school activities, both cultural and having to do with internship
- Although the public VET schools had less or very little technology, they were really set up for 'hands-on' practice and students were really able to get specific training with regards to hotel management, housekeeping, reception training, cooking, etc…
- A particular interesting programme came to us as an extra. One of the participants was head of the British school in Ankara. Turkish students get courses in English. PICT applications are widely used in the programmes and cooperation with schools and organizations abroad is seeked. The latter part might be very interesting for participants of all countries.

2. The study visits programme aims to promote and support policy development and cooperation in lifelong learning. That is why it is important to know what you learnt about such policies and their implementation during your visit. You are invited to describe your findings concerning the following:

2.1 Approaches taken by participating countries (both host and participants') regarding the theme of the visit. Are there any similar approaches/measures in participating countries? What aspects are similar and why? What aspects are different and why?

- Tablets and smartboards are both used in Turkey's VET schools as in other countries. On the contrary, we were able to see a innovative 3 in 1 board which impressed us all. It had the traditional chalkboard, a white board and a huge tv screen which could be used as a Tv, as a computer and as an interactive tactile board. Very impressive! ASO Teknik Kolej (Technical College). This picture tells the story:

- In countries like The Netherlands, e-learning and serious games are widely used, as well as gamification
- Platforms are used in e.g. Germany,Italy, Spain, Estonia, but less in Turkey. In Germany (Bavaria) they are using the **VIBOS** (technically spoken Fronter) platform, in Spain and Poland, the **MOODLE**.
- MOODLE is also used in Italy.
- Tablets ,smartboards and e-learning are used in Italy too, but in Turkey technology seems more advanced. The great things about the tablets and digital boards in Turkey is that they are trying to manufacture them all themselves, thus creating a job market for these devices and at the same time being able to offer students and schools affordable prices.
- The most impressive project which is now underway in Turkey is their **FATIH project** where 1 x 1 tablets are intended to be distributed to 11 000 000 students and teachers over the next 4 years. They will start with 1.5 million tablets this Sept and they will be given to 4th primary students and grade 9 high school students.

2.2 Challenges faced by participating countries (including host) in their efforts to implement policies related to the theme of the visit. What are the challenges? Are they common challenges? If so, why? If not, why not

- Challenges are the actual implementation of ICT in curriculum, this counts for all countries.
- Another challenge is getting teachers onboard to use technology and to upgrade their ICT skills in order to use all of this new technology for learning purposes.
- For Turkey Mastering of English is a challenge, despite the fact that students have 9 hours of English in the programme their spoken abilities are lacking.
- In Catalonia, the level of English and ICT skills needs to be improved, esp. in vocational fields. This is a challenge because many teachers have a good knowledge of their subject but lack the ability to integrate specific vocabulary in English as well as the ability to use innovative new technologies to bring their students up to date in this 21st century where many of these competences are now essential.
- Another challenge for VET students is getting the practice they need in their field. Many of the other countries also agree that it is necessary to find 'real' companies that offer these students the opportunity to get 'hands-on' experience within their field.
- In Madrid,the greatest efforts of the administration are focused on the Bilingual Project for Primary and Secondary schools and teachers. Regarding VET teachers and schools, the situation is very much like the one described above for Catalonia. A few challenges arising to meet the demands of the 21st century knowledge society: among others, the need to increase the level of awareness about the benefits of ICTs and to improve communicative competence in foreign languages, especially in English.

2.3 Name and describe effective and innovative solutions you have identified that participating countries (both host and participants) apply to address the challenges mentioned in question 2.2. Please mention specific country examples.

- Many teachers, both in the private and public schools, seemed to be using the interactive boards and in some cases students had tablets synchronized to the classroom board and were able to work from their desks.
- When it comes to the practical hands-on experience, Turkey has their students out working in the 'real world' for 4 months, between the months of May and September.
- In order for the project to be successful, teachers must be trained, so in order to do this they have programmes set up in each province where teachers are teaching other teachers, children are teaching their parents, etc.. with the intention of giving support to everyone with regards to these new technologies.

- Other countries such as Spain (Catalonia) are trying to increase the level of English and ICT skills within a VET environment by giving classes and conferences to VET teachers and encouraging them to integrate more of these combined skills in vocational learning. They purpose is to increase the chances of finding job opportunities in the future, as we all know that both English and ICT skills are essential.

- Italy is trying to increase the level of English and ICT skills both for teachers and students, even in primary schools, through National Projects and PON Projects in four underdeveloped southern regions, financed with the European Structural Funds. The English courses aim to A1/B2 level acquisition in the Common European framework for Languages. Some ICT and English courses are organized in blended mode.
- A PON project is DIDATEC. The DIDATEC courses, basic course and advanced course, are two actions that promote, in some southern regions (Campania, Calabria, Puglia, Sicily), the digital skills of teachers and the integration of information and communication technologies in education. In 2013 , the Training Plan DIDATEC has collected about 18,000 enrolled, an extraordinary number that confirms the interest and willingness of the italian teachers to discover and deepen their knowledge of the world of ICT. The Didatec courses are organized in blended mode.
- In INDIRE website (http://www.indire.it/) the teachers may find many information about digital tools to use in didactis.The INDIRE is the National Institute of Documentation, Innovation and Educational Research, the oldest research institute of the Ministry of Education. Since its inception accompanies the evolution of the Italian school system by investing in education and innovation and supporting the process of school improvement.
- The recent Reform of Secondary School second grade (2010) introduced in high schools (Licei and Technical schools) the teaching non-language subjects (DNL = Discipline Non Linguistiche) in a foreign language according to the CLIL methodology. Whereas in the Licei any subjects can be taught in L2 (Second Language) except Italian Language, Latin and Greek, in the technical schools only some technical subjects can be taught with CLIL methodology. For training of teaching staff in non-language discipline (DNL) already in service at the schools, the Ministry is effecting a training providing for the acquisition of skills on CLIL methodology and for the acquisition of language skills up to the C1 (CEFR). In CLIL methodology, the information technologies are very important to create concept and mental maps, word clouds, crosswords, cloze, jigsaw, etc.,
  Here some interesting webtools:
  http://www.wordle.net/
  https://www.text2mindmap.com/
  http://www.mmlsoft.com/index.php/products/tarsia
  http://l.georges.online.fr/tools/cloze.html

http://vocaroo.com/
http://www.discoveryeducation.com/free-puzzlemaker/
Strategies, as Flipped classroom, need web resources.

- Implementation of e learning and serious games and gamification can help students to get on a higher level.
- Distant learning is used in Germany, Italy and Estonia can be a solution for people in rural areas and students who cannot attend classes.
- In the Netherlands Serious Games are used and have proved to increase knowledge and abilities of students. Most games are made in cooperation with universities, they study the learning implementations of serious games in classroom situation.
- In Catalonia they have also developed, in collaboration with **mSchools and GSMA**, an innovative new course within the ICT subject which involves students creating an APP and marketing it by creating a fictitious business and business plan. At the moment it is being implemented in the last year of obligatory high school but it is the intention to introduce the subject to VET institutions very shortly.

2.4 Assessment of the transferability of policies and practices. Could any examples of good practice presented in this report be applied and transferred to other countries? If so, why? If not, why not?

Please state whether and which ideas for future cooperation have evolved during meetings and discussions.

- Distant learning as used in Germany and Estonia can be a solution for people in rural areas.
- The 'Apps for Good' course is on a Moodle platform and could be easily shared and downloaded for use in any other country interested in implementing this new subject.
- The use of social media in classroom situation in both Netherlands, Italy, Madrid and Catalonia could be implemented in all countries. They are easy to use, cheap and web-based.

WEBSITES OF SCHOOLS AND ORGANIZATIONS:

- Milli Eğitim Bakanlığı Mesleki ve Teknik Eğitim Genel Müdürlüğü- www.metgem.meb.gov.tr
- v Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü- www.yetgm.meb.gov.tr
- v Akllı okullar-İvedik Organize Sanayi : www.akilliegitim.com.tr
- v ASO Teknik Koleji: www.asotek.com.tr
- v Çankaya IMKB Otelcilik ve Turizm Meslek Lisesi: www.cankayaimkbotelcilik.meb.k12.tr
- v Zübeyde Hanım Kız Meslek Lisesi- www.zhkml.meb.k12.tr/
- British School: www.britishschool.com.tr

Authorities and decision makers:
Sustainability and financial support must go hand in hand if you want to implement the ideas expressed in this report.

II Organisation of the visit

This part of the report will not be published but it will be made available to the organiser and will be used by national agencies and Cedefop to monitor and improve implementation of the study visits programme.

We recognise the value of ongoing feedback as a way of ensuring that the programme is at all times a responsive and dynamic initiative, meeting the needs of its various participants and target audiences. In this section you are invited to give us your feedback on several factors that, in our opinion, contribute to an effective visit.

1. Discuss within the group and check if you agree or disagree with the following statements. Please mark only one box (þ) that expresses most closely the opinion of the entire group. Please use Question 2 of this section to elaborate on your responses, if needed.

		All agree	Most agree	Most disagree	All disagree	Not applicable
e.g.	The size of the group was good.	X		..	..	..

1.1.	The programme of the visit followed the description in the catalogue.	¨	X	¨	¨	¨
1.2.	There was a balance between theoretical and practical sessions.	¨	X	¨	¨	¨
1.3.	Presentations and field visits were linked in a coherent and complementary manner.	X¨		¨	¨	¨
1.4.	The topic was presented from the perspectives of the following actors of the education and training system in the host country:					
1.4.1.	government and policy-makers	X	¨	¨	¨	¨
1.4.2.	social partners	¨	¨	¨	¨	X
1.4.3.	heads of institutions	X	¨	¨	¨	¨
1.4.4.	teachers and trainers	X	¨	¨	¨	¨
1.4.5.	students/trainees	X	¨	¨	¨	¨
1.4.6.	users of services		¨	¨	¨	X¨
1.5.	There was enough time allocated to participants' presentations.		¨X	¨	¨	¨
1.6.	The background documentation on the theme provided before the visit helped to prepare for the visit.	¨		¨	X¨	¨

1.7.	Most of the group received a programme well in advance.		¨	¨	¨X	¨
1.8.	The information provided before the visit about transportation and accommodation was useful.		¨	¨	X¨	¨
1.9.	The organiser accompanied the group during the entire programme.	X	¨	¨	¨	¨
1.10.	The size of the group was appropriate.	X	¨	¨	¨	¨
1.11.	The group comprised a good mixture of participants with diverse professional backgrounds.	¨X		¨	¨	¨
1.12.	There were enough opportunities for interaction with representatives of the host organisations.	X	¨	¨	¨	¨
1.13.	There was enough time allocated for discussion within the group.		X¨	¨	¨	¨
1.14.	The Cedefop study visits website provided information that helped to prepare for the visit.	X	¨	¨	¨	¨

2. If you have any comments on the items 1.1. - 1.14 above, please write them in the box below.

Although everyone is satisfied with the study visit in general, we are also disappointed with the host. His level of English was not acceptable for a visit of this type and we were given very inadequate information with regards to the programme, names and types of schools to be visited, daily timetable, etc… This led to a few misunderstandings which were thankfully solved

by other competent workers from the Ministry of Education who accompanied us throughout the week. Without them, the study visit could not have been such a success. One of the group member also spoke Turkish which was critical to helping the group in daily situations such as ordering our meals and directing us in general.The actual host gave us very little practical help, although he took us on very interesting school and cultural visits and accompanied us at all times.His intentions were genuinely good but he lacked language and leadership skills. Fortunately the group as a whole was professional enough to indicate this to him (together with the members of the ministry) and thus the study visit was successful in the end .

III Summary

1. Having summarised all your reflections and impressions, please indicate how satisfied you are with your participation in the study visit. Indicate the number of participants for each category, e.g.

Very satisfied	4	Satisfied	7	Somewhat satisfied		Not satisfied		Neither satisfied nor dissatisfied	

2. What elements and aspects of the study visits do you think could be changed or improved?

- Practical info
- Guidance from host
- host didn't speak English well enough
- No information was given about schools in advance
- The first accommodation was poor (dirty, no English spoken, far from centre, etc…) Thanks to of one of the participants, this was solved and we were able to change hotels.
- In some schools we saw very few ICT examples
- The observation in the classrooms was too short
- We didn't see real lessons with every school, especially on ICT
- Participants wrote host and got no reply about health insurance
- One of the participants was not included in the host's programme and this caused confusion on the first day and with regards to gifts and information details which were given to this participant.
- The daily programme was too long with no free time until 9.30 p.m.
- The programme could have started with the visit to the Directorate General for Innovation and Educational Technology. There, we learned a lot about ICT technology by the Turkish government including the FATIH project. With this knowledge we could have asked questions at the schools we visited.

THANK YOU!

Please submit the report to Cedefop (studyvisits@cedefop.europa.eu) **within one month** of the visit.