



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

I am special, I am in education

2. Country or countries where the practice is implemented *

Turkiye and All students who speak Turkish in other countries

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

The Turkish Ministry of National Education (MoNE)
Public Universities in Turkiye

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Application; It targets students attending special education schools and inclusive education, students with hearing and visual impairment, mild, moderate or severe intellectual disability and autism spectrum disorder.

6. What makes it a best practice? *

"I am special, I am in education(IMIE)" application, by collecting special education content on a mobile platform, provides easy access to all the information desired for every disability group and special talents. The most basic principle of the application is the principle of "Accessibility and Usability". It is aimed that everyone can easily access the application and use it efficiently.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

i) students attending special education schools and inclusive education, students with hearing and visual impairment, mild, moderate or severe intellectual disability and autism spectrum disorder.

ii.1) The interruption of the education of students with special education needs due to the pandemic

ii.2) The training to be given to individuals with special educational needs should be transferred with a special tool (simple use and ease of access).

iii.1) Educational content for students with special educational needs was prepared by a team of experts.

iii.2) The online education model was centered.

iii.3) All students with special education needs benefited from the content free of charge.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

*

i.1) Preparation of platform-specific content

i.2) Ensuring accessibility according to disability types

i.3) Placing content on the platform in accordance with student levels

i.4) Monitoring Educational statistics and satisfaction levels of Application Users

ii.1) Started in April 2020, still ongoing

ii.2) web address, playstore and appstore

iii.1) The Turkish Ministry of National Education

iii.2) Public University

iv.1) Prepared within the possibilities of the Ministry

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

- i.1) positive effects on students' academic and social development were observed.
- i.2) positive effects on teachers' professional development were observed.
- i.3) It was observed that the level of consciousness of the families improved
- ii) More than 1 million users actively use the application.
- iii.1) Shown as an example among OECD countries
- iii.2) It achieved degrees in digital platform competitions.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

- i) It was developed in line with expert and user opinions.
- ii) Access to the prepared content was easily provided.
- iii) Some Users' mobile devices were insufficient in terms of hardware.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

- Inclusive of all disability groups
- Meeting the educational needs of students with special education needs
- Guiding students, teachers and parents
- An application that can be accessed from any environment connected to the Internet

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

<https://play.google.com/store/apps/details?id=com.meb.ozelimegitimdeyim&hl=tr&gl=US>

<https://apps.apple.com/tr/app/%C3%B6zelim-e%C4%9Fitimdeyim/id1508309579?l=tr>

<https://oecdedutoday.com/wp-content/uploads/2020/10/Turkey-I-am-special-I-am-in-education.pdf>

<https://www.meb.gov.tr/ozel-cocuklara-ozel-ilgi-gosteren-mobil-uygulama/haber/20785/tr>