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.) *

   Education Information Network (EBA) Support Points

2. Country or countries where the practice is implemented *

   Türkiye

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) *

   Ministry of National Education

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

   During the COVID-19 pandemic , EBA Support Points were created to enable disadvantaged students to be included in the distance education process.

6. What makes it a best practice? *

   The distance education process, which started after the first Covid 19 case was seen in our country in March 2020, has been implemented in most of the 2020-2021 academic year. It has been determined that some students have problems with accessing distance education due to unfavorable socio-economic conditions during the COVID-19 pandemic. Thanks to EBA Support Points, a total of 1,078,235 students accessed distance education in the 2020-2021 academic year, when distance education activities were intensely implemented

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? *

   EBA Support Points were provided to all students who are in the scope of compulsory education from the 1st to the 12th grade but who cannot attend the distance education services offered by the Ministry of National Education at home because they do not have a computer and internet access.
   Thanks to EBA Support Points, a total of 1,078,235 students had the opportunity to access distance education in the 2020-2021 academic year, when distance education activities were intensively implemented.

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?
   *

   The distance education process, which started after the first Covid 19 case was seen in our country in March 2020, was implemented in schools/institutions throughout the country for most of the 2020-2021 academic year. Information technology laboratories in these schools and institutions, Z libraries with computers, information technology laboratories in youth centers have been organized within the scope of Covid 19 pandemic measures and have been turned into EBA Support Points.
   In this way, these areas have been made available to students who have problems in accessing distance education. Although most of these points still exist, the demand for these areas has decreased due to the introduction of face-to-face education.

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? *

   A total of 15,374 EBA Support Points were created, 189 of which were Mobile EBA Support Points. Thanks to these points, a total of 1,078,235 students gained access to distance education in the 2020-2021 academic year, when distance education activities were intensively implemented.
   It has been understood that the application is transformative by observing that students who do not have internet and related devices at home can continue their education during the distance education process.

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? *

    During the Covid 19 pandemic, not every student had the same access to distance education. Our responsibility to ensure fairness of opportunity in education and to provide every student with the educational opportunity they need has been the trigger. The use of the existing infrastructure (information technology laboratories, Z libraries with computers, information technology laboratories in youth centers, etc.) in schools/institutions has enabled the process to become operable with less cost and in a shorter time. The existing infrastructure has been arranged with minor changes within the framework of the "Measures to be Taken at Schools within the Scope of COVID-19" published by the Ministry of Health, and it has been ensured that students without the means can benefit from the Informatics Laboratories during the distance education process to use them for distance education.

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)? *

    The rapid spread of the Covid 19 pandemic around the world did not allow countries to take measures against this epidemic. Distance education, which had to be implemented quickly, could not be at the same level of accessibility for every student. The use of existing infrastructure (BT Lab. Z libraries, etc.) provided equal access to distance education applications.
    EBA Support Points, which enable the delivery of education to students from all walks of life by evaluating the existing infrastructure instead of wasting time with the establishment of new infrastructure in such extraordinary situations, is our solution suggestion as a "best practice" as it provides a significant time and cost advantage.

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://ebadesteknoktasi.meb.gov.tr/

    https://www.meb.gov.tr/eba-destek-noktalari-uzaktan-egitime-erisimin-onundeki-engelleri-kaldiriyor/haber/21553/tr