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Digital Innovation in Primary Education: Rethinking the Cases of Singapore and Turkey

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Abstract

Singapore is widely recognized as a global leader in educational technology, with long-term strategies, systematic teacher training, and strong digital infrastructure. Turkey, in contrast, is often underestimated internationally. Yet, initiatives such as the FATIH Project and expanding teacher development programs highlight Turkey's substantial technological advancement in primary education.

This paper draws on official reports, institutional documents, and materials provided by universities in both countries to analyze how digital innovation is integrated into classrooms. Special attention is given to inclusivity and the support of learners with diverse needs.

Findings indicate that while Singapore exemplifies the benefits of sustained centralized planning, Turkey demonstrates how rapid reform in a complex educational landscape can generate significant progress. By challenging assumptions about technological disparities, this study contributes to international discussions on how digital innovation fosters inclusion and improves learning outcomes in primary education.

Keywords: Singapore, Turkey, Inclusive Education, Primary School, ICT