
PUBLIC ACCESS TO INFORMATION & ICTs
PHASE II REPORT

TURKEY

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Center for Information & Society.

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1 Extended Executive Summary

1.1 Research Project Overview

This research focuses on the public access to information and communication landscapes in 24 countries, with specific focus on public libraries, to understand the information needs of underserved communities, public access to information and communication venues, and the role of ICT.

Through field research in 24 countries conducted by local research partners, and cross-country comparative analysis based on common research design elements, (see list of countries and research design overview in Appendix), the project aims to contribute to the knowledge in the field of information and ICT for development. Of particular interest and value are: the comparative look at key venues (libraries and other), and the combination of the depth of in-country knowledge with the breadth of global comparison to elicit success factors and scenarios to understand how diverse populations can and do access and use ICT to improve their lives. All output of this research will be broadly disseminated to interested stakeholders and placed in the public domain.

This report presents the research on public access to information and communication landscape in Turkey. During recent years, a significant effort is being made to improve the infrastructure and to enable the branches of the government to create a more successful society in Turkey. With support from the government, the State Planning Organization launched the 2006 eSociety action plan. Since then several strong initiatives have been taken to strengthen the existing venues and to find new ones that offer public access to information and ICT.

With these new initiatives, the venues are now called Public Internet Access Centers (PIACs) in Turkey. The responsibilities for setting them up are given to various public organizations and therefore they are coming up in various forms. One major group of PIACs involves in both enhancements of existing Internet centers within public libraries and increasing their numbers. One group is being established by the local authorities. Yet another group is planned to be part of already well spread Public Training Centers in Turkey. In addition to these, there are a few more focused groups such those in industrial zones or military barracks.

When this report was written, almost half of 4500 planned PIACs was opened. Each of these venues aimed to respond effectively to the needs of the public to access information via ICT while providing basic training in ICT skills. There are various underserved groups in Turkey who would benefit directly from these venues. Some of these groups include the unemployed, women staying at home, and those with little or no formal education.

This study aims to explore existing and prospective PIACs in Turkey and evaluates them in terms of their potential and effectiveness to serve the underserved better. The first part of

the report presents an overview, and the methodology used to collect data that makes up the core of the research. Following a general country assessment, the report offers detailed analysis of the each of the venues chosen. In the final part are the concluding remarks and further recommendations.

1.2 Introduction

As part of the recent eTransformation Strategy Action Plan, around 4500 PIACs are to operate in various parts of Turkey. The purpose is to start IT education for the public, and to support those who cannot afford to buy a computer and access the Internet at home. The State Planning Organization (SPO), which is directly reporting to the prime minister's office, seems to be responsible for coordinating activities related to eTransformation. The eTransformation action plan was launched a couple of years ago and according to this plan, although now delayed, 4500 PIACs will be opened having 20 computers, 1 projector, 1 laser printer and a multi-media library. A trainer for each center will also be hired. The purposes of these PIACs are to offer free access to information as well as to train the public on basic computer, language and vocational skills. Each center will also grant a certificate to those who successfully complete the courses.

Responsibilities for planning, opening and setting up all of the 4500 PIACs are shared by different public bodies: Ministry of Transport, Ministry of Education, State Planning Organization (SPO) and TURKTELEKOM. The ministries and the SPO plan, coordinate and oversee the implementations where as TURKTELEKOM is responsible for setting up the physical venues at the local authorities. This shared responsibility also result in a lack of central authority for being responsible for the venues, especially after they are set up. Responsibilities are distributed among various organisations for managing and maintaining the venues. The primary distribution of responsibilities for the venues summarised as follows:

- At the public training centers – Ministry of Education
- At the public libraries - Ministry of Culture
- At the local municipalities – Local Governments
- At the Organised Industry Zones –Ministry of Industry and Trade
- At the Military Barracks – The National Army, Ministry of Defense

The plan to open 4500 PIACs is an important part of the eTransformation strategy of Turkey. While keeping an account of these new PIACs, for the purposes of this research we have identified the following venues: Public Libraries (already had some PIACs at the district centers) and two recently opened venues - Municipality PIACs, PIACs at the Public Training Centers (Halk Egitim ve Meslek Egitim Merkezleri).

In this research we will refer to each of these venues as Library Internet Centers (LICs), Municipality Internet Centers (MICs) and Public Training Internet Centers (PTICs).

So far, there are 268 (186 new – 82 existing) LICs, 850 new MICs and 1155 new PTICs in Turkey. So, almost half of the planned PIACs are build but not yet completely opened and fully operationalised. Some PIACs at the libraries (82 of them) have been operating since before the launch of the eTransformation action plan. While conducting the research, we have also discovered that a small number of municipalities had also opened a PIAC under their responsibilities and funded by their own resources.

Apart from the venues chosen, 227 PIACS are also opened at the military barracks. As eTransformation strategy is also interested in IT education, a total of 1798 school received computers and peripherals to conduct IT classes last year. In 2008, this number is expected to increase 1220 more.

1.3 Country Overview

Turkey has around 70 million inhabitants. The country is divided to seven major regions with 81 districts in total. 70 percent of the population lives in the cities. A large proportion of the population is young. The percentage of the people between 15-64 years of age constitutes around 66 percent of the population. The education is compulsory and the literacy rate is around 87 percent where the rate is higher for men (95 %) than women (79%). There are differences in education, social and economical status between eastern and western part of the country where the east and southeast is more rural.

The country is governed by a parliamentary democracy with strong tradition of secularism. It has traditionally strong relations with EU and USA. In the late 80s, the relations with South Asian countries and Japan have improved. Turkey also has strong ties with Central Asia after the collapse of the Soviet Union gave independence to Turkic states.

The economic model of Turkey moved from being state centric to a market based model around 80s. During 80s and 90s, it experienced rapid growth but also financial crises and economic recessions. After 2001, new reforms led to a controlled inflation, economy started recovering, unemployment fell and the confidence in investments improved. Also, influenced by EU unification process, the government control was reduced in many areas including trade and investments. Many publicly owned industries were and still are being privatized. Nowadays, Turkish economy is showing a strong and stable growth with notable foreign investments due to structural changes in the banking, retail, and telecommunications sectors.

All these reforms create a slightly better environment for the underserved in the country, especially in the eastern part. As a result of these efforts inflation has gone down to a single digit in 2005. The unemployment rate was drastically down to around 10 percent. However the income distribution is still a problem where top 20 percent has around 46 percent disposable income where as the bottom 20 get only 6 percent.

ICT use and the education in Turkey started early 80s but with the spread of Internet, it has accelerated in the business world. This was followed by the individuals' first using

computers at the cyber-cafes and gradually afford owning computers. With recent eTransformation efforts, the government has prioritized a uniform distribution of IT education in all parts of the country, businesses using ICT, the public sector organizations modernizing themselves via ICT and increasing the IT skills of the citizens. Although regional and socio-economic differences in adopting ICT exist in the country, the general trend and recent efforts seem to be positive and moving in the right direction.

1.4 Research Rationale, Sample, and Methods

This research aimed to examine three major venues that allow the public access to information via the ICT, especially the Internet. Some of these venues seem to have existed in the country as part of the modernization efforts of libraries and as disparate efforts of some public, non-governmental organizations, and the local authorities. However, apart from the libraries and the cyber cafes, the venues that existed did not really make up a good basis for the research. Thanks to the new eTransformation plan, the government took action to open new 4500 public access Internet centers at the libraries, municipalities, and in public training centers. A small number is also being opened at military barracks, orphanages and similar community places. Among the existing and new venues, the choices are made according to:

1. the degree of spread and availability in the country
2. the degree of cheap or free access
3. The degree of public fund used
4. the degree of service to under-served communities considering age, gender, income and education level.
5. the degree of available information about them so that an effective research could be done.

The selection process resulted in top three venues: PIACS at the (1) libraries, (2) municipalities and (3) public training centers.

The research requires two different kinds of information:

- a) general assessment of the country and the venues
- b) detailed assessment of and research about the venues

For both of the above, secondary and primary data sources are used. Secondary data sources are gathered via the Internet, news, reports, and government publications as well as the statistics. The primary sources include the top public sector professionals who are responsible for planning, implementing and monitoring the PIACs at the ministry of transport – the directorate of communications, state planning organizations – department

of information society, ministry of education – IT department, department responsible for public training centers, ministry of culture and tourism - the General Directorate of Libraries and Publications and TURKTELEKOM. We also talked to various other public sector officials at the office of the prime minister and other ministries. The other group of experts who helped with this research includes academics who are experts on e-society, eGovernment and IT in general. Also among the interviewed were a group of private sector professionals and experts either responsible for or actually operating particular venues at different locations in the country.

The interviews were carried out via phone calls, skype, face-to-face meetings, and were initiated and followed by email as well. Although the interviews were unstructured, the report template were used as a basis, at times, certain sections of the reports were communicated to the experts in order to keep the research focused.

A questionnaire-based survey was conducted to obtain information regarding the venues, the use and the users of the venues. The project leader at the CIS provided the questionnaire. After venues were selected and around 20 locations were probed via phone interviews, 8 different locations – 4 in urban and 4 in non-urban areas were chosen. In each location, each of the venue type was attempted to be surveyed. The survey aimed to collect data from one operator of the venue and 40 users of the venue. Although all of the eight locations were visited, due to constraints on the availability of the satisfactory number of users, time constraints and other difficulties, having a survey of each type of venues in each location was not possible. At the end 6 venues in urban and 6 venues in non-urban locations were surveyed with reasonable distribution of each type of the venues. We had difficulty in collecting data on ethnic origin, caste and health related information. There was a separate questionnaire used for surveying operator or responsible person of each of the venues visited.

Overall, the research covered expert representatives on PIACs, providing more detailed information on venues, though statistically not significant to draw any generalizations.

1.5 Information Needs of Underserved Communities

The underserved communities in Turkey can be examined according to whether they are urban or non-urban dwellers, their level of education and income, gender and socio-economic status. Those in rural areas are underserved by the lack of sufficient ICT infrastructure and the information.

The existing PIACs in Turkish libraries serve mostly the student population for research and homework. The cyber cafes are commercial in nature and open to the public, but mostly used by young male population for communication and games. The eTransformation strategy action plan led to open 4500 new PIACs, primarily, in order to (1) educate the citizens in ICT skills and (2) to provide them with places where they can access information. The strategy aims to deliver these PIACs with uniform distribution around the country and with uniform ICT capacities for each of the PIACs to serve,

therefore primarily those who are less able to access ICT and who cannot afford a computer at home. It seems that before the provision of information is the need for capacity building where underserved citizens are enabled with ICT skills. For example, education level determines capacity to use ICT tools and therefore create an urgency in accessing needed information.

The need of the underserved communities can be various. For example, if we take the student populations in non-urban areas, they need to access information for research and homework. Those at the lower income bracket cannot afford a computer, but need to improve their ICT skills, be able to use new communication tools such as email, chat or skype in order to be in touch, be informed and benefit from ICTs contributions to social development. Married or single women can be empowered where ICT can enable them to be in touch with social and economic issues in the country, finding jobs and improving their overall status in the society. Although a particular example of a venue supporting visually impaired exist, this is only rare example and there is a growing urgency to support the disabled citizens to access information and especially via ICT skills. The public organizations and the government offices are becoming more serious in the implementation of e-government web sites or portals. These are essential for the underserved communities not only as access tools to information but also creating a convenience for their lives. The current efforts for building uniformly distributed PIACs in Turkey aims to deliver both capacity building results and sufficient content for the required access.

1.6 Strengths, Weaknesses, and Opportunities in Key Public Access Venues

Having a well-planned set of actions is a good start to build 4500 PIACs in Turkey. This opens new horizons for the IT education for many and facilitates access to information. The major observed strengths of the venues include a well-planned, uniform distribution policy all over the country, installation of fairly recent technologies, in many cases a convenient and comfortable location, operators willingness to help the public and acceptance (frequent use) by the members of the public.

There is, however, a key challenge as how to maintain the venues. It is observed that in many places the venues are set-up fairly fast and then transferred to the local management – libraries, public training centers or municipalities. The venues are left with an “operator” who often does not have necessary and sufficient skills and the knowledge to maintain the equipments and to support the users. In some cases, it is not clear who really is responsible for maintaining the venues. The local management may not have enough funds to hire qualified personnel to operate the venue or maintain the long-term operation. Currently, there is an ongoing study at the ministries to find a good model for setting up these venues and maintaining them for a long period of time.

Lack of properly trained personnel also limits the full utilization of the venue due to insufficient support and training for the users. Most of the users seem to be either self-thought or had a limited IT education at school. Therefore, there is an urgent need in

placing a proper model for capacity building both for the users and the operators. In addition, a proper funding and management scheme has to be developed to enable these venues to serve the citizen for a significant long period of time.

Most of the venues and the libraries are open during regular business hours. This limits who can use the libraries when thus limiting the potential of the venue. For example, the students use libraries often. If the working hours extended, this can help other members of the public be able to go to libraries, after work for example. Another observation at the venues was related to the age group. Adults or senior citizen use the venues much less. There needs to be certain incentives, such IT training, to encourage them. As majority of the venues are new, these issues may be normal and expected but they make up a significant challenge to a successful implementation of an ICT project in the country.

1.7 Salient Findings

The research outcome and findings can be summarized as follows:

1. There is a strong will and political support in the country to make ICTs available to citizens, businesses and the public sector organizations.
2. Although there were a number of public access information centers in the country and some libraries were offering ICT based services to the users, eTransformation efforts aims to scale up the infrastructure to enable public to access information via 4500 newly opened PIACs.
3. There is, however, no central authority being responsible for opening and running these venues. The coordination efforts seems to be slow and in some cases ineffective.
4. Currently, after the venues are set, they are left with the responsibility of local organizations. These organizations often lack the necessary skills, manpower and funds to support and maintain the venues. Owing to these, some venues are observed to be kept shut or the uses were strictly limited, due to the fear that any break-down or maintenance may be costly or may not be possible at all.
5. The uses of the venues are often for students to do their homework, for communications via email – in some cases chat and skype is allowed- or for simple information gathering. This is not realizing the full potential of such places where a lot of funds and efforts are being put.

1.8 Key Recommendations

The current PIACs constitute a great resource for the country to increase ICT use by the citizens, public sector and the businesses. One of the appropriate policy might be creation of a central authority, responsible for ICT affairs, such as ministry of Information technology and communications. Lack of such authority may be an important reason for inefficient coordination and long term planning. Although very useful, current efforts to open PIACs may be a quick fix without a proper long term planning for capacity building, and maintenance of the venues and may result in loss of significant resources.

The local organizations, which are responsible for running these venues must be enabled to run the venues via transfer of proper skills required and with funds to maintain long term operation.

Apart from students and the young members of the population, the underserved communities including adults and the less skilled in IT must be encouraged to use the venues. Special resources must be reserved to offer incentives to these segments to use the venues.

Although the creation of these venues are part of the larger strategy for eTransformation of the country with its public sector, businesses and the citizens as users; creation of necessary content to attract users may not be delayed. This will contribute to the use of the venues with full potential where the users will benefit more from the venues other than using the ICT for simple communication and trivial homework. Such content will enable the citizens, for example, access local content, e-Government web sites and other useful information sources that can increase their quality of lives.

2 Methodology

2.1 Venue Selection

2 paragraphs

Brief description of the selection process: how you selected the types of venues to be studied, why they were included, why others were left out.

Note: this data collection template is designed to capture info about 4 venue types. If you study in detail more than 4 venue types in the country, include a full description of the 5th one as an appendix, using the same set of questions.

Until very recently Turkey did not have any public venues where the citizens could access information freely. The major outlets would be the cyber cafes, schools/universities, workplaces and houses for those who could afford purchasing computers. Some libraries in districts centers had a small computer lab with Internet access. With recent eTransformation efforts in Turkey, the government decided to open 4500 new Public Internet Access Centers (PIACs). In this study the focus was on libraries and the new PIACs. The selection was, therefore, not so difficult and included the Public Libraries (already had some PIACs at the district centers) and two recently opened venues - Municipality PIACs, PIACs at the Public Training Centers (Halk Egitim ve Meslek Egitim Merkezleri). These venues are referred as Library Internet Centers (LICs), Municipality Internet Centers (MICs) and Public Training Internet Centers (PTICs).

So far there are 268 (186 new – 82 existing) LICs, 850 new MICs and 1155 new PTICs in Turkey. Traditionally, the only public access venues in Turkey were public libraries and the internet cafes (which is not part of the detailed study). The other two chosen venues emerged very recently as a result of Turkish government's new effort for establishing an eTransformation of Turkey. These three venues were chosen because they are made widely available in all parts of Turkey, aiming to answer information needs of the all but aimed especially to those who cannot afford to have a computer at home or unable to use ICTs due to lack of skills required (i.e. the underserved). This way, while they make such a good fit for the requirement of the research, each one of them is somewhat complementary to one another in terms of the majority of users they attract – LICs are mainly for the students, PTICs are often for adults and MICs are open to all but very effective in rural areas.

The internet cafes seem to be another major and widely spread public access venue in Turkey. However, they are not free and do not really provide non-trivial information access. Internet cafes, mostly, are full of young men playing noisy games and using the internet for chatting and communicating. This is especially true for the rural areas. We exclude the internet cafes from our study, as they are commercial venues.

As part of the 2006 action plan on PIACs, the Ministry of Industry and Trade is planning to open public access ICT venues at the Organized Industry Zones to encourage and support the development of industry and manufacturing. These PIACs are yet to be opened. We also exclude these from our study as these PIACs seem to target those members of the public who are working in these industrial zones.

Military have planned to open PIACs in Turkey and so far 227 (2 in cyprus) of them have been built and equipments have been installed. They are not yet fully operating, though. We also exclude them from our study as they represent a special context rather than a wider availability.

The eTransformation efforts also have provisions to open or set up internet information centers in places such as 13 youth centers, 49 orphanages, 22 girls development centers, 17 elderly care homes etc. As they are limited in numbers and scope, they are also excluded from this study.

2.1.1 Venues studied

Enter the details to complete the table based on the venues studied in this country (more details will be filled in other sections):

	Public Libraries LICs	Public training centers PTICs	PIACs at Municipalities MICs
Total number in country (A+B)	1161	1343	3225
Number Offering ICT in the country (a+b)	268	1155	850
A. # in urban location	81	Around 200	Around 120
(a) % offering ICT	81	Around 200	Around 120
Total # of people served (annual)	Not known	Not known	Not known
B. # in non-urban location	1080	Around 1143	Around 3105
(b) % offering ICT	187	Around 955	Around 730
Total # of people served (annual)	Not known	Not known	Not known

Comments (comment especially on definition of urban/non urban in the country):

It is hard to make a clear distinction between urban and non-urban areas in Turkey without a

reference to certain purposes. For this study, as it makes the analysis easier we chose district centers (81 of them) as Urban and the rest as non-urban. Some urban areas have more than one Public training centers and municipalities. Current Municipalities: 3225 but with a new legislation smaller municipalities will be combined to reduce this number to around 2100.

PIACs at the Public Libraries (LICs)

In Turkey, there are 1161 public libraries, 81 of which are located in county centers and the rest in cities. The number of total users amount to 21.000.000 and the number of books reach 12.958.000. There are 2900 workers. The libraries also have audio books for the disabled. According to provincial statistics of various libraries, the main purpose that libraries are being used is to research and to do homework, and reading newspapers.

There are already 81 internet centers in the public libraries, which are located in the county centers. Each Internet center has 10 computers and 1 printer. Currently these are the most effective public ICT venues and yet to operate in other small cities. By the end of year 2008, an additional 186 library internet centers are planned to provide services. These services are completely free and open to all.

PIACs at the Municipalities (MICs)

As part of the plan to open 4500 PIACs, the local authorities in each city are building PIACs owned and operated by the municipality. This initiative is part of the support provided by the ministry of transportation. The setting up is done by TURKTELEKOM, a formerly state owned Turkish telecommunications company. The project aims to open around 850 PIACs.

The local authorities are keen to implement and succeed in this project as the commercial Internet cafes are considered to be “problematic” for various reasons. The PIACs at the municipalities will offer free and “clean” services to the members of the public. This also supports their cultural and youth activities. Some are also aimed at providing training to the young and unemployed.

Some local authorities in big cities such as Ankara, Istanbul and Izmir, already launched a few PIACs some funds provided from their own sources. In November 2007, around 50 PIACS were predicted to have started operations as part of sports and cultural centers.

As the local authorities seem to be very keen in getting involved in the 4500 PIACs project, they might be willing to take on maintenance and overhead expenses. The PIACS at the municipalities seem to be promising and showing a good potential to provide free access to information and ICTs.

PIACs at the Public training centers (PTICs)

There are 1343 public/adult education centers that have been operating for many years in the country. At these centers, majority of the education activities are outside the formal education framework. The following courses may be offered to citizens regardless of age or education levels

- Literacy courses □

- Vocational courses ☐
- Socio-cultural courses ☐
- Socio-cultural activities

Traditionally, some of these public training centers are already offering ICT classes and are successful in their operations. Incorporating PIACs to these venues should be a reasonable and an easy task. 1155 PIACs will open at the first stage and they will also provide e-Education. As these PIACs are supported by the ministry of education and EU, attendees will receive EU vocational training certificate upon completing the courses.

. As the ministry of education aims to build an online education portal and information technology classes in 1400 primary schools, the support from the ministry for these PIACs seems to be sustainable. This is further evidenced by its aim to make the technology available to individuals and households.

2.1.1 Other experiences of public access to information that are not quite “venues”

Basic information about other experiences with potential to make a difference to the public access landscape (tea rooms, Wi-Fi hotspots, coffee houses, web information portals) although they are not quite a “public information venue” in the sense defined for this study (see research design document for definition).

Other public access experience #1: Mobile subscriptions

Description:

One of the widely services available nowadays in Turkey includes subscription based mobile services for news and other data. In some devices, maps, and location-based information are also available.

Total number in country: Not Known

% offering ICT access: Not Known

% in urban location: Not Known

Comments on how it is influencing public access venues in the country:

These kind of services are becoming much more convenient as the mobile penetration drastically increases in the country. The limitations include the cost of the subscription and the type of services that can be offered via these small devices and screens.

2.1.2 Other existing public access venues, not included in this study

Basic information about other public access venues **not** included in the study (e-tuktuk, school or other private libraries not open to the public, health centers, etc), although they could play a role in public access information in the country. Indicate rationale for NOT including them in the study.

Other venue not studied #1: Military Barracks

Total number in country: Not Known

% offering ICT access: 225

% in urban location: Not Known

Description of the Venue:

Military service in Turkey is obligatory for all men. As part of eTransformation efforts, ministry of defense requested establishment of internet enabled computer centers in various parts of the Turkish Military bases for access and education.

Reason why it was not included in the study: They are narrowly focused on adult men doing their military services.

Other venue not studied#2: Internet Cafes (if needed)

Total number in country: Not Known

% offering ICT access: Not Known

% in urban location: Not Known

Description of the Venue:

Typical Internet cafes operated by the private sector almost everywhere in Turkey.

Reason why it was not included in the study: Commercial.

2.2 Inequity Variables

1-2 paragraphs each.

Describe how each variable affects equitable public access to information and ICT in this country, and what you did in this study to make sure each one was addressed (for example, if you visited venues in both urban and non-urban locations).

Also include additional variables of local relevance to your country, as you listed in Form 1, section 1a.

Many variables affect the public access to venues providing access to information and communication technology. Selection of the venues and the analysis of the interviews and questionnaires have been made while these variables are kept as a foundation of this research. These relevant factors are detailed below.

2.2.1 Socio-economic status

Under this variable, income is one of the most obvious determinants and can be analyzed in terms of high, medium and low level of income. The cost of ICT and the connection is very high in Turkey. For example, the cost of broadband is 5.4% of the per capita income in Turkey where as this is 2% on the average for the OECD countries (DPT1, 2006). The public access to ICT is most urgent for those who are low to medium income level as the higher income groups can have an access to various ICT media including ownership of computers, mobile devices and can afford the Internet or mobile connections.

With a significant rate of unemployment in the country, the percentage of low-to-medium income is higher than EU average. Surprisingly however unemployed seems to have relatively good access to Internet. But it is often for other than satisfying basic information needs such as looking for a job.

An important observation in Turkey is that most people can have an easy access to friends' and relatives' computers, as the community ties are strong in the country. However, the likely hood of a poor person knowing someone with a computer and Internet connection seems not so high. Therefore the level of income remains to be one of the major factors having an impact on the access to the information and ICT in Turkey.

2.2.2 Educational level

In general, the level of education may directly influence both the ability of the individuals' access to and the need for the information. The higher the education level the easier it may be for an individual to be able to understand and utilize technologies that are often required to reach to information. It is also possible that many schools and educational institutions may have special coverage of ICT training. This can create differences in the ability to access information between those who are more educated and can benefit from ICT education, and those who have limited education. In fact, for Turkey, the use of ICT and the inclusion of ICT training in schools are relatively new. Therefore the population is

somewhat divided into those who can “understand” and the use of technology to access information and those who are total strangers.

The level of education may have a direct influence on the need for the information, as the education brings in variety in the activities of the individuals who needs to be supported by information. We would, therefore, expect a higher usage from the educated youth of Turkey who are at the high schools, the universities or in the professional life. In Turkey, when computers and the Internet usage were surveyed according to occupational status, the students were rated highest (approximately 64% for computer and 53% percent for the Internet usage) among other groups such as salaried, unemployed, business owners, retired and house wives (DPT1, 2006).

2.2.3 Age

As in other countries, age is also an important factor determining the access to information and ICT in Turkey. Regarding age, one can make two important observations in Turkey: There is a large segment of young people and the life expectancy is relatively low when compared to EU countries’ average.

TABLE 1. Distribution of Population by Age Groups (Percent)

Years (1)	Total Population (In Thousands)	0-14	15-64	65+
2004	71,152	28.8	65.4	5.7
2005	72,065	28.4	65.7	5.9
2006	72,974	28.1	66.0	6.0

Source: TURSTAT, SPO, selected years from
<http://ekutup.dpt.gov.tr/ekonomi/gosterge/tr/esg.asp>

Historically, the younger population dominates the country’s population. The figures corresponding to population group with ages between 15 – 64 has risen around 8 percent from 1950 to 66 % in 2006. Those who are beyond 65 years of age make up only 6 percent of the population, with a modest increase of 3 percent since the year 1950 (Elib1, 2008). Obviously, a large proportion of the country’s population influences the need, the requirements and the access conditions to the information and the ICT.

2.2.4 Gender

Turkey’s recent efforts in economic development bring in social changes as well. The role of different sexes in this society, though changing, is often defined in traditional ways. While the men are so active in business world, women are trying to increase their share in employment figures. Despite regional and urban area differences, majority of the women, especially in small cities and villages, are occupied with taking care of the family at home

and as such are less involved with accessing to information and ICT. For example, Internet cafes in many small cities are filled often with young men and only a few women can be observed using them. Similarly, due to the employment constraints, those who access to information via workplace are also often men. In one study, when a group of 16 to 74 years old were surveyed about their usage of computer and the Internet, women taking care of family at home came out to be lowest in the rank (with 2.5 for computer and 1.17 percent for the Internet use) among other groups including students, retired, working, and small business owners.

Differences in the access to information and ICT according to sex is definitely an important factor for Turkey. The services offered at venues for public access to ICT should aim to take care of this situation unfavorable for women.

2.2.5 Location

This is a good place to offer further details on the urban/peri-urban/non-urban definitions and relevance in your country, among other location variables.

In addition to education and sex, location is also a significant factor in defining inequities to the public access to information and ICT. Turkey is a large country with different landscapes and geographical conditions changing from long sea coasts to high mountains. These differences in location, influence how developed a certain region is and what type of investments exists in that region: touristic, industrial or agricultural. This, among others, has an affect on the level of income, educational and employment opportunities, which all may directly influence the public access to information and ICT, especially for underserved.

For example, there are significant differences in computer ownership in Turkey (Ozcivelek, 2000) among 7 different regions. The lowest level of computer ownership is observed in the southeast region where only 1.2 percent of the household living in the area owned a computer. Marmara region was leading with 16.8 % of the household owning a computer. Although the situation is improving slightly, the regional differences in Turkey remains to be an important factor, as in other areas, for providing access to information and ICT.

2.3 Data Gathering Techniques

Describe the different data gathering techniques you used to conduct this study. Provide specific examples and sample selection criteria.

2.3.1 Literature review

Describe the type and approximate number of documents reviewed. Include detailed references of the most useful ones. Include valid links for all online sources.

More than 40 documents reviewed.

The information gathering approach in this report involved various methods of reaching experts and professionals who are primarily involved in areas of e-transformation, e-government, e-developments, and digital divide (inclusion) issues in Turkey. These professionals are either in academia, at high level positions of public organizations (such state planning center and eGovernment units at the prime minister's office, managerial level at the ministry of education, public libraries and publication organizations) or international IT companies (such as Microsoft) who are interested in eTransformation of Turkey.

We contacted them by email, Skype or phone. In order fill in the forms required, there was a need to have a face-to-face interview. We have interviewed the stakeholders of the PIACs project as well.

The secondary data was collected via the Internet and requesting publications of the

researchers and reports of the institutions.

2.3.1.1 Most useful bibliography:

DPT1, The Information Society Strategy, State Planning Organization, available at http://www.bilgitoplumu.gov.tr/eng/docs/Information_Society_Strategy.pdf, July 2006

Ozcivelek, (2000), Sayisal Ucurum: Turkiye de ve Dunyada Durum (Digital Divide in Turkey and in the world), a paper presented at the INET-2000.

Ozluk, Hakan Koray, (2006), Halk Kutuphanesi kullanicilarinin bilgi arama davranislari (Information search by the public library users), a masters thesis submitted to social sciences institute, Ankara University.

TUIK1, (2005), Gelir Dagilimi Sonuclari, Haber Bulteni, (news letter on income distribution) Turkish institute for statistics.

Important Online resources

Elib1, - Economic and Social Indicators,
<http://ekutup.dpt.gov.tr/ekonomi/gosterge/tr/esg.asp>

DPT2, State Planning Organization, <http://www.dpt.gov.tr/>

DPT3, Information Society strategy Action Plan, <http://www.dpt.gov.tr/>

DPT4, Bilgi Toplum Strategisi Degerlendirme Raporu,
http://www.bilgitoplumu.gov.tr/duyuru/IcraKurulu/BTS_Degerlendirme_I.pdf

UBAK1, Everensel Hizmet Raporu, Directorate of communications,
<http://www.ubak.gov.tr>

2.3.2 Individual interviews

Describe the type and approximate number of individuals you interviewed. Include detailed contact information for the most useful ones (indicate for which topic, if appropriate). Discuss how representative is this sample of people you interviewed in relation to different opinions and perspectives in the country.

In the public sector around 10, in the private sector 3 individuals, around 20 operators and 4 researchers are interviewed.

Most of the data related to general ICT and country, and general venue assessments were collected based on interviews with experts. Initially, to get a good idea about the ICT use in Turkey and the venues, a pilot interview were conducted. Researchers from academia, experts from telecom companies and IT sector, and a few public sector professionals were probed. This gave an idea how to find out about the venues in the country and those who are responsible for them. After identifying the responsible organizations, top-level executives and experts responsible for the venues were contacted. The interaction was

initially like an unstructured interview but later it turned into a continuous interactions and exchange of information required by the report. At later stage, those key people from the Ministry of Transport, Ministry of Culture and Tourism, ministry of education and the state planning organization have been extremely helpful.

In order to identify the locations and the venues to be surveyed around 20 interviews were carried out with operators or responsible persons. This helped clarify and target best choices of venues that would create a good sampling both in terms of choice of locations and available users at the venues.

The contact details are provided later in the contacts sections.

2.3.3 Group interviews and focus groups

Describe the type and number of group interviews or focus groups you conducted. If available, include detailed contact information for the most useful informants (indicate for which topic, if appropriate).

No formal focus groups or group interviews were designed. However, in 4 different venues, small group interviews with users were informally carried out.

This did help to understand better possible answers to the questionnaire questions and also the venues at particular locations.

2.3.4 Site visits

Describe the number and location of site visits you conducted. If available, include detailed contact information for the most useful informants (indicate for which topic, if appropriate).

18 number of site visits.

SURVEY	NON-URBAN				URBAN					TOTAL
	Silivri	Kirikhan	Cubuk	Esme	Usak	Urfa	Mamak	Artvin		
Library		41		40				27		108
Public Training Centers		40	40	44				40		164
Municipalities	42				42	42	41	40		207
TOTAL	42	81	40	84	42	42	41	107		479

There has been 18 site visits in total including 6 libraries, 6 public training centers and 6 knowledge houses at the municipalities. The locations of visits have been selected based on a distribution of venues to the east, west, north, south and central part of the turkey and phone conversation with over 50 venues to find out if the services are available. After doing the phone interviews 8 location (districts) were chosen all of which had at least one of the each venue. When the visits were carried out to these locations, it was not possible to do

the surveys in all venues either because there was not enough user, no support available or in rare cases the study was not welcomed. At the end there was in total of 12 venues being surveyed in 8 locations: 3 libraries, 4 public training centers, 5 municipalities. The distribution of the locations were still a representative sample covering the east, south, west and central regions of Turkey. Namely the surveys was conducted in Urfa (SE), Hatay – Kirikhan (S), Ankara – Mamak and Cubuk(C), Usak – Esme (W), Silivri (NW) and Artvin (NE).

Contacts are provided at the contacts section below.

2.3.5 Surveys

Describe the location and number of respondents to surveys you conducted for this study. Indicate their relative distribution across venues (for example, 30% in telecentres, 20% in cybercafes, 50% in public libraries), and how they were selected.

Describe the venues, their locations and the sample size for each:

	Public Libraries	Public Training Centers	Internet houses at Municipalities
# of urban venues surveyed	1	1	4
# of non-urban venues surveyed	2	3	1
# of respondents in urban venues	27	40	165
# of respondents in non-urban venues	81	124	42

Survey description and comments:

In total we have surveyed 479 respondents, of which 247 was at the non-urban venues and 232 was at the urban venues. In addition 12 operators were also surveyed.

For this study description of non-urban and urban according to region or rural areas are not considered to be proper. Instead every district center is viewed as urban. All other cities belonging to a district is considered to be non-urban. For example Artvin is a district center with a population of just over 20000, so it is considered as urban. In the survey we were more interested in the activities in the non-urban as we believed this would show more about the public access and its relation with the underserved communities. This was designed carefully at the beginning of choosing the locations. However, due to not being able to do some of the locations, we were disappointed that this would not happen. Still, we were lucky to receive more respondents in the non-urban parts than the urban locations.

2.3.6 Other data gathering techniques

Other Data Gathering Technique 1: Informal talk with users and the operators.

Turkish people are warm and very welcoming. At the time of venue visits, some of the time were spent with the operators or responsible persons where some background stories about the venues, the way they are set-up and operated have been shared. They raised good points but also some challenges.

Similarly while doing the questionnaires, a formal talk, sometimes in groups, were inevitable as most users were curious to know more and were happy to provide further feedback.

2.3.7 Most useful contacts

List here some of the most knowledgeable and useful contacts that can provide additional information and insight, in case someone else wants to gather additional information about this topic in the country.

EXPERTS

Ministry of Transport	Atila Celik
State Planning Organization	Recep Cakal Ozlem Asik
Ministry of Education	Turan Sisman Hasan Terzi
Ministry of Tourism and Culture	Hakan Koray Ozluk Fatih Ozdemir

SURVEY CONTACTS

Usak-Esme	Library Pub. Training Cent. Municipality	Hediye Hanim Havva Erturk Huseyin Ozbek
Ankara – (Mamak,Cubuk)	Municipality Pub. Training Cent.	Lale Ersoy Asim Guler
Sanliurfa	Municipality	Meral Sepetcioglu
Iskenderun- Kirikhan	Library Pub. Training Cent.	Mustafa Guleryuz Mutlu Anlar
Silivri	Municipality	Serkan Karabulut
Artvin	Municipality Pub. Training Cent. Library	Akin Dinler Sinan Arslan Erla Akarslan

2.4 Research Trustworthiness and Credibility

2-3 paragraphs

Describe any steps you took to minimize your own bias in conducting this study, and to increase the credibility

and trustworthiness of the results you are presenting.

One of the most significant problems in this research was related to the fact that the responsibility regarding the establishment and running of the public access venues in Turkey was distributed. At the beginning, this made it very difficult for us to figure out the real sources of the information. We thought we had to rely on some incomplete data from various sources including the news and interviews of government officials. However, deeper into the research, we were determined to find and receive support from at least three main government offices which were actually responsible for creation of ideas about the venues and their realization –Ministry of Transport -, then the implementation –mainly ministry of education and TURKTELEKOM-, and monitoring and control – state planning organization. We were able to receive information from those people who were actually the first hand sources.

We were also very lucky that the venues were being opened very recently, with exception of some district libraries. This made it possible for us to actually observe the process and involve in closely to get fresh information.

2.4.1 Research limitations

Describe important limitations you encountered in conducting this research, and limitations in drawing generalizations or broader conclusions based on the findings you report.

Although this is a landscape study, a few cautions should be put in place:

- Apart from the PIACs at the libraries, the other venues were just offering their services and even some of them were closed until September to operate fully. Therefore, some data required for in depth venue assessment for PIACs at the municipalities and at the Public training Centers still were not available.
- Some of the results gathered from the surveys should not really be taken as representative and generally applicable to the situation in the country. Although every care was taken to find good locations and venues, the aim of these surveys was to get a closer look at the venues and have better feel about them.
- There was a serious reaction to the questions with respect to cast and ethnic origin in Turkey as these matters are very sensitive issues among the population. We therefore had to remove the questions. Although cast is not relevant for Turkey, we were unable to collect data and perspectives with regard to ethnic origin.

2.4.2 Team qualifications

1 paragraph

Description of the research team and its qualifications to undertake this study.

The team was composed of 3 part-time master students, one research analyst and the team leader. Master students were helpful in data collection especially during the surveys. The research analyst is an experienced industry professional and was very helpful in managing and designing the research process in Turkey and setting up the high level contacts who are responsible for

establishment of the public internet access venues in Turkey. The research leader is an experienced academic who has been conducting similar research for the last several years and was instrumental in interviews, data analysis and report writing.

3 Country Assessment

3.1 Overall Country Assessment

Provide a broad picture of the public access information landscape in the country, informed by the results of this research. In 2-3 paragraphs, what is your overall assessment of public access information venues in this country?

In the last number of years, libraries in the district centers and the some municipalities were major venues offering free access to information via ICTs. Cyber cafes was set up all around the country serving citizens information needs for trivial uses and entertainment. Recently however the government started to invest in eTransformation of the country and as part of this significant strategy, since 2005 and 2006, new PIACs are being opened. Some of these new PIACs are at the libraries, some are at the country's widely dispersed public training centers and yet others will be opened by under the responsibilities of municipalities.

There is a growing determination and support by the government to improve the IT skills for the citizens and enable especially small businesses to use ICTs. The investments in opening 4500 new PIACs are part of the same strategy. The general picture in the country seems to be positive. However there are problems with actual numbers that are being opened so far – almost half of them are opened as June 2008, and many are not yet operating fully. There are also problems with building a sound model to operate and maintain the venues to serve users what they are supposed to.

3.2 Real Access Framework

Summarize the key findings and your assessment of each dimension in the Real Access framework used in this study. You will provide more details later.

3.2.1 Access

2–3 Paragraphs:

What is your overall assessment of ACCESS ecosystem in the country (physical access, appropriate technology, affordability)?

The Libraries already were equipped with an ICT center in every district center of Turkey. The new PIACs are also opened in every district uniformly distributed around the country. Depending on the size of the room available to the locally responsible organization and the need of the served community, the venues are designed to have between 10 to 20 computers, networked and connected to the Internet. Some venues also function as a small library.

The services are, as a principal, offered free and open to all. The libraries require a free subscription. However, due to limitations in funding, the hours of operations could be somewhat short and the printers are for limited use. In some places, though rare, entrance to venues is

restricted. We believe these difficulties are part of the fact that these venues are new and operation policies are yet to be developed.

The hardware and the software used in these venues are selected from among the newest technologies and no differentiation is made among the venues, and different locations.

3.2.2 Capacity

2–3 Paragraphs:

What is your overall assessment of CAPACITY ecosystem in the country (human capacity, locally relevant content, integration into daily routines, socio-cultural factors, trust in technology, social appropriation of technology)?

The organizations, which are planning and setting up the venues seem to be well capable of performing their responsibilities. One issue that still needs to be resolved by these organizations is finding out a good model of sustaining these venues after they are set up.

At the venue level there are often concerns regarding the trained personnel to operate these venues. In some places the local organizations are able to hire someone with IT skills; in some others a voluntary and rotating support is requested from local teachers; and yet, in most of the venues, there seems to be a lack of properly trained and skilled operator.

The government and the political will are strongly backing the improvement of the capacity of the users, via sessions on the venues or short courses in ICT skills. The existing capacity of users seem to be varying from one place to another, according to level of formal and IT education of the users and according to whether the location is urban or not. The general observation during the visits showed that the operating organizations are willing to provide the services and users are very keen to use the services offered at the venues, learn about them to improve their skills. There seems to be a strong belief that these venues can help them better their lives: for example, to find a job or a better job, to find certain information or just to do their homework.

3.2.3 Environment

2–3 Paragraphs:

What is your overall assessment of the ENVIRONMENT ecosystem in the country (local economy, national economy, legal and regulatory framework, political will and public support, regional and international context)?

eTransformation efforts in Turkey are receiving a good support from various ministries. The positive economic indicators are also helping financially support the strategy. This is directly reflected on investments in these venues. However, these investments at the high level may not respond well to the requirements at the local level. Depending on the region, local organizations may not have sufficient funds to operate these venues in the long run.

There are great efforts in supporting the ICT initiatives both in terms of creation and implementation of legal context, though these are still in the process of development and are yet to be fully implemented. The political will and support for eTransformation of the Turkey seems

evident in the operations of ministries involved, despite some practical, financial and implementation challenges. The process of aiming to join EU is also supporting the initiatives both financially and also in the political and regulatory arena.

3.3 Information Needs of Underserved Communities

Describe the specific information needs experienced by underserved populations, based on the results of your research. Who could benefit from better public access to information? This could relate to e-government services, health or agriculture information, job training, and employment search, among many others. Include reference to the key inequity variables in your country.

- (i) If appropriate, indicate any specifics that apply to Digital ICT services alone.
- (ii) Indicate the sources of data for this assessment

The issue of the information need for these underserved groups is an immense topic. However, there is a feature particular to Turkey, and may be to similar countries, and is so significant for the education of the society and especially for the smooth operations of the public organizations. In Turkey, accessing to information have always been so difficult. The reasons for this may be that (1) traditionally the public organizations don't record and process data, and (2) there is no culture of providing information to clients as part of the services. Therefore, the information need of the users are numerous and are more directed to improving their work, life style and wealth. Such information dissemination should help transformation of public sector organizations provide better services.

In terms of particular issues related to ICT services, it can easily be said that in Turkey, ICT services are not being utilized effectively. In a research conducted in year 2004 (DPT1, 2006) the purpose of using internet for non-trivial information need was constituting only 8.2 % percent of the users among the members of households; and only 3.5 percent were using the Internet for online purchases or selling on the internet. The Internet in Turkey seems to be used mostly for trivial purposes such as for communication, playing games and chatting (according to this research around 93 percent indicated so).

Obviously, the trend of moderate use of ICT facilities in Turkey needs to be changed. There is a growing need for training and educating the users to understand how they can access the useful information to change their lives and bring in convenience and help accumulate wealth.

Source: (DPT1, 2006)

3.3.1 Information sources

4.2b) What are the current sources for this kind of information in the country? Are these sources adequate (current, appropriate to the population, etc.) In sum, does the locally relevant content exist?

- (i) If appropriate, indicate any specifics that apply to Digital ICT services alone.
- (ii) Indicate the sources of data for this assessment

One of the most relied current sources of information in Turkey is often “others who know”. People do socialize a lot and rely on those people among their families and friends to provide what they need and to get information on how to do things.

The other major source of information is the TV. There are tens of TV channels providing regular broadcasting and also exist some channels for certain needs such as news only and entertainment only. Then, of course, come the other traditional sources such as newspapers and radio.

One important source of information has recently been very popular. These are internet-enabled mobile phones. The penetration of mobile phones in the country is immense. There are those simple info and entertainment services such as downloading music and receiving text messages. Also, subscription based news and other data sent to internet-enabled phones are increasing. Mobile technologies are creating a trend to become another inevitable sources of information accessible anywhere and anytime.

In terms of ICT, currently the libraries and the ICT labs in schools, universities and though limited, local authorities are providing some services. These services seems however to be very limited. Imagine a school computer lab locked all the time except when there is a class. Although changing now, traditionally, the libraries provided access to information through one or few computers. Given these limitations, it is definitely very justifiable to increase the public access to the information via ICTs.

Source: interviews with experts

3.3.2 Key barriers to accessing the information that underserved communities need

Are the people who could benefit from this information getting access to it? Why or why not (e.g. content exists but not in the right language, print media exists but has not been distributed appropriately, digital media is available but people do not have access points, etc.)?

(i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

Depending on the channel, the access may be easy or restricted. Accessing via TV or mobile phones is relatively easier. Use of computers and other ICT present a special case, which we will discuss below.

In Turkey, often the existence and availability of the information can be one of the fundamental problems. However, with recent attempts in e-transformation project, much information have been made accessible via Internet and also made shareable among primarily public organizations.

There are no particular restrictions on the individuals to access information that are for general, work, education and public use. However, there are some factors inherently preventing access to information. Some these may include:

1. The cost of access is expensive.
2. Feeling of “no need” for access.

- 3. Lack of competence in using ICT
- 4. Lack of training and education offerings by the public access venues
- 5. Security and privacy concerns, etc.

Source: (DPT1 2006) and interview with experts

3.3.3 Ways users experience different types of public access venues

Based on responses to the open question in user surveys, how do users experience different types of public access venues? Are there any trends or preferences for kinds of information, services or activities in one type of venue over another?

In general the venues are very similar to each other. However, libraries are providing other sources for primarily research and public training centers are offering courses in learning ICT skills. Women seem to prefer PIACs at the public training centers for learning, because they feel comfortable in using the services offered.

In some places there are restriction on the length of use – one or two hours per session – and when the different venues exist in the same city, sometimes users go from one to another to extend their access time.

3.3.4 Inequity environment in the country

2-3 paragraphs

What does inequity look like in the country? Using the inequity variables described in section, provide a short overview of the main underserved groups, regions and/or other locally-appropriate segments of the population.

- (i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

As a developing country, Turkey has been facing challenges in resolving economic problems so that there is a fair distribution of income in the society. With the new efforts in joining EU, several socio-economic adaptation schemes are helping both improve the economy and create a social welfare state.

The regional differences have long been discovered problems. Since 1980s, there are growing large scale investments in the east and increasing incentives for various development and business initiatives for the underserved regions. The government also implements obligatory service schemes for the public workers such education, health, and law enforcements. These public sector workers must work a number of years in the east before they can work in other areas of Turkey, These schemes often supported with a higher compensation packages for the public workers. In this way, it is hoped that these under-developed regions will have more opportunities and basic services provided to the citizens. These efforts, however, have been only partially successful. The need for harmonizing the regional differences is still there and is one of the priority tasks for the government.

Education is also another factor creating inequities in the society. Traditionally, University entrance exams have always been very competitive and the capacity of the universities for

enrollment is much smaller than the demand by the young high school graduates. Recently, some new universities have been opened and there are plans to open more universities to cover every one of 81 districts.

Some of the issues related to gender and age have been covered in the previous section when introducing the inequity variables. Being pushed by the socio-economic changes and supported by the efforts to join EU, the roles of the women in the society are only recently moving away from the traditional roles.. In terms of age, Turkey is known as having a large portion of the population as young people. Average life expectancy however is lower than EU countries.

The two greatest challenges to public access to ICT are affordability and the ability to use the computers (i.e. competency). These challenges lead to create those groups who are not trained or educated enough to use ICTs or do not have enough income to afford them. The government has plans to reduce both affects by opening new, free public access venues where the public will also be trained to use access technologies.

3.3.5 Freedom of press and expression and the right to information

What is the overall perception of freedom of press, censorship and right to information in this country?

Turkey is becoming more and more open and free in terms of expression of ideas. In this way freedom of press and the implementation of censorship have improved significantly since 70s and 80s. This does not seem to be a major problem.

However, in the venues sometimes there are controls on which sites users can access in order to promote appropriate use. At times some web sites are banned in Turkey, such as Youtube.

3.4 Charts: Information Needs, Users, and Uses

Based on the results of your research (especially user surveys and interviews with librarians and operators), complete the required data to chart the information needs of underserved communities using the following examples. Provide any explanatory comments as needed.

(if appropriate) NOT appropriate	other						
	other						
	other						
	other						
Ethnicity (if appropriate) NOT appropriate	Dominant						
	other						
	other						
	other						

Source: From the survey results for users and the operators.

Comments: Cast is not appropriate for Turkey and there was a difficulty in obtaining data for ethnicity. General use data is not available. We were also surprised to see a high percentage of users being female though this is normal for libraries.

3.4.1.2 Information People Seek, by type of venue

(estimated proportion in each category, %)	Public Libraries				Public Training Center				Municipality			
	Urban		Non-urban		Urban		Non-urban		Urban		Non-urban	
	General use	ICT use	General use	ICT use	General use	ICT use	ICT use	General use	General use	ICT use	General use	ICT use
Education		85		93		71		84		83		50
Health		15		0		16		0		9		10
Agriculture		0		0		7		0		4		0
Government services		15		2		21		12		10		10
Entertainment		0		2		3		2		32		38
News		18		8		4		38		30		33
Personal		33		25		53		65		47		54
Other		7		0		2		0		7		10

Source: From the survey results for users and the operators.

Comments: (Include description of “other”. Suggested headings based on frequently reported topics in other research and may vary across countries)

3.4.1.3 Uses of ICT, by type of venue

(estimated proportion in each category, %)	Public Libraries				Public Training Center				Municipality			
	Urban		Non-urban		Urban		Non-urban		Urban		Non-urban	
	General use	ICT use	General use	ICT use	General use	ICT use	General use	ICT use	General use	ICT use	General use	ICT use
Email		37		80		60		92		63		71
Chat		37		9		32		9		36		54
Web browsing		59		93		61		92		84		64
Blogs & social networking		33		2		21		16		12		16
Commerce & business		18		3		20		25		9		5
Phone or webcam		0		0		7		0		5		0
Games		0		2		7		0		28		21
Other		14		2		8		0		16		8

Source: From the survey results for users and the operators.

Comments: (Include description of "other". Suggested headings not exhaustive, based on frequently reported topics in other research and may vary across countries).

Most of the comments on the other section was related to job search and looking for some locally relevant content.

3.4.1.4 Frequency of Use for each type of venue

(estimated proportion in each category, %)	Public Libraries				Public Training Center				Municipality			
	Urban		Non-urban		Urban		Non-urban		Urban		Non-urban	
	General use	ICT use	General use	ICT use	General use	ICT use	General use	ICT use	General use	ICT use	General use	ICT use
First visit		7		5		6		1		4		7
Rarely (less than monthly)		3		0		7		0		4		3
Occasional (about once a month)		18		5		11		4		12		11
Regular (about 2-3 per month)		4		30		14		12		21		4
Frequent (about once a week)		34		54		36		72		24		45
Daily (about every day)		34		6		28		11		35		30

Source: From the survey results for users and the operators.

Comments:

3.4.1.5 Barriers to use for each type of venue

(estimated proportion in each category, %)	Public Libraries				Public Training Center				Municipality			
	Urban		Non-urban		Urban		Non-urban		Urban		Non-urban	
	General use	ICT use	General use	ICT use	General use	ICT use	General use	ICT use	General use	ICT use	General use	ICT use
Location, distance	9	25	54	33	17	15	27	20	5	11	8	8
Hours of Operation	25	37	17	45	16	21	25	40	14	13	21	42
Cost	0	0	0	0	4	8	0	0	4	3	5	5
Lack of skills/training	18	22	12	2	27	26	16	3	6	5	16	10
Not enough services	11	22	5	12	25	23	17	9	10	10	3	14
Not in right language	0	37	0	0	8	13	2	0	17	11	0	3
Not enough content	33	33	14	20	20	22	15	30	42	55	23	11
Other	7	0	0	0	12	11	0	0	16	21	19	21

Source: From the survey results for users and the operators.

Comments: (Include description of “other”. Suggested headings not exhaustive, based on frequently reported topics in other research and may vary across countries).

The other comments often included: net slow, blocked web-sites – (some websites are blocked to encourage appropriate use), and poor connection,

3.4.2 Salient initiatives to help meet critical information needs of underserved communities

What are the most salient initiatives in the country (past, ongoing, or planned) that aim to meet the information needs of underserved communities in the country? How important are they? In what ways are they successful or not? Where can more information about them be found?

(i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

3.4.3 Past initiatives:

In the 80s, Turkey experienced a major liberalization move and the importance of the ICTs has been recognized significantly since then. However, it is not until very recently that the government, major donors and the private sector have taken important initiatives to make ICTs available to public use and for public sector transformation.

UNDP, Turkey has taken ICTs as a central theme in its Human Development Report for Turkey. According to this report over the last decade, Turkey has developed major strategies and policies to maximize the benefits of ICTs in its development efforts. These include establishing Internet Council, the Public Internet Services Council (Kamunet), the e-Commerce Coordination Council (ETKK) and finally a Telecommunications Council.

Turkey is still working towards having a unified national ICT strategy and a policy integrating a number of programs and project implementations. She has been successful in developing a strong physical infrastructure in telephony technologies, radio and TV broadcasting and this makes it easier for the country to realize its goals to make ICTs reachable for the public and using it for the social and economic development.

Therefore the foundations have been laid for sustainable development of the ICT sector and supporting initiatives with respect to a comprehensive legislative and regulatory service. These have been reflected in the recent efforts to make a successful e-Transformation of Turkey.

More information:

<http://www.undp.org.tr/Gozlem2.aspx?WebSayfaNo=108>

http://www.undp.org.tr/privSecPartDocuments/NHDR_Turkey2004.pdf

3.4.3.1 Ongoing initiatives:

In 2005 a new law (No: 5369) regulating “universal services” was approved to provide basic universal services to some rural areas of Turkey.

The scope of universal services among others include provision of basic Internet services and those services targeting the expansion of information technologies and improvement of the computer literacy.

The law also makes special provisions for those who are in “low-income bracket, and in need of social support and disability benefits”. In relation to this, the ministry of transportation identified around 1 350 000 citizens who will be given social support according to universal

services law. The project is being carried out in partnership with TURKTELEKOM.

The ministry of transportation has the responsibility of monitoring such implementations by the supporting agencies such as telecom authority, relevant ministries and the public organizations.

Apart from the government initiatives via the ministry of transportation, there are also other initiatives with NGOs and private organizations. One of these is “Youth Movement in Information Technology”. It involves young volunteers who are trained by CISCO systems and UNDP partnership programs to educate especially those socio-economically disadvantaged people, between ages of 16-26, in 8 different provinces of Turkey. Coordinated by the Youth for Habitat Association’, these programs aid a large number of young people to be able to further their education in ICT and help them use this in their future career building efforts.

More information:

http://www.ubak.gov.tr/tr/hgm/eng_uniservices.htm

<http://www.undp.org.tr/Gozlem2.aspx?WebSayfaNo=108>

<http://www.undp.org.tr/Gozlem2.aspx?WebSayfaNo=732>

3.4.3.2 Historical trends and opportunities to serve information needs

Based on the above, what is the general trend in the country in relation to provision of public access information services? Are there any important upcoming opportunities (for example, upcoming regulatory changes, infrastructure enhancements, etc) that can impact public access information (include services through libraries and other public information venues)?

- i. If appropriate, indicate any specifics that apply to Digital ICT services alone.

Historically, the initiatives about eGovernment and eSociety projects have not been given enough support and always, there have been important coordination and responsibility problems. Although various public organizations, such as registry offices and some ministries, have successfully implemented e-portals and information sharing among their branches, a total ownership by the government is only recently taking place.

In terms of information access for the public, commercial internet cafes and public libraries were early venues and they still dominate to be the prime places for the citizens.

Source: interview with experts

3.4.3.3 Planned initiatives:

The State planning organization have launched 2006 action plan for the eTransformation project. According to this plan, among others there will be a citizen centric projects which aims to realize the followings by year 2010 (DPT1, 2006):

- Public could access eGovernment services 24/7 via their preferred channels
- At least 70 percent of the services will be offered in electronic environments and at

least 80 percent citizen satisfaction is sought.

- One in every three public services will be delivered via electronic channels.
- Citizens and the businesses will reach eGovernment services via one portal.

The plan for opening new PIACs is a part of this new initiative. Another important plan is investing in training and education of public professionals so that the competency and skills in using ICT within public sector will improve. Also, each PIAC will have at least one trainer who will help the public when they are using PIACs services.

More information:

(DPT1, 2006)

3.5 Economic, Policy, and Regulatory Environment

3.5.1 National and local economic environment

Describe the national and local economic environment and how it affects public access to information and communication in the country.

- (i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

Especially after the liberalization movements of 80s, ICT investments both by the public sector and the private sector have been receiving a notable increase. The daily lives of people in Turkey are gradually changing by the impact and penetration of various ICT products and services as result of these investments.

These investments are expected to increasingly influence the level of production, employment and wages in the medium term and the labor productivity and the market in the long term. It is also expected that these activities and investments in ICT sector will influence the business processes and organizational structures of not only IT sector but also those relevant industries.

The general outlook of the current state of national economy is summarized well in the SPO s information society strategy document:

“Despite some occasional high economic growth performances, Turkey has failed to achieve a long-term sustainable growth. Recently, with the continuing structural reforms and the climate of macroeconomic stability, confidence in economy has increased and high growth rates have been achieved. Even if this economic growth is sustained in the short term supported by the EU harmonization process and by other measures, serious risks will emerge in the way of improving Turkey’s global competitiveness unless productivity

increase is achieved in the economy. So, in order to eliminate these risks, ensuring continuation of sustainable high economic growth has become the highest priority besides maintaining recently achieved macroeconomic stability. With its potential for productivity increase, ICT constitutes one of the fundamental instruments in realizing this priority” (SPO, <http://www.bilgitoplumu.gov.tr>)

The current ICT strategy facilitates access to ICT based resources by encouraging Small to Medium Sized enterprises (SMEs) to move to e-commerce via internet enabled computer ownerships and use them in their business processes. It also provides provisions for establishment of a nationwide infrastructure and legal frameworks to facilitate and enable information access and exchange for all businesses, but especially for SMEs. A special effort is being made to increase productivity by using ICT and supporting SMEs with at least one computer and 70 percent having a broadband access and around 15 percent of the total trade to be conducted via e-commerce routes.

In general the economic effect of the investments in ICT is higher when compared to other investments, especially due to positive knock on effect on other sectors.

However, as the return on investment in ICT is recovered slowly, Turkey urgently needs to make significant investment leaps rather than incremental approaches to advancing the ICT sector. This will not only improve its intra government, and, government and business relations but will also help the country to be more competitive at the global level. The newly developed strategy on information society is aiming to serve as a significant step in coordinating all economic factors and creating an integrated set of actions and implementations for achieving such a jump in ICT investments and realization of its returns.

Trends:

ICT adoption by businesses, especially by SMEs will be encouraged. While enabling the business use ICT, sector specific productivity programs will be determined and implemented.

Aim to build an ICT sector, which is globally competitive, and a player in the international arena. There will be much effort spent on developing sector competencies via public-private partnership, improving the IT services sector and software industry. This will be a consistent strategy to enable the Turkish ICT industry to be able to move and compete in the international arena.

Investments in creating a widespread and affordable telecom infrastructure applications and services. This will be initiated by a high quality and cheap broadband access to all segments of the citizens. In order to encourage affordability, a competitive environment will be created in the telecom sector.

Source: SPO, Information Society Strategy 2006-2010

3.5.2 National and local policy (legal and regulatory) environment

Describe salient features of the policy and regulatory framework in the country (and if applicable, locally) that affect delivery and access to information (e.g. censorship, Wi-Fi bandwidth regulation, etc). What is your assessment of the general trend on this matter?

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Since the year 2003, the current government has been investing heavily in eTransformation Turkey project and many eGovernment related activities have been collected under one umbrella. The project coordinator is the State Planning Organization (SPO) and other ministries such as education, transportation; civil society organizations and other private and public organizations are supporting the initiative.

The government and SPO seem to have realized the importance and taken an ownership and offering a full support for the project. Despite many difficulties in coordination and assessment of responsibilities, eTransformation action plan includes opening and 4500 public internet access venues. Therefore, current national initiatives are supportive of information access via public ICT venues.

Local authorities regulate the internet cafes. The internet cafes often have a negative connotation in some parts of the country. Therefore, local authorities are willing to create a better place for public access to ICT and information. Part of the responsibilities in opening new public access ICT venues (as it is called in Turkey, Public Internet Access Centers - PIACs) is deferred to local authorities. As there is no clear description of where the funds to support new PIACs will come from, the local authorities seems to be one of the best options in eagerness to support the new PIACs.

Trends:

- One of the essential contributions to public access comes from the works of the e-Transformation executive board. Such organizational structures will continue to grow and strengthen in Turkey, including General Directorate for Information Society and Transformation Leaders Council, Prime Ministry, Administration Development Department- Ministry of Interior, General Directorate for Local Administrations Advisory Council, and Intra Agency Organization for coordination.
- The exchange and the reuse of digital information in and among the public sector organizations will be encouraged. This will be passed along the commercial sector for value creating purposes for the benefit of citizen.
- Legislation efforts related eTransformation of Turkey will be in line with EU legislations and harmonization efforts.
- More work will be done on legal issues related to digital rights management, protection, supervision and/or restrictions on the intellectual property in relation to digital products and the Internet.

- eSignature will be further promoted to be used in public organizations by the citizens.
- Legal regulations concerning information security and privacy issues will be carried out in line with national security and wider electronic environment.
- Tax incentives will be given for data and Internet services.
- There is a continuing effort in making a secure eCommerce environment where a standardization of eCommerce applications, certification by authorized bodies; easy and effective auditing will be enabled for secure and reliable eCommerce.
- eTransformation of local authorities will be continued for better performance, data exchange and evaluations of projects.

Source: SPO, Action plan, http://www.bilgitoplumu.gov.tr/eng/docs/Action_Plan.pdf

3.5.3 Regional and international policy (legal and regulatory) environment

Describe salient features of policy and regulatory framework in the region and internationally that affect the delivery of public access to information and communication in the country. What is your assessment of the general trend on this matter?

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Major regulatory force currently is determined by the aim of Turkey to join the EU. Within this framework the country is closely following the developments in the EU and since the year 2001, Turkey has taken part in eEUROPE+ initiative. Turkey also follows eEUROPE 2005 action plan. The influence of this regularity environment on information access in Turkey can be considered as positive. Such efforts are influenced by the EUs Lisbon strategy, which aims to create a most effective, dynamic and competitive knowledge-based economy in EUROPE. The EU 2002 action plan was a starting point and then was continued with EU 2005 action plan, both of which are updated to make up the i2010 plan with its major themes on information, innovation and social inclusions. As being an EU candidate country, Turkey is influenced very much with these movements.

Trends:

The EU harmonization and compliance with EU plans for eTransformation will be closely followed.

Source: SPO, Action plan, http://www.bilgitoplumu.gov.tr/eng/docs/Action_Plan.pdf

3.6 Collaboration Practices and Opportunities Across Venues

Linkages and collaboration between different types of venues was identified as a **strong emerging theme in the preliminary analysis**. Please provide as much detail as possible to help understand existing and potential collaboration opportunities and linkages among and between public access venues, and how they can improve the quality and relevance of information access to underserved communities.

- i. Include reference to existing as well as potential collaboration opportunities.

ii. If appropriate, indicate any specifics that apply to Digital ICT services alone.

Currently, there is only one effectively operating public access venue in the country. That's why the collaboration experiences and practices with other new venues seems to be a great opportunity. PTICs provide IT training, and this should help the users capacity development and demand on the other venues.

At the higher-level organizations, the collaboration experiences have proven difficult. This is because ICT and eTransformation issues relate to many public organizations and there is no one single authority leading these activities. Because of that some suggest that Turkey needs to have a ministry for ICT only.

As mentioned above, there is only one venue in Turkey, which has been offering public access to ICT for many years and the others are just launched, or at the planning stage. Therefore the collaboration activities are yet to be observed.

3.7 Buzz Factor: Public and Government Perceptions About What is "Cool"

The "buzz factor", i.e., public and government perceptions about what is "cool" in relation to public access venues, where to invest resources, what places to hang out in, was identified as a **strong emerging theme in the preliminary analysis**. Please provide as much detail as possible to help understand how these perceptions about what is "cool" offer new opportunities or obstacles to strengthening public access information venues in the country.

For the government the real motivation is to enable the country to have an e-society via its new eTransformation strategy. The goal here is to enable businesses to use ICT, to modernize the public sector and to improve ICT skills of the citizens. Opening new PIACs will support capacity building efforts in terms of both skilled users and trained personnel for the services. There is also an aim to be competitive in the IT sector internationally. In general the government aims to

- Support those who cannot afford to purchase a computer
- Educate the adults, unemployed, housewives and retired citizens in ICT
- In addition to youth, an effective capacity for adults so that they use the eGovernment, eEducation, eBanking and eCommerce systems that will be popular in the country.

Especially the unemployed female members of the population share the goals of the government. They would like to find a job and improve their quality of life via services offered in these venues.

3.8 Legitimate Uses

The difference between "legitimate" or "non-trivial" uses of information in public access venues was identified as a **strong emerging theme in the preliminary analysis**. For example, uses of social networking spaces (Facebook and similar), blogs, chat, video games, as well as opportunities to download, install and run open source software applications in public access computers poses new challenges to traditional notions of "legitimate" information needs for development, and "trivial" uses of information for development... Please provide as much detail as possible to help understand how local definitions and restrictions based on what is "legitimate" or "non-trivial" information or communication practices offer new opportunities or barriers to public access information venues in the country.

Traditionally, the libraries have been offering ICT based information access to students to do research and homework. In the libraries the services are often for “legitimate-use” where entertainment related applications, chat and other communication tools have been restricted or banned.

For the new venues at the public training centers and the municipalities, there are two opposing forces in operations. On the one hand, the operating organization would like to offer their services as generous as possible to help the user develop, deter the youth and protect the unemployed from being idle and, in some cases, from being vulnerable to crime. On the other hand there are strong pressures due to limited availability of funds and skilled personnel for sustaining the venues. This causes the organizations responsible for the operation of the venues, to be more careful and limiting users who wants to do more than homework or web search. This restriction is somewhat justified as it is observed that any breakdown of computers or services requires extra resources to be devoted to the solution of the problem. The short cut taken by the operating organization is, therefore, to limit the entrance to the venue or the uses at the site.

In some cases, as the venues are totally new to the users, sometimes due to lack of sufficient skills, but some other times due to malicious intensions, harm is done to the network, computers or the venue. This is also an important reason for limiting the uses. As a result, there are not yet many opportunities for users to be adventurous to try non-trivial uses besides using these venues legitimately. The venues in public training centers where ICT training is also provided are, perhaps, exception to this.

3.9 Shifting Media Landscape

The ever-changing media landscape and the new opportunities brought about by new media such as mobile phones, SMS, GPS, and even renewed roles for community radio open, was a **strong emerging theme in the preliminary analysis**. Please provide as much detail as possible to help understand how these new technologies and media offer new opportunities or barriers to public access information venues in the country.

3.9.1 Mobile phones

If appropriate, describe salient uses of mobile phones, text messaging, SMS and similar technologies, in relation to public access information venues and information needs of underserved communities.

Although the use of computers and the Internet is essential for public access to information due their capacity, wide variety of application and services and the potential, the penetration of Internet enabled mobile phones and development of content, applications and services via mobile phones constitute a next wave of medium for accessing the information.

In Turkey, recently the Internet use increased from 2% to 27% and ADSL subscription by households and businesses is 78 percent. According 2006 statistics, mobile penetration is around 72 percent of the population. (TUIK 2006). Although there are differences in the type of the devices used, and hence the services received, between urban and non-urban, most of mobile users tend to upgrade frequently. As the popularity of “smart phones” and the 3G devices increases more and more users will be active and regular in browsing, receiving or subscribing to information via mobile phones.

Currently some of the popular services include news subscription, SMS based communications

with public sector organizations – there are a number of local government led implementations, educational services and some business content interchange.

Mobile telephony, despite its limitations seems to have a great potential in supporting digital inclusion of the underserved. This may be caused by many factors but mainly due to affordability and popularity of the devices, and 24/7 access capabilities without restriction to places. However there still a lot of opportunities in improving the services designed and offered. Among these, provision of services which are particularly dedicated to information access and to the needs of the underserved to help improve social and economic development are perhaps the most significant ones for Turkey.

3.9.2 Web 2.0 tools and use

If appropriate, describe any salient uses of Web 2.0 tools among users of ICT in public access venues. (Web 2.0 refers to evolution of web-based communities and hosted services, such as social-networking sites, wikis, blogs and others. [Wikipedia](#)).

The new Web2 tools such as creating blogs, building communities via web sites, and use of popular social networking sites, such face book are becoming increasingly popular in Turkey. Some of them even have their versions in the Turkish language. While these are mostly used by the computer owners at home or by those who have access to a computer at work, their uses are limited due to reasons mentioned in section 3.8: the venues are surviving to be first useful for the legitimate uses due to insufficient funds and capacity of the operators and the users.

3.9.3 Combination of different media

If appropriate, describe creative ways in which different media are being combined to meet information needs of underserved communities, and the ways they affect public access venues. Different media include community radio and TV, other print media, street theatre, songs, etc.

The combination of different media can best be exemplified by the mobile versions of the some information web sites and eGovernment web sites. Perhaps the mobile version of printed media and subscription services are best examples. However, popularity of such combined usage especially in the non-urban Turkey should not be expected to be high.

3.9.4 Other shifting media landscape examples

If appropriate, describe other new features and practices in the media landscape that affect public information venues and information needs of underserved communities.

This would be a good place to discuss innovative practices on content creation and production of new messages, media, information and knowledge that are not described elsewhere in this report.

To our knowledge, there is not really some that seem to be significant to report.

3.10 Health Information Needs

This is an extra contribution to other research on health information needs going on at the University of Washington, based on willing respondents to last two questions on user surveys at the public access venues.

3.10.1 Sources of health information

Apart from three venues in one survey location, Artvin, the researcher did not collect data on this and therefore they are not reported.

Where are people most successful at locating useful health information for themselves or their family (% of respondents across all venues):

clinic/hospital	friend	health worker	public access venue (library, community center, etc)
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Comments:

3.10.2 Types of health information

What types of health information do they have the most difficulty finding (% of respondents across all venues)?

disease prevention	how to locate healthcare	child health information	remedies/drugs	Other
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Comments:

4 Venue-Specific Assessments

Complete one full assessment for each type of venue studied in the country.

4.1 Venue 1: Public Libraries (LICs)

4.1.1 Overall venue assessment

Provide a broad picture of the public access information landscape in this venue, informed by the results of this research.

2–3 Paragraphs:

What is your overall assessment of public access information in this type of venue?

Public libraries are conventionally the primary source of ICT based information access places. There are a total of 1161 public libraries in Turkey; initially 82 of them had Internet centers. Each center had 10 PCs, 1 printer and 1 scanner. With new PIACs 186 more is added.

Approximately 23 percent offer ICT services (268/1161) with an internet access center. In 2008, by a new investment project, 310 additional libraries were planned to have internet access centers in cooperation with Ministry of Transportation and TürkTelekom Inc. Then, the percentage would increase to %34. However only 186 was added this June.

Libraries are open between the hours of 8.30-17.30, 6 days of week. This is a serious limitation. Most of the information access in libraries are limited to research and support to the students doing their homework. Potentially, however, these are significant in serving the underserved as they are well established, have their own funding scheme and are wide spread in the country.

4.1.2 Access

2–3 Paragraphs:

What is your overall assessment of ACCESS ecosystem in this type of venue (physical access, appropriate technology, affordability)?

4.1.2.1 Physical access

Describe how accessible this venue is to various population segments, differentiating by applicable Equity of Service variables (Form 1c), especially the differences between urban and non-urban settings.

If appropriate, indicate any specifics that apply to Digital ICT services alone.

According to service policy of libraries, there is no differentiation by applicable Equity of Service variables. The services offered are uniform. This also means that there are no clear provisions about who are the underserved. Naturally, the urban libraries may have higher users and budget to operate. This might be the reason why first ICT centers were started in the district centers and then smaller cities were targeted. The good thing, however, is that there is still a uniform

distribution of the venues across the country in 81 districts.

Although open to public, libraries are mostly used by the students.

4.1.2.2 Appropriate technology and services

Describe how appropriate the technologies; services and information offered in this venue are to the population, differentiating by applicable Equity of Service variables (Form 1c).

If appropriate, indicate any specifics that apply to Digital ICT services alone.

The early Internet centers in the libraries were opened according to funds separated from limited budgets. Therefore these centers were smaller with a few computers and the technology in some of them might have been obsolete by now. In the new 186 centers however, new hardware and software are installed. The size of the venues are planned to have 20 computers, but this may be less if there is no proper room or other resources available to the local library management. These are planned without any differentiation in mind in terms of both positive and negative sense. In general, any person who needs assistance is supported by the help of library technician.

4.1.2.3 Affordability

Describe how affordable the technologies and services offered in this venue are to the population, differentiating by applicable Equity of Service variables (Form 1c).

If appropriate, indicate any specifics that apply to Digital ICT services alone.

The services offered in these venues are subscription based and free to all. No differentiation is made and as there are no fees, this is expected to be the most common denominator serving all.

4.1.2.4 Fees for services

What fees or other requirements exist in order to access and use the information in the venues? (registration, user fees, restrictions to certain populations)

If there are fees: What do these fees buy?

No fees paid. The membership card of library (which is free) is the only requirement in order to have access to the centers.

Indicate amount in local currency : n/a

Equivalent in US Dollars: : n/a

Date of estimate : n/a

and local currency name : n/a

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Explain any salient differences in the services offered in different regions, sizes or other variables of significance:

Not applicable.

4.1.2.5 Geographic distribution

What is the distribution of the venues in terms of their geographic location?

Complement any details not already included in section

The libraries are organized according to districts where there is an administrative unit. There are 81 districts in Turkey (the research consider them urban areas). Each district might have one or more city libraries belonging to that district. As these libraries are distributed to the districts, there is a sense of uniformity in overall distribution to the country. But some of the cities and smaller places may not have libraries within these districts, which makes the distribution uneven within districts.

4.1.2.5.1 Map

If available, insert a map that displays the geographic distribution of this type of venue in the country (expand to the size you need).



Description of map:

Libraries exist in all provinces and cities in the provinces.

4.1.2.6 Other factors affecting access

Other factors that affect equitable access to public information in this type of venue, not covered above?

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Almost all services are uniformly provided to the members. The libraries are conventionally seen as information sources via books, newspapers and other media and therefore, they attract more the student population than for example adults.

Since the usage of services are granted without fee, no significant differences are observed in parallel to economic conditions. But the people coming from rural regions will be affected negatively due to transportation costs (Turkey is a major oil importer, the rise of fuel cost results in automatic increase in all prices)

The promotion of services offered in libraries is a significant issue to tackle. In Turkey, there is a need for an effective and interactive promotion to make the services heard and to increase the user base.

According to one survey (Ozluk, 2006) carried in Adnan Ötüken Public library, the most frequently used public library in Turkey; 78 percent of people have answered 'yes' when they were asked whether they want to participate in a training on accessing library sources. And % 87 of them stated that such a training program would increase the usage of libraries. Therefore user orientation is also an important factor.

4.1.3 Capacity and relevance

2–3 Paragraphs:

What is your overall assessment of CAPACITY ecosystem in this type of venue (human capacity, locally relevant content, integration into daily routines, socio-cultural factors, trust in technology, social appropriation of technology)?

In general, current utilization of the venues is mostly driven by the student population and as such, the full potential of the venues are not being realized. This idea of using the PIACs at the libraries, as part of a library or similar to a library, might need revision in order to attract a wider section of the members of the public.

The users are often somewhat knowledgeable about ICT and how to get what they want from these services. Conventionally, libraries employ trained personnel who are responsible from the operations of these venues and supporting the users.

The content available are not so limited but the content used are mostly related to research. Therefore, students are the best matches for such venues. Changing the image of these venues from being part of a classical view of the library to ICT information access centers can help in two ways: one, building a new user base and second, relevant content that are used in these venues.

4.1.3.1 Staff size

How many people work in a typical facility for this type of venue? (full time-equivalent employees or contractors; describe any significant variations; i.e., large, medium and small libraries in the country)

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Normally, every library has one full time worker operating the ICT center.

4.1.3.2 Staff training

What is the overall capacity of the staff (i.e., librarians, telecentres operators) to help users access and use public access to information and communication services offered in this venue? Differentiate by applicable Equity of Service variables (Form 1c).

- (i) If appropriate, indicate any specifics that apply to Digital ICT services alone.
- (ii) For Public Libraries, indicate if Library School training is available and/or required for librarians.

Technical knowledge is a prior condition for the personnel to be placed in this type of venue. The staff employed must have basic IT skills as a prerequisite for employment at these venues. The training as a librarian may not be required but preferred.

4.1.3.3 Services offered

What kind of services does this type of venue offer to the public? (i.e., access to books, magazines; meeting and conference rooms; audio/video programs, computers, Internet, other). Include Digital ICT services if offered.

<i>Services Offered</i>	<i>Comments</i>
1. Internet Connection	Used for research and access to some information sites
2. Materials for education and research	The services offered are typical library services and are almost standard from one venue to the other.
3. Newspaper, magazines, journals	Size of the collection may be different depending on the venue
4. Chat and other communication tools	Not available or permitted in all
5. Printing	In some venues this might cost a fee.
6. Web browsing	Mostly used for research

Explain any salient differences in the services offered in different regions, sizes or other variables of significance:

There is no significant difference according to regions except for size and size related factors such as budget, quality of the trained operators and the capacity of the users.

4.1.3.4 Programs for underserved communities

Describe if this venue has programs specifically intended to reach underserved communities, differentiating by applicable Equity of Service variables (Form 1c).

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Normally, the libraries try to offer a uniform service however in some considerable cases, there are special implementations for the underserved. For example, in one province (Istanbul, Beyazıt), special books are available for disabled people.

4.1.3.5 Relevant content

What type of locally relevant content is available? What else is needed? Who is doing it?

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Available Content:

The locally relevant content is the one that are currently available on the internet, such as city information, phone directory, places to see and visit etc.. These are not organized by the venues but are rather personal or business initiatives. The local municipalities however have their own web sites where, in most cases, they provide one-sided information to the citizens.

Other Content Needed:

Not known.

Local Initiatives to build needed content:

Individuals, local businesses and municipalities.

Source: interview with the local operators

4.1.3.6 Services and information available in local languages

Describe the availability of services and contents relevant to human development that are available in **local languages** in this type of venue? (i.e., info on health, education, government services, etc)

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Not applicable.

4.1.3.7 Types of uses

What do people USE the venues for (most frequent kinds of information and services people seek in them, activities they carry out in them)?

(i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

Refer to section and complement here as needed.

A formal data regarding the user profiles is not available. The venue is often used by students and by the young members of the population. This implies that the venue is often used for doing homework or research. According to our survey the following is order of usage, from high to low:

- Web browsing – educational and research
- Personal and email
- News
- Government services

4.1.3.8 Number, type, and frequency of users

Refer to section. Complement here as needed.

The numbers for the total venues and the type of the users are not available except in one of the provinces: Afyon province library. The number of January 2007 visitors was 1056 and average daily visitors were 35.2.

According to our survey females use the libraries more than men in urban venues. It is the opposite in non-urban regions. There is a significant proportion of users in the ages of 15 to 35. In the urban areas the users above age 35 are more than non-urban areas. The income and the education level of the users are often medium to low.

4.1.3.9 Users Capacity to use information and services offered

What is the overall capacity of the users to take advantage of public access to information and communication resources, differentiating by applicable Equity of Service variables (Form 1c)?

(i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

Students and young members of the population use the facilities more frequently, but every citizen is able to access to digital information by the help of venue operators. There are no provisions being made for the underserved, ironically, they are the ones often use the library ICT centers. In terms of education however most users belong to an educational institution or graduate. Depending on the location this might be university level. The users often have at least basic IT skills to do search and communications via the Internet.

4.1.3.10 Training courses for users

Describe training courses offered to the public at this venue, and if they offer some kind of testing and certification.

None, apart from some rare initiatives by the schools.

4.1.3.11 Integration into daily routines

How easy is it for users to integrate the information and services offered in this type of venue into their daily lives? (offer concrete solutions to their needs and problems, make it easier to solve them at this venue than in other places)

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Most of the users come to libraries for educational needs, research or homework. Their use directly relevant to solving their problems. This is also reflected in the ICT centers.

4.1.3.12 Users perceptions about the venue

What is the general perception or opinion of the population about the venue (not necessarily its specific services, but the venue itself: i.e., what do people generally think about libraries? Are they places that are “cool” or “only for elites” etc?), differentiating by applicable Equity of Service variables (Form 1c)? This includes perception by people who do not use the venue...

(i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

This information is not available formally but some of the feedback received include:

- public libraries must work more effectively in terms of quality and quantity of publications.
- the activities of libraries must be promoted to the public and public awareness must be increased.
- working hours must be reorganized: they must serve on weekends and evenings.
- the directions and instructions are not sufficient in library building
- the cafes and resting rooms and other facilities are not sufficient
- the number of personnel working in the libraries must be increased

4.1.3.13 Social appropriation of information and generation of new knowledge

What activities, products and services are users undertaking that exhibit new levels of social appropriation of technologies and generation of knowledge? For example, how are users generating and disseminating new knowledge, products and services through their use of this venue? (see category 13 in Real Access Framework for Social Appropriation of Technology).

If relevant, indicate any specifics that apply to Digital ICT services alone.

At this type of venues in libraries, the primary aim is to make people knowledgeable about basic computer skills, to make more use of technological instruments other than traditional ones in their activities. The users often learn from each other or from the operator in searching information, knowing what kind of sites are useful for which type of information.

4.1.3.14 Trust, safety, and privacy

What is the general perception or opinion of the population about the safety, security and privacy (TRUST) of the information and services offered in this venue?

The services that the users are using, and the information that the users accessing via these venues using the Internet enabled computers are not produced by the venues and therefore safety security and privacy issues does not seem to be relevant. In general the libraries are very trustworthy sources for accessing to information.

4.1.3.15 Gaps and opportunities in information and services offered

What other information gaps and opportunities exist, which are not being met? (other information/services

people need that are not being met there and could be offered, especially through Digital ICT services)

In terms of capacity building, and serving the wider array of citizens, one of the biggest opportunities for the PIACs at the libraries might be the change of image of the PIACs as integral part of the libraries. Instead, they might be promoted as PIACs where anyone can access information via ICTs.

Software used may need updating. There is an ongoing work to install new library software, such as “easywall”.

One other opportunity may be the opening of the venues in the evening / after hours. A small fee may be charged.

4.1.4 Enabling environment

2–3 Paragraphs:

What is your overall assessment of the ENVIRONMENT ecosystem in this type of venue (local economy, national economy, legal and regulatory framework, political will and public support, regional and international context)?

When we interviewed the experts on public libraries, the rating of the support for the existing ICT centers in the venues was “moderate”. The new project opening 4500 PIACs in the country provides a small amount of resources to libraries, as some of them are already equipped with computers and the Internet. Most of the resources are given to the Public Training Centers and the PIACs at the municipalities.

4.1.4.1 Local and national economy

Describe the local and national economic environment and how it affects public access to information and communication in this type of venue (refer to and complement economic summary in country assessment, section, calling out what is specific to this venue)

(i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

Although, in general the national economy favors the investments in ICT; in the past several years, the libraries have not received significant budget increases, owing to intentions to open the special internet centers. These centers were opened out of the general budgets devoted to the libraries.

With the action plan of the eTransformation strategy put into implementation, public libraries witnessed, though relatively small, investments in the new Internet centers in branches throughout the country. Ministry Transport decided to reserve funds to open 286 further Internet centers at the libraries in addition to opening PIACs at the public training centers and the municipalities,

4.1.4.2 Legal and regulatory framework

Describe the legal and regulatory framework and how it affects public access to information and communication in this type of venue (refer to and complement economic summary in country assessment, section, calling out what is specific to this venue)

(i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

Within the eTransformation framework, the public sector are being re-vitalized and modernized to adapt the new technologies in their business processes.

The framework encourages the public sector organizations to be more effective and efficient, fast and more convenient in offering services to the businesses, other public sector organizations and the citizens. It also aims to improve the IT skills of the users, reduce the digital divide, and increase the employment and the productivity rate via adoption of ICT in key areas.

4.1.4.3 Political will and public support

What is the level of political will and public support for this type of venue? (refer to and complement section, calling out what is specific to this venue)

(i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

It is no doubt that a strong political support at the level of ministries is behind the opening of the new public access venues. Some of the key contributions that are carried out by the ministry of transport include:

- Increase in the Internet literacy
- A widespread access to and the use of the Internet within the country
- Creation of a competitive telecom industry for price reduction and affordability
- Providing incentives for research and development in the ICT sector

Other ministries such as ministry of education and the State Planning Organization are also putting similar efforts out in order to make the eTransformation implementations successful. There are however challenges at the local level in terms of funding and finding operators who are sufficiently skilled to run the Internet centers.

The public interest and the support for the venues are positive in general. They believe that ICTs offer important skills and significant tools to help to find solution to some of their problems such as employment, and can benefit them in improving their quality of lives.

4.1.4.4 Organization and networking

Describe if the facilities in this type of venue organized in any network, association or other collective body? (i.e., national public library system, telecentre franchise or network, etc)?

The public libraries are under the responsibility of the ministry of culture and tourism. They are managed by the directorate of the libraries and publications.

The existing ICT infrastructure is belong to the central library network, connected to the central server of Ministry of Culture and Tourism.

4.1.4.5 Partnerships

Describe notable public-private partnerships in support of this type of venue.
If appropriate, indicate any specifics that apply to Digital ICT services alone.

Not applicable as this is a pure government operation

4.1.5 For publicly funded venues only: Revenue streams

This section is meant specifically for publicly-funded venues (public libraries, national connectivity programs, etc).

4.1.5.1 Budget

What is the total budget for this public access venue system (applies especially for libraries, answer for other venues if applicable and if available)?

Total Budget for Fiscal Year 2006

Local currency name YTL amount (local currency) 28 566 000

Approx. equivalent in USD **23,992,458** based on exchange rate of 1USD=1.19 YTL on date 23/07/2008.

4.1.5.2 Relative size of budget

How large (or small) is this budget in relation to other funding streams? (this is a way to show, in financial terms, how much the government cares about information and public access as compared to a variety of other issues in the country).

Relative Size of Budget for same year	Total budget (local currency)	Comments
Total national budget	218 044 132 172	General budgeted organizations only
Education	22 915 565 000	
Transport	1 051 485 000	
Culture and tourism	826 586 000	
Public libraries	28 566 000	2006 numbers and includes total budget for the libraries and publications directorate

Other Comments:

The libraries are under the responsibility of the directorate of libraries and the directorate is responsible from everything about the libraries and not only PIACs at the libraries.

4.1.5.3 Sources of funding

What are the sources of funding for this public access venue system?

Sources of funding:	Approximate % of total budget	Comments
Government sources:	100	
International donors:	n/a	
National donors:	n/a	
User fees/services:	n/a	

4.1.5.4 Paths and flows of resources

How do resources get allocated and disbursed to the actual venues? For the principal funders, and especially for the public sources, what is the flow of funds? How are the funds raised (what tax stream), what path do the tax streams flow before they get to the specific venues? Who makes decisions about this funding?

The budget is allocated first to the ministry of culture and tourism then the directorate of libraries and the publications gets a portion, of which a small amount is spent on the Internet centers at the libraries. For the new PIACs, the budget comes from the ministry of transportation under the budget for universal services, which is spent on newly planned PIACs and IT projects and some other relevant projects.

4.1.5.5 Fees and cost recovery

Describe if there are user fees or any other type of cost recovery. How does it affect service delivery and usage?

Not applicable

4.1.5.6 Cost categories

What are the main cost categories in the operation of this kind of venue? (% of total annual budget)

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Cost Categories for Operation:	Approximate % of total budget	Comments
Staff (salaries, benefits)		
Building infrastructure		
Utilities		
Staff Training		
Computers/technology		
Total	100%	

Other Comments:

Data not available.

4.1.5.7 Recent changes and future trends

Describe any recent changes and anticipated future trends in the funding and revenue streams for this type of venue in the country. Have funding levels risen or decreased dramatically over the past few years? What is the outlook for the foreseeable future?

As mentioned above, for the new 186 PIACs the funding was allocated from the budget of the ministry of transportation. With the current eTransformation strategy and the process of joining EU, there seems to be more spending on the ICT and other relevant industries, from which libraries are also taking a share for the Internet centers.

4.1.6 Case example for public libraries

Provide a short descriptions and commentary for each type of venue, offering a realistic sense of what the venue looks and feels like in its day to day operation, the kind of people who visit, and the kind of services they receive. Also, the case example indicates what makes the case unique or what features are commonly shared with other venues. A photo and short quotes will make it even more real.

Insert Case Example and Photo here.



Kirikhan Public Library :

Kirikhan is located in the middle south of the country in the HATAY (Antakya) district. It is a small town with around 70 thousand inhabitants. Majority of the population is a farmer. There are various primary, secondary and high schools in the town, but the nearest university is around 40 km away. This is a small and new university.

The library is located in a historical building. The access is easy since it is in the city centre. The internet center is very new. It is launched in June 2008 and has 20 computers. There is one responsible person who supports the users and takes care of the hardware and the software. Limited computer education is given to students during some hours in the day. The printer can be used without any charge.

The library is huge but the air conditioning is ineffective during hot summer days. The building is historical and under conservation restrictions. The ICT room is being built on a split-level. It is cold in the winters and it gets hot in the summer. The library management is trying to put a glass partition for ICT room, but it requires permission from authorities.

The users are mainly students doing their homework, though occasionally some members of the public turn up for trivial use of the system. As they don't have proper IT skills, in some cases the operator of the center does the job for them whether it is looking up certain information or printing some data. The center, we are told, gets really quite at the time schools are closed.

So far they do not seem to have major problems with the operation of the center. The library management seemed very happy to have the new center and they seem excited about the possible contribution this will bring to the small city of Kirikhan.

4.2 Venue 2: Public Training Internet Centers (PTICs)

4.2.1 Overall venue assessment

Provide a broad picture of the public access information landscape in this venue, informed by the results of this research.

2–3 Paragraphs:

What is your overall assessment of public access information in this type of venue?

Turkish republic was founded in 1923. Since then, Public Training Centers (PTCs) are aiming to serve mostly adults in providing them with skills to improve their quality of lives via new job opportunities or social development programs. They provide courses on literacy, IT and technology, arts and crafts, and other courses that help individuals improve their work and social life or assist them finding a job. PTCs are organized as a directorate under the Ministry of Education.

New PIACs are being opened as part of these activities both as training and information access

centers. We believe, PTCs are the best suited for PIACs as they directly target a core group of underserved in the country: those who have no or little education; those who would like a vocational training; those who have no jobs or would like to change a job; senior and retired citizens; those who need special education; those who migrate from rural to urban areas etc.

They are also significant as they are wide spread all around the country, including some small towns or villages in the rural areas. There are a total of 1343 PTCs in the country and they exist in every district. With new sTransformation strategy and as part of opening 4500 new PIACs, PTC received a share of 1155 venue being equipped with computers and relevant hardware and software. These optics are used for both training courses and information access venues. The trainers are qualified teachers or professionals either employed solely for the PTC or those teachers or qualified local personnel working part-time for the PTCs. However, in general these venues operate under-funded. Offering best courses, all needed courses, or hiring skilled trainers may not always be possible.

These new PTIACs are launched in June 2008 and some of them may offer services in September 2008.

4.2.2 Access

2–3 Paragraphs:

What is your overall assessment of ACCESS ecosystem in this type of venue (physical access, appropriate technology, affordability)?

4.2.2.1 Physical access

Describe how accessible this venue is to various population segments, differentiating by applicable Equity of Service variables (Form 1c), especially the differences between urban and non-urban settings.

If appropriate, indicate any specifics that apply to Digital ICT services alone.

The Centers are distributed in every district of the country. Since they were established 1920s, PTCs aimed to reach those who had no literacy and therefore were set up gradually in every corner of the country, and especially small towns or villages where those who are underserved may be served better.

The PIACs were established in all centers, except those who did not have sufficient space (i.e. those having more than 25 square meter class rooms received the PIACs investment). The total new PTICs with ICTs make 86 percent of the total PTCs (1343) that exist in the country. As they so well distributed, they are easily accessible by those who are in the target group – mostly underserved and adults.

4.2.2.2 Appropriate technology and services

Describe how appropriate the technologies, services and information offered in this venue are to the population, differentiating by applicable Equity of Service variables (Form 1c).

If appropriate, indicate any specifics that apply to Digital ICT services alone.

The venues offer a set of standard training courses needed by the local community. In addition, the local community can request certain courses and if a minimum required number is reached for

a class. If other resources such as trainers, rooms and finances can be sorted out, then this course will be offered. Such requests are often result of evaluations of what the underserved needs in local area.

The ICT programs are often in demand and in most places a basic IT skill courses are offered.

The new PTICs are set up with new, quality of computers, other hardware and software. We believe that existence of both training and information access via ICT is another factor making these venues successful.

4.2.2.3 Affordability

Describe how affordable the technologies and services offered in this venue are to the population, differentiating by applicable Equity of Service variables (Form 1c).

If appropriate, indicate any specifics that apply to Digital ICT services alone.

In general the courses are free. In some cases, voluntary donations are requested. These voluntary donations are not requested in underserved areas or from poor members of the public. Such policies make PTC affordable centers.

For PTICs the non-training services are, in principle, free. In some rare cases, due to funding problems printing might be limited or for a small fee.

4.2.2.4 Fees for services

What fees or other requirements exist in order to access and use the information in the venues? (registration, user fees, restrictions to certain populations)

If there are fees: What do these fees buy?

Services are free at the PTICs

Indicate amount in local currency

Equivalent in US Dollars:

Date of estimate

and local currency name

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Explain any salient differences in the services offered in different regions, sizes or other variables of significance:

The PTIACs are uniformly set up everywhere in the country.

4.2.2.5 Geographic distribution

What is the distribution of the venues in terms of their geographic location?

Complement any details not already included in section.

As explained above, PTCs are everywhere in the country, especially in rural areas they exist in

small town and villages. PTICs are set up in all places having a classroom larger than 25 square meters – which makes up 86 percent of the total PTC that exist in the country.

4.2.2.5.1 Map

If available, insert a map that displays the geographic distribution of this type of venue in the country (expand to the size you need).



Description of map:

PTICs are in every district and also in some small towns /villages.

4.2.3 Capacity and relevance

2–3 Paragraphs:

What is your overall assessment of CAPACITY ecosystem in this type of venue (human capacity, locally relevant content, integration into daily routines, socio-cultural factors, trust in technology, social appropriation of technology)?

The public training centers in Turkey has a history and tradition in serving adults and the underserved in terms of vocational and social skill improvements. Therefore, the personnel working in these centers are often qualified trainers or teachers employed by the ministry of education. In some special cases, the centers sometimes recruit local and part-time or short-term trainers when a local need arise for non-standard courses.

Being funded by the government, and minimally by donations; the centers often operate under funded, which has direct consequences on the capacity of the personnel employed.

The courses offered are often directly related to the local needs and at times the locals can request certain courses to be offered. In this was the PTCs educational courses reflect a reasonable parallelism to the local needs. This close tie with locals also means that the users of the centers are getting services that they can use for daily lives. Changing jobs or performing better at their current jobs.

Due to strong tradition PTC are generally well-respected institutions. Although they have a great ambition in contributing to the society, there are financial and other challenges in the implementation.

Clearly such positive and negative issues regarding PTCs in general will have an impact on the new PTICs in a similar way.

4.2.3.1 Staff size

How many people work in a typical facility for this type of venue? (full time-equivalent employees or contractors; describe any significant variations, i.e., large, medium and small libraries in the country)

If appropriate, indicate any specifics that apply to Digital ICT services alone.

The number of the staff depends on the size of the center. Normally, in big cities the centers are larger with higher numbers of staff members. The centers also hire seasonal, short-term or part-time staff, for example in summer periods, so they may have a fluctuating number of staff.

For each PTIC, at least one trained staff is expected to be employed.

4.2.3.2 Staff training

What is the overall capacity of the staff (i.e., librarians, telecenters operators) to help users access and use public access to information and communication services offered in this venue? Differentiate by applicable Equity of Service variables (Form 1c).

(iii) If appropriate, indicate any specifics that apply to Digital ICT services alone.

(iv) For Public Libraries, indicate if Library School training is available and/or required for librarians.

In a typical PTC there are qualified teachers and there may be several assisting experienced personnel such as craftsman, artists, construction supervisors, mechanics. They are hired for practical courses. Teachers are normally university graduates and the other personnel for practical courses are often well experienced in their respective areas.

For the PTICs at least one trained IT teacher or operator is expected to support the center. In larger venues there may be more than one trained staff but often for the IT training courses.

There are also various initiatives for in-house training for the trainers.

Source: http://www.cisco.com/web/TR/learn_events/expo2008/sunumlar/turan_sisman.pdf

4.2.3.3 Services offered

What kind of services does this type of venue offer to the public? (i.e., access to books, magazines; meeting and conference rooms; audio/video programs, computers, Internet, other). Include Digital ICT services if offered.

<i>Services Offered</i>	<i>Comments</i>
7. Literacy classes	At the PTCs
8. Vocational and technical courses	At the PTCs
9. Courses in social and cultural skills	At the PTCs
10. Pre-school education	At the PTCs
11. IT courses	At the PTCs and at the PTICs
12. Internet	At the PTICs
13. www access and communications	At the PTICs

Explain any salient differences in the services offered in different regions, sizes or other variables of significance:

There are around 300 different courses that have been offered in PTCs and now they are being modularized in around 200 courses. The above is a classification of some of the course types and there are more. The new PTICs are expected to support IT courses and ICT enabled information access.

Source: <http://cygm.meb.gov.tr/birimler/program/programhem.pdf>

4.2.3.4 Programs for underserved communities

Describe if this venue has programs specifically intended to reach underserved communities, differentiating by applicable Equity of Service variables (Form 1c).

If appropriate, indicate any specifics that apply to Digital ICT services alone.

The activities at the PTCs are specifically designed for the underserved, especially in terms of educational needs and vocational qualifications for those who are not in any formal educational institutions or haven't had a formal education. The other major target group is the unemployed.

There are a number of examples of courses, which are specifically and locally designed for the disabled or to involve the disabled in the standard courses.

4.2.3.5 Relevant content

What type of locally relevant content is available? What else is needed? Who is doing it?

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Available Content:

Almost all of the local PTCs have their own web sites containing general information on PTC activities and local information on the courses, and enrolment dates. These are the means to inform the citizens about the PTC and its activities. local

Other Content Needed:

Perhaps, the most needed content might be those, which support the courses offered.

Local Initiatives to build needed content:

None

Source: interviews with experts

4.2.3.6 Services and information available in local languages

Describe the availability of services and contents relevant to human development that are available in **local languages** in this type of venue? (i.e., info on health, education, government services, etc)

If appropriate, indicate any specifics that apply to Digital ICT services alone.

The services and information are normally presented in Turkish language.

4.2.3.7 Types of uses

What do people USE the venues for (most frequent kinds of information and services people seek in them, activities they carry out in them)?

(ii) If appropriate, indicate any specifics that apply to Digital ICT services alone.

Refer to section and complement here as needed.

PTCs are mostly for training purposes. The users take short courses on various subjects. There are also some extra curricular activities and training such as folk dances and music.

Among the various type of uses in PTICs, email and web browsing ranks as top 2, followed by commerce and blogs. PTICs are expected operate as a typical information access centers using the Internet and related services.

4.2.3.8 Number, type, and frequency of users

Refer to section. Complement here as needed.

As there are courses, which meet once or twice a week, users tend to visit the centers for attending these courses. We expect that once the PTICs are in full operation, the users will visit PTICs regularly.

4.2.3.9 Users capacity to use information and services offered

What is the overall capacity of the users to take advantage of public access to information and communication resources, differentiating by applicable Equity of Service variables (Form 1c)?

(i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

The goal of the PTCs is really to improve the capacity of its target group who are less advantaged in some ways. Therefore overall user capacity is expected to be low, but they attend the center with aim of improving their capacity.

This applies to IT training and the users of the PTICs. In big cities and urban areas, however, a better picture should be expected, as some of the users will be part of the formal education and those who are already trained in IT somehow. These users perhaps are slightly better in terms of social status and income level.

4.2.3.10 Training courses for users

Describe training courses offered to the public at this venue, and if they offer some kind of testing and certification.

Training courses: Around 300 over a period of time since the establishment and now they are being designed as modules – around 200

ICT specific training courses: Normally 1 basic ICT skills, though some large PTC in urban areas have higher level.

4.2.3.11 Integration into daily routines

How easy is it for users to integrate the information and services offered in this type of venue into their daily lives? (offer concrete solutions to their needs and problems, make it easier to solve them at this venue than in other places)

If appropriate, indicate any specifics that apply to Digital ICT services alone.

The centers have an ambitious goal to enable users to find a new job or perform better in their existing Jobs. The general outlook in the economy and the unemployment rate directly influence the efforts and may often be a challenge in reaching ambitious goals. The labor-intensive courses such as construction and mechanics as well as IT and language courses might be more demanded than others.

The real value of the centers, however, might lie in their contribution to users' social and cultural development. The essential contribution of literacy courses is undeniable. Other courses such as art, music and folk dance create individuals who are socially and culturally conscious and able.

Perhaps the top two courses, which are in continuous demand are IT and language courses. IT courses and the availability of services in new PTICs are definitely going to be essential skill builders for the users.

4.2.3.12 Users perceptions about the venue

What is the general perception or opinion of the population about the venue (not necessarily its specific services, but the venue itself: i.e., what do people generally think about libraries? Are they places that are “cool” or “only for elites” etc?), differentiating by applicable Equity of Service variables (Form 1c)? This includes perception by people who do not use the venue...

(i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

The PTCs are often considered accessible places where variety of useful activities and services are being offered for the locals. In small non-urban places, there is always a gap with those who can easily access information regarding these centers and those who might be not that lucky. Therefore, this seems to be a reason why these centers might be “cool” places but not for all. This is however exactly contrary to the goals of the establishment.

We do not expect this will be a significant problem for the new PTICs due to curiosity in the population and speed of information spread via word of mouth that these venues are free and open to all.

Sometimes, the level of users’ experiences, understandings and education might lead to over protection by the operators to deter some of the users due to fear of mal behavior and potential harm to the hardware and software.

4.2.3.13 Social appropriation of information and generation of new knowledge

What activities, products and services are users undertaking that exhibit new levels of social appropriation of technologies and generation of knowledge? For example, how are users generating and disseminating new knowledge, products and services through their use of this venue? (see category 13 in Real Access Framework for Social Appropriation of Technology).

If appropriate, indicate any specifics that apply to Digital ICT services alone.

There are often end of course celebrations and presentations by the course attendees to present their skills to the wider public. They also attend to festivals and other local or regional events, which constitute a good incentive for the users.

The contribution of IT skills and availability of the ICT enabled new PTICs will undoubtedly contribute to users in developing new ways of communication and performing certain tasks. There is however always, though small, risk of non-legitimate or improper uses for these skills.

4.2.3.14 Trust, safety, and privacy

What is the general perception or opinion of the population about the safety, security and privacy (TRUST) of the information and services offered in this venue?

In general, there is always a great respect to the educational institutions and teachers in Turkey. This earns sufficient trust. We don’t however expect a high degree of consciousness in terms of safety and privacy issues on the side of the users. Perhaps these are challenges to appear in the near future.

4.2.3.15 Gaps and opportunities in information and services offered

What other information gaps and opportunities exist, which are not being met? (other information/services people need that are not being met there and could be offered, especially through Digital ICT services)

Although the PTC are equipped with trained personnel, in general, we believe there is an essential need to cover all of the PTICs in the country with operators who are properly trained and qualified to run these centers and to support the users.

4.2.4 Enabling environment

2 – 3 Paragraphs:

What is your overall assessment of the ENVIRONMENT ecosystem in this type of venue (local economy, national economy, legal and regulatory framework, political will and public support, regional and international context)?

As PTC are part of the Turkey's educational system – i.e. are operating under the ministry of education – they get influenced by the public investment in education. However, there is a growing motivation in investing in IT education in the country. The ministry of education has the following in its agenda:

- All educational institutions and classes will be equipped with IT infrastructure.
- As part of eTransformation Turkey, Ministry of Education will complete its eEducation projects in all aspects
- eEducation will be serving the citizens via eGovernment gateway
- To set up and Institute for ICT in order to train public organizations.
- Ongoing projects to promote Internet and its uses.

Internationally, the processes of joining the EU is influencing and sometimes supporting financially the projects related to modernization of services via PTCs.

4.2.4.1 Local and national economy

Describe the local and national economic environment and how it affects public access to information and communication in this type of venue (refer to and complement economic summary in country assessment, section, calling out what is specific to this venue)

(i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

As mentioned above, the national economy directly influences the services offered via PTCs, as the economic fluctuations influence the investment in education. Currently, however there seems to be a good motivation in investing ICT related and based education in the country.

As expected, PTCs often run under-funded and sometimes, the local centers are supported by the donations of the local citizens. The local economy influences these donations.

4.2.4.2 Legal and regulatory framework

Describe the legal and regulatory framework and how it affects public access to information and communication in this type of venue (refer to and complement economic summary in country assessment, section, calling out what is specific to this venue)

(i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

One of the new initiatives is the modularization of the courses offered, as this will make the PTCs adapt to the changes faster and better.

4.2.4.3 Political will and public support

What is the level of political will and public support for this type of venue? (refer to and complement section calling out what is specific to this venue)

(i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

There is a growing political support for ICT related initiatives in Turkey as part of eTransformation strategy. This has contributed the best to the opening of new PTICs at these centers. Although these information centers are new, the observation during the surveys gave us a positive and promising impression of the users.

4.2.4.4 Organization and networking

Describe if the facilities in this type of venue organized in any network, association or other collective body? (i.e., national public library system, telecentre franchise or network, etc)?

The PTCs are organized as part of a directorate under the Ministry of Education. The directorate is responsible for promoting and implementing education for those who cannot or was unable to receive formal education.

4.2.4.5 Partnerships

Describe notable public-private partnerships in support of this type of venue.

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Public and private partnerships in Turkey are becoming popular recently. Ministry of education and PTCs partnered up with CISCO and were training their teachers.

4.2.5 For publicly funded venues only: Revenue streams

This section is meant specifically for publicly-funded venues (public libraries, national connectivity programs, etc).

4.2.5.1 Budget

What is the total budget for this public access venue system (applies especially for libraries, answer for other venues if applicable and if available)?

Total Budget for Fiscal Year 2008

Local currency name YTL amount (local currency) 32 392 258

Approx. equivalent in USD **26,835,220.45** based on exchange rate of 1 USD = 1.20708 TRY on date 24/07/2008.

As the PTICs are new we do not have the budget for the venues. However we know how much was spent to open the new PIACS. The above figure was spent for opening 1155 PTICs and 186 LICs and purchase of the 20475 computers, 1382 peripherals and 20475 tables and chairs.

4.2.5.2 Relative size of budget

How large (or small) is this budget in relation to other funding streams? (this is a way to show, in financial terms, how much the government cares about information and public access as compared to a variety of other issues in the country).

Relative Size of Budget for same year	Total budget (local currency)	Comments
Total national budget	218 044 132 172	General budgeted organizations only
Education	22 915 565 000	PTICS receive funding from this budget – we do not have the actual figure
Transport	1 051 485 000	
Culture and tourism	826 586 000	

4.2.5.3 Sources of funding

What are the sources of funding for this public access venue system?

Sources of funding:	Approximate % of total budget	Comments
Government sources:	100	
International donors:		
National donors:		
User fees/services:		

Other Comments:

The venue should ideally operate 100 % with funds from the government but in reality there are donations for the local venues. We do not have the figure but we do not think it is sizeable.

4.2.5.4 Paths and flows of resources

How do resources get allocated and disbursed to the actual venues? For the principal funders, and especially for the public sources, what is the flow of funds? How are the funds raised (what tax stream), what path do the tax streams flow before they get to the specific venues? Who makes decisions about this funding?

The budget for the PICs comes out of the budget of ministry of education. However the funds opening new PIACS were from the budget of the Ministry of the Transport.

4.2.5.5 Fees and cost recovery

Describe if there are user fees or any other type of cost recovery. How does it affect service delivery and usage?

Normally the PTCs do not charge the users. However as there are not often sufficient funds, donations are requested from attendees or local businesses. Funds and donations are used for over all operation costs, salaries for the personnel and purchase of required equipments, furniture, fixtures, and supplies.

4.2.5.6 Cost categories

What are the main cost categories in the operation of this kind of venue? (% of total annual budget)

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Cost Categories for Operation:	Approximate % of total budget	Comments
Staff (salaries, benefits)		
Building infrastructure		
Utilities		
Staff Training		
Computers/technology		
Total	100%	

Other Comments:

We do not have the detailed data.

4.2.5.7 Recent changes and future trends

Describe any recent changes and anticipated future trends in the funding and revenue streams for this type of venue in the country. Have funding levels risen or decreased dramatically over the past few years? What is the outlook for the foreseeable future?

A major recent change is the investment in the IT classes and opening of the new PIACs at the Public centers using budget from the Ministry of the Transportation.

4.2.6 Case example for venue 2: Esme (Usak district)

Provide a short descriptions and commentary for each type of venue, offering a realistic sense of what the venue looks and feels like in its day to day operation, the kind of people who visit, and the kind of services they receive. Also, the case example indicates what makes the case unique or what features are commonly shared with other venues. A photo and short quotes will make it even more real.

Usak district is located western part of Turkey –please see the map below. Esme is one of the cities belonging to this district. Esme central has a population of 20 thousand people.



The picture below shows a pre-opening morning shot of the PTIC in Esme. It is newly converted from a garage. It has 20 computers and is open to the public and students. Students who would like to improve their computer skills and knowledge mostly use it. It is located with ten minutes of distance to the city centre, and thus used is easily accessible. There is not much special to mention about the centre, as it is very new.



The following picture shows some of the handcrafts done by the students who attended the courses given by PTCs in Esme (these two pictures below are taken from the centers web-site. We did not hear back to our request for permission. So please use this only for informative purposes).



This picture below showing a music concert activities of PTCs by its students.



(these two pictures above are taken from the centers web-site. We did not hear back to our request for permission. So please use this only for informative purposes).

4.3 Venue 3: PIACs at the Municipalities (MICs)

4.3.1 Overall venue assessment

Provide a broad picture of the public access information landscape in this venue, informed by the results of this research.

2–3 Paragraphs:

What is your overall assessment of public access information in this type of venue?

In Turkey there are 3225 municipalities. The number might go down to 2000s, as the up coming legislation is to reduce the number of municipalities in the country. As part of the eTransformation action plan, there is an ongoing project to set up PIACs at the municipalities. According to this project, those locations having less than 5000 habitants will receive a PIAC with 5 computers, those with 5000 to 10000 habitants will receive a PIAC with 8 computers and those having a population of more than 10000 will receive a PIAC with 10 computers. Currently, among these municipalities a decision to set up a PIAC at the 1184 location is taken, and TURKETELEKOM is to set up MICs at 850 locations.

Municipalities are distributed everywhere and are close to the local population. Also the municipalities regulate so many commercial Internet cafes that exist in the country. The municipalities are welcoming the idea of having their own PIACs, as the administration of commercial Internet cafes are becoming difficult due to mal-behavior and tendency that these places are becoming a “nest” for certain young members of the population.

However, most of the actions of the municipalities are influenced by the politics in the country. At times, they might act according to how their political agenda dictates. Although municipalities are great potential for PIACs, the political climate may have direct influence on how these MICs will be used.

As these MICs are new, we don't know much about them and their user bases. Prior to these MICs, a number of municipalities took initiatives and set up their own PIACs. During the time of research, we have witnessed some successful implementations, though very few in number. In this part of the report, however, we will only talk about the new MICs that are set up as part of eTransformation action plan.

4.3.2 Access

2–3 Paragraphs:

What is your overall assessment of ACCESS ecosystem in this type of venue (physical access, appropriate technology, affordability)?

They are open to all, free in principal, and contains standard technology that have been used in other PIACs. They are often set up at a central location in cities or small towns.

4.3.2.1 Physical access

Describe how accessible this venue is to various population segments, differentiating by applicable Equity of Service variables (Form 1c), especially the differences between urban and non-urban settings.

If appropriate, indicate any specifics that apply to Digital ICT services alone.

We do not have much information on this venue; however, one can easily claim that they have a great potential in welcoming members from all walks of life. Although we have not observed such evidence yet, political motivation may create some implementation challenges or discrimination against users. It is equally likely that political motives can also lead local authorities to be more sensitive about the needs of the underserved.

4.3.2.2 Appropriate technology and services

Describe how appropriate the technologies, services and information offered in this venue are to the population, differentiating by applicable Equity of Service variables (Form 1c).

If appropriate, indicate any specifics that apply to Digital ICT services alone.

The technology and services are standard technologies used for new PIACs – a number of new computers with Internet access. The services are open to all members of the public.

4.3.2.3 Affordability

Describe how affordable the technologies and services offered in this venue are to the population, differentiating by applicable Equity of Service variables (Form 1c).

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Free access to all. Sometimes they roll call to see who is in the center. In a few centers they also keep record of families of the young users.

4.3.2.4 Fees for services

What fees or other requirements exist in order to access and use the information in the venues? (registration, user fees, restrictions to certain populations)

If there are fees: What do these fees buy?

Not Applicable

Indicate amount in local currency

Equivalent in US Dollars:

Date of estimate

and local currency name

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Explain any salient differences in the services offered in different regions, sizes or other variables of significance:

As mentioned above, first of all the MICs are set in proportion to sizes of the locations – places with smaller population get small number of computers. A small number of the population means that they will get smaller investments for maintenance and for hiring a qualified operator.

4.3.2.5 Geographic distribution

What is the distribution of the venues in terms of their geographic location?

Complement any details not already included in section 2.1: **Venue Selection**.

Although we do not have the actual data, we assume the new MICs are evenly distributed around the country as LICs and PTICs are.

4.3.2.5.1 Map

If available, insert a map that displays the geographic distribution of this type of venue in the country (expand to the size you need).



Description of map:

Municipalities are distributed in all parts of Turkey.

4.3.2.6 Other factors affecting access

Other factors that affect equitable access to public information in this type of venue, not covered above?

If appropriate, indicate any specifics that apply to Digital ICT services alone.

It is worth mentioning again that local authorities are politically motivated more to compare the libraries to Public training centers, and this might have both positive and negative impact on the access and potential discrimination against users.

4.3.3 Capacity and relevance

2–3 Paragraphs:

What is your overall assessment of CAPACITY ecosystem in this type of venue (human capacity, locally relevant content, integration into daily routines, socio-cultural factors, trust in technology, social appropriation of technology)?

After the MICs are set, the responsibilities with running them are left with the local authorities. Although, we believe many municipalities are happy to offer ICT services to their constituents, the required technical knowledge and funding to run these venues can be a challenging limitation for the venues. This might result in sacrificing the principles of free and indifferent access.

4.3.3.1 Staff size

How many people work in a typical facility for this type of venue? (full time-equivalent employees or contractors; describe any significant variations, i.e., large, medium and small libraries in the country)

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Normally one per MIC.

4.3.3.2 Staff training

What is the overall capacity of the staff (i.e., librarians, telecentres operators) to help users access and use public access to information and communication services offered in this venue? Differentiate by applicable Equity of Service variables (Form 1c).

(v) If appropriate, indicate any specifics that apply to Digital ICT services alone.

(vi) For Public Libraries, indicate if Library School training is available and/or required for librarians.

We expect that staff training issue is similar to other PIACs where the centers are underfunded and only a convenient solution is offered. Therefore, many MICs are probably under staffed and the staff are not properly trained.

4.3.3.3 Services offered

What kind of services does this type of venue offer to the public? (i.e., access to books, magazines; meeting and conference rooms; audio/video programs, computers, Internet, other). Include Digital ICT services if offered.

Services Offered

Comments

14. ICT

Standard services with computers and Internet access

Explain any salient differences in the services offered in different regions, sizes or other variables of significance:

Local authorities normally offer many community services including sports and leisure. In one of the cities, we have witnessed a wider range of services being offered but this is not typical and only the result of the special efforts of the particular local authority. Please see the case at the end.

4.3.3.4 Programs for underserved communities

Describe if this venue has programs specifically intended to reach underserved communities, differentiating by applicable Equity of Service variables (Form 1c).

If appropriate, indicate any specifics that apply to Digital ICT services alone.

One of the advantages of MICs is that they are much closer to the ordinary members of the community and due to political drives they may be more motivated in offering services to the underserved.

4.3.3.5 Relevant content

What type of locally relevant content is available? What else is needed? Who is doing it?

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Available Content:

Almost all municipalities have their own web sites providing local info.

Other Content Needed:

The web sites of the local authorities are often one-sided information providing tools and are neither interactive nor transactional.

There is a need for developing locally relevant content.

Local Initiatives to build needed content:

n/a

Source: observation and web-search

4.3.3.6 Services and information available in local languages

Describe the availability of services and contents relevant to human development that are available in **local languages** in this type of venue? (i.e., info on health, education, government services, etc)

If appropriate, indicate any specifics that apply to Digital ICT services alone.

All services are normally offered in Turkish.

4.3.3.7 Types of uses

What do people USE the venues for (most frequent kinds of information and services people seek in them, activities they carry out in them)?

(iii) If appropriate, indicate any specifics that apply to Digital ICT services alone.

Refer to section and complement here as needed.

Typical Internet and www services.

4.3.3.8 Number, type, and frequency of users

Refer to section. Complement here as needed.

Proper Information not available as the venues are very new – except the ones reported in the charts of the previous chapter.

4.3.3.9 Users capacity to use information and services offered

What is the overall capacity of the users to take advantage of public access to information and communication resources, differentiating by applicable Equity of Service variables (Form 1c)?

(i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

In general, the centers are perhaps responding to the needs of the ordinary users. In this respect they are expected to be less trained in ICT and needs more support. However, during the survey it has been observed that most of the users of the LICs and PTICs are also using MICs, especially in small cities (as some LICs and PTICs have time limits on the use, users move from one center to

the other).

4.3.3.10 Training Courses for Users

Describe training courses offered to the public at this venue, and if they offer some kind of testing and certification.

Training courses: n/a

ICT specific training courses: n/a

4.3.3.11 Integration into daily routines

How easy is it for users to integrate the information and services offered in this type of venue into their daily lives? (offer concrete solutions to their needs and problems, make it easier to solve them at this venue than in other places)

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Most of the effort goes into taking the young members of the population and unemployed away from the streets and giving them, though not so effective, some skills in using the ICT for their immediate needs (i.e. home work and communications) and possibly for job search.

4.3.3.12 Users perceptions about the venue

What is the general perception or opinion of the population about the venue (not necessarily its specific services, but the venue itself: i.e., what do people generally think about libraries? Are they places that are “cool” or “only for elites” etc?), differentiating by applicable Equity of Service variables (Form 1c)? This includes perception by people who do not use the venue.

(i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

We do not have any evidence of negative feelings towards these centers. In time, there might be a danger that these centers might be politically influenced in their activities.

4.3.3.13 Social appropriation of information and generation of new knowledge

What activities, products and services are users undertaking that exhibit new levels of social appropriation of technologies and generation of knowledge? For example, how are users generating and disseminating new knowledge, products and services through their use of this venue? (see category 13 in Real Access Framework for Social Appropriation of Technology).

If appropriate, indicate any specifics that apply to Digital ICT services alone.

We do not have any info on evidence supporting social appropriation.

4.3.3.14 Trust, safety, and privacy

What is the general perception or opinion of the population about the safety, security and privacy (TRUST) of the information and services offered in this venue?

In general we expect that users do not have any concern regarding these issues..

4.3.3.15 Gaps and opportunities in information and services offered

What other information gaps and opportunities exist, which are not being met? (other information/services people need that are not being met there and could be offered, especially through Digital ICT services)

The opportunities and gaps are similar to other PIACs where the services offered are really limited. There needs to be more effort and capacity in creating best utilization of ICT infrastructure in these venues apart from typical uses. Some possible areas to improve might be community building, availability of local content, eCommerce, etc.

4.3.4 Enabling environment

2–3 Paragraphs:

What is your overall assessment of the ENVIRONMENT ecosystem in this type of venue (local economy, national economy, legal and regulatory framework, political will and public support, regional and international context)?

The political context in the country influences the local governments very closely. At the moment, most of local authorities are in the same political party as the central government. The central government seems to be indifferent to the party that a local government belongs when it comes to the investment in these new PIACs. This is evidenced by the uniform distribution of PIACs all over the country. We believe however this may not always be the same for a long period of time in the future. The political context can easily influence how these centers will be used and how users will be affected by it.

4.3.4.1 Local and national economy

Describe the local and national economic environment and how it affects public access to information and communication in this type of venue (refer to and complement economic summary in country assessment, section, calling out what is specific to this venue)

(i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

Local authorities are very much influenced by the fluctuations in the local and general economy. As these venues are new, the nature of such influence is yet to be observed.

4.3.4.2 Legal and regulatory framework

Describe the legal and regulatory framework and how it affects public access to information and communication in this type of venue (refer to and complement economic summary in country assessment, section, calling out what is specific to this venue)

(i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

Apart from the new initiatives coming from the eTransformation strategy action plan, there seems no other major regulations supporting the MICs.

4.3.4.3 Political will and public support

What is the level of political will and public support for this type of venue? (refer to and complement section, calling out what is specific to this venue)

(i) If appropriate, indicate any specifics that apply to Digital ICT services alone.

The fact that majority of the local governments belong to the ruling party, seems to be significant support and shows the political will behind the initiatives for MICs. The important issue however is the continuation of the same for the years to come.

4.3.4.4 Organization and networking

Describe if the facilities in this type of venue organized in any network, association or other collective body? (i.e., national public library system, telecentre franchise or network, etc)?

The local governments are the building blocks for the central government. There is an association of municipalities in Turkey. We do not know much about them, as they were not responsive to our interviews.

4.3.4.5 Partnerships

Describe notable public-private partnerships in support of this type of venue.
If appropriate, indicate any specifics that apply to Digital ICT services alone.

Local governments often partner or work with private sector. We are not aware any large scale country level that is directly related to MICs.

4.3.4.6 Other environment factors

Other factors in the environment that affect access and use of information in this kind of venue, not covered above?

None.

4.3.5 For publicly funded venues only: Revenue streams

This section is meant specifically for publicly-funded venues (public libraries, national connectivity programs, etc).

4.3.5.1 Budget

What is the total budget for this public access venue system (applies especially for libraries, answer for other venues if applicable and if available)?

Total Budget for Fiscal Year 2008

Local currency name YTL amount (local currency) 32 392 258

Approx. equivalent in USD **26,835,220.45** based on exchange rate of 1 USD = 1.20708 TRY on date 24/07/2008.

As the MICs are new we do not have the budget for the venues. However, we know how much was spent in opening th new PIACS. The above figure was spent for opening 1155 PTICs and 186 LICs and purchase of the 20475 computers, 1382 peripherals and 20475 tables and chairs.

This tells us that each venue costs around 20000 USD (26835220/(1155+186)).

Multiplying this with new 850 MICs gives a total spending of around 17 million USD.

4.3.5.2 Relative size of budget

How large (or small) is this budget in relation to other funding streams? (this is a way to show, in financial terms, how much the government cares about information and public access as compared to a variety of other issues in the country).

Relative Size of Budget for same year	Total budget (local currency)	Comments
Total national budget	218 044 132 172	General budgeted organizations only
Education	22 915 565 000	PTICS receive funding from this budget – we do not have the actual figure
Transport	1 051 485 000	
Culture and tourism	826 586 000	

4.3.5.3 Sources of funding

What are the sources of funding for this public access venue system?

Sources of funding:	Approximate % of total budget	Comments
Government sources:	100	Local authorities may also support
International donors:		
National donors:		
User fees/services:		

4.3.5.4 Paths and flows of resources

How do resources get allocated and disbursed to the actual venues? For the principal funders, and especially for the public sources, what is the flow of funds? How are the funds raised (what tax stream), what path do the tax streams flow before they get to the specific venues? Who makes decisions about this funding?

The cost of setting up new MICs was transferred from the budget of Ministry of Transport. The local government should use their own funds to run the venues.

4.3.5.5 Fees and cost recovery

Describe if there are user fees or any other type of cost recovery. How does it affect service delivery and

usage?

No fees are charged.

4.3.5.6 Cost categories

What are the main cost categories in the operation of this kind of venue? (% of total annual budget)

If appropriate, indicate any specifics that apply to Digital ICT services alone.

Cost Categories for Operation:	Approximate % of total budget	Comments
Staff (salaries, benefits)		
Building infrastructure		
Utilities		
Staff Training		
Computers/technology		
Total	100%	

Other Comments:

Data not available.

4.3.5.7 Recent changes and future trends

Describe any recent changes and anticipated future trends in the funding and revenue streams for this type of venue in the country. Have funding levels risen or decreased dramatically over the past few years? What is the outlook for the foreseeable future?

n/a

4.3.6 Case example for venue 3: Sanli Urfa

Provide a short descriptions and commentary for each type of venue, offering a realistic sense of what the venue looks and feels like in its day to day operation, the kind of people who visit, and the kind of services they receive. Also, the case example indicates what makes the case unique or what features are commonly shared with other venues. A photo and short quotes will make it even more real.



Sanli Urfa or Urfa in short is located at the south east part of Turkey. An urban city in rural

surroundings. The population of Urfa district is over a million. Around half of them lives in the district center Urfa.

The municipality was given a new PIAC very recently, which has 20 computers. The new PIAC is at the the same place as the public library. As can be seen in the pictures below, there is a large and comfortable surroundings to work.

The MIC is open to all but in practice only students are allowed. This seem to be a way protecting the venue from “over-use”

In the centre students can use the computers, printers, do research and study. The interesting is that in order to decrease the cost of printing every student is asked to bring their own papers.

There are two responsible operators here. They both have very limited, if any, knowledge of the IT and software that are being used. Therefore, they often cannot support the users. The users are students from primary to high school and some university students too.



5 Success Factors and Strategic Recommendations

5.1 Summary of Lessons in Country

5.1.1 Information needs

What are the most critical information needs by underserved communities that are currently not being adequately met by public access to information and communication venues?

Before detailing the most critical information needs, it is important to note that, perhaps the most urgent need of the underserved community is capacity building – enabling them to be able to use the public access information centers comfortably and effectively. This requires convenience in accessibility and improved IT skills.

Based on this research and observation, it seems that all the good efforts in implementing eTransformation strategy, and building new PIACs all around the country, result in a standard and uniform approach to set up these venues without a proper account of what actually is needed by the users in different venues. Therefore, such a standard approach can only lead to satisfying a common user base with an ordinary view of what is needed. This seems to be the reason, why most of venues are occupied by users with very similar characteristics – students, young men, and in some cases, young women and a number of adventurous and curious users. There are a few programs for those who have special needs but they are very limited and are result of efforts of individuals or a few venues. They are not part of the broad planning processes.

Therefore, there is a need to direct the services in the venues to those who are not in formal education (IT or not), who are unemployed and who have special needs. One of the most significant successes of the venues is reflected in the free services. This way, there is at least one effective set of services for those with low socio-economic status or low-income. However, those who are at the very low-end are not yet reached because there are other barriers such as lack of information about the venues, lack of education and, perhaps, age and gender differences.

The need of these groups, information or otherwise, may be different than even ordinary users of the venues. They need to be accessed, and empowered to be able to use the venues. They need to be shown that there is something good and beneficial for them in using the venues. This requires proper training and content geared towards those who are really in need. Here the main concern is, for example, the information needed by elderly, by the unemployed, housewives and those who have special needs. We believe that public training centers are the best venues being closer to this approach.

5.1.2 Where people go

Where do people go for public access to information and communication in the country, especially underserved communities?

It would not be far from the truth if a statement “they don’t go any where” is set out. Most the underserved community, first of all is becoming slowly aware that there may be some venues where they can access information. It is often the case in Turkey that, people help people. Especially in urban areas relatives or friends make up the reliable sources of information. This is only changing slowly and gradually. The gradual change is perhaps can be credited to the friends and relatives who have computers and to those isolated initiatives to build venues that are providing access to information for the public. In addition to the libraries, the new PIACs are one of the first large scale initiatives which should have an impact on changing this conventional and traditional approaches.

5.1.3 How access, capacity, and environment affects public access

How do access, capacity and environment affect public access to information and communication venues in the country? (Refer to details under access, capacity and environment in research design document).

Access, capacity and the environment are probably the major factors having an impact on the way the venues are and will be functioning.

In terms of access, all of three venues seem to be positioned well in terms of their out reach. However each one of them has a slightly different type of clientele – LICs seem to be more for students, MICs seem to be more for ordinary young citizens and PTICs seem to be more for the underserved who are able to attend the courses and use the facilities. All of the venues offer virtually free access. Given the funding requirements and the lack of sustainable financing plans, free access might change in the future. There are already, though minimally affecting, cases observed that some venues start charging for printing paper or limiting the time each user can stay in a venue.

Perhaps the most important factor that influences access is the capacity of the operators in supporting the users and the capacity of users in being able to effectively use the services. We do not believe that venues are using their full potential in reaching out to wider base of users but we do believe that a major reason for that is the capacity. Improved capacity will enable participants to have better uses of the venues and the venues to be able to support and improve the users and user base. In this respect, PTICs seems to be more reliable as they can also provide ICT training.

Finally, with regard to environment, various issues might be of concern. EU unification process might fail and there may not be enough motives for eTransformation. The political power might change drastically and may not support the existing initiatives, especially the local governments and MICs. PTICs are part of the ministry of education and any changes in legislations or regulations might have a direct impact on them.

5.1.4 Role of ICT

What is the role of ICT in public access to information and communication? What untapped opportunities exist?

An information access venue for public without any ICT is unimaginable. ICT in the venues powers the access to the information, especially, via Internet.

In Turkey there will be more developments in terms of broadband use and wireless access points. There will also be a shift towards the use of wireless satellite access to venues. These are probably two important opportunities for the future of information access venues in Turkey as it is in the world.

5.2 Success Factors and Recommendations

5.2.1 Where to invest resources

How could additional resources (money, people, time, knowledge) be best used to strengthen public access to information and communication venues and practices in the country? (i.e., solutions that would make it more accessible, affordable, appropriate?)

Number one priority in making the public access venues successful lies with creating a workforce of trained and qualified operators. Any investment in such training is definitely worth. As this will have a great impact on the performances of the venues.

The next investment area is capacity building for the users, especially for the underserved. We believe that PTICs are the best venues to invest in, as they can provide such courses and are also more closer to the underserved community than the LICs or MICs. Investing in PTICs and the IT training courses will empower the users in terms of their technical skills which, in turn, will influence the better use of the venues.

Then there is also growing need for making better use of ICT infrastructure apart from those typical for communication and education. There needs to be investment in building projects where utilization of Web 2.0 for community building, local and relevant content developments and, perhaps eComerce for the local and SMEs.

Therefore this research suggests investing capacity building both for the users and the operators of the venue, followed by locally relevant content development.

5.2.2 Key success factors

What are the key success factors for public access to information and communication to meet information needs of the population, especially underserved communities, and especially through digital ICT?

Information society strategy document of Turkey, prepared by Pepper & Rogers Consulting Inc, is a result of 3 years effort, which includes very comprehensive, excellent and advanced work among all EU countries and learned lessons from EU. Despite this excellent preparation work, the implementations are not going as well as planned and expected on e-government transformation, some institutions are well adapted and some are not. Overall, most of the government institutions have made some evolutionary developments in their services to citizens. All these efforts constitute a fundamental new approach for new ICT projects and collaborations. In addition, eagerness and ongoing operations of different public institutions,

the process of being a member of EU, all facilitate the implementation of new projects and ideas.

Public Libraries, already providing PIAC services, in terms of number and outreach, are expected to be frequently used and are familiar venues. They need to be promoted and the quality and quantity of personnel must be improved, increasing number of personnel must increase the working hours. Computer skills of library personnel –i.e. operators - must be improved.

We have seen that some municipalities of major cities (İstanbul, Ankara), having better budgets, offer good internet cafe service without fee, campaign is called as “clean internet café” to prevent some negative aspects of private internet cafes (security, harmful web sites for children etc). The risks and problems about the venues at municipalities may include regional inequality and sustainability. The local municipality election on March 2009 in Turkey, motivates some populist policies, like the increase of these PIACs. With the addition of new MICs however these fears might be a little cooled down.

The current government ownership and the push on new PIACs are welcome in Turkey. The plan to establish them seems to be very feasible and working. However, the sustainability and maintaining the PIACs for longer periods of time seems to be problematic as the costing and responsibility planning are not clear. The government’s push project may also need improvements in coordination efforts.

All the venues are free, in principal. This is an essential strength for the venues and it should be kept so for the future in order to have sustainable access.

The PTICs are seems to be most appropriate among the three venues, as they are closer to the underserved in terms of accessibility and also have capabilities to train the operators and the users, especially the underserved.

Current political will and support must be sustained and should not be depend on who is in the power.

There is need to keep the ICT in venues modern and at the cutting edge for the coming years.

5.2.3 Role of ICT

How can public access to information and communication venues in the country be strengthened to offer more meaningful and equitable access to information, especially using digital ICT?

ICT is becoming a convenient medium. While the technologies progress, better services to the citizens and those who are in need are being invented. The technology changes very fast and the convenience coming with each technological wave makes the previous one obsolete.

LICs are already using wireless in the district centers and new technologies need to be spread to the smaller libraries. Sustaining a good standard of hardware and software is also an opportunity for the MICs and PTICs. In a few years time, these technologies will be old and

needed to be replaced in order to keep a certain standards for services that suit best to having an ICT in a venue.

Another way to effectively utilize ICTs is to have a proper content according to the needs of the users. Current content is developed independent of what these venues are achieving to get with their users. The numbers of ICT based information access venues are high in the country but the content used are designed prior to these venues and there is an opportunity to develop new content and the venues together.

5.2.4 Top ten recommendations

What are the Top Ten recommendations for public access to information and communication venues in your country? Make sure you include policy recommendations as part of them.

1. Turkey needs a ministry of IT or ICT in order to keep efforts related to eTransformation, modernization of public sector and private sector, and the services to citizens well coordinated. There is a need to move from implementations involving several organization where there are no clear indication who is actually in charge and responsible.
2. PTICs need more investments, as these are the right venues for public access to information both in terms of their closeness to the users and ability to build capacity.
3. The current efforts of opening new PIACs all over the country should be supported by supplying qualified operators to the venues.
4. One of the important recognition out of this study is that it is important to keep track of activities in the venues and their relationship to the equity variables. The venue owning organizations often do not have any data on underserved and their needs. This makes it even more important to gather such information. This is a good opportunity to do so.
5. Policy makers and the higher-level public organizations, which are pushing the activities, at least for Turkey, need to know more about what actually is happening at the grass root level in these venues. This can provide an effective feedback, for better and long term planning, and for organization of the responsibilities, costs and sustainability
6. Relevant content should be built according to the needs of the users of the venues. The real need of the content of the underserved should be assessed in building such content.
7. In some location three of LICs, MICs and PTICs exist and managed by different local organizations. The coordination of these venues and collaboration among venues might reduce inefficiencies and costs.
8. Ideally, all MICs should be converted to PTICs or LICs, as they are more susceptible to political influence.

9. The quality of activities in the commercial cyber cafes should be better regulated and improved and more legitimate uses must be encouraged via, for example providing free training to the public. This is good for the public and also commercially motivated café owners, as they will have increased their potential customers. This can create a healthy competition with the new PIACs

6 Appendices

Please attach on the next pages any other relevant information; resources or materials that can help understand public access information venues in the country.

6.1 List of Countries Included in the Research

Algeria
Argentina
Bangladesh
Brazil
Colombia
Costa Rica
Dominican Republic
Ecuador
Egypt
Georgia
Honduras
Indonesia
Kazakhstan
Kyrgyzstan
Malaysia
Moldova
Mongolia
Namibia
Nepal
Peru
Philippines
South Africa
Sri Lanka
Turkey
Uganda

6.2 Overview of Research Design

The Center for Information & Society (CIS), in partnership with the Information School of the University of Washington, has as part of its core mission the investigation of how inequities in our global society can be reduced through improved access to information and communication technologies (ICT). As part of its research activities, CIS has brought together interdisciplinary teams of researchers to examine the needs, readiness and success factors for public access to information and communication venues through digital ICTs in 24 countries around the world.

Project Goal:

- Understand information needs, and opportunities to strengthen institutions that offer public access to information and communication, especially to underserved communities, and especially through the use of digital ICT: What are the needs, barriers, opportunities and success factors for public access to information and communication to help human development in countries around the world? For the purpose of this study, research is primarily focused on Libraries and Other institutional venues for which access to information has a significant role. This research includes understanding venues where digital ICT is currently offered, *and* also where ICT is not currently offered but there is potential and strong institutional support to include ICT (for example, some public libraries where digital ICT services are currently not offered, but there would be strong interest in offering them).

Libraries include public libraries and other types of libraries that are open to the public. **Other venues** include national initiatives that offer public access to information, either with ICTs (telecentres, cybercafés and the like) or without ICTs (post offices, community centers and similar) and are of significant importance in local contexts.

Project Purpose:

- Inform policy and funding decisions: Inform funders and government decision makers about future program direction and funding allocations
- Contribute to public knowledge: Disseminate results of in-depth country and comparative analyses, including research design and analytical models

To inform project design, CIS adapted the Real Access framework (Bridges.org), analyzing public access to information and communication through a total of 14 research categories grouped under the dimensions of **Access, Capacity & Relevance** and **Enabling Environments**. Adaptation was done in consultation with research partners around the world for the purposes of this study.

The implementation of this project is organized as a two-phase process:

Phase 1: Nov 07 – Feb 15, 2008

During Phase 1, a **Draft Country Report** will be prepared by local research teams in each country. The Draft Country Report includes a Country Profile, a Country Assessment and an early draft of Lessons & Recommendations.

The *Country Profile* is a collection of 50 general descriptive data points drawn from readily accessible sources; CIS pre-populates the reports for each country, and offers them for validation and comments by local teams. Country Profiles provide primarily statistical data that is intended to offer a quick snapshot of each country, including geography, political environment, demographics, economy, education and ICT infrastructure.

Using a common approach to define research processes, local teams will conduct initial fieldwork to inform a *Country Assessment*. The Country Assessment includes both a scan of information needs, especially for underserved communities; and an assessment of public access to information and

communication venues (with or without digital ICT services) and their environment, resulting in a better understanding of gaps, opportunities, and readiness of public access to information initiatives in each country.

During Phase 1, each country team will also complete an early draft of *Success Factors and Recommendations* focused on strengthening public access to information in the country, and identify potential themes and issues for further study in Phase 2.

Phase 1b: Feb 15-Mar 15, 2008

During this period, CIS will conduct a preliminary comparative analysis based on the Draft Country Reports from all participating countries, and suggest feedback and guidance for Phase 2 of the study. The comparative analysis will look for salient trends, emergent themes, patterns, and threads across regions. During this period, next steps will be determined for in-depth country research for Phase 2.

Phase 2: March 2008 – August 15, 2008

Phase 2 will involve a deeper assessment of public access to information and ICTs across all 24 countries. In particular, CIS is interested in deeper probing of the emerging themes and scenarios identified in Phase 1. A **Final Country Report** will include high-level analysis, success factors and recommendations to strengthen public access to information and ICTs in each country. Final comparative analysis across countries, with analytical models and scenarios, will be completed by CIS after receiving the Final Country Reports.

Findings will be disseminated publically through reports, academic publications, conferences and consortiums. Each country team is expected to produce at least one publishable paper on their research and findings, plus additional papers emerging out of the comparative analysis and global findings. Publications will be part of the public domain, with the CIS web site, partners' sites, and other publication channels to be identified.

6.3 Annotated Country Profile (Form 2)

Attach here an updated copy of the annotated Country Profile (Form 2).

6.4 Other Appendices

6.4.1 Experts:

- Ramazan Altınok Head of E-government Advisory Group
- Semra Atınç Deputy General Manager in Library and Cultural Publications
- Hakan Özlük Expert in Directorate of Library and Cultural Publications
- Raşit Şar Department Manager of Education and Information Technologies in Ministry of National Education
- Güsel Sönmez Department Manager of Education and Information Technologies in Ministry of National Education
- Mikail Şenyiğit Ministry of National Education
- İlhami Türkay Ministry of Transportation
- Recep Çakal Head of Information Technologies Department of SPO
- Özlem Aşık Expert in Information Technologies department of SPO
- Mete Yıldız Instructor at Hacettepe University

6.4.2 An Extra Case

Ankara municipality “Internet Café” for visually impaired.

It is properly located within most central metro station of Ankara, open 7 days between 9.00-18.00 and entrance is without fee. Disabled people can utilize the center with member registration only.

The center is equipped with 30 computers and LCD monitors, 5 braille display, 2 scanners, 1 Braille printer, 1 regular printer, 408 books and 1460 tapes. Applications are in Turkish.

Disabled people can do their research and homework, print out in Braille, record to the cd with voice. Lecture notes and books are prepared via scanning. This is provided to schools 2 days a week. A laboratory teacher is available for groups. There are computer courses during week and weekends.

The center also offers service to members when they are out of the city. The requested files are prepared and posted to members by cargo. Every week, Braille print outs about the general culture, health, technology, science, sports are distributed to primary schools for visually impaired.

In the waiting room, Braille print outs of daily newspapers and magazines are available.

The information such as the prospectus of some hand tools, recipes, train hours, menus of restaurants visited by them, travel guide, can be prepared by the center and delivered to them.

6.4.3 Supplemental statistics

TABLE Ap1. Urban and Rural Population

YEARS	Total Population (In Thousands)	Proportion of Urban Population (%)	Proportion of Rural Population (%)	Urbanization Rate (%)
2001	68,407	58.0	42.0	2.7
2002	69,388	58.8	41.2	2.8
2003	70,363	59.6	40.4	2.7
2004	71,332	60.3	39.7	2.7
2005	72,065	62.1	37.9	4.0
2006	72,974	62.7	37.3	2.3

SOURCE: TÜİK, DPT. Adapted from

<http://ekutup.dpt.gov.tr/ekonomi/gosterge/tr/esg.asp>

TABLE Ap2. Illiteracy & literacy rate,1935-2000

Population 6 years of age & over

Sayım yılı <i>Census year</i>	<i>Illiteracy rate (4) (%)</i>			<i>Literacy rate (4) (%)</i>		
	Toplam <i>Total</i>	Kadın <i>Female</i>	Erkek <i>Male</i>	Toplam <i>Total</i>	Kadın <i>Female</i>	Erkek <i>Male</i>
1935	80.8	90.2	70.7	19.2	9.8	29.3
1940 (1)	75.5	87.1	63.8	24.5	12.9	36.2
1945 (2)	69.8	83.2	56.3	30.2	16.8	43.7
1950 (3)	67.5	80.6	54.5	32.5	19.4	45.5
1955	59	74.4	44.1	41	25.6	55.9
1960	60.5	75.2	46.4	39.5	24.8	53.6
1965	51.2	67.2	35.9	48.8	32.8	64.1
1970	43.8	58.2	29.7	56.2	41.8	70.3
1975	36.3	49.5	23.8	63.7	50.5	76.2
1980	32.5	45.3	20	67.5	54.7	80
1985	22.6	31.8	13.5	77.4	68.2	86.5
1990	19.5	28	11.2	80.5	72	88.8
2000	12.7	19.4	6.1	87.3	80.6	93.9

(1) Data of 1940 has been estimated by using data of 1935 and 1945.

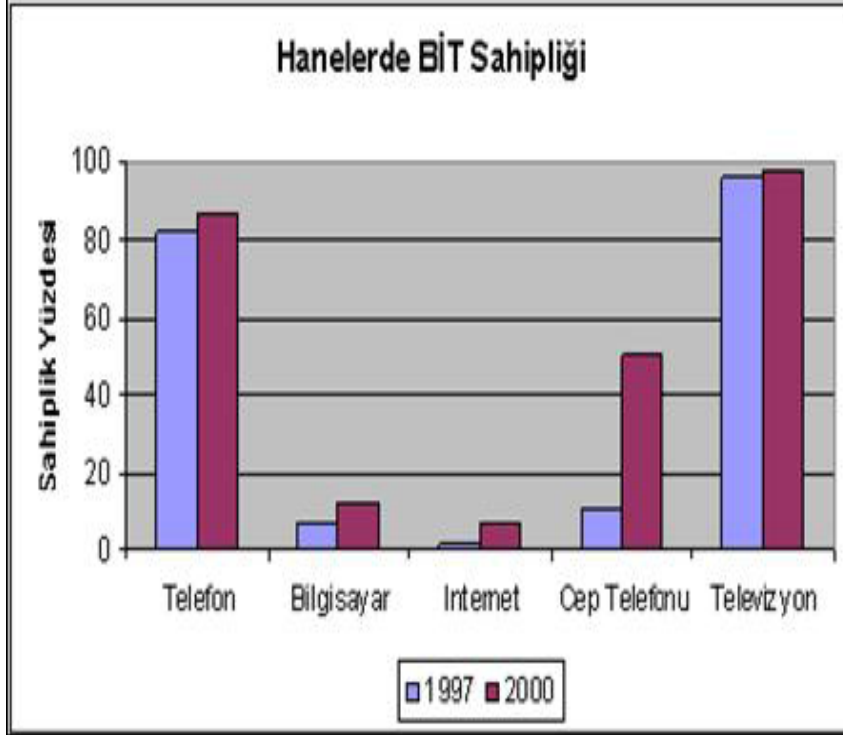
(2) Population 7 years of age and over

(3) Population 5 years of age and over

(4) Calculated by excluding “unknown”.

Adapted from <http://ekutup.dpt.gov.tr/ekonomi/gosterge/tr/esg.asp>

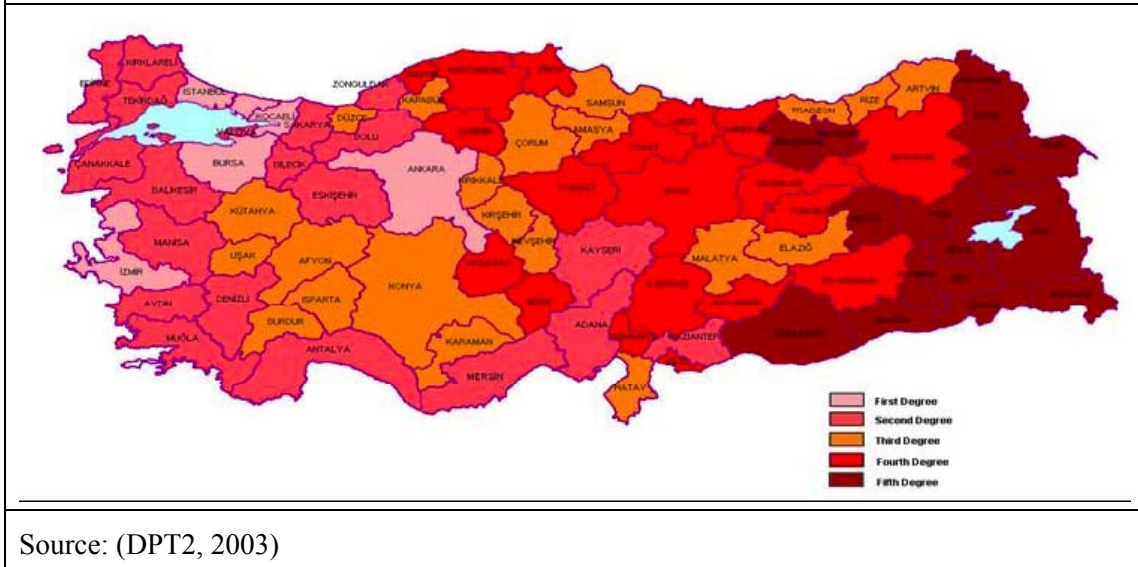
TABLE Ap3. Ownership of ICT in households (in %)



6.4.4 What does inequity look like in the country?

Regional differences: One of the important sources of inequities in Turkey, stem from regional differences and discrepancies. Turkey has 7 major regions and each of the 7 regions have discrepancies in terms of public and private investments, and opportunities available to the inhabitants.

TABLE 2 Regional differences in Turkey



The above map of Turkey shows the difference in economic development among various regions of Turkey. The State Planning Organization has carried out a study, using around 58 different socio-economic indicators including the demographics, education, health, rural infrastructure, manufacturing, financial data, banking activities and so forth. The results shows 5 degrees of development level: pink color shows the most developed regions, orange shows the third degree and the very dark red shows the fifth degree – the least developed areas. As it can be observed from the map there are significant difference between the east and the south east of Turkey when compared with northwest and costal areas. This clearly presents locations of the underserved communities not only in terms of ICT infrastructure but also from a general development perspective.

Level of Income: The income distribution are another sources for inequities in the Country.

TABLE 3 Income Distribution, 2004-2005

Groups	Turkey		Urban		Rural	
	2004	2005	2004	2005	2004	2005
Total	100.0	100.0	100.0	100.0	100.0	100.0
First 20 % ⁽¹⁾	6.0	6.1	6.4	6.4	6.3	6.1
Second 20	10.7	11.1	10.8	11.5	11.2	11.3
Third 20	15.2	15.8	15.2	16.0	15.8	15.9
Fourth 20	21.9	22.6	21.4	22.6	22.7	22.6
Sixth 20 ⁽²⁾	46.2	44.4	46.1	43.5	43.9	44.2
Gini multiplier	0.40	0.38	0.39	0.37	0.37	0.38

⁽¹⁾ The least benefiting group ⁽²⁾ The most benefiting group

Source: (TUIK1, 2006)

As it can be observed from the table above, there is a significant gap between those earning minimal and those earning the highest. Top 20 percent of the population takes up almost half of the earnings. Although there is a gradual improvement in the healthy distribution this is not yet satisfactory enough.

Education: Especially higher education is another factor creating inequalities among the very large young population of Turkey. The table below shows that especially for the 20-24 years of age group, only 13 percent is in education and close to 49 percent is not even employed for the year 2004.

TABLE 4. POPULATION IN EDUCATION AND NOT IN EDUCATION (1995-2004)

Age group	2003			2004		
	In education	Not in education		In education	Not in education	
	Total	Employed	Not employed	Total	Employed	Not employed
15-19	45.88	21.27	32.85	43.50	21.19	35.31
20-24	15.76	36.49	47.75	13.04	39.13	47.84
25-29	3.71	53.21	43.08	3.15	54.01	42.85

Source: OECD Education at a Glance: 2006 Indicators

The table below presents the level of success in moving from earlier education to higher education levels. From within 25-64 years old group only 9 percent could attend university and other higher-level institutions, which is drastically a low figure.

TABLE 5. LEVEL OF EDUCATIONAL ATTAINMENT OF THE 25 TO 64-YEAR-OLD POPULATION (1991-2003) (PERCENTAGE)

	2001	2002	2003	
Ortaöğretim altı	76	75	74	Below Upper Secondary
Ortaöğretim	15	16	17	Upper Secondary
Yükseköğretim	9	9	9	Tertiary

Source: OECD Education at a Glance: 2005 Indicators

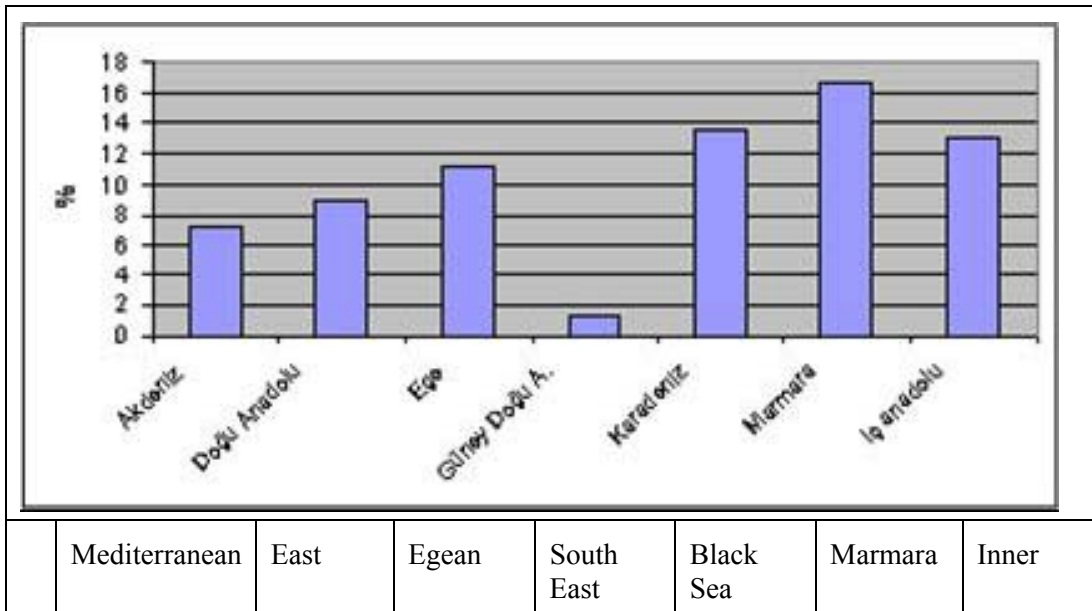
Apart from location, income distribution and educational opportunities, the sex and the age are also important variables affecting the inequalities in the country. These variables were briefly presented before and we will look at them again in the next section within the context of access to information and ICTs

Specifics that apply to Digital ICT services alone.

Regional discrepancies influence some of the inequity variables such as income level and education. These, in turn, influence the ability to acquire and use technologies that enable the members of the population access to the information. A clear evidence may be observed when computer ownership is examined according to 7 major regions of Turkey. South-east Anatolia is the least developed part of the country. The table shows that it is also the region with least number of computer ownership. The difference in its ownership figure is some 8 percent; with the next lower ownership region (Mediterranean); and almost a huge 15 percent difference with the leading region Marmara, which makes up an ownership of only 16 percent of the members of the population.

Here only one issue (computer ownership) is being examined but similar conditions apply to other ICT related inequalities according the differences in regions. Obviously, there is a need for more investment, both financial and other, in terms of public ICTs, in the areas that are geographically underserved.

TABLE 6. Computer ownership according to regions

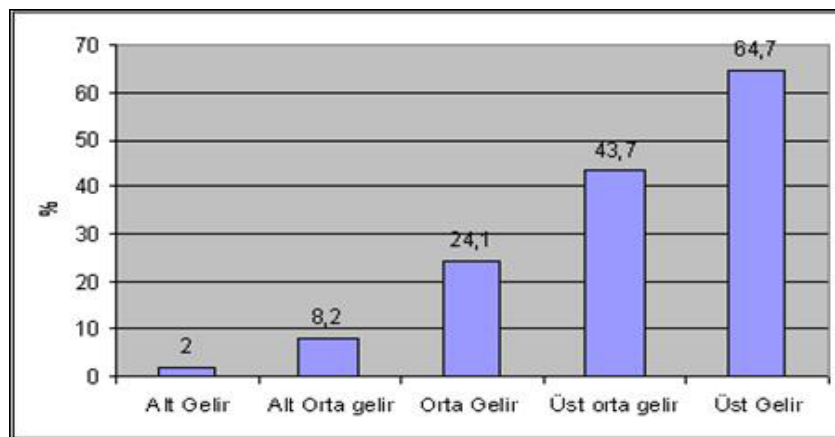


Source: (Civelek, 2000)

Let's now turn into affordability. As previously mentioned the country shows a clear unequal distribution of income with a significant gap between the rich and the poor. These gaps reflect themselves in the ability of ownership of computers, landline and mobile phones. The following graphs presents percentages of ownership for each of these technological requirements for accessing information and ICT.

The highest earners have almost equal numbers of computers to those owned by the members of the population with lower level income.

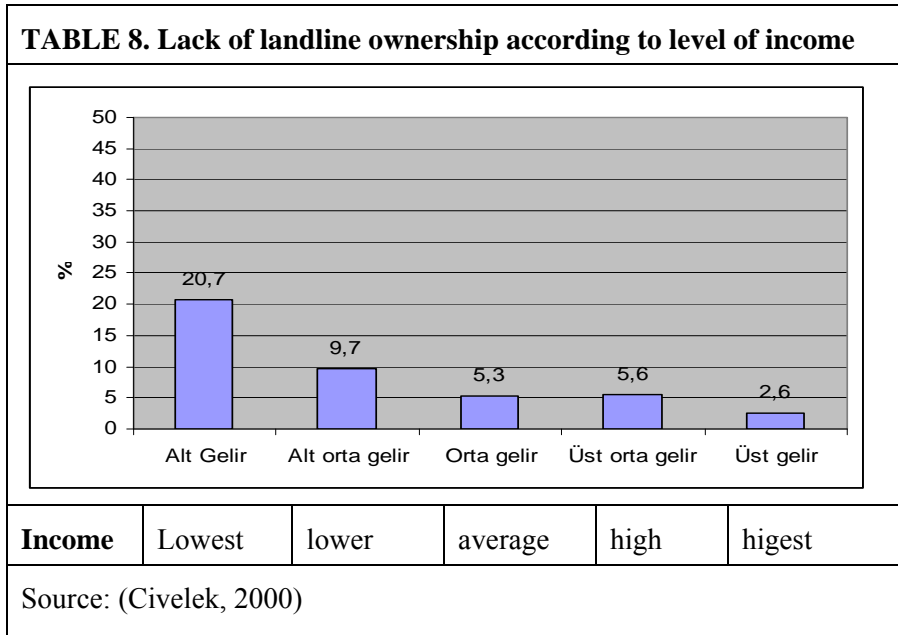
TABLE 7. Computer ownership according to level of income



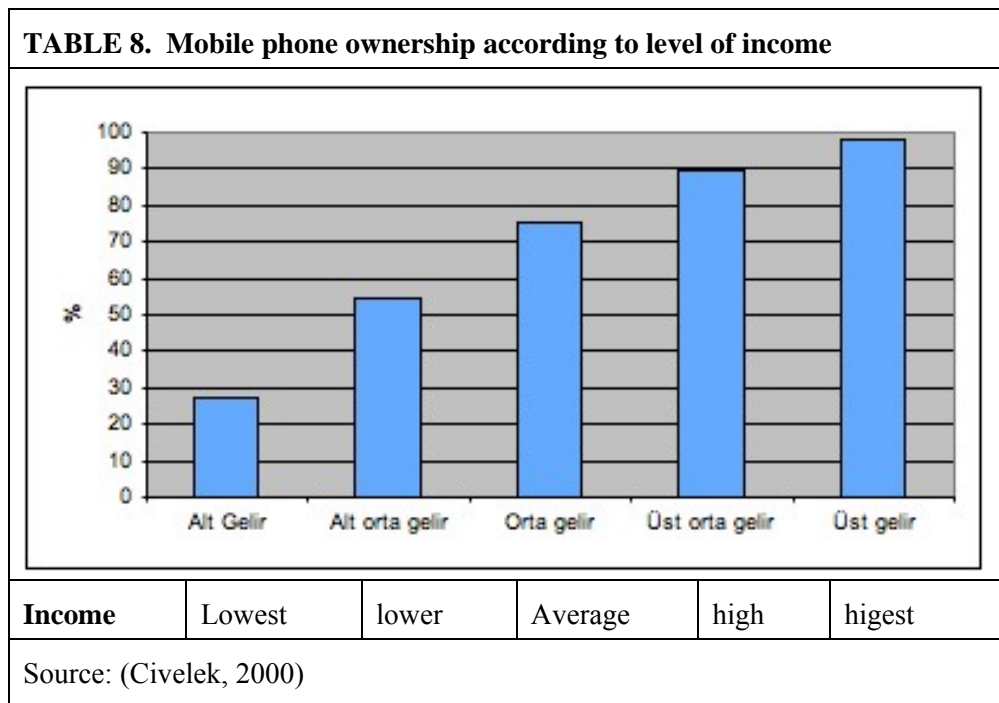
Income	Lowest	Lower	average	high	higest
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Source: (Civelek, 2000)

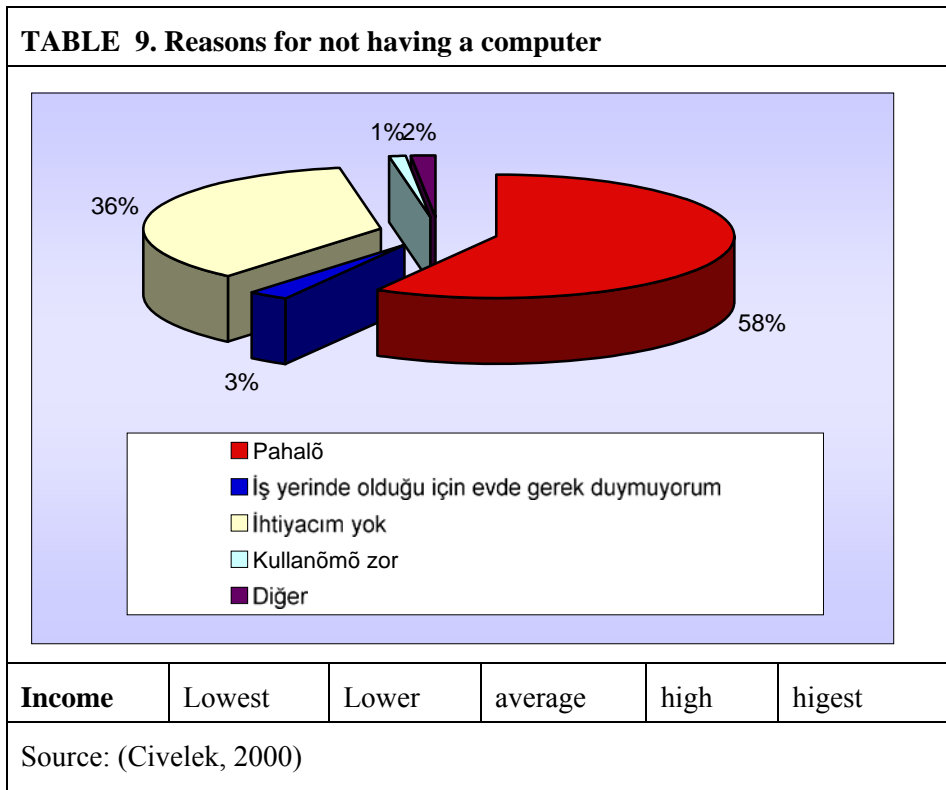
The lack of earnings also leads to lack of landline phone ownership, a basic need for communication. The table below shows that 30 percent of the less than average earners in Turkey does not have a landline phone.



Similarly, the distribution of mobile phone ownership is directly correlated with the distribution of income. The table below shows that almost everybody with highest earnings own a mobile phone while less than 30 percent of the lowest income group can afford a mobile phone.



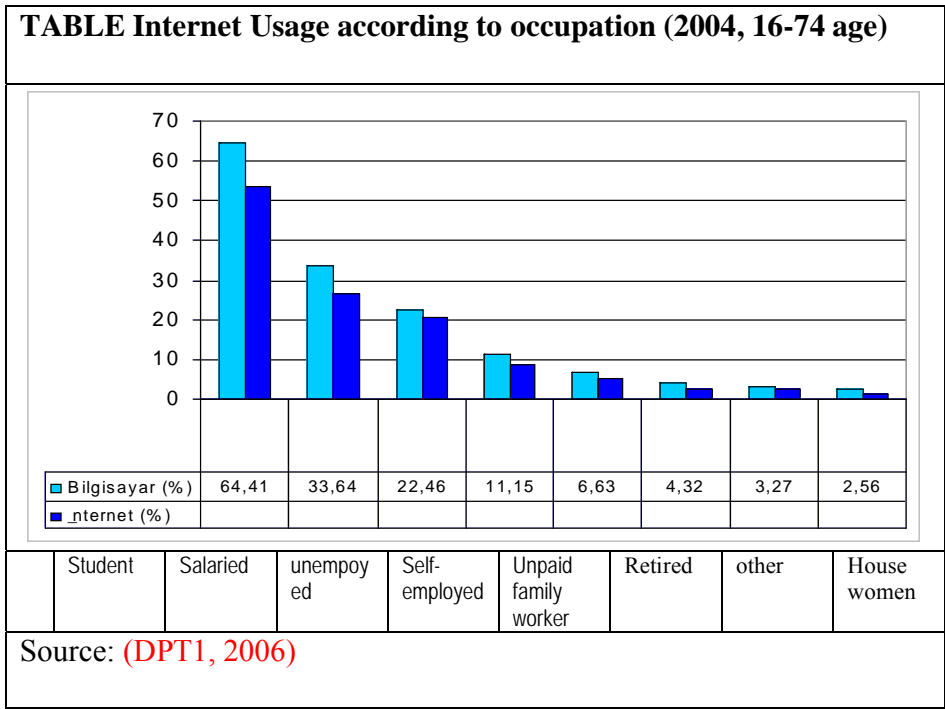
In one research (Civelek, 2000) when the reason of not having a computer was examined, majority of the respondents (58%) stated that they found the cost of purchasing a computer was expensive. Therefore, the issue of affordability of ICT services is an important concern for Turkey and has important implications for providing the public with public access ICTs.



Perhaps one of the factors creating a noticeable underserved community is gender. The graph above depicts the percentage of the Internet and computer usage by different occupational groups in Turkish society (although the graph only shows data about computer and the Internet usage, this can be viewed a good indication for other ICT usage and access to information). As it can be observed from the graph, unmarried girls or housewives seem to be the least lucky in being able to access to information and ICT services via using computers and the Internet. The groups, which use the computers and the Internet more, seem to be those who are in education and after them the salaried workers.

Interestingly, the next group is those who are unemployed. How this is possible despite the cost of buying computers and the Internet connections being so high in Turkey? Knowing the general ICT use in Turkey and the composition of the people in the Internet cafes, it safe to assume that those unemployed members of the population are spending most of their times in the Internet cafes, where the cost of being connected is not that high. It is also known that the use of computers and the Internet in the internet cafes are mostly often for msn chatting, music downloading and playing games.

Occupation and Sex:



6.4.5 Pictures of More Venues



Esme



Mamak,



Silivri,



Silivri



Uşak

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