A Study on Teachers', Students' and Their Parents' Views on the FATIH Project

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Abstract—This study investigated the views of teachers, students and their parents on the FATIH (Movement of Enhancing Opportunities and Improving Technology) Project, which was put into service by the Ministry of National Education in cooperation with the Ministry of Transportation in Turkey in November 2010 for the purpose of increasing students' success and planned to be completed within 5 years. The study group consisted of teachers employed in a pilot school in the province of Karaman in central Turkey included within the scope of the FATIH Project, students attending this school and parents whose children are students in that school. The research data were collected through forms developed by the researchers to determine the views of teachers, students and parents on the FATIH Project. The descriptive analysis method, one of the qualitative research methods, was used in the study. An analysis of the data revealed that a large majority of the teachers and the students believed that if computers were used to serve their set purpose, then they could make considerable contributions to education. A large majority of the parents, on the other hand, regard the use of computers in education as a great opportunity for the students. The views of the teachers, students and parents on the FATIH Project usually overlap. Most of the participants in the study pointed out that the FATIH Project was intended to use technology effectively in education. Moreover, each individual participant described their role in the FATIH Project in accordance with their relative position and stated that they could perform whatever was expected of them for the effective and efficient use and progress of the Project. The views of the participants regarding the FATIH Project vary according to the kind of the participants.

Keywords— Education, FATIH Project, technology.

I. INTRODUCTION

CHANGES in technology and rapid increase in information have affected many areas of the society. It is also a fact that technological developments provide people with ease and raise their living standards [6]. Thanks to the widespread use of computer and internet technologies in daily life, presentation and dissemination of information has become easy and as a result of this a large majority of people are able to meet many of their needs via the computer or the internet wherever they want, without regard to time and space [2], [15]. It is inevitable that computer and internet technologies so commonly used in all areas of daily life affect education [23]. What underlies the fact that computer and internet

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technologies affect education to such an extent is that far more comprehensive benefits are expected of these technologies in regard to "learning and teaching" [13]. The internet, in particular, offers a wide range of opportunities to access a large amount of information rapidly and share this information with other people effectively [8]. With the rising popularity of the internet as a tool of education, students are asked to use hypermedia materials more frequently to access information and learn important concepts [11]. In addition to offering a flexible and interactive environment, this multimedia communication device provides access to thousands of sources about school subjects via the internet and is therefore believed to bring along some educational advantages [22]. Given that today traditional approaches in education are inadequate in raising individuals with expected qualities, it can be said that one of the most effective ways aimed at a solution is to make appropriate use of all facilities that technology provides (computer, internet, etc.) [4].

The FATIH Project in education has five main components [16].
- Providing Hardware and Software Infrastructure
- Providing and Managing the Education e-Content
- Effective Use of IT in Teaching Programs
- Providing In-Service Training to Teachers
- Ensuring Informed, Safe, Manageable and Measurable IT Use

FATIH Project is an educational innovation for teachers, students and parents in Turkey in terms of these five main components. It is intended that individuals who graduate from schools where FATIH Project is implemented will be able to carry out transformation into an information society by using information and technology effectively in their daily and business lives. It is also intended that with this project information and communication technologies will become one of the fundamental tools of the education process and students, teachers and educators will be able to use these technologies effectively [7].

FATIH Project is a very important educational project that will enable effective use of tools of information technologies in the learning-teaching process in order to ensure equality of opportunity in education and improve the technology used in our schools. Due to the fact that the area of application for the project covers all the schools affiliated to the Ministry of National Education, the most important stakeholders of this project are teachers, students and parents. The purpose of this project is to investigate the views of teachers, students and their parents, who are the most important stakeholders of the FATIH Project, on the FATIH Project.

II. METHODOLOGY

A. Research Model

A descriptive work was conducted in this study using the qualitative data collection techniques in order to determine the views of teachers, students and parents on the FATIH Project. The descriptive method is defined as a research model that aims to describe a past or present situation as it was or as it is [12].

B. Participant

The study was conducted in 2013 on 25 teachers who were employed in a pilot school within the scope of FATIH Project in Karaman, a province in central Turkey, 25 students attending this school and 20 parents who had students in the said school. The study was carried out on the principle of volunteering. The confidentiality of the participants was given special attention and each participant was encoded separately (such as T1, S1, P1).

C. Data Collection Tool

Semi-structured interview questions were prepared to investigate views of teachers, students and parents. Semi-structured interview is neither as strict as fully-structured interview nor as flexible as unstructured interview; it is between the two extremes [12]. The researchers' previous experiences and views of other field experts working on education technologies were utilized in preparing the interview form. The draft questions that were prepared were presented for experts to evaluate, and after the necessary changes were made, it was given its final form. The questions in the semi-structured form are as follows:

- What are your views concerning the use of computers in education?
- What do you know about the FATIH Project? What are views about it?
- What is the task that you are to perform in the FATIH Project?
- Do you have suggestions regarding the FATIH Project?

D. The Data Collection Process and Analysis

The interview form, which was prepared to collect the research data, were administered, in sessions lasting 30 minutes, to 25 teachers working in one of the pilot schools within the scope of the FATIH Project , 25 students attending this school and 20 parents who had students attending this school. After the interviews were completed, relevant themes were formed for each question from the responses received and the collected data were made ready for descriptive analysis following a classification on the basis of each question.

The descriptive analysis technique was used in the analysis of the data obtained from the study. Descriptive analysis involves summarizing and interpreting the collected data according to the previously determined themes/ questions used during the interview [25]. In this study, the descriptive analysis was used based on the questions/promises included in the semi-structured interview form. Often, direct quotations are used to reflect the views of interviewed individuals more clearly and strikingly [3], [25]. Including direct quotations from individuals and explaining the results on the basis of them is important for validity. To this end, some of the data obtained from the study were presented directly to ensure credibility [24]. Reliability, on the other hand, is the attribution of phenomena to the same category by different observers or their association by the observer with the same category at different times [3]. The procedure of conversion of raw data into codes and categories was tested by two academics.

III. FINDINGS

A. Views on the Use of Computers in Education

Five themes arose from the responses given by the teachers to the question "What are your views concerning the use of computers in education?" and distributions of frequencies and percentages regarding these themes are shown in Table I.

TABLE I
THE TEACHERS' VIEWS ON THE USE OF COMPUTERS IN EDUCATION

Theme	f	%
Their fit-for-the-purpose use	11	44
An indispensable tool	4	16
Student's adaptation to developing environmental conditions	1	4
Their use in education as a tool	3	12
As a supplementary tool facilitating learning	6	24
Total	25	100

When Table I is examined, it is seen that the theme with the highest frequency (f=11) among the teachers' views on the use of computers in education is the theme of "fit-for-the-purpose use". This theme is followed by the theme "supplementary tool facilitating learning" (f=6). On the basis of these themes, one teacher (T4) stated his view concerning the use of computers in education as follows: *"Computerized education has become an indispensable part of education. They are necessary for presentations and descriptions. I am always in favor of their use in education."* Another teacher (T8) reported his view in the following words *"Just as the computer has taken its place in our lives, so should it take its place in education, definitely…"*. T17, on the other hand, expressed his view regarding this subject as *"If technology is used rightly and effectively, it contributes to education."*

5 themes arose from the responses given by the students to the question "What are your views on the use of computers in education?" and distributions of frequencies and percentages belonging to these themes are given in Table II.

TABLE II
THE STUDENTS' VIEWS ON THE USE OF COMPUTERS IN EDUCATION

Theme	f	%
Enabling research on the internet	3	12
Aid to learning	7	28
Fit-for-the-purpose use	8	32
A supplementary tool	6	24
An indispensable tool	1	4
Total	25	100

When Table II is examined, it is seen that the theme with the highest frequency (f=8) among the students' views on the use of computers in education is the theme "fit-for-the-purpose use". This theme is followed by the theme "aid to learning" (f=7). On the basis of these themes, one student stated his view (S12) on the use of computers in education as follows, *"My views in this regard are definitely positive, because it allows us, students, to easily Access examples and videos about the subject. This helps us reinforce what we have learned."* Another student (S16) expressed his view as follows *"I think the use of computers in class is very good for us. It helps us better understand the lessons."* S25, on the other hand, pointed out regarding the issue at hand that *"If the computer is used in accordance with its set purpose, it becomes a very good tool for lessons."*

Four themes arose from the responses given by the parents to the question "What are your views on the use of computers in education?" and the distributions of these frequencies and percentages regarding these themes are given in Table III.

TABLE III
THE PARENTS' VIEWS ON THE USE OF COMPUTERS IN EDUCATION

Theme	f	%
It is a good opportunity for students	9	45
It has a significant effect on permanence in education	3	15
It is good if used consciously	3	15
Its use in education is unnecessary	5	25
Total	20	100

When Table III is examined, it is seen that the theme with the highest frequency (f=9) among the parents' views regarding the use of computers in education is the theme "it is a good opportunity for students". This is followed by the theme "its use in education is unnecessary" (f=5). On the basis of these themes, one parent (P4) expressed his view on the use of computers in education as follows, *"The use of computers in education raises the quality of education. It plays a significant role in the permanency of the education given."* Another parent (P8) reported his view in the following terms *"We do not have internet access at home, so my child does homework at school. This very good."* P13, on the other hand, pointed that *"If the computer is used for good purposes, it is informative and a means that enables communication with the world."*

B. Views on the FATIH Project

5 themes arose from the responses given by the teachers to the question "What do you know about the FATIH Project? What are your views?" From these themes, 3 sub-themes formed under the theme "the use of technology in education". Distributions frequencies and percentages concerning these themes are given in Table IV.

TABLE IV
THE TEACHERS' VIEWS ON THE FATIH PROJECT

Theme	f	%
Use of technology in education		
Raising the level of education	1	4
e-content	2	8
Use of computer-IWB-Tablet PC*	11	44
Equality of opportunity in education	2	8
Effective position of technology in education	3	12
Increasing opportunities in education	5	20
A development beyond imagination	1	4
Total	25	100

*IWB: *Interactive Whiteboard*

When Table IV is examined, it is seen that the theme with the highest frequency (f=11) among the teachers' views on the FATIH Project is the theme "use of computers-IWB-tablet PCs" under the main theme of "use of technology in education". This theme is followed by the theme "increasing opportunities in education" (f=5). On the basis of these themes, one teacher (T11), for example, stated his view on the FATIH project as follows, *"Project is computer and technology-assisted in education."* while another teacher (T12) stated his views on the issue in the following terms *"FATIH Project can be defined as providing equality of opportunity in education by using computers."* T19, on the other hand, pointed out his view as follows *"It is a golden opportunity for students who intends to study."*

6 themes arose from the responses given by the students to the question "What do you know about the FATIH Project? What are your views?" From these themes, 4 sub-themes formed under the theme its use as classroom a tool. Distributions of frequencies and percentages regarding these themes are given in Table V.

TABLE V
THE STUDENTS' VIEWS ON THE FATIH PROJECT

Theme	f	%
Its use as a classroom tool		
Aid to classes	2	8
Use of Tablet PCs	1	4
Enabling doing research	2	8
Aid to learning	3	12
I do not know anything	8	32
Raising the quality of education	5	20
Increasing opportunities in education	1	4
A new development in the field of education	1	4
A Project suitable for institutions of education	2	8
Total	25	100

When Table V is examined, it is seen that the theme with the highest frequency (f=8) among the students' views on the FATIH Project is the theme "I do not know anything". This theme is followed by the theme "raising the quality of education" (f=5). On the basis of these themes, one student (S12) expressed view about the FATIH Project as follows, *"To tell the truth, I do not know much. But, it is useful for educational purposes."* While another student (S12) stated his view in the following terms, *"FATIH Project is an attempt to*

raise the quality of education by combining opportunities offered to us students with today's technology." S19, on the other hand, pointed out that *"It is a project suitable for our school that is for all schools."*

8 themes arose from the responses given by the parents to the question "What do you know about the FATIH Project? What are your views?" and distributions of frequencies and percentages regarding these themes are given in Table VI.

TABLE VI
THE PARENTS' VIEWS ON THE FATIH PROJECT

Theme	f	%
Education at European level and self-improvement	2	10
A good project	3	15
It enables students' access to information	1	5
It ensures equality of opportunity in education	1	5
An activity used in education	3	15
An indispensable tool	1	5
I have no idea	4	20
It is not used actively in classes	5	25
Total	20	100

When Table VI is examined, it is seen that the theme with the highest frequency (f=5) among the parents' views on FATIH Project is the theme "it is not used actively in classes". This theme is followed by the theme "I have no idea" (f=4). On the basis of these themes, one parent, for example, (P11) expressed his views about the FATIH Project as follows *"… it is a very good project, I am in favor of it."* Whereas another parent (P12) stated his view in the following terms: *"FATIH Project combines education with technology and while a similar one is not implemented in many countries, it is being implemented in our country, it is a very good project..."* P18, on the other hand, expressed his view on the project as follows: *"I do not have much information about the FATIH Project because I do not think we are properly informed by the authorities."*

C. Views on the Tasks in the FATIH Project

6 themes arose from the responses given by the teachers to the question "What is the task you are to perform in the FATIH Project?" From these themes, 4 sub-themes formed under the theme "learning to use technology effectively" and 3 sub-themes formed under the theme "guiding the students in technology". Distributions of frequencies and percentages are given in Table VII.

TABLE VII
TASKS THE TEACHERS ARE TO PERFORM IN THE FATIH PROJECT

Theme	f	%
Learning to use technology effectively		
Teaching how to use IWB and computer	5	20
Preparing e-content	3	12
Keeping pace with technology	1	4
Being technology-friendly	1	4
Guiding the students in technology		
Enabling effective use of tablet PCs	4	16
Enabling their use for educational purposes	2	8
Encouraging their use in the classroom	1	4
The project should be taught well to the students	1	4
We should improve ourselves	5	20
Preparing effective educational materials	1	4
The purpose of the project should be internalized thoroughly	1	4
Total	25	100

When Table VII is examined, it is seen that the theme with the highest frequency (f=5) among the teachers' views on the tasks they are to perform in the FATIH Project is the sub-theme "teaching IWB and computer" under the main theme "learning to use technology effectively" and the theme "we should improve ourselves" (f=5). This theme is followed by the sub-theme "enabling effective use of tablet PCs" (f=4) under the theme "guiding the students in technology". On the basis of these themes, one teacher (T6) expressed the task he is to do in the FATIH Project as follows, *"The tasks we are to do in this project is at least to demonstrate to the students how they can use the tablet PCs given to them in the best and most useful way."* Whereas another teacher (T21) expressed his views in the terms below: *"We should improve ourselves. We should learn to use programs and report shortcomings."* T24, on the other hand, pointed out his view as follows *"The task a teacher is to do is to adapt to technology and conduct his classes in the most efficient way."*

4 themes arose from the responses given by the students to the question "What is the task you are to do in the FATIH Project?" From these themes, 4 sub-themes formed under the theme "fit-for-the-purpose use of the project". Distributions of frequencies and percentages regarding these themes are given in Table VIII.

TABLE VIII
THE TASKS THAT STUDENTS ARE TO PERFORM IN THE FATIH PROJECT

Theme	f	%
Fit-for-the-purpose use of the project		
Using it at the right place and time	5	20
Using it to study	5	20
Use of tablet PCs for lessons	7	28
Use for educational purposes	4	16
Making the most of the opportunities offered	2	8
Acquiring more information about the project	1	4
Informing the following classes about the project	1	4
Total	25	100

When Table VIII is examined, it is seen that the theme with the highest frequency (f=7) among the tasks that students are to do in the FATIH Project is the sub-theme of "use of tablet

PCs for lessons" under the theme "fit-for-the-purpose use of the project". This theme is followed by the sub-themes "using it at the right place and time" and "using it to study" (f=5) under the theme "fit-for-the-purpose use of the project". On the basis of these themes, one student (S12), for example, expressed the task that he is to do in the FATIH Project as follows: *"Each student must be aware why the FATIH Project was initiated and use the opportunities available to him/her appropriately with that awareness in mind."* Whereas another student (S20) stated his view in the following terms: *"... The most important task that we are to do is to use it at the right place and time..."* S25, on the other hand, pointed out his view as follows: *"We should use the tablet PCs properly and in accordance with their intended purpose."*

A total 5 themes arose from the responses given by the parents to the question "What is the task you are to do in the FATIH Project?" Distributions of frequencies and percentages regarding these themes are given in Table IX.

TABLE IX
THE TASKS THE PARENTS ARE TO DO IN THE FATIH PROJECT

Theme	f	%
We should supervise how students use the tablet PCs	9	45
We should instruct students about informed use	7	35
I have no idea	1	5
We should help students with the project	2	10
We should demand that the project be ended	1	5
Total	20	100

When Table IX is examined, it is seen that the theme with the highest frequency (f=9) among the tasks that the parents are to do in the FATIH Project is theme "we should supervise how the students use the tablet PCs". This theme is followed by the theme "we should instruct students about informed use" (f=7). On the basis of these themes, one parent (P6) expressed his view about the task he is to do in the FATIH Project as follows: *"... I can assume a role in this regard after I have been informed about the need for the project, how this should be reflected to the students and how we can help the students."* Whereas another parent (P12) stated his view on the issue in the following terms *"We should ensure that our students do research for their lessons and use the technology in their hands in an informed manner."* P19, on the other hand, pointed his view as follows: *" ... we should ensure that our children use the technology in their hands (tablet PCs) for their lessons."*

D. Views on the Suggestions about the FATIH Project

6 themes arose from the responses given by the teachers to the question "Do you have suggestions regarding the FATIH Project?" From these themes, 4 sub-themes formed under the theme "preventing the use of the project outside of its purpose". Distributions of frequencies and percentages regarding these themes are given in Table X.

TABLE X
THE TEACHERS' SUGGESTIONS ON THE FATIH PROJECT

Theme	f	%
Preventing the use of the project outside of its purpose		
Not using tablet PCs outside of their intended purpose	5	20
Enabling controlled use of the internet	3	12
Controlled use of IWBs	3	12
Supervision of tablet PCs by the teacher	2	8
Spreading the installation of IWBs	7	28
Giving the necessary in-service training to the teacher	2	8
Removing the restrictions on tablet PCs	1	4
Giving the due respect to the teacher	1	4
Educating the students about the project	1	4
Total	25	100

When Table X is examined, the theme with the highest frequency (f=7) among the suggestions the teachers made on the FATIH Project is the theme "spreading the installation of IWBs". This theme is followed by the sub-theme "not using the PCs outside of their intended purpose" (f=5) under the theme "preventing the use of the project outside of its intended purpose". On the basis of these themes, one teacher (T8), for example, expressed his suggestion about the FATIH Project as follows, *"Teachers and students should better trained about the FATIH Project."* Whereas another teacher (T12) stated his idea on the issue in the following terms: *"I think IWBs are very useful. However, I do not think tablet PCs are essential. I can say that it would be better if tablet PCs were not given to students."* T19, on the other hand, pointed out that *"Teachers should be able to better supervise students' tablet PCs."*

9 themes arose from the responses given by the students to the question "Do you have suggestions regarding the FATIH Project?" From these themes, 3 sub-themes were formed under the theme "Their use for educational purposes". Distributions of frequencies and percentages belonging to these themes are given in Table XI.

TABLE XI
THE STUDENTS' SUGGESTIONS REGARDING THE FATIH PROJECT

Theme	f	%
Their use for educational purposes		
Use of tablet PCs for lessons	1	4
Use of the internet for lessons	1	4
Use of project facilities only for lessons	2	8
Review of restricted websites	9	36
Connection of the tablet PCs to the internet outside of the home	5	20
Enabling their fit-for-the-purpose use	1	4
Blocking of harmful websites	1	4
Raise the awareness of teachers and students	1	4
Turning of tablet PCs during classes	1	4
Uploading the sources for exams on tablet PCs	1	4
Ensuring the continuation of the project	2	8
Total	25	100

When Table XI is examined, the theme with the highest frequency (f=9) among the students' suggestions regarding the FATIH Project is theme "review of the restricted websites". This theme is followed by the theme "connection of the tablet

PCs to the internet outside of the home" (f=5). On the basis of these themes, one student (S1), for example, reported his suggestion as to the FATIH Project as follows, *"... if these table t PCs were sent to us for lessons, then we should make the best of them ..."* whereas another student (S7) stated his view as *"There is security warning on the internet websites for most lessons. I would be glad if they were removed."* S22, on the other hand, expressed his view on this matter in the following terms: *"I would like this project to continue."*

A total of 10 themes arose from the responses given by the parents to the question "Do you have suggestions regarding the FATIH Project?" Distributions of frequencies and percentages regarding these themes are given in Table XII.

TABLE XII
THE PARENTS' SUGGESTIONS REGARDING THE FATIH PROJECT

Theme	f	%
Let's cancel it if the project is not used for the set purpose	5	25
The tablet PCs should be connected to the internet in the home	2	10
It should be ensured that they be used only for lessons	2	10
The project should be spread (Primary schools should join immediately)	3	15
Restricted websites should be reviewed	2	10
Students' awareness regarding the project should be further raised	2	10
Parents should also be provided with information	1	5
There should only be IWBs in the project	1	5
Unnecessary procedures in the project should be removed	1	5
I have no suggestions	1	5
Total	20	100

When Table XII is examined, it is seen that the theme with the highest frequency (f=9) among the parents' suggestions regarding the FATIH Project is the theme "let's cancel it if the project is not for the set purpose". This theme is followed by the theme "the project should be spread (Primary schools should join immediately)" (f=3). On the basis of these themes, one parent (P2), for example, expressed his suggestion regarding the FATIH Project as follows, *"... they should be removed if they will not benefit the lessons and if information about lessons will not be uploaded on them."* Whereas another parent (P4) put his view on this matter in the following terms: *"The tablet PCs given to the students should be able to be connected to the internet in the home, too. This will be very good for the students for their homework and researches."* P7, on the other hand, stated his view on this issue as follows: *"Its use contrary to the set purpose should be prevented and necessary measures should be taken to this end."*

IV. CONCLUSIONS AND SUGGESTIONS

Innovations brought about by technology affect our lives in many respects and lead to changes in all aspects of our lives. One of the items affected by these changes is without doubt the educational system and schools, which have a significant influence on the development of societies. We obtained important results from this study, which we conducted to determine the views of the teachers, the students and the parents on the FATIH Project, which was launched in Turkey

in an effort to raise students' achievement through effective use of technology in classes.

When the students' and teachers' views regarding the FATIH Project are examined, it is seen that they exhibit similarities. A large majority of the participants from the two groups stated that if the computers were used in accordance with the purpose set for them, they would make a positive contribution to education. As computer technologies become a more effective component of education [19], many researchers have pointed out that the use of computer technologies in classes will help enrich the learning-teaching environment in terms of both the student and the teacher [1], [5], [9], [10]. According to [5], when technological devices are used in a fit-for-the-purpose way, lessons become more comprehensible no matter how difficult they are. Reference [17], likewise, argues that computers make up for a huge shortage created by inadequate supply of conventional educational tools and that indeed the use of computers as a tool for education should be made compulsory for a modern and high-quality education.

It turned out that a large portion of the teachers interviewed about the FATIH Project saw the project as the use of technology in education and similarly the students defined the FATIH Project as the use of technology as a tool for education. In addition, it was found that a greater part of the students did not have sufficient information about the project. On the other hand, the parents interviewed about the FATIH Project stated that the components of the project were not used actively in classes.

The participants of the study interviewed for their views about the FATIH Project described the tasks they are to do within the scope of the project differently depending on their relevant positions. Firstly, a majority of the teachers emphasized that the most important task they were to do within the framework of the project was to learn to use technology (Use of tablet PC and IWBs) and improve themselves. Studies in the relevant literature report that the problems encountered in connection with the IWB result especially from the teachers' inadequate knowledge and experiences [14], [20], [21]. In a study conducted by [21], too, it was pointed out that for effective use of IWBs, in-service training for teachers should be prioritized and that most of the problems usually arose from a lack of knowledge. Secondly, the students stated that the most important task they are to do within the scope of the FATIH Project was to use the project and the technological devices included in the project (Tablet PCs and IWBs) in accordance with their set purpose. Reference [18] observed in a study they conducted that some students did not use tablet PCs in line with their purpose. Moreover, according to [18], some teachers consider tablet PCs something that distracts students' attention during classes and therefore did not allow students to use tablet PCs in classes. Lastly, the parents interviewed stated the tasks they were to do within the framework of the FATIH Project as guiding the students in effective use of the project components.

When the suggestions of the participants interviewed about the FATIH Project are examined, it is seen that first the

teachers stated that measures aimed at preventing the use of the project contrary to its set purpose should be taken and that IWBs, one of the important components of the FATIH Project, should be spread immediately. Although they are not allowed to upload an application on tablet PCs, they break protective codes and install games and other software and thus use tablet PCs in breach of their purpose [18]. Reference [14], on the other hand, state that in order to prevent the use of IWBs in breach of their set purpose, necessary measures should be taken especially by school administrations. Secondly, the students put forth as a suggestion that the facilities that came with the FATIH Project and offered to them for use should be developed. Lastly, the parents emphasized, in their suggestions regarding the FATIH Project, the importance of the use of the project in accordance with its purpose.

The FATIH Project is a project that is of substantial importance for our country. Such a major project can achieve its goal through coordination and cooperation among all the parties (school administrations, teachers, students and parents). In addition, as was observed from the results of the study, students and parents do not have adequate information about the project. It is believed that better informing the parties to the project and ensuring the said cooperation will enable effective use of the project in education and the continuity of the project.

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