

Background Document
**National Media
and Information Literacy Policies
and Strategies in TURKEY
2018**

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Prepared by

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PLATFORM FOR INDEPENDENT JOURNALISM



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1. Introduction

The most salient characteristic of information societies is continuous change.

As the amount of information proliferates, technology gains momentum and the use of technology and media becomes widespread with all the potential and the risk this entails. It has become obligatory for members of information societies to have lifelong learning skills to keep up with change and to develop skills such as critical thinking and media and information literacy (MIL) which are prerequisites not only for lifelong learning but also for the empowerment of citizens to make informed decisions.

MIL-- namely the skills to --find, evaluate, use (ethically and legally) and produce (accurately and creatively) information and media content-- is a basis for enhancing access to information and knowledge, freedom of expression, and quality education (Grizzle & Torras-Calvo, 2013). Media and information literate individuals are effective consumers of information, critical thinkers, self-directed learners, using and communicating information effectively and responsibly (Kurbanoğlu, 2004). They value the functions of information providers (including media and new media) in societies, devise strategies for updating self-generated knowledge and recognize the principles of intellectual freedom and equitable access to information. Therefore, MIL is becoming a necessary intellectual ingredient of any individual's life and a key for democratic societies (Kurbanoğlu, 2006).

The importance of MIL has long been recognized as evinced by the increasing number of MIL-related publications, initiatives and actions around the world. The importance of MIL is increasing even more in today's disinformation environment where content can be produced and published literally by any individual and institution mainly through new media as a result of various and unaccountable motivations. Yet, despite its increasing importance, at present there is lack of MIL-related policies and strategies which would be essential to sustain initiatives and efforts in this area.

2. Purpose of the Background Document

This background paper is an attempt to provide a basis for the discussions regarding the development of MIL policies and strategies for Turkey based on the UNESCO Media and Information Literacy Policy and Strategy Guidelines (see Grizzle & Torras-Calvo, 2013). Since the development of MIL policies and strategies requires an extensive knowledge on the current situation in the country, this document first examines the existing policies, strategies, regulations, and other formal documents that address MIL either explicitly or implicitly, as well as practices (initiatives and actions) realized in different sectors by different actors. Secondly, conclusions are drawn from the existing situation based on the needs and gaps identified for policy recommendations.

This document is expected to enable a multi-stakeholder debate which will take place during the national consultation conference and initiate the process of developing policy recommendations. The main aim is to explore the trends and main actors that are and should be engaged in MIL, and the responsibilities they have taken and can take, and the roles they can play in order to integrate MIL in formal, informal, and non-formal education.

Based on the discussions and feedback from conference participants representing various sectors, this Background Document will be further developed into a Position Paper which will reflect and present multi-stakeholder policy and strategy recommendations for the enhancement and development of MIL in Turkey.

3. Understanding MIL as a Composite Concept

While the literature as well as policy and strategy documents in Turkey generally make a distinction between media literacy and information literacy and focus on one or the other, these concepts are quite interwoven. In this document, MIL is referred more holistically as introduced and expounded by UNESCO.

UNESCO describes MIL as knowledge, skills and attitudes that enable citizens to understand the role and functions of information providers (including media) and the conditions under which they function; recognise and articulate a need for information; locate and access relevant information; critically evaluate information; extract and organise information and media content; synthesise or operate on the ideas abstracted from content; ethically and responsibly communicate information; apply information and communication technologies (ICT) skills in order to process information and produce content; engage with media and other information providers for self-expression, freedom of expression, intercultural dialogue and democratic participation (Grizzle & Torras-Calvo, 2013).

MIL here is used as a composite concept which includes not only media literacy and information literacy but also other literacies which are recognized as either sub-components or prerequisites of MIL, such as library literacy, visual literacy, news literacy, digital literacy, computer literacy, Internet literacy, etc.

4. Importance of a Multi-Stakeholder Approach

An holistic approach to the concept of MIL helps to identify all related actors/stakeholders from different sectors (such as information, media, education, ICT, etc.) who can either contribute to the development of MIL or who are affected by its development. MIL implementation is most successful, as the theory implies and the evidence from practice proves, when related stakeholders share a vision, knowledge and resources and work collaboratively (Grizzle & Torras Calvo, 2013, p. 24). These actors/ stakeholders include education institutions (primary, secondary and tertiary levels, continuous learning institutions and other training institutes), information intermediaries (such as libraries, archives, museums, other cultural institutions), media industry, regulatory bodies (government bodies for policy making, curricula development and teachers training) people (students, parents, teachers, social media and ICT users, researchers, information and media professionals), NGOs (such as library associations, teachers' associations, media associations, etc.).

Since MIL is in its early stage of development in Turkey, dialogue and discussions among all related sectors as well as agreement on the conceptualization of MIL, along with understanding the needs, conditions, and expectations of all actors will play a crucial role in achieving MIL related objectives while helping to harmonize policies in relevant sectors.

5. An Overview of MIL in Turkey

Although there exists a large body of literature related to MIL; those reporting on developments in Turkey are few and far between. The total impact of MIL related initiatives in Turkey is less than satisfactory. The importance of the issue is far from ignored and several well-meaning attempts are made to make MIL a cornerstone of Turkish education (Kurbanoğlu, 2004). However, development of MIL will require time and patience given these conditions, especially regarding the lack of MIL-related policies and strategies.

5.1. Context of MIL Development in Turkey

The term information literacy (IL) gained currency only in 1998 in a paper presented at the meeting of the Turkish Librarians' Association (Gurdal, 1998). This was followed by other papers and publications mainly on the importance of IL, the role libraries and teachers should play in providing IL instruction (e.g. Kurbanoglu, 2001, 2004; Yalvaç, 2001, Kurbanoglu, 2010), projects carried out in this regard (Kurbanoglu & Akkoyunlu, 2001; 2002a; Akkoyunlu & Kurbanoglu, 2002), as well as research on the level of IL skills of different groups such as postgraduate and undergraduate students at higher education, pupils from secondary schools, teacher candidates, and Library and Information Science (LIS) students (Kurbanoglu & Akkoyunlu, 2002b; Kurbanoglu, 2003; Polat, 2005; Özel, 2013; Şenyurt, 2018).

The term media literacy became the subject of academic discussions with the Media Literacy Conference organized in 2005 (Türkoğlu, 2007; Uysal, 2016). Since then, numerous papers and books were published and projects were initiated on the subject (e.g. Türkoğlu and Şimşek, 2007; Küçük Durur, 2016; Barut, et al, 2016).

Several actors have been taking roles in the development of MIL related policies and activities such as ministries in charge of education, media, culture, other regularity bodies (e.g. Radio and Television Supreme Council), universities and university researchers (mainly LIS departments and Communication and Education Faculties), cultural institutions (mainly libraries), civil sector (such as Turkish Librarians' Association, School Library Association, Innovative Library Initiatives Promotion Group-ILIPG, fact checking platforms), international organizations (such as UNESCO). These stakeholders make contributions to the development of MIL in different ways, such as raising awareness about the importance of MIL through various activities (publications, conferences, workshops, etc.), preparing and delivering training programmes (e.g. UNESCO TTT, ILIPG, HÜBO), conducting research to explore gaps and needs of people, and creating opportunities for dialogue among various stakeholders from different sectors.

As Turkey is a candidate country, the EU harmonisation process (despite interruptions) has also been a driving force behind some developments that are generally indirectly related to MIL (such as IT infrastructure,

e-commerce, e-government, right to information, etc.). On the one hand, we see that ICT infrastructure and Internet penetration rate (prerequisites for access to information and new media) have improved, e-government services established, developing computer literacy skills of new generations was prioritized, IT infrastructure at schools improved (see Appendix B for related figures), digitization projects were initiated, and e-science, open science, open data gradually have become the focus of interest. On the other hand, efforts to reform teachers training curricula as well as curricula for students to equip them with MIL competencies were less pronounced.

For the last two decades, MIL has been increasingly become a focus of interest. However, it is still an area which is underdeveloped and requires more attention. Turkey does not have an explicit policy and strategy regarding MIL, although some of its aspects are recognized and addressed in different policy and strategy documents. Different stakeholders are tackling different aspects. So if we see many strategic and policy directions that recognize empowerment of citizens including specific social groups and minorities, we also see that, in practice, there is lack of coordination and incentives.

5.2. MIL Related Policies and Strategic Documents

Turkey does not have a specific formulation of MIL nor an explicit policy for it. However, information literacy, media literacy, ICT literacy and some other related concepts such as higher order thinking skills and lifelong learning are addressed in several policy and strategy documents.

5.2.1. High Level Policy Documents

According to the Constitution of the Republic of Turkey (promulgated in 1982), it is the state's responsibility to ensure the freedom of thought and opinion, freedom of expression and dissemination of thoughts, freedom of the press and information, right to obtain information, right to education and freedom of education.

Turkey first introduced five-year plans in the 1930s, and the 1961 Constitution made social and economic planning a state obligation. The Ministry of Development today formulates the strategy and broad targets on which detailed plans are based. Plan targets are binding for the public sector but only indicative for private enterprises. To date, ten development plans were prepared and published. Although it is known that many policy suggestions were never effectively implemented, coverage of these plans is an important indicator of government's prioritized fields of action and investment. During the plan preparatory period, Special Expertise Committees are formed and development plans are prepared in collaboration with the business world, NGOs, think tanks, academic circles, public and private sector representatives (Ministry of Development, 2014).

The government's involvement in MIL has been serviced by including MIL related issues and skills in development plans. The Long-Term Strategy and Development Plans of the last decades incorporate the importance of lifelong learning, higher order thinking skills such as analysis, critical thinking, analytical thinking and problem solving as well as the transition to information society, the right to access to information, the importance of increasing the quality of education and equipping individuals with skills necessary to live in information society, and the importance of ICT and ICT infrastructure. However, media and information literacy has never explicitly been included in these plans (State Planning Organization, 2001, 2006b;

Kalkınma Bakanlığı, 2013). The only exception to this is the report prepared by the Special Expertise Committee on Information Technologies and Policies that provided the basis for the Eighth Five-Year Development Plan for 2001–2005 and which pointed out the inadequacy of the information literacy level in the country. It also emphasized the need to provide information literacy education in all sorts of education organizations at all levels and the need to develop school and public libraries to support information literacy and lifelong learning (Bilişim Teknolojileri ve Politikaları Özel İhtisas Komisyonu Raporu, 2001). Nevertheless, none of these recommendations were included in the relevant development plan.

5.2.2. Policies and Strategic Documents in Education Sector

The primary determinants that form the Turkish national education system are the Constitution, relevant laws, government's development plans, decisions of the National Education Council, decree laws that regulate certain issues, education related strategy documents, and other legal texts such as regulations, circulars, and directives.

The basic principles of the Turkish national education system are determined in accordance with the National Education Basic Law¹ that was put in force in 1973. Educating citizens of the Republic of Turkey to be constructive, creative, productive, and respectful of human rights; preparing them for life by providing them with necessary information and competences are among the main principles emphasized in this law.

The National Education Council is the highest consultative committee. It is responsible for exploring educational issues and taking advisory decisions when necessary. The first educational congress was held in 1921. Between then and 2018, the National Education Council has convened 19 times. It is held at four-year intervals with multi-stakeholder participation. The decisions of the National Education Council are among the determinants of national education policies in Turkey although not all decisions are put in practice (Tofur, Aypay & Yücel, 2016).

Although media and information literacy is not addressed explicitly, the National Education Council Decisions refer to lifelong learning (extensively in the

¹ Law number 1739, <http://www.mevzuat.gov.tr/MevzuatMetin/1.5.1739.pdf>

17th National Education Council Decisions), developing students' creativity, thinking skills, written and oral communication skills, developing teachers' ICT skills, ethical use of ICT as well as increasing awareness regarding the relationship between media and values (Milli Eğitim Bakanlığı, 2006, 2010, 2014b).

Strategic plans for the Ministry of National Education steer the future of education in the country and aim to improve the quality of education. They are prepared in harmony with the development plans. With the help of these plans, strategic aims and targets of the education system are determined. The first strategic plan for Ministry of National Education was prepared for the period of 2010-2014 and the second for 2015-2019.

In the first Strategic Plan for the Ministry of National Education (2010-2014) the following issues are addressed: Integration of ICT in education, improving ICT infrastructure in educational settings, producing digital content for education, providing student-centered and project-based education with the help of technology, training students to access information via ICT, fighting the digital divide by making ICT facilities in schools available for all citizens, providing Internet access in all schools to encourage e-learning, developing students' ICT skills and skills to access, use, produce, evaluate (select the relevant) and communicate information with the help of ICT, lifelong learning (providing e-learning opportunities for those who are out of education cycle, restructuring the whole education system from a lifelong learning approach angle), information society, equipping teachers with computer literacy skills and increasing the number of computer literate teachers, developing digital literacy skills, providing media literacy training/ education also for citizens, focusing more on developing students' higher order thinking skills such as analysis, synthesis, and evaluation as well as communication skills (Milli Eğitim Bakanlığı, 2009a). Computer literacy, informatics literacy, digital literacy and media literacy terms are used and referred in the text, however, they are not bridged and it seems like some of these concepts are used interchangeably. Although information literacy is not mentioned as a term, the concept (skills to access, select, use, evaluate, and communicate information) is mentioned and these skills are introduced as sub-skills for ICT skills. Lifelong learning is an important target for the strategy document and it is connected with information society (as a means for its transformation). However, this document also fails to make the

connection between lifelong learning and information literacy skills, which is the pre-requisite for the latter.

In the second Strategic Plan for the Ministry of National Education (2015-2019), the following issues are addressed: Lifelong learning, increasing employability by equipping individuals with skills required by the job market, training individuals with a lifelong learning approach, providing equal opportunity for education (right to education), improving technological infrastructure at schools, providing technology supported education, producing e-content for education, effective use of technology for educational purposes, developing teachers' and students' ICT skills, information society, information age, information explosion, misinformation and disinformation, difficulties to judge the reliability of information, providing opportunities to raise individuals with skills necessary for information societies such as thinking, comprehension, research, problem solving, digital literacy skills (Milli Eğitim Bakanlığı, 2015b). In this document neither information literacy nor media literacy are explicitly included. However, they are implicitly recognized through some related concepts such as lifelong learning, technology skills, evaluating the reliability of information, research skills and problem solving skills.

Lifelong learning is defined as any learning activities in which individuals engage at any time in their lives in order to develop their knowledge, skills, interests, qualifications and employment prospects. The aim of lifelong learning is to enable individuals to adapt to the information age and participate actively in all aspects of economic and social life. Lifelong learning comprises learning that takes place at home in early childhood; preschool learning; all stages of formal and non-formal education; learning acquired in working life; and knowledge and skills gained in any period of life (UNESCO, 2009).

The 10th Development Plan (2014-2018) highlighted that lifelong learning is one of the most important elements for Turkey's development and that harmony between the educational system and labour market should be enhanced through providing the skills and competences required for the work life. Having recognized the importance of lifelong learning, Turkey has prepared two strategy documents which also include action plans. The purpose of these documents is to establish a lifelong learning system that responds to technological progress, transformations in the job market

and other dramatic changes that are taking place in Turkish society. The first Lifelong Learning Strategy Document set the baseline for the lifelong learning system. The following Lifelong Learning Strategy Document and Action Plan for 2014-2018 aimed to give it a more systematic structure in line with national and international developments.

Some of the main challenges regarding lifelong learning indicated in the 2009 document are the low literacy rate, particularly among women; insufficient quality and quantity of schools; insufficient teacher training personnel; and low rate of computer ownership and Internet use, particularly amongst certain social groups. The action plan set out measures such as provision of Internet access in schools and public institutions; increase in open access sources within the scope of e-learning implementation; creating awareness of and demand for lifelong learning opportunities with a focus on information technologies; provision of regulations in order to facilitate the individual use of information and communication technologies; ensuring that education institutions' physical infrastructure, number of teaching personnel and quality meet learners' needs; updating training programmes continuously and adapting them to changing needs; using information and communication technologies appropriate for learners of different ages and encouraging participation of disadvantaged individuals (Milli Eğitim Bakanlığı, 2009b; UNESCO, 2009).

The National Lifelong Learning Strategy Document and Action Plan for 2014-2018 aims to improve effectiveness and productivity of lifelong learning system. Establishing lifelong learning culture and awareness in the society, increasing lifelong learning opportunities and provision (especially for disadvantaged groups), enhancing access to lifelong learning opportunities (by using information and communication technologies), improving lifelong guidance and counselling system are among the priorities indicated in this document. Although media and information literacy terms/concepts are not explicitly addressed in this document, they are implicitly recognized through statements that recognize equipping individuals with ICT skills, financial literacy skills, problem solving, critical thinking skills, leadership and communication skills among the aims of lifelong learning programmes. The importance of digital competence for accessing information on Internet as well as accessing e-government services are also emphasized in this document. Additionally, learning-to-learn, a concept closely related with

lifelong learning and information literacy, is included in the document as one of the EU's key competences (Milli Eğitim Bakanlığı, 2014c).

A strategy document along with the action plan for the period of 2017-2023 was prepared by Ministry of Education. The main aim of this document is indicated as providing a road map for teacher training (formal and informal) in order to enable them to raise students who are equipped with skills, which includes, among others, learning-to-learn, access to and use of learning resources, effective use of ICT, critical thinking, problem solving, reasoning, and team work. The document emphasizes that the role of teachers is changing from being information resources to knowing how to access information and guiding his/her students through that process (Milli Eğitim Bakanlığı, 2017).

5.2.3. Policies and Strategic Documents in Media Sector

The Turkish Press Law² indicates, in Article 3, the freedom of press as an inevitable condition for a democratic society and the right to information. The Law on the Establishment of Radio and Television Enterprises and Their Media Services³ was put in force in 2011. The purpose of this Law is to regulate and supervise radio, television and on-demand media services; to ensure the freedoms of expression and communication; and to determine the procedures, rules and obligations of media service providers. The establishment, organization, duties and responsibilities of the Radio and Television Supreme Council are also described. According to this Law, cooperating with other public institutions in order to spread media literacy in the society is among the duties of the Radio and Television Supreme Council.

² Law number: 5187, date: 2004, <https://www.tbmm.gov.tr/kanunlar/k5187.html>

³ Law number: 6112, <http://www.wipo.int/edocs/lexdocs/laws/en/tr/tr053en.pdf>

5.2.4. Policies and Strategic Documents in Information and ICT Sectors

Turkey's information society policies, strategies, goals and practices have been covered in part by some national documents and tools. Information Society Strategy and Action Plans are the national programs that particularly address information society policies.

Vision 2023: National Science and Technology Policies: 2003-2023 Strategy Document focuses mainly on targets regarding development of ICT infrastructure of the country (TÜBİTAK, 2004).

Information Society Strategy and Action Plan (2015-2018) was prepared by the Ministry of Development's Information Society Department with the involvement of multi-stakeholders such as public institutions, NGOs, private sector and university representatives. Factors that played critical role in determining the focus and the context of the Strategy are: Turkey's progress and ongoing needs in transforming into an information society; Turkey's fundamental problems and immediate opportunities; national, thematic and regional policy documents, in particular The Tenth Development Plan; and international policy trends, particularly the Digital Agenda for Europe initiative. The Strategy outlines eight main policy pillars: Information Technologies Sector, Broadband Infrastructure and Competition, Qualified Human Resources and Employment, Diffusion of ICT into the Society, Information Security and User Trust, ICT-Supported Innovative Solutions, Internet Entrepreneurship and e-Commerce, and User-Centric and Effective Public Services. Spreading ICT to all segments of society is the main objective of this strategy. In this context, targets, policies and actions are indicated as follows: ICT equipment ownership and access opportunities will be increased; digital skills will be developed; Turkish digital content will be enriched; ICT opportunities for disabled people will be improved; appropriate use of ICT will be encouraged and ICT access, use and skills of the society will be measured more soundly; measures will be taken to increase public awareness regarding safer use of Internet; and access to cultural heritage and scientific information will be improved through ICT. The Strategy does not only provide the implementation framework for efforts of different institutions but also defines high level implementation steps to be followed in this regard (Ministry of Development, 2015).

Reflecting the transfer of the processes of the public organizations to

the electronic environment and the updating of the structures of the organizations, the National e-Government Strategy and Action Plan for 2016-2019 re-defines the relations between the stakeholders and the government while highlighting the terms of citizen-centric e-transformation, social networks, governance, transparency and accountability. In this document, low literacy in information and communication technologies along with no Internet access and high costs for Internet access (in other words digital divide) are indicated as the obstacles for some segments of the society in utilizing e-government services effectively. The document emphasizes the need for enhancing and diversifying service delivery channels to be able to reach more users and increasing e-Government awareness as well as information and communication technology and e-Government literacy in the society. The National e-Government and Strategy and Action Plan is the first official document to mention the term e-government literacy (Ministry of Transport Maritime Affairs and Communication, 2016).

Access to public information is regulated by the Law on the Right to Information⁴. The law was introduced in the framework of the negotiations for accession to the European Union. The object of this law is to regulate the procedure and the basis of the right to information according to the principles of equality, impartiality and openness that are required by a democratic and transparent government. This law is applied to the activities of the public institutions and the professional organisations which qualify as public institutions.

The Public Libraries Regulation⁵ which took effect in 2012 provides the standards for the operation of public libraries in Turkey. The aim is to regulate services, management, responsibilities, and tasks of the public and children libraries governed by the Ministry of Culture and Tourism. In this regulation, developing society's information literacy skills is mentioned under the functions of public libraries. Providing access to Internet to enable the public to access information and to develop their ICT and information literacy skills is included among the services provided by public libraries.

⁴ No: 4982 of 2003, www.rti-rating.org/wp-content/uploads/Turkey.pdf

⁵ <http://www.kygm.gov.tr/Eklenti/5,halkkutuphaneleriyonetmeligi-11-01-2012-resmi-gazetepdf.pdf?0>

By contrast, the School Libraries Regulation⁶ (2001) does not include MIL, either explicitly or implicitly.

In 2014, a report was prepared by the University Libraries Study Group of Higher Education Council on the existing situation and problems of university libraries in Turkey along with the standards and solutions proposed. The report emphasises the challenge posed by the expanding quantity and uncertain quality of information and underlines the increasing importance of information literacy skills. It states that information literacy education should become an integral part of the curriculum in the form of either credit or non-credit courses and librarians should play an active role in the training. A course outline is proposed for information literacy instruction and a centralised structure for the development of such a course is suggested. One of the obstacles mentioned is the lack of qualified staff (Yükseköğretim Kurulu Üniversite Kütüphaneleri Çalışma Grubu, 2014). This is mainly due to the lack of pedagogical skills, which are not offered as part of Library and Information Science education, on the part of the librarians.

⁶ <http://mevzuat.meb.gov.tr/dosyalar/95.pdf>

5.3. MIL Related Actions

5.3.1. Actions in Formal Education

Teaching Computer Literacy and a Short Overview of ICT Use in Education & Teaching

Computer literacy, defined as a general understanding of what computers can do and the skills necessary to use them as an effective tool (Tuckett, 1989, as cited in Bawden, 2001), is a part and prerequisite of certain aspects of MIL. Computers are important tools for learning, problem solving and communicating and retrieving information. The use of computer technologies has become a prerequisite for almost all individuals in modern societies.

ICT-related initiatives in the Turkish Educational System started in the early 1980s. Until then, the use of computers was very restricted. Taking into account the educational requirements of the 21st century, the Ministry of National Education has initiated numerous projects to integrate ICT into the Turkish education system. Computer Based Education Project 1, initiated in 1984, was one of the first comprehensive attempts. The first step was to purchase microcomputers for secondary schools as well as vocational schools for computer education. Soon it was realized that using computers for instructional purposes was more important than teaching how to use computers; thus the focus moved to Computer Assisted Instruction. In 1985, in-service training programs for training-the-trainers were provided to develop teachers' computer literacy skills as well as their knowledge of computer assisted instruction methods (Akkoyunlu, 2017).

Computer Based Education was first mentioned in the 6th Five Years Development Plan as a government policy. In 1989, the Ministry of National Education, as part of a project supported by World Bank, invited private computer companies to develop courseware packages to integrate computers into teaching. The General Directorate of Computer Education and Services, the aim of which is to integrate ICT into schools, was established in 1992 under the Ministry of National Education. Lack of educational software was one of the problems and this problem was addressed by production of educational software with the co-operation

of the Scientific and Technical Research Council of Turkey (TÜBİTAK) for subjects such as geography, history, Turkish and science (Akkoyunlu, 2017).

The Basic Education Project (implemented between 1998-2004) was launched after the extension of compulsory education from five to eight years in 1997, with the aim of improving the quality of basic education. Under the project, new computer labs were installed and Internet connection was provided in about 2500 primary and secondary schools around Turkey (Akkoyunlu & Imer, 1998). Several universities started computer-teaching departments to produce much-needed graduate computer teachers. With the Education Law, Faculties of Education were re-constructed in 1998, and as a result, Computer Education and Instructional Technology departments were established in order to graduate primary and secondary school computer teachers. Within this reconstruction, the modules Computer Literacy and Instructional Technologies and Material Development were made compulsory for all teacher education departments (Akkoyunlu, 2017).

The General Directorate of Computer Education and Services was reorganized as General Directorate of Educational Technologies in 1998 with the aim of conducting research, project, development, follow-up, and assessment and evaluation studies to support education with technological developments; producing innovations in science and technology; supporting and spreading education and instruction through technological developments; producing or purchasing visual, auditory, printed and computer based educational materials; establishing computer laboratories in schools, training the related personnel, and offering maintenance services; and providing distance education to people who are outside the education system (Akkoyunlu, 2017).

As a part of the World Bank supported Project for Globalization in Education 2000s, the Ministry of National Education co-operated with Turk Telekom Inc., to provide fast, secure and cheap access to Internet in order to provide students with opportunities to access, use, produce and share information through e-learning. By the end of 2005, 85 percent of the students had Internet connection in their schools (Goktas, Yıldırım & Yıldırım, 2006).

In the 8th Five Year Development Plan, desire for incorporating new technologies in all levels of education with a special emphasis on primary education was clearly stated. However, the first official ICT policy paper of Turkey, the Information Society Strategy 2006-2010, was not available until 2006.

This policy paper suggested that the widespread introduction and use of ICT is considered as one of the primary means of maintaining sustainable economic growth. The aim of the Information Society Strategy 2006-2010 was to transform Turkish society into an information society. About 17 percent of Turkey's population was between the age of 15-24. Thus, inevitably the young generation would be the driving force behind the transformation into the information society. Therefore, equipping all students that graduate from secondary education with the ability to use the basic ICT and providing equal opportunities to everybody on learning and using ICT were stated among the main goals of the Information Society Strategy 2006-2010 (State Planning Organization, 2006a).

In order to achieve ICT supported teaching related goals mentioned in the Information Society Strategy 2006-2010, the FATİH Project⁷ was initiated by the Ministry of National Education in 2010. The FATİH Project aimed to put tablet computers in the hands of every student from grade five to 12, interactive whiteboards in every classroom, and Internet access in every school. The project is composed of five pillars, namely provision of hardware and software infrastructure, provision and management of educational e-content, effective IT use within education programs, in-service training for teachers, and ensuring appropriate, secure, manageable and measurable IT use (Ministry of Development, 2015). The tendering by-law for the FATİH Project was put into effect in 2012 and the Ministry of National Education made serious investment in it. However, the results of the project evaluation showed that launching hardware is not in itself sufficient for effective usage of ICT in learning environment and technology integration into the curriculum. The main obstacles of ICT usage in schools and implementation of FATİH Project was underlined in relevant literature as insufficient in-service training programs, inappropriate e-content for Intelligent white boards, lack of technical supports to teachers, and lack of sustainability plans for ICT (Akkoyunlu & Baskan, 2015; Education Reform Initiative, 2013; Pamuk, Çakır, Ergun, Yılmaz & Ayas, 2013).

In the recently revised curricula for elementary level there is a compulsory course titled Information Technologies and Software for grades one through six (Milli Eğitim Bakanlığı, 2018a, 2018b).

⁷ <http://F@TİH projesi.meb.gov.tr/english.php>

Teaching Information Literacy

In 2002, the Ministry of National Education prepared a two hour per week elective course titled Information Retrieval and Research Techniques for high school students. Information literacy (although not explicitly referred to) was the major component of the course which included subjects such as how to use libraries, learning about information sources, how to prepare homework and how to avoid plagiarism. The main aim was to teach students how to make research, as well as critical thinking skills and academic integrity (Milli Eğitim Bakanlığı, 2002). Lack of adequate infrastructure such as ICT and Internet connection (then) as well as school libraries, librarians and trained teachers were the main obstacles for offering the course in majority of public schools. This course is no longer a part of the secondary school curricula⁸. On the other hand, Information Retrieval and Research Techniques elective course still exists in the International Baccalaureate (IB) programs⁹ which are offered only by limited number of authorized schools (mainly private school) in Turkey.

As was announced in a press release in January 2017 by the Ministry of National Education,¹⁰ a revision process began to update primary and secondary school curricula to include and feature survival skills for the 21st century such as research skills, evaluation skills (mainly for information and information sources), innovative thinking, critical thinking, analytical thinking, problem solving, communication, team work, information literacy, media literacy, ICT literacy, entrepreneurship, and productivity. Draft curricula were prepared with the involvement of multi-stakeholders based on policy recommendations and strategies addressed in development plans, government programs and action plans, the Ministry of National Education's Strategic Plan for 2014-2019, and OECD's reports on education. The aim was including the 21st century skills in the curricula by embedding them in the learning outcomes. Among the main targets addressed in the press release were learning-to-learn and digital competence. The curricula were put into effect starting from the 2017-2018 school year. Although information literacy is not included explicitly, an attempt has been made

⁸ https://ttkb.meb.gov.tr/meb_iys_dosyalar/2018_02/21173451_ort_ogrtm_hdc_2018.pdf

⁹ https://ttkb.meb.gov.tr/meb_iys_dosyalar/2015_07/07025048_bakolarya1ve2hd.pdf

¹⁰ https://ttkb.meb.gov.tr/meb_iys_dosyalar/2015_07/07025048_bakolarya1ve2hd.pdf

to embed some of the important elements of information literacy into the curricula. Clearly, it is too early to talk about the results of these attempts.

Despite the slow developments for integrating information literacy into the curricula of public schools, several private schools made some well-meaning attempts. One early example is a project for integrating information literacy into the curriculum of a private school (TED Ankara School) which was put into effect in 1999. Almost certainly, it was the first attempt at the development and delivery of an information literacy program for K-12 students in the country. The aim of this project was to equip students with information literacy skills which they could employ in their studies. As a first step, a pilot project was started with an experimental study during the spring term of the 1999–2000 school year (Kurbanoğlu & Akkoyunlu, 2000). Using two groups composed of 6th graders (one of which served as a control group), the researchers found that the members of the group who were taught information literacy skills received significantly higher scores on their homework compared with those in the control group. Furthermore, there was a statistically significant difference between the pre- and post-test results of the students who received information literacy instruction (Kurbanoğlu & Akkoyunlu, 2002a). Following the pilot project, a more comprehensive and wide-ranging project targeting all 6th graders was initiated in the 2000–2001 school year at the same school. As a preliminary step, the scope and aim of the project were presented to teachers and school librarians with special emphasis on the roles they were expected to play. Topics addressed during the 15-week program included accessing information, locating and using information sources and the Internet, evaluating information sources, and writing a research paper. One of the most significant aspects of the project was the use of a micro-teaching technique to train those library personnel who had no previous expertise in the field of pedagogy. Pre- and post-tests, and evaluation of homework indicated that the project was a success (Kurbanoğlu & Akkoyunlu, 2001). During the 2001–2002 school year, the project continued with the inclusion of 7th grade students so that any problems arising during the previous program could be remedied.

During the 2001–2002 school year, an information literacy program was undertaken at Hacettepe University targeting seniors majoring in initial teacher training. The effectiveness of this information literacy program

was discussed in an article (Kurbanoğlu & Akkoyunlu, 2002b). Students' perceived computer self-efficacy, and the relationship between their perceived computer self-efficacy and information literacy achievement came under examination. An achievement test (pre- and post-), a computer self-efficacy scale and an information literacy proficiency scale were used for evaluation. Results have shown that the program was satisfactory as a whole; however, perceived computer self-efficacy of initial teacher training students was inadequate and there was a positive correlation between their perceived computer self-efficacy and their achievement in the information literacy course. It was also found that initial teacher training students needed more detailed instruction in both computer and information literacy.

Much research has been conducted on students' information literacy skills, mainly in higher education. These are well-meaning attempts to explore the current situation regarding students' level and to identify gaps and needs. Findings of a doctoral research which was carried out on through 262 graduate students attending Hacettepe, one of the top state universities, indicated that students' information literacy competency levels were problematic (Polat, 2005) and that there was an urgent need for training. Findings from similar researches carried out at different universities such as one that focused on information literacy skills of initial teacher training students at Sakarya University (Aldemir, 2004), another on information literacy skills of 292 graduate students at Selçuk University (Kızıl, 2007) and on the information literacy skills of 556 young researchers at Ankara University (Özel, 2013) indicated similar results. The findings indicate that even in higher education, students suffer from inadequate information literacy skills. Which means students do not bring these skills from their early education nor develop them sufficiently during their higher education.

In higher education library and information science (LIS) departments, information literacy courses are offered as an integral part of the curriculum. Although the entire curriculum is full of courses on the themes related to information literacy, courses dedicated specifically to the information literacy, including the instruction of information literacy which is an important service delivered by libraries today, have been introduced starting from the early 2000s.

Teaching Media Literacy

While the idea of media literacy has been discussed world-wide since the 1930s, Turkey has been lagging behind especially in terms of media literacy education (Karaduman, 2013). Unlike many countries, media literacy education in Turkey emerged in the early 2000s as a state-led effort rather than a local grassroots movement (Oğuzhan & Haydari, 2011). It first began as a collaborative effort by the Ministry of National Education and the Radio and Television Supreme Council¹¹ to introduce an elective media literacy course for the 6th, 7th and 8th grade students. The regulatory body of the Supreme Council has played a crucial role in the process with its history of research in the areas of media effects, public opinion, and the television viewing habits of various groups. Starting from the year 2000, the Radio and Television Supreme Council introduced “smart signs” for television programs for the purpose of protecting children from the side effects of television. On the Radio and Television Supreme Council’s official “media literacy” website, television is recognized as the primary medium influencing children and its manipulating power in encouraging violence is emphasized (Oğuzhan & Haydari, 2011). In 2004, the Radio and Television Supreme Council proposed developing a media literacy course for school children. In collaboration with the Ministry of National Education, a pilot project for teaching media literacy started during the 2006-2007 school year at a limited number of schools. The course’s programme included topics such as introduction to communication, mass communication, the importance, functions and purpose of mass media, concept of media literacy, television broadcasting, effects of television, smart signs, and functions of radio, newspapers, magazines, and Internet (Milli Eğitim Bakanlığı & Radyo ve Televizyon Üst Kurulu, 2006). Skill targets of the course are indicated as skills of observation, research, critical thinking, creative thinking, communication, problem solving, use of information technologies, entrepreneurship, correct and effective use of Turkish as well as skill in social

11 The Radio and Television Supreme Council was established in 1994 as a state effort to re-establish and maintain control over the changes introduced by commercialization and deregulation in the media environment. Its functions to make organizational interventions (e.g. allocating frequencies), to set broadcasting rules and regulations, and to monitor programs and impose appropriate sanctions in the case of violations of rules and regulations (Oğuzhan & Haydari, 2011).

and cultural participation. Classroom activities are also included (Karaduman, 2013). In 2007-2008, this course became a part of the general curriculum (Taşkın, 2015). It is still a part of the revised curriculum as an elective course for 7th and 8th grades.

Two handbooks for media literacy education were prepared, one for students and one for teachers. These are actually Turkish translations of texts prepared by UNESCO. In order to educate teachers who will teach media literacy, a three-day seminar was organized by the end of the 2006-2007 school year. A total of 103 social science teachers representing all cities have attended the seminar (Karaduman, 2013). In order to increase the efficiency of the Media Literacy elective course, an online in-service training certificate programme for teachers was developed with the collaboration of the Ministry of National Education and the Radio and Television Supreme Council in 2014 and 2015. Teachers who are enrolled in this programme and pass the test receive certificates and become entitled to teach the media literacy course (Milli Eğitim Bakanlığı, 2014a, 2015a).

Although it seems a well-meaning attempt, there are some criticisms regarding the media literacy course, namely, an insufficient critical dimension, teaching it as an elective course which lowers its importance and limits the number of students, insufficient duration (an hour in a week) for activities, programme for one year only instead of a lifelong educational process, insufficient training for trainers (three days seminar found too short to teach the content to teachers) and insufficient dimension of students' active participation in the production process (Karaduman, 2013; Oğuzhan and Haydari, 2011).

Educational institutions have great responsibility in helping individuals become media literate. As the teachers are in the main occupation group to provide these skills, prospective teachers in education faculties should have media literacy skills. Regarding media literacy, there are many studies conducted with teachers or prospective teachers (Çetin, 2015; Karaman & Karataş, 2009; Karataş, 2008; Sarsar & Engin, 2015; Som & Kurt, 2012; Tuncer, 2013; Yılmaz & Özkan, 2013). Findings of these research are quite contradictory. However, a majority indicate an insufficiency regarding media literacy skills. Teachers' media literacy skills are essential in helping students to gain these skills. However, teachers are not observed to possess adequate literacy skills upon their graduation (Deveci & Çengelci, 2008). Thus, after discussions began about including media literacy in teacher training, this course was added to the curriculum of "Social Studies Teacher Education Program" in the 2007-2008

academic year (Deveci & Çengelci, 2008). There are also discussions on who should teach media literacy. Academics from communication sciences indicate that this course should be taught by Communication Faculty graduates having a pedagogical formation rather than teachers from social sciences and similar disciplines (Türkoğlu, 2006).

The General Competencies for the Teaching Profession¹² document, which addresses knowledge, skills, attitudes and values that must be possessed by teachers to be able to perform their teaching tasks effectively and efficiently was published by the Ministry of National Education in 2017. In the document, complex problem solving, analytical, creative and critical thinking, innovative production, effective communication, respect for cultural differences, high level cooperation, and international competitiveness are indicated as the 21st century skills with which Turkey aims to equip a new generation. Although media and information literacy skills are not referred to explicitly, the following competence indicators are implicitly related to MIL: making use of the information and communication technologies effectively in the teaching and learning process; preparing activities that help developing analytical thinking skills of students in the classroom; creating learning environments that supports developing high-level cognitive skills of students; having an advanced and critical perspective on theoretical, methodological and factual knowledge in his/her subject field; classifying the fundamental information and data sources of his/her subject field; analysing the topics and concepts related to his/her subject area (National Ministry of Education, 2017).

On the faculty level, Media and Information Literacy is not a part of the Teacher Training¹³ curricula. However, while information literacy is a part of the Library and Information Science curricula, media literacy (not necessarily under this name) is a part of Communication Faculty curricula at different universities.

5.3.2. Actions in Non-formal and Informal Education

Although there have been some attempts, the education system and core curricula in Turkey are not particularly focused on media and information literacy. Although ICT is part of the curricula, it tends to focus more on the

¹² https://oygm.meb.gov.tr/meb_ajs_dosyalar/2018_06/29111119_TeachersGeneralCompetencies.pdf

¹³ http://www.yok.gov.tr/web/guest/icerik/-/journal_content/56_INSTANCE_rEHF8BlSFYRx/10279/49875

technical capacities of using technology, and not on how to handle and assess information received via technology. In this context, intermediary organizations mainly libraries and several civil society organizations have attempted to offer services and implement initiatives and carried out projects that would fill the void in this area.

Literates Teach Computer Use to Illiterates Project, is a project which supports Turkey's e-transformation process by improving ICT skills of disadvantaged individuals, particularly children, youth, women and handicapped. It is conducted by the United Nations Development Programme (UNDP), the Ministry of Development, Habitat Development and Governance Association and Microsoft. Project has been carried out in partnership with the National Youth Parliament, City Councils, Youth, Women and Handicapped Assemblies and local authorities in 78 provinces with the support of 1,200 voluntary young trainers, 50 master trainers and hundreds of young volunteers. Since 2005, almost 150,000 individuals were trained in basic computer and Internet skills, office programs, digital life and Internet security and web design and software development. The average age of participants is 19 years and 58 percent of them are women. Trainings are delivered at facilities provided by ministries and local authorities. Continuous Training Centres and IT Academies deliver these trainings with the support of local authorities where infrastructure is inadequate. This project was highlighted as a the best practice by the United Nations Development Programme and chosen by the European Commission in 2008 as one of the best five projects in the Geographic Participation category of the European e-Inclusion Awards (Ministry of Development, 2015).

A Media Literacy Association (MLA) was founded in Turkey in 2017 with the aim of increasing media literacy awareness and dissemination in the society. The website¹⁴ of the MLA lists some training programmes provided by the association and the projects carried out. Trainings are described to be either online or face-to-face (one-on-one). Although it was not possible to reach the online content, it appears to include five modules, namely media literacy, digital literacy, cyber bullying, hate speech, and digital citizenship. One-on-one trainings are offered to different target groups such as school principals and teachers, youth and children, adults and parents, as well as media workers.

News literacy, "the ability to use critical thinking skills to judge the reliability and

¹⁴ <https://medyaokuryazarligi.org/>

credibility of news reports, whether they come via print, television or the Internet” (Digital Resource Center, 2014), is an important part of media literacy and becomes more important in today’s disinformation environment. There are various initiatives worldwide to combat disinformation, such as Snopes, Politifact, FactCheck.org. Similar platforms began to emerge in Turkey as well. Teyit.org¹⁵, Malumatfuruş¹⁶, Yalansavar¹⁷ and Doğruluk Payı¹⁸ are some examples for such fact-checking platforms. There is no doubt that, in this era of post-truth the need for fact-checking platforms will increase. However, initiatives in Turkey are new and scarce and it seems like the fight against disinformation needs time to succeed. (Foça, 2016). Thus, it becomes even more important to equip citizens of the country with well-developed media literacy skills. Another good development towards fact-checking is the Turkish translation of Verification Handbook, originally published by the European Journalism Centre, which includes guidance about how to check reliability and credibility of news. In addition, the International Federation of Library Association’s (IFLA, 2017) fact-checking brochure, How to Spot Disinformation, is translated into Turkish along with some thirty other languages. Some of the above-mentioned fact-checking platforms such as teyit.org and Doğruluk Payı provide training workshops, some of which are demand-based and the others are scheduled (e.g. semi-annual) to teach how to determine the reliability and credibility of news¹⁹.

Libraries are the institutions that play an important role in informal teaching process in the field of information literacy. Libraries of varying sorts, particularly the academic libraries, some well-established private school libraries and some public and private libraries, have been offering user education services for a long time. User education has started with simple orientation programs which focuses on library rules and how to use library

15 teyit.org: investigates suspicious news and provides some analysis (<https://teyit.org/>)

16 Malumatfuruş: provides verification for column news (<http://www.malumatfurus.org/>)

17 Yalansavar: examines fake claims in scientific information (<https://yalansavar.org/yalansavar-sik-sorulan-sorular/>)

18 Doğruluk Payı: verifies political statements and declarations (<http://www.dogrulukpayi.com/~Hakkimizda>)

19 (see <http://www.dogrulukpayi.com/bulten/fact-checking-atolyesi-ne-davetlisiniz> <http://www.dogrulukpayi.com/bulten/dogruluk-payi-istanbul-atolyesi> <http://www.dogrulukpayi.com/bulten/dogruluk-payi-ankara-atolyesi> <http://www.dogrulukpayi.com/bulten/dogruluk-payi-adana-atolyesi> <http://www.dogrulukpayi.com/bulten/dogruluk-payi-izmir-atolyesi>)

catalogue, and bibliographic education, which is focused on how to use library sources, mainly indexes and databases. However, nowadays, user education evolves towards information literacy education by covering more subjects such as using information sources behind the walls of libraries (digital sources, Internet, etc.), evaluating reliability of web sources and information ethics.

A web-based information literacy instruction program, called HÜBO, was developed by Hacettepe University in 2010. HÜBO²⁰ is probably the first online information literacy program in Turkish. The purpose of the program is to equip students with information literacy skills. The target group consists of university students at all levels as well as anyone who needs information literacy training. This program was prepared on the basis of similar web-based programs available under Creative Commons licence such as Searchpath which is developed by Western Michigan University. It consists of six modules some of which are quite outdated such as information sources and general features of libraries, search techniques, Hacettepe University Library Catalogue, databases, searching on the Web and evaluating Web sources, and ethical issues.

Workshops have been organized for teachers. One example is the information literacy workshops which include hands on practices at a private school (Tevfik Fikret Schools, located in Ankara and Izmir) in 2000-2001. Difficulties and the problems encountered during the implementation of this project were discussed in an article (Akkoyunlu & Kurbanoglu, 2002).

The working group Innovative Library Initiatives Promotion Group (ILIPG)²¹ has been concentrating on information literacy since 2006, and the group has organized several conferences and workshops for school teachers in cooperation with the Ministry of Education in Istanbul.

An Information Literacy Workshop²² within UNESCO's Training-the-Trainers

20 <http://hubo.hacettepe.edu.tr/>

21 The working group Innovative Library Initiatives Promotion Group (ILIPG) which has been in place since 2002 aims to support the Turkish librarianship, to stimulate lobbying efforts for libraries in Turkey and to contribute to the education and training of professionals, consists of representatives of university libraries, the libraries of foreign cultural institutes, the Istanbul branch office of the Association of Turkish Librarians and the Department of Information and Record Management at Istanbul University. Its activities are, for instance, the organization of international library conferences, the mediation of professional visits abroad and the support of library initiatives in Turkey.

22 <http://bilgiyonetimi.net/tttworkshop/>

(TTT) regional workshop series²³ was organized in 2008 by the Department of Information Management of Hacettepe University in Ankara. The aim of the workshop was to provide information literacy instructors with specialized, authoritative, comprehensive and up-to-date training knowledge, and to bring them together to discuss and share information on current issues. Forty-eight individuals from 17 countries represented various types of libraries including academic, school, national and public libraries; educational institutions such as universities, primary and secondary schools; cultural and research institutions; library associations and networks; municipalities, ministries and an institution for children with special needs participated in this workshop. The workshop consisted of expert presentations, group work and participants' presentations. Theoretical framework of information literacy (the concept, models and standards) and pedagogical issues such as curriculum development, instructional design, designing learning environment, measurement and evaluation, material development and web-based training were included in the program as well as outlining a generic information literacy course content, creating a planning team for an effective information literacy instruction programme, and playing an IL game which is designed as an information literacy assessment tool (Kurbanoğlu, 2009).

Overall, although there is a media literacy association (founded quite recently) and some library associations addressing MIL issues, the absence of strong and community-based organizations and associations in the field of media and information literacy is one of the reasons behind the slow development in non-formal education in this area. There is no active association of teachers or librarians in the area of media and information literacy. In the media community, although there are several associations, such as the Turkish Journalists' Association (Türkiye Gazeteciler Cemiyeti),²⁴ there is no known initiative to educate public on MIL related issues.

5.3.3. Actions in Other Categories

²³ <http://www.albertkb.nl/ttt.html>

²⁴ The Turkish Journalists' Association is an association for journalists in Turkey. It was founded in 1946. It is Turkey's largest professional organization in its sector. The founders were motivated by the idea that journalists should have an independent professional organization safeguarding the principles of the profession and its members.

Besides training initiatives in the education sector, either formal or informal, there is also awareness-raising initiatives in regard to MIL. These are mainly publications (excessively cited in this document) and conferences which discuss developments, trends, importance and problems on the theme.

In May 2005, a media literacy conference was organized in Istanbul at the Marmara University Communication Faculty with the involvement of different stakeholders, mainly from the media sector such as the Turkish Journalists' Association, the Radio and Television Supreme Council and Association of Communication Research. Media literacy course for primary and secondary school students was one of the issues discussed along with the right to information and right to use of information as a fundamental citizenship right (Türkoğlu, 2006). There are also two new media literacy conferences. One is called New Media Conference²⁵ and organized annually by the New Media Department of Kadir Has University since 2012 and the second one is the National Congress for New Media Studies²⁶ organized bi-annually since 2013 by the Alternative Informatics Association, a Civil Society Organization (CSO).

An international information literacy conference was initiated by the Department of Information Management of Hacettepe University in collaboration with Zagreb University in Istanbul in 2013. The European Conference on Information Literacy (or ECIL),²⁷ held under the patronage of UNESCO and IFLA in a different European country each year, is an annual conference which aims to bring together researchers, information professionals, media specialists, educators, policy makers, employers and all other related parties from around the world to exchange knowledge and experience and discuss current issues, recent developments, standards, techniques, challenges, theories, and good practices.

National level information literacy conferences were also organized in 2009, 2011 and 2012 by ILIPG in collaboration with different organizations, including the Istanbul Directorate of the Ministry of Education. The third conference stood out for the emphasis it gave to putting information and media literacy under the same umbrella²⁸. Information literacy is

²⁵ <http://www.khas.edu.tr/1702/yeni-medya-konferansi>

²⁶ https://ekitap.alternatifbilisim.org/yeni_medya_calismalari-1_kongre_kitabi.html

²⁷ <http://ecil2013.ilconf.org/>

²⁸ <http://earsiv.sehir.edu.tr:8080/xmlui/handle/11498/172?show=full>

also a subject of discussions in the conferences organized by the library associations (the Turkish Librarians' Association, the University and Research Librarians' Association, and the Association of School Librarians). The School Librarians' Association has formed a working group for information literacy and has been organizing workshops, seminars and conferences on the issue. The School Librarians' Association organized a workshop in 2012 on school library standards, which includes information literacy principles and standards²⁹. Services offered by school libraries in order to train information literate students are described within these principles. This Association works closely with the schools which are providing international baccalaureate (IB) programs. It is also leading the preparations for an Information Literacy book for IB programs.

6. Suggested Policy Statements

Policy statements³⁰ which will guide strategic MIL development in Turkey are suggested as below:

MIL programmes will be designed to provide education and training to develop citizens' media and information literacy competencies (knowledge, skills and attitudes) as part of a lifelong learning process which includes the formal, informal and non-formal education.

MIL programmes will be designed to further develop democratic values and increase democratic participation by providing citizens with the knowledge, attitudes and skills which enable them not only to use effectively and critically and interact with media and other information sources/providers but also creatively produce media/information content.

MIL programmes will be designed to support the development of open knowledge societies including reformed libraries, diverse media which are free from external and internal influences, freedom of expression, freedom of information as well as open development (i.e. development characterized by accountability and transparency) and the benefits of human rights.

²⁹ <http://www.okulkutuphanecileri.org/index.php/tr/sts/his>

³⁰ Suggested policy statements are based on UNESCO's Media and Information Literacy: Policy and Strategy Guidelines. (Grizzle & Torras-Calvo, 2013)

MIL programmes will be designed to promote social inclusion by providing opportunities for participation by diverse and disadvantaged communities (e.g. disabled, children, youth, women, people in poverty, refugees) as well as reducing all sorts of discrimination and inequality.

MIL programs will be designed to identify the economic benefits (such as new job and commerce opportunities, and development of new industries) of the development of high level media and information competences for better interaction with media, information centres and other information providers

MIL programmes will promote the importance and benefits of media, information centres and other information providers, including those on the Internet, through making connections between MIL and self-directed learning, lifelong learning, health literacy, news literacy, science literacy, financial literacy, academic integrity, as well as success at school, work, and daily life.

MIL programmes will be developed based on consensus between multi-stakeholders to enable collaboration and partnership to achieve MIL objectives and overcome existing and future challenges.

MIL programs will take into account the existing as well as emerging media and information technologies that would help citizens to actively participate in their societies and cultures.

MIL programmes will be designed to be sustainable.

7. Strategy Recommendations for Turkey

Recommended framework for national MIL strategies for Turkey is based on UNESCO's Media and Information Literacy: Policy and Strategy Guidelines (Grizzle & Torras-Calvo, 2013).

7.1. Raising Awareness

Goal: Raising MIL awareness among citizens, policy/decision makers and researchers

Key Stakeholders: The Ministry of National Education, the Ministry of Development, the General Directorate for Libraries and Publications of the Ministry of Tourism and Culture, higher education institutions, library and information science departments, faculties of education, faculties of

communication, media groups, professional associations (e.g. the Turkish Librarians' Association, University and Research Librarians' Association, the Association of School Librarians, the Media Literacy Association), TÜBİTAK, libraries and other memory institutions, librarians, teachers, faculty, media professionals, media experts, influential public figures, fact-checking platforms, private sector.

Strategies/Objectives

Provide a clear, comprehensive and easy to understand definition of MIL and include it in all policy and strategy documents to prevent misinterpretation of the concept

Familiarize all actors in the society with the concept of MIL and emphasize its importance

Enable continuous public debate on MIL

Support seminars, conferences and meetings (both on local and national levels) which aim to bring together MIL experts and all related stakeholders across professions and sectors to strengthen dialogue and gain insights from various point of view

Encourage and provide funds for research and projects on MIL

Disseminate widely the findings of MIL research

Establish partnership with professional associations (teachers, library and media) as well as fact-checking platforms for raising awareness

7.2. Formal Education

Goal: Enhancing MIL in formal education

Key Stakeholders: The Ministry of National Education, the General Directorate of Teacher Training and Education of the National Ministry of Education,

the Ministry of Development, the Higher Education Council, the Radio and Television Supreme Council, primary and secondary schools, higher education institutions, library and information science departments, faculties of education, faculties of communication, media groups, professional associations (e.g. the Turkish Librarians' Association, the University and Research Librarians' Association, the Association of School Librarians, Anatolian University Libraries Consortium, the Media Literacy Association), libraries (especially school and university libraries) and other memory institutions, librarians, teachers, faculty, researchers, media professionals, media experts, fact-checking platforms, private sector.

Strategies/Objectives for general issues

Acknowledge and support the rights of all citizens to have access to media, Internet and other information sources and providers, engage them for individual advancement

Review and re-formulate necessary policy guidelines, policy and strategy documents for formal education to ensure that they explicitly refer to MIL (not only implicitly nor only one aspect -ML or IL)

Develop or adapt pilot MIL Curriculum and Guidelines

Implement pilot MIL Curricula in selected primary, secondary and tertiary education institutions to benefit from lessons learned to improve it

Put in place necessary legislation led by relevant authorities
Allocate funds for development, dissemination, training and sustainability.

Strategies/Objectives for students

Review primary, secondary school, and higher education curricula to accommodate MIL as a mandatory subject

Review the existing ML course outline and revise it to include IL aspect as well as critical thinking

Embed and introduce MIL cross-curricula in all levels of education
Allocate enough time to cover all aspects of MIL in the classroom including practical work

Find and develop ways to contribute to the fulfilment of the rights of students (children and young people), including the rights of access to information and to diverse points of views, and to find ways to promote their own active participation in the media and media development
Implement appropriate and ongoing monitoring and evaluation. Use evaluation instruments which are tailored and aligned to MIL education

Integrate MIL into schools' extra-curricular activities to complement formal classroom settings (e.g. MIL clubs, school journals, school radio)

Strategies/Objectives for teachers and trainers

Train or increase the number of master trainers of MIL

Identify and train, when necessary, experts that can lead the process of curriculum adaptation process

Develop curricula and guidelines for professionals including teachers, media specialists and librarians by adapting model MIL Curriculum published by UNESCO and other similar resources

Provide academic support through training/courses offered by faculty members of information sciences, education, and media studies

Pilot MIL Curriculum in selected teacher training institutions

Implement continuous monitoring and evaluation appropriate to MIL education

Increase the number of teachers and librarians with ability to teach MIL in primary, secondary, and tertiary education institutions.

Support in-service training/educational opportunities on MIL for teachers and librarians at the secondary and primary school levels

Include MIL among teachers' general competencies

Strategies/Objectives for teaching materials and information sources

Draw on existing teaching resources and develop local ones (translate when necessary), both print and electronic

Choose suitable textbooks and other teaching material, both print and electronic

Get suitable textbooks and other teaching material prepared by experts and get them published

Develop school libraries (collections, infrastructure, services, budget and personnel) as places for access to information and media forms, research and training

Appoint qualified librarians to school libraries to carry out library services and MIL training activities

Strategies/Objectives for collaboration

Establish partnership and collaboration among educationalists, library and information science professionals and communication science experts to build up the most comprehensive MIL curricula

Establish public and private partnerships (especially corporate media and ICTs and other information providers) for grants to schools, NGOs etc.

Establish network of MIL practitioners and teachers as well as organizations at the community, local and national levels to encourage collaboration and continued upgrading of competencies

7.3. Non-Formal and Continues Education

Goal: Enhancing MIL among people outside of the formal education system

Key Stakeholders: The Ministry of National Education, the Ministry of Health, the Ministry of Tourism and Culture, the Radio and Television Supreme Council, library and information science departments, faculties of education, faculties of communication, media groups, professional associations (e.g. the Turkish Librarians' Association, the University and Research Librarians' Association, the Association of School Librarians, the Media Literacy Association as well parents and teachers associations), libraries (especially public, municipality and special libraries) and other memory institutions, librarians, media professionals, media experts, fact-checking platforms, private sector, NGOs, CSOs (ILIPG).

Strategies/Objectives for general issues

Review and re-formulate necessary policy guidelines, policy and strategy documents for non-formal education to ensure that they explicitly refer to MIL (not only implicitly nor only one aspect -ML or IL)

Encourage MIL projects and research targeting people who are outside the formal education cycle

Strengthen the crucial role of public libraries (including municipality libraries) for delivery of MIL training to the public

Improve the conditions of public libraries (collections, infrastructure, services, budget and personnel) as places for access to information and media forms, research and training

Appoint qualified librarians to public libraries to carry out library services and MIL training activities

Support in-service training for public librarians

Strategies/Objectives for parents, NGO's

Design and implement MIL programmes for parents and caregivers since they are the role models and first educators of children

Set up civic media and information groups such as association of viewers and listeners, media watch groups, library cadets, media and information clubs in schools. Internet and library groups

Encourage initiatives from NGOs and private sector to teach MIL to citizens

Support establishment of associations or similar organizations working on MIL initiatives

Strategies/Objectives for disadvantaged groups

Design and implement MIL programmes for people with disabilities, those living in remote areas

Integrate MIL into programmes for out-of-school youth and volatile communities such as refugees, prisoners and people under rehabilitation programmes

Strategies/Objectives for illiterate adult learners

Integrate MIL as a part of adult literacy and continuing study programmes

Strategies/Objectives for professional groups such as nurses, security forces, firemen, etc.

Develop/adapt and provide on the job or occupational training programmes for professional groups

Support training opportunities on MIL for researchers at higher education and research institutions

7.4. Engaging Different Stakeholders

Goal: Engaging different stakeholders in MIL development

Key Stakeholders: Media organizations and media regulatory bodies (the Radio and Television Supreme Council), media and information providers, social media users, libraries, schools, higher education institutions, the corporate world; media owners, professional associations (e.g. the Turkish Librarians' Association, the University and Research Librarians' Association, the Association of School Librarians, the Media Literacy Association as well parents and teachers' associations), IFLA.

Strategies/Objectives for enhancing MIL in media sphere

Introduce MIL in media sphere to foster ethical and professional work according to sound media practices and media codes of ethics

Raise awareness in the media professions about the benefits of MIL

Adapt and pilot guidelines for broadcast and print media to promote MIL and user generated content

Encourage media to raise transparency of their operations

Facilitate accurate coverage of issues by developing media policies that discourage misrepresentation in the interests of publicity

Review and reformulate when necessary the existing national media and information policies and strategies to include MIL explicitly

Encourage media industry to collaborate with education sector in media related projects

Strategies/Objectives for the development of MIL resource base

Translate media and information literacy research and theory into practical information, training and educational tools for teachers and youth leaders, parents and caregivers of children

Improve position of libraries as information and MIL training providers and provide additional funds for collection development on MIL related issues

Encourage and provide funds for the development of web-based MIL instruction packages

Strategies/Objectives for institutionalizing MIL

Develop institute comprehensive MIL policy for schools, librarians and journalists

Provide training for professional journalists on reporting on children and youth to ensure that their voices are heard and their rights are respected

Provide training for librarians on creating opportunities with other stakeholders for women/girls, children and youth to express themselves and have their rights respected

Publish outcome of research to provide a rich source of information and peer perspectives for MILenthusiasts and for policy makers to develop policies and programmes

Strategies/Objectives for making MIL as a component of corporate social responsibility

Support MIL initiatives which helps to understand the impact of advertising on young people; promote positive examples of advertising; address media violence and stereotyping

Promote research on the impact of current media practices on children (their health, violence, participation, etc.) and disseminate the findings

Support local, national and global media reform and media justice efforts

Promote research on the effects of post truth and fake news (danger for manipulation) and disseminate findings

Strategies/Objectives for supporting the development of MIL

Assist learners to be actively involved in the enterprise of knowledge acquisition

Respect the need for independence of the media as a component of democratic society

Work together with media and library professionals to promote and protect media and information rights of citizens

Provide effective media liaison services to ensure that media have access to reliable sources of information

7.5. Government Entities

Goal: Enhancing MIL for government entities and other relevant organizations

Key Stakeholders: The Ministry of National Education, the Information Technologies and Communication Authority of Ministry of Transportation and Infrastructure, the Ministry of Development, the General Directorate for Libraries and Publications of Ministry of Tourism and Culture, the Radio and Television Supreme Council, IFLA, professional associations (e.g. the Turkish Librarians' Association, the University and Research Librarians' Association, the Association of School Librarians, the Media Literacy Association, teachers' associations).

Strategies/Objectives for promoting and enhancing MIL

Initiate policies and programmes that specifically enhance MIL

Recognize MIL as an investment rather than a cost, and strive to integrate this approach into policy related to libraries, media and ICT

Recognize that independent media and free access to information are fundamental to the pursuit of democracy and freedom

Strategies/Objectives for integrating MIL into school and higher education curriculum

Conduct research on the benefits and challenges of MIL

Support MIL initiatives and provide guidelines for the integration of MIL into the school and higher education curricula, teacher and librarian education curricula

Provide support for the creation of national policies on MIL with the aim of educating and enlightening citizens about the role MIL play in national development

Develop/adapt and distribute media education and information tools that actively encourage critical thinking and free expression, inspire civic participation in a democratic society, and promote gender equality

Organize MIL award programmes to reward “best practices” by youth media producers, journalists and librarians

Strategies/Objectives for MIL literate legislators

Organize MIL training workshops for policy and decision makers

Ensure that resources and digital infrastructure are provided so that citizens have access to media and information

Work to meet international obligations and standards on media and ICT policies and actions

Strategies/Objectives for promoting MIL

Create and support in-school and out-of-school MIL programmes for children, and youth

Encourage the sharing of “best practices” among media and information educators and learners through MIL workshops/seminars

7.6. Harmonizing MIL Related Strategies

Goal: Harmonising MIL strategies and activities.

Key Stakeholders: The Ministry of National Education, the Information Technologies and Communication Authority of the Ministry of Transportation and Infrastructure, the Ministry of Development, the General Directorate for Libraries and Publications of the Ministry of Tourism and Culture, the Radio and Television Supreme Council, the Higher Education

Council, libraries and memory institutions, media organizations, library and information science departments, secondary and primary schools, higher education institutions

Strategies/Objectives

Survey the desired outcomes of MIL policies and other related national policies and develop linkages with a view to strengthen actions at the strategic level

Review existing MIL programmes and activities, ensuring that, where the ML or IL component is missing, a strategy will be deployed to infuse this

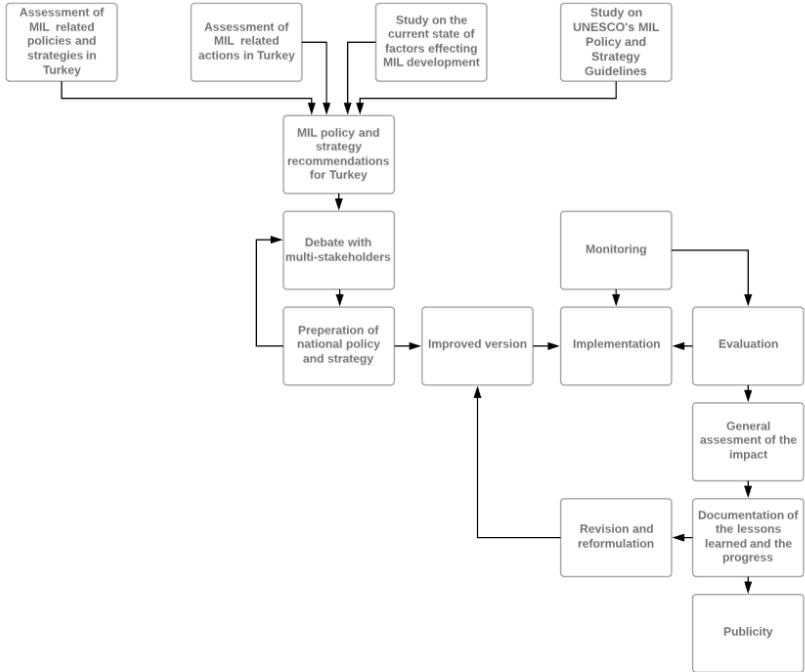
Organise international, national and local meetings with both IL and ML experts, and other stakeholders to gain new insights, strengthen dialogue, consensus and develop a common approach and strategy

Ensure teachers, library professionals, pupils/students, researchers and citizens in general are trained on all competencies of MIL on the whole
Integrate the activities of the faculties of education, library and information science, and media and communication to promote MIL

Integrate the activities of related organizations (the Ministry of National Education, the Information Technologies and Communication Authority of the Ministry of Transportation and Infrastructure, the Ministry of Development, the General Directorate for Libraries and Publications of the Ministry of Tourism and Culture, the Radio and Television Supreme Council, the Higher Education Council, departments of library and information science, faculties of education and communication) to promote MIL

Implement appropriate evaluation and monitoring instruments to assess progressive integration of
ML and IL

8. Roadmap



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Appendices: Current State in Turkey Regarding Education, Diffusion of ICT and Information Centers/Services

Appendix A: Turkey's Educational Context

Turkey has a highly centralised governance structure where education policy is steered by the Ministry of National Education and, at the tertiary level, by the Council of Higher Education. Schools have little autonomy and limited capacity to address their needs while tertiary institutions have more autonomy than schools. Still, central authorities oversee funding and student entrance exams for tertiary institutions. The central and provincial governments are responsible for personnel and financial management of schools. Data suggests that primary and secondary education are underfunded compared to other OECD countries (OECD, 2013).

In Turkey, the proportion of the population below age 15 is one of the highest among OECD countries. This makes it even more important to ensure that these young people are well prepared for the labour force and further learning through quality education. However, both quality and equity remain a challenge. Turkey has made improvements in PISA mathematics and science assessments, but it remains below the OECD average in reading, mathematics and science. The participation rates in early childhood education and care are also low compared to the OECD average. Turkey has a higher-than-average proportion of underperforming students, and academic achievement is particularly low amongst disadvantaged students from low socio-economic backgrounds. The transition into upper secondary education and tertiary education is highly selective. Graduation rates in upper secondary education and tertiary education for both academic and vocationally oriented programmes are below the OECD average (OECD, 2013, 2018).

According to OECD reports, Turkey has made progress in the area of education and human capital, however gaps vis-à-vis OECD benchmarks still remain large. Key policy issues and priorities to address in Turkey regarding education system indicated by OECD are: improving equity between regions and urban and rural areas; addressing the needs of disadvantaged students; preparing quality teachers and school leaders; improving access to and completion of upper secondary education, vocational education and training,

and tertiary education; and adequately funding the education system (OECD, 2013). Strengthening links to the labour market is another area for improvement. According to OECD evidence, Turkey needs to address high levels of skills mismatch (OECD, 2018).

Reforms have been introduced in both primary and secondary level, beginning, in certain cases, as pilot projects to transform national education policy to improve both equity and quality of the education system. However, evaluations indicate that not all targets or objectives were met and that it is difficult to transform pilot projects into nationwide policy. Legislation was introduced in 2012 to increase the number of compulsory years from eight to twelve and to redefine the education system into three levels (primary, lower and upper secondary education) of four years each (Compulsory Education for 12 years [4+4+4]) (OECD, 2013). Setting the age for starting elementary students at five years old has been debated extensively in the country since the Grand National Assembly passed this regulation. At the outset of its implementation, students who started first grade in school year 2012–2013 had an age distribution in the range of five to seven years. Findings of a recently published research which aimed to determine the effect of this age difference on both readiness for the school and the academic development indicated that younger students were disadvantaged relative to their older peers in all the specified fields and subfields (Şahin & Güzel, 2018).

Appendix B: Diffusion of ICT into the Society

Availability and easy access, in other words diffusion into the society, of ICT is a pre-condition for the development of computer literacy as well as MIL skills. Therefore, for this part of the report, mainly statistical information, based on Turkish Statistical Institute's (TURKSTAT³¹) surveys, will be provided to illustrate the current state in Turkey.

ICT prevalence and use have been increasing in recent years. According to TURKSTAT Household Information Technology Usage Survey, in 2018, proportion of individuals using computers is 60 percent and using Internet is 73 percent (which was 43 percent and 52 percent respectively, in 2010).

As of 2014, rate of households with Internet access was 60 percent, which increased to 84 percent in 2018. Insufficient digital content, applications and services in Turkish, lack of awareness, high cost of access and devices and lack of digital skills were indicated as main obstacles for widespread use of ICT in 2015 and the Information Society Strategy and Action Plan (2015-2018) targeted improvements in these areas. Current figures prove some improvements. However insufficient volume and quality of digital content in Turkish remains as a challenge. Fifty-five percent of global web content was in English as of 2013, and this certainly is a disadvantage for individuals who do not speak English (Ministry of Development, 2015).

Although access prices have declined in recent years as a result of increased competition in mobile broadband market and the Special Communication Tax on Internet services being reduced, prices of imported ICT equipment remain high due to not only high taxes applicable for these devices but also recent dramatic depreciation of Turkish lira against foreign currency.

Digital literacy rate among children and young individuals is particularly high due to intensive ICT use in formal education in recent years. On the other hand, lack of basic ICT skills for digital immigrants, who are mostly over a certain age, still constitutes an important problem (Ministry of Development, 2015). A digital divide is declared as the most obvious result of structural problems in ICT use in Turkey by the Ministry of Development (2015). This digital divide represents inequality in access of individuals to ICTs and can vary with individuals' demographic and socioeconomic

31 <http://www.turkstat.gov.tr>

characteristics such as gender, age, disability, income level, education level, geographic area of residence. For example, in 2018, Internet use among men was determined as 80 percent while it was 66 percent among women. These figures were 59 percent and 39 percent respectively in 2013. Internet use rates are 73, 15 and only 5 percent for age groups 16-24, 55-64 and 65-74, respectively. While Internet use rate in Istanbul is 64 percent, it is 39 percent in Southeastern Anatolia. Among individuals with disabilities, who are the most exposed group to digital divide, the ratio of people using none of the computer, mobile phone and Internet was 61 percent in 2010. This data indicates that factors leading to digital divide should be identified and specific policies and strategies for each social segment should be formulated accordingly. This is how and why the Information Society Strategy and Action Plan (2015-2018) was prepared in 2015.

In the Information Society Strategy and Action Plan (2006-2010), it was aimed to boost ICT competency and Internet access capabilities of individuals through the establishment of 4,500 countrywide full-time Public Internet Access Points (PIAPs). In this respect, about two thousand PIAPs were established in places such as libraries, adult education centres, vocational training centres and barracks. Although there are successful examples, in general these centres did not generate the expected impact due to various deficiencies related to their design (Ministry of Development, 2015).

Use of social networks and social media is quite common in Turkey. 96 percent of Internet users use social networks and the average time they spend on these platforms is 10.2 hours per month. 54 percent of children in the 6-15 age group are active on social networks.

Use of ICTs among children is increasing rapidly. According to the Survey on Use of Information Technology and Media among Children, conducted by TURKSTAT in 2013, the rate of computer, Internet and mobile phone usage rates in the 6-15 age group were 61, 51 and 24 percent respectively. In the same age group, 38 percent of children spend up to two hours per week, 47 percent spend 3-10 hours, 12 percent spend 11-24 hours and three percent spend more than 24 hours on the Internet. Rate of access to Internet at home is 66 percent, while figures for school and Internet cafes are 28 and 21 percent respectively. Doing homework, searching for information, playing games and participating in social networks are among the top-ranking purposes for using Internet.

Regarding transformation of Turkey into an information society, steps were taken to provide public services in the electronic environment. e-Government Gateway, which aims at provision of electronic public services from a single point in an integrated and secure way, has been in operation since 2008. Number of registered users increased significantly after providing local government services, which are closely related to daily lives of citizens and businesses, through the e-Government Gateway. Although solutions for basic e-government implementations and foundations for integrated e-government service delivery were established initially, improving quality of these services through a citizen centric approach and encouraging participation in public decision making mechanisms both at the local and central level is currently being prioritized. In the e-Government Benchmarking Report published by the EU in 2013, Turkey was above the EU27+ average in terms of "e-government services maturity" indicator, which is associated with e-government service use, and "ease of use in the provision of online services" indicator, which is developed for user-centric service provision (Ministry of Development, 2015).

According to TURKSTAT Household Information Technology Use Survey 2014, 29 percent of population aged 16-74 years is using e-government services, while this rate is 53 percent among individuals using Internet in Turkey. Considering the purpose of using Internet, getting information from websites of public organizations ranks first with 51 percent. On the other hand, according to TURKSTAT Business Information Technology Use Survey 2013, 74 percent of enterprises with more than 10 employees used e-government services in 2012. TURKSTAT Life Satisfaction Survey 2013 indicates that satisfaction rate of e-government services is 86 percent.

Appendix C: Information Centres and Services

Turkey has a rich library tradition going back centuries. According to 2017 statistics, there are 1146 public libraries (including children libraries) in Turkey with more than two million registered users (only 2.7 percent of the total population of the country). These libraries house 19,993,613 publications, and 3,338 staff annually serve 25,091,232 users. Only 17.6 percent of the staff are qualified librarians³².

Regarding the collection size, there has been an increase in the number of books in public library collections. However, as Al and Akıllı (2016) report, when considered together with the rate of increase in the total number of registered public library users, there has been a decrease in the number of books per registered public library user in the past decade. Although various indicators suggest that there is an increasing general interest and development in the public libraries in Turkey, comparisons made with other European countries suggest that there are a number of issues that need to be improved. There is a need for a Public Libraries Law to operate public libraries under complete legal security, for a revision of public library's role to adapt to changing circumstances, and re-structure their services to address the actual needs of the target communities they serve (Al & Akıllı, 2016). Improvements required for the staff, collection, and buildings should also be mentioned.

The existing centralized administration structure of public libraries in Turkey (which is under the governance of the Ministry of Culture and Tourism), on the one hand, is an advantage to develop national strategies to address the problems of public libraries to create stronger libraries. However, on the other hand, it could be a disadvantage if the central government's attitude toward libraries is not a positive one (Al & Akıllı, 2016). Decentralisation (the transfer of the public libraries to local governments) has been debated in the country since 2004. Those who oppose the transfer claim that local councils may not pay much attention to public libraries since the existing legislation does not enforce any such duties and that local councils, being different from one another in terms of both resources and attitudes, might cause an inequality in the offering of information services by these libraries

³² Ministry of Culture and Tourism Statistics: (<http://www.kygm.gov.tr/>).

to the public (Al & Akilli, 2016). It has also to be mentioned that, additional to public libraries, some cities in Turkey operate their own municipal libraries.

The existing legislation considers public libraries as cultural and informative institutions, offering free access to information to everyone, in whatever form it is available. During recent decades, public libraries also play a role as a hub for Internet world. Some public libraries have well equipped computer labs in which they offer free ICT use for the citizens. However, generally, apart from one-on-one instructions when need arises, they hardly offer regular, well-programmed user education services which can be counted as part of MIL training.

Although Turkish school libraries have a long history, the level of school library development in Turkey has been far from being satisfactory. School libraries in Turkey are governed by the Ministry of Education. In principle, every school has a library, however, it does not mean that these libraries meet the standards required of a modern school library. Sometimes, they are in the form of a few shelves of books which might be located in the teachers' lounge, the principal's office, corridors as well as in the classrooms (Önal, 2005). The school libraries are seldom managed by trained staff and the collections are often not rich, up-to-date and easily accessible; frequently, the libraries even have to be closed for a prolonged period of time due to adverse conditions. However, in some mainly private schools, it is possible to find libraries that are up-to-date. Although during the last couple of decades there has been some improvements (especially with the development of z-libraries³³ with improved e-collections and technological infrastructure), lack of policy, resources, qualified librarians, adequate budget and proper infrastructure, facilities and buildings remain as the main issues to address regarding school libraries (Önal, 2005) and barriers to make school libraries an integrated part of education system and MIL education.

The Turkish National Library has many important functions such as being a legal deposit library and playing a role as a national bibliographic centre. However, in terms of media and information literacy training it cannot be defined as a champion and has never undertaken a pioneer role. Turkey also has a rich diversity of specialised libraries within various organizations.

33 <http://z-kutuphane.meb.gov.tr/Home/Hakkimizda>

ICT provides significant opportunities for access to cultural heritage and scientific information. Today most libraries in Turkey, the pioneers of which are academic libraries, provide e-resources (books, journals, etc.), e-services and are adapting themselves to the changing behaviours of users. The Cahit Arf Information Center functions as a national information centre and aims to provide information sources and services to universities, public and private sectors. The Cahit Arf Information Center within the Turkish Academic Network and Information Center facilitates access to scientific literature through subscribed international databases as well as in house created Turkish databases which indexes Turkish scientific journals. Through its National Academic License for Electronic Resources (EKUAL) project³⁴ started in 2005, the aim of which is encouraging a broader use of high quality academic information and promoting scientific research and publication, national license agreements are made with the most publishers and database producers. The Anatolian University Libraries Consortium³⁵ established in 2000 is also an establishment which provides support to improve academic libraries in Turkey and makes national level licencing agreements for the provision of effective and widespread access to academic electronic resources. The Higher Education Council Thesis Center provides access to thousands of master's and doctoral theses in digital form. Furthermore, some Turkish universities participate in international initiatives for open access to scientific information. However, in order to increase volume of local digital content, it is necessary to remove legal and technical barriers and to establish cooperative structures among universities regarding open access to scientific information. In contrast to other library types, academic libraries, which are the most developed library type in the country, have been offering well-developed information services including user education services. These mostly can be regarded as library literacy education (which introduce library resources, tools, and rules) almost from the very start (some are more advanced from the others and improvements are required). Orientation programmes for newcomers; drop-in workshops (participation is available upon registration

³⁴ ekual.utakbim.gov.tr/eng/

³⁵ www.ankos.gen.tr/web/en/index.php/genelbilgi

– just sign up and show up) on various subjects for different target groups (students at all levels, and faculty); on-demand training which is tailored according to demand from the faculty and embedded in different courses constitute a different forms of user education-- in other words information literacy education offered by academic libraries. Although these programmes address many important components of information literacy, media literacy itself is neglected since libraries do not see it as part of their responsibility. Computer literacy is taught by individual departments or other units within the universities.

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