CONTINUING PROFESSIONAL DEVELOPMENT (CPD) FOR VOCATIONAL TEACHERS AND TRAINERS AND PRINCIPALS IN TURKEY 2018

Culture, teaching practices, professional duties, working conditions, beliefs and professionalization

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3   RATIONALE

Professional development for teachers and trainers is widely recognised as a vital tool for educational reform. Research demonstrates that professional development can improve the quality of teaching and learning in a sustainable manner, increasing the effectiveness of education and training and adding value for learners, teachers and employers. The importance of CPD for VET teachers is widely accepted.

Turkey has for many years been developing policies to address this issue and CPD was identified as priority during the Riga Process (2015-20).

However, improving the quality and quantity of CPD is not easy. To assist policy makers, it is vital that policymaking, implementation and impact are reviewed and understood – so that feedback and policy-learning occurs. Therefore, this study aims to:

1. Set out current policy objectives with respect to improving CPD for VET teachers and trainers
2. Describe current provision of CPD for VET teachers and trainers in Turkey and the way in which teachers' needs are assessed and particular programmes assigned to teachers
3. Understand how the arrangements for CPD fit with other parts of the VET system
4. Evaluate how well current arrangements are working and what progress has been made since 2015
5. Make recommendations about how current policies can be implemented and how the provision and allocation of CPD can be improved.

The study aims to help policy makers understanding what is required to bring about improvements in quality, effectiveness and responsiveness of CPD and also which factors influence the effectiveness of teachers more generally, such as for example, their motivation and career structure. It aims to complement the Riga Monitoring Process by providing more detailed analysis of progress in relation to CPD.

This survey is part of an international survey including eight other countries. All participating countries will be able to benchmark the state of their professional teacher workforce against other countries. In addition, the survey will:

- Empower teachers and other stakeholders in the policy process;

- Encourage international collaboration in policy making;

- Support systematic use of data in policy making.

4   METHODOLOGY

The methodology contained three elements:

1. a literature review

2. interviews with key stakeholders, and

3. a survey of teachers and school directors

Representatives from the Ministry of National Education (MoNE) provided advice on questionnaires and interview schedules and on the survey and the qualitative and documentary research processes. Access to VET institutions and policy makers was approved by the MoNE.

4.1   Research goals

The methodology[1] included:

- a desk review of documents and published research on the current state of CPD of VET teachers and trainers

- interviews with 12 stakeholders responsible for policy, provision and implementation of CPD activities of VET teachers

- Survey of 1,973 VET teachers in 145 VET schools,

- Survey of 119 VET school principals

4.2   Interviews

The interviews took place during March - June 2018. Interviews were carried out with relevant stakeholders identified together with the Ministry of National Education and ETF. Interviewees included:

- Head of R&D and Projects of DG Teacher Training and Development (TTD), MoNE
- Head of Quality Department of DG TVET, MoNE,
- Head of Support of PD and Monitoring of DG TTD, MoNE
- Head of Training Policy Department of DG TVET, MoNE,
- Education Expert in DG TTD, MoNE
- Education Expert in Quality Department of DG TVET, MoNE,
- School Principals
- Professor in Technical Education Faculty, Gazi University
- Turkish Automotive Manufacturing (TOFAS) VET Centre Manager
- TürkTraktör Inc., VET Centre Manager
- TürkTraktör Inc., VET Centre Officer

The interviews were guided by a semi-structured schedule. They focused on policy developments, opportunities, bottlenecks and challenges. In total, 12 interviews were completed between January and July 2019.

4.3   Literature Review

The Literature Review identified documents which deal with CPD for general and VET teachers in Turkey. These documents include policy papers, primary and secondary legislation), reports of relevant institutions, research papers, reports of surveys and analyses, reports from different projects, and MoNE statistical data.

The Literature Review is included as Appendix A.

4.4   The Survey

The ETF designed questionnaires were adapted and translated in collaboration with the Research-Development and Projects Department of the DG TTD in the MoNE.

The questionnaires were pre-tested online in two VET high schools in Eskisehir and Mersin on 39 teachers.

The target populations were teachers and practical instructors (trainers) working in vocational schools (all teachers irrespective of subjects taught and contract type) and principals of vocational

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[1] More information can be found in Annex 3.

schools. The sampling frame covers all vocational schools with more than 12 teachers and trainers. This sampling frame represents more than 80% of all population.

A stratified Probability-Proportion to Size sampling methodology was implemented taking account of the number of teachers and trainers by region and school type. As shown below, a representative sample of 150 schools in 67 provinces (dark blue) were selected to reach 2600 teachers.

Figure 1 – Provinces with Responses (NUTS3)

Schools were taken as primary sampling unit (PSU) and teachers/trainers were secondary sampling unit (SSU). PSUs (schools) were selected based on Simple Random Sampling (SRS) but SSUs (teachers) were selected by systematic sampling methodology.

Although the survey had been planned for April – May 2018, due to presidential elections and Ramadan period, it was postponed until December 2018. In close collaboration with the DG TTD, teachers and trainers were encouraged to respond. Stratum based controls were conducted to evaluate the effect of non-response to each cluster.

At the end, a total of 1973 teachers participated in the CPD 18 Survey in 145 selected public schools. Response rate based on the participation was very high - 73% - for this kind of survey. The response rate per question were also calculated. The response rate for principals was even higher: 82%.

Out of the total population of 70,252 VET teachers, a total of 1973 teachers responded to the questionnaire representing around 2.8% of the total population of VET teachers. The stated confidence level was 95% with a margin of error of +/- 2, which means that the results were calculated to be accurate to within 2 percentage points 95% of the time.

79% (119) of selected principals provided complete answers to the questionnaire. This amounts to a response rate of 4.1% from a total of 2900 TVET principals. The sampling for principals is representative with 95% confidence level and 8% margin of error.

The empirical data provide a short insight into the profiles of the teaching and managing workforce of VET schools in Turkey:

- Almost 88% of the teaching workforce are teachers.

- 60% of Turkish vocational teachers are male with an average age of 40.

- 82% of VET school principals are male with an average age of 47.

- More than 95% of teaching workforce and 90% of principals in a VET school have a bachelor's or a higher degree.

- More than 95% of teaching workforce had an initial educational or training programme.

- 98% of the teaching workforce is formally qualified as a teacher, instructor or a coordinator of practice.

- 81.5% of principals have completed a school administration or principal training programme or course.

- 11% of teaching workforce and 26% of principals have a master's degree or above.

- 90% of teaching workforce, and around 98% of principals work full-time.

- Average work experience as a teacher for the teaching workforce is 15 years; whereas for principals, average work experience as a principal is more than 7 years, excluding teaching years.

- 27% of teaching workforce have no prior work experience in the industry for which they are preparing skills.

PART 1: THE CONTEXT: WORKFORCE, AND TEACHING AND MANAGEMENT PRACTICES IN SCHOOLS

5   THE WORKFORCE

5.1   Teaching Workforce

Quick Facts

Respondents of Teachers Survey are:

- 40.5% female
- 59.5% male
- 87.9% teachers working in VET schools
- 10.3% coordinators of practical work or instructors
- 0.20% head teachers
- 0.25% pedagogical advisors
- 0.15% workshop technicians
- 0.15% teaching assistants or associates and
- 1.06% other
- Average age of the responding teaching workforce is 40.

The engineering sector accounts for 23.8% of teaching workforce; information technology 14.1%; health-related, social protection 10.1%; business, retail, law economy 9.8%; manufacturing 7%; craftwork, fashion 5.5; and hospitality, tourism, catering 4.9%. In total, these sectors represent 75.2% of vocational teaching profiles. 24.8% of the respondents selected other which means they may be general subject teachers.

Figure 2 – Workforce by sector and Gender
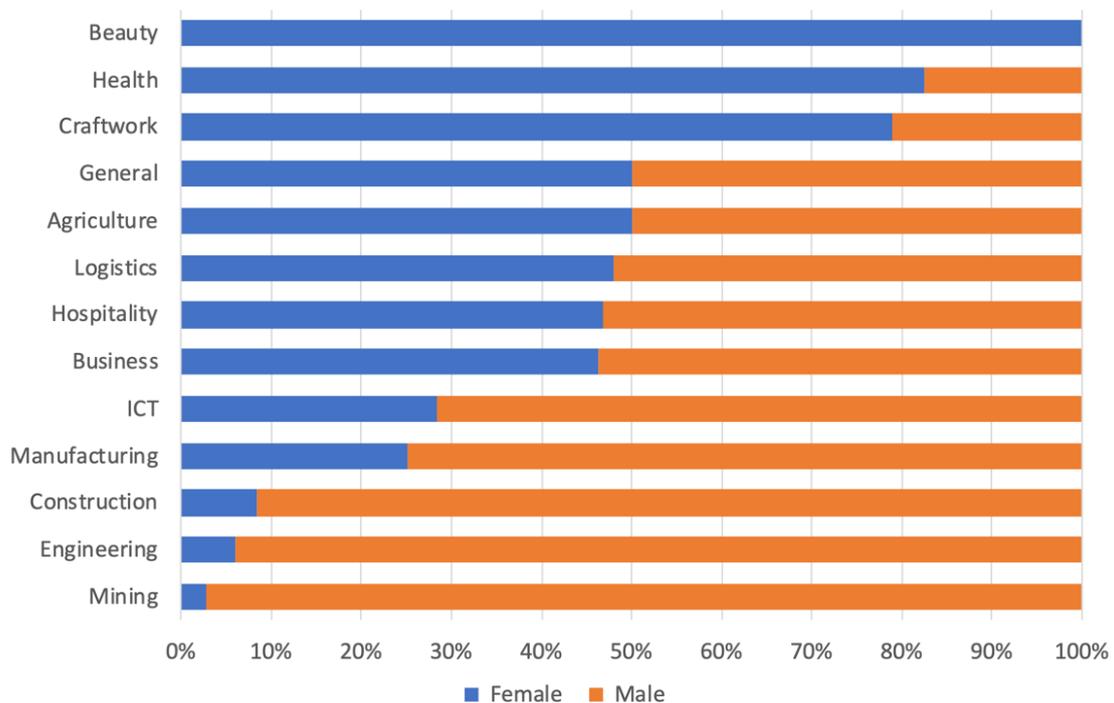
As shown in figure 2, beauty, health and craftwork fields are dominated by female teachers, whilst mining, engineering, construction, manufacturing and ICT are dominated by male teachers. Agriculture, logistics, hospitality and business fields as well as general subjects such as language, mathematics, science and social sciences are gender balanced.

68.7% of survey participants are 30-49 years old, (n=1356), while 14.7% are below 30;15% from 50 to 59; and only 1% above 60 years or more.

5.1.1   Qualifications

85% of the VET teachers reported that they have a bachelor's or an equivalent degree. 4.2% of VET teachers have upper secondary or post-secondary, non-tertiary education, and short-cycle tertiary education. These are mostly older VET teachers. Additionally, almost 11% of all VET teachers have master's and higher degrees.

Formally the teaching workforce has very high qualification in Turkey. Almost 97% of respondents (from 1973 respondents) confirmed that they were formally qualified as a teacher, instructor or 'coordinator of practice', and only about 2% are not formally qualified.

5.1.2   Initial Education and Training

Nearly 9 out of 10 VET teaching staff (84.1%) declared that they completed pedagogical training as part of their degree studies. One out of 10 say that they completed a separate pedagogical training which was not part of a degree programme.

Exactly two-thirds of VET teachers declared that content of the subject they teach was included as part of their formal education for all subjects they teach. 70.5% selected the option indicating that pedagogy (or didactics) of the subjects they teach was included in their formal education for all the subjects they teach. 69.5% declared that classroom practice in the subject they teach included as part of their formal education for all the subjects they teach. One fourth of the VET teachers stated that content of the subject, pedagogy or classroom practices they teach was included in their formal education only for some subjects.

5.1.3   Employment and Work Experience

9 out of 10 teachers work full-time at the school. 10% of the teachers work part-time (50-90% of the full-time hours), only 0.5% work less than 50% of the full-time hours. Female teachers are more likely to work part-time. In most regions, part time work rate is generally less than 10%, but in Istanbul it is 17%. Almost 96% of teachers have permanent employment status, 3% of them have fixed term contract with more than 1 year, and only 1% have fixed-term contract with less than 1 year.

77% of vocational teachers have more than 5 years of work experience as a teacher and around 23% have less than 6 years and 28.3% between 6 and 15 years. 50% of all teachers have less than 15 years of experience. By teaching area, the most experienced ones are mining, metallurgy 18.9 years of average experience, engineering 17.6 years, craftwork, fashion 16.9 years, hospitality tourism 16.3 years. When it comes to new sectors, teaching experience is lower: for example, teachers in logistics, and traffic sectors have an average of 7.5 years of experience, ICT 11.5 years of experience, beauty and hair 12.3 years and health related 14.3 years of experience.

Vocational teachers in Turkey frequently spend much of their career in the same school. Average working years of a teacher at the same school is 8.3 years. Median value of working at the same school is 5 years. Average working years at the same school is the highest for engineering with 10.5 years, it is followed by mining and metallurgy with 9 years, and construction with 8.8 years. On the other hand, the lowest three are logistics, traffic, and transportation with 4.3 years, agriculture, veterinary with 6 years and ICT is with 6.1 years spending at the same school.

Only 46.8% of vocational teachers say that they have more than 3 years of experience working in the trade or profession or industry that corresponds to the VET subjects they teach. Almost 27.1% of teachers say that they have no working experience in the trade or profession or industry that

corresponds to the VET subjects they teach. Only 11.2% of them have one year of working experience.

Figure 3 below shows average working years by sector for those that do have working experience. Health-related VET teachers have the most sector experience with almost 10 years on average. Craftwork Teachers come second in terms of matching sector experience. Logistics teachers have only 2.5 years sector experience on average. Teachers with ICT, business and agriculture teaching subjects have a sectoral working experience of around 4 years. 29% of teachers do not have any sectoral experience. Almost one fourth of the female teachers and one third of the male teachers do not have any such experience.

Figure 3 – Working experience in matching sectors (average years), excluding those with no sector experience at all
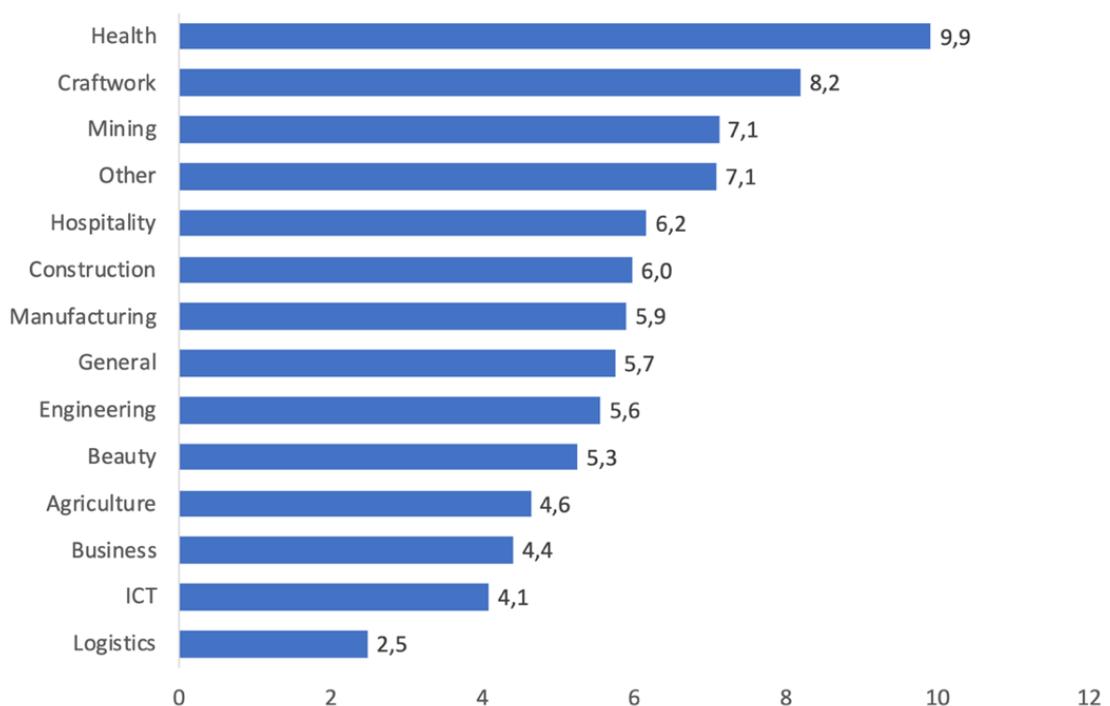
5.1.4   Trade Unions and Teacher Associations

Although 11.5% of VET teachers preferred not to give an answer for the question, around 37% of the 1973 respondents declared that they are members of a Teachers Union while more than half of the VET teachers said that they are not.

Only 20.6% of VET teachers reported that they are member of a professional association. Almost one third of VET teachers are neither member of a trade union or member of professional association. The likelihood of being a member of either a trade union or a professional association is 21.3%.

5.1.5   Working Hours

44 % of the teachers' working hours are spent in teaching. The chart below shows the share of working time spent on specific tasks (%)

Figure 4 – The (average) share of working time spent on specific task
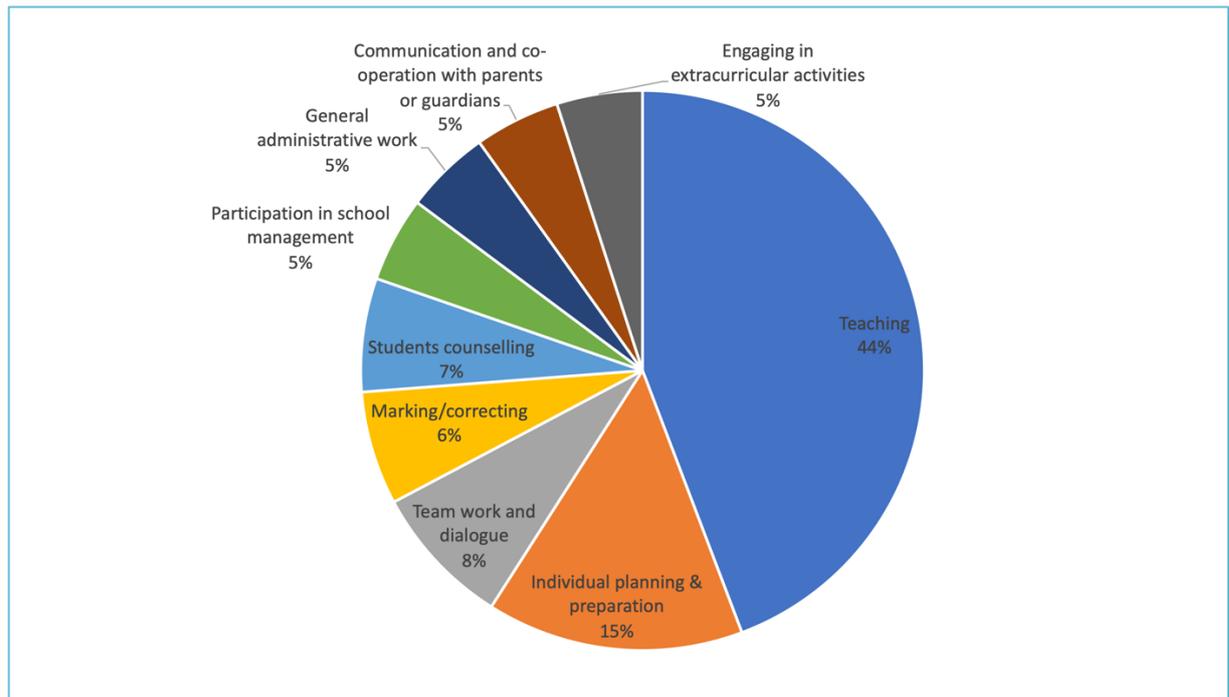
5.2 Principals

Quick Facts

- Respondents of Principals survey are:
- 18% female
- 82% male
- 7.6% younger than 40 years old
- 55.5% between 40 and 49 years old
- 32% between 50 and 59 years old
- 5% 60 and older
- Average age of responding managing workforce is 47.

5.2.1 Qualifications

Principals who participated in the CPD18 Survey are well-educated. As shown in the figure below, almost three fourths of the Principals have a bachelor or equivalent degree. More than one fourth of them have a master's or equivalent degree. Only less than 1% of principals have a short-cycle tertiary education.

The qualifications of the 119 respondents are as follows:

Figure 5 – Qualifications of Principals in VET schools (n=119)
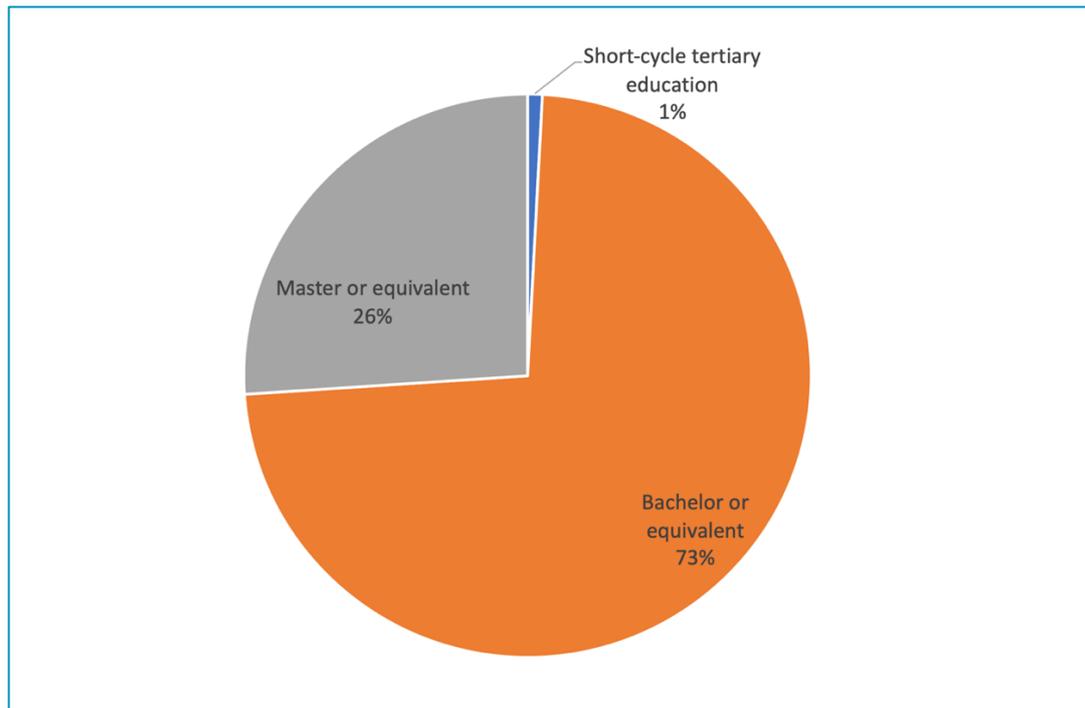
5.2.2 Initial Education and Training

42% of principals selected the option indicating that they completed their school administration or principal training programme after they took up the position. 16% of them completed this programme before and 23.5% before and after.

40% of principals indicated that they received formal training to be a teacher before they took their position. While 17% report that they completed formal teacher training after they took their position, 14.5% of them stated that they never completed any formal teacher training.

5.2.3 Employment and Work Experience

More than half of the respondents (58.1%) have less than 5 years' working experience as a principal while 19% have 5-10 years' experience. The rest (23%) have more than 10 years of experience. Average years of working experience as a principal is 7.22 years. Only 16% of respondents did not have any previous experience in other school management roles. Principals have, on average, 11.1 years of work experience as teachers. They also indicated that almost half of their experience as principal was gained at the school where they participated in the survey.

Of the 119 principals who responded 69.5% are employed full-time with teaching obligation, 28% are employed full-time without teaching obligation. Only 2.5% of principals are employed part-time.

5.3 Conclusions

According to the survey:

- 60% of Turkish vocational teachers are male, and the average age of a VET teacher is 40.
- 82% of VET school principals are male, and average age of a VET school principal is 47.
- More than 95% of teaching staff and 90% of principals in a VET school have a bachelor's or a higher degree.

- More than 95% had an initial educational or training programme.
- 98% of the teaching staff have formally qualified as a teacher, instructor or a coordinator of practice.
- 81.5% of principals have completed a school administration or principal training programme or course.
- Only 11% of teaching staff and 26% of principals have a master's degree or above.
- 27% of VET teachers have no prior work experience in the industry for which they are preparing skills

5.4   Issues and Recommendations

Issues	Recommendations
Low proportion of women school principals	
Low percentage of VET teachers and school principals have higher degrees (Masters or above)	
About a fourth of VET teachers have no prior working experience in their industry	

6   THE SCHOOL GOVERNANCE

One-third of the schools are in a sub-province or district (ilçe) while 32% in a large city/metropolis, and 26.9% are in a city. Only, 5.9% are in a small town (or belde[2]).

6.1.1   School Leadership

The survey gives an overview of the composition of the school management team indicating that the great majority of schools incorporate representatives of teachers, students and parents.

Table 1 – Who participates in the school management team (n=119)

	Yes	No	Responses
You, as principal	100.0%	-	107
Vice/deputy principal or assistant principal	100.0%	-	108
Financial manager	4.5%	95.5%	66
Department heads	64.3%	35.7%	84
Teachers	94.2%	5.8%	104
Representative(s) from school	86.2%	13.8%	94

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[2] Belde (literally "town", also known as kasaba) means "large village with a municipality" in Turkish

Parents or guardians	88.3%	11.7%	103
Students	86.0%	14.0%	100
Other	56.7%	43.3%	67

In general, principals in vocational schools believe that local or national authorities have the lead responsibility in all decision-making, from selecting teaching materials through to HR decisions, such as staff discipline (61% or above). Principals are more likely to claim equal responsibility for matters related to students, courses and learning materials. Only a minority of principals see decision making on such issues as learning materials and assessment as delegated to individual teachers.

Table 2 – Who has responsibility for decision making on various matters (sorted by principals) (n=119)

	You, as principal	Other members of the school management team	Teachers (not as a part of the school management team)	School (governing board)	Local, municipality, regional, state, national or federal authority	Total
Choosing which learning materials are used	21.70%	26.10%	43.50%	17.40%	60.90%	119
Establishing student assessment policies, including assessments	21.10%	30.70%	27.20%	26.30%	62.30%	119
Approving students for admission to the school	20.50%	29.90%	2.60%	12.00%	64.10%	119
Establishing student disciplinary policies and procedures	17.20%	34.50%	17.20%	25.90%	66.40%	119
Deciding on budget allocations within the school	15.40%	12.00%	5.10%	19.70%	73.50%	119
Deciding which courses are offered	14.50%	22.20%	17.10%	13.70%	88.90%	119
Determining course content, including curricula	6.00%	7.80%	11.20%	5.20%	98.30%	62
Appointing or hiring teachers	2.50%	1.70%	1.70%	2.50%	97.50%	78

Dismissing or suspending teachers from employment	0.80%	0.00%	0.00%	0.00%	100.00%	67
Establishing teachers' starting salaries, including setting pay scales	0.00%	0.80%	0.00%	0.00%	99.20%	67
Determining teachers' salary increases	0.00%	0.80%	0.00%	0.00%	100.00%	56

The following table summarises how frequently principals exercise different functions: dealing with discipline problems and observing instruction were rated as particularly frequent.

Table 3 – Percentages with which principals carried out diverse functions (n=119)

	Never or rarely	Sometimes	Often	Very often	Responses
I collaborated with teachers to solve classroom discipline problems.	.8%	6.7%	48.7%	43.7%	119
I observed instruction in the classroom.	1.7%	16.2%	47.0%	35.0%	117
I took actions to support co-operation among teachers to develop new teaching practices.	1.7%	15.3%	56.8%	26.3%	118
I took actions to ensure that teachers take responsibility for improving their teaching skills.	2.5%	16.9%	59.3%	21.2%	118
I took actions to ensure that teachers feel responsible for their students' learning outcomes.	0.0%	24.6%	54.2%	21.2%	118
I provided parents or guardians with information on the school and student performance.	2.6%	21.6%	56.0%	19.8%	116
I checked for mistakes and errors in school administrative procedures and reports.	2.6%	24.8%	53.8%	18.8%	117
I resolved problems with the lesson timetable in this school.	.8%	26.3%	54.2%	18.6%	118
I collaborated with principals from other schools.	.8%	39.0%	47.5%	12.7%	118

93.2% of 117 respondents confirmed that their schools have school boards. The survey provides evidence on the extent to which diverse stakeholders are represented: 98.8% teachers, 94.9% members of school management team, 98.8% school administrative personnel, parents or guardians 92.7%, students 92.6%, representativeness of enterprises 45.9%, trade unions and 37.1% and others 21.5%.

Figure 6 – Collaboration and inclusion in decision making (n=119)
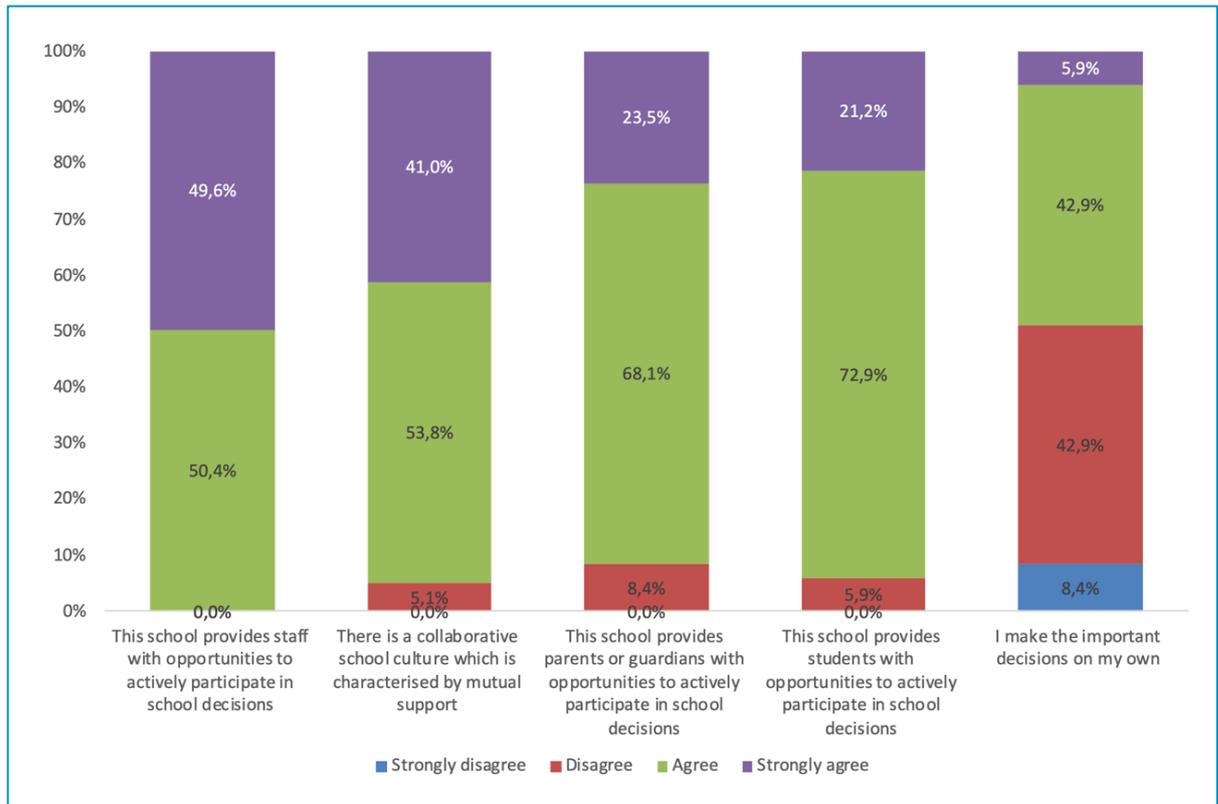
According to VET principals, inadequate school budget and resources, government regulation and policies, and teachers' absence are key factors limiting the effectiveness of the school management. Lack of parent or guardian involvement and support and teachers' career-based wage system are also factors.

Table 4 – Extent of the following factors limiting the effectiveness of school management (n=118)

	Not at all	Very little	To some extent	A lot	Responses
Inadequate school budget and resources	2.5%	9.3%	46.6%	41.5%	118
Government regulation and policy	4.2%	16.1%	38.1%	41.5%	118
Teachers' absences	3.4%	11.9%	44.1%	40.7%	118
Lack of parent or guardian involvement and support	4.2%	20.3%	49.2%	26.3%	118
Teachers' career-based wage system	5.1%	24.6%	50.8%	19.5%	118

Lack of opportunities and support for my own professional development	12.8%	29.9%	40.2%	17.1%	117
Lack of opportunities and support for teachers' professional development	22.9%	22.0%	39.8%	15.3%	118
High workload and level of responsibilities in my job	10.3%	31.0%	44.8%	13.8%	116
Lack of shared leadership with other school staff members	20.7%	40.5%	31.9%	6.9%	116

6.2   Formal Appraisal of Teachers

The chart below shows that appraisal of teachers is largely the responsibility of principals and, to a lesser extent, other member of the school management team and external individuals such as inspectors sent by the Ministry.

Figure 7 – How often each teacher is appraised by the following people (n=119)
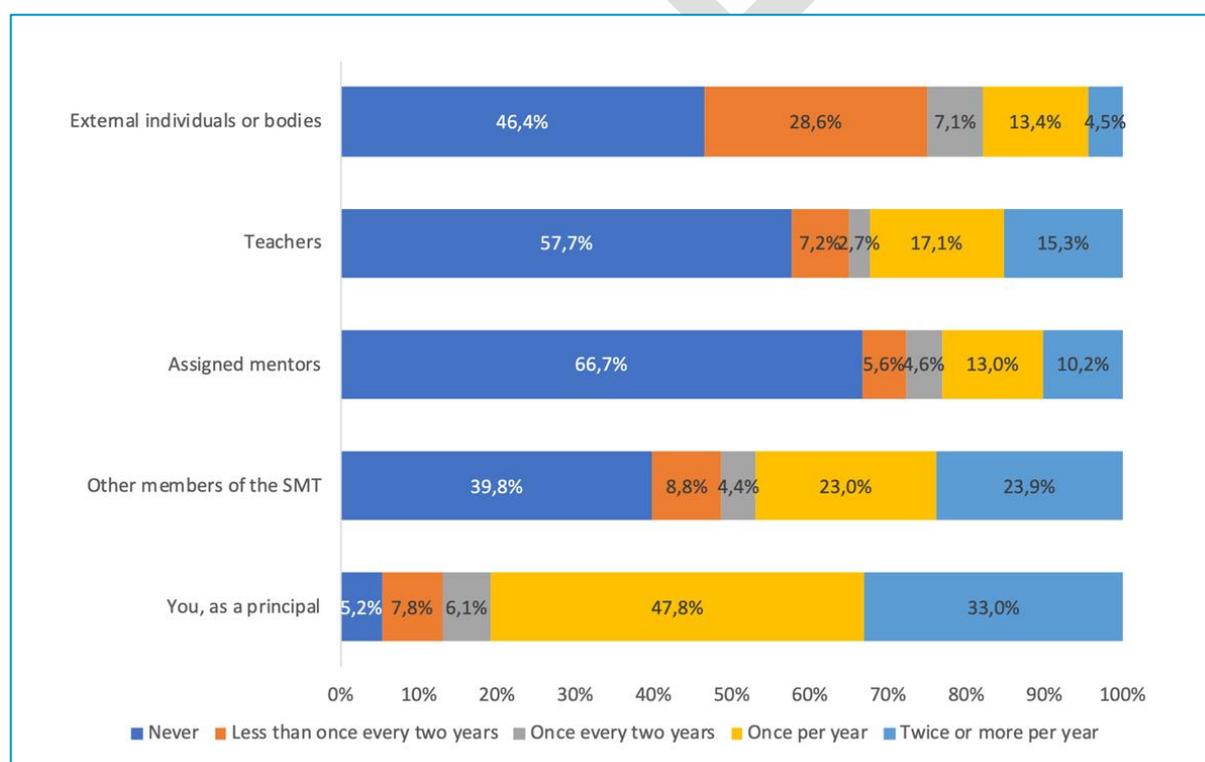
Table 7 below indicates that external evaluators mainly focus on content knowledge in order to appraise teachers. Direct observation, for example, is mainly used by principals. They also assess teachers' content knowledge and consider teachers' self-assessments of their work. Principals take feedback from parents into consideration. Other school managers are said to use student surveys, parental feedback and teacher self-assessment to conduct teacher appraisal. The results of student assessment are reported to be used by other teachers in 10% of schools. Members of school management team and other teachers consider students' test scores.

Table 5 – Who performs tasks as part of teacher appraisal in vocational schools (n=118)

	External individuals or bodies	You, as principal	Member(s) of school management team	Assigned mentors	Other teachers (not a part of the management team)	Not used in this school
Direct observation of classroom teaching	2.7%	89.0%	2.7%	5.5%	0.0%	0.0%
Student surveys about teaching	3.6%	25.0%	41.7%	19.0%	10.7%	0.0%
Assessments of teachers' content knowledge	18.6%	48.6%	10.0%	8.6%	4.3%	10.0%
Analysis of students' test scores	3.2%	17.0%	29.8%	8.5%	41.5%	0.0%
Discussion of teachers' self-assessments of their work (e.g. presentation of a portfolio assessment)	8.7%	30.1%	38.8%	7.8%	11.7%	2.9%
Discussion about feedback received by parents or guardians	0.8%	29.5%	44.3%	6.6%	18.9%	0.0%

Table 8 below explores how schools act upon the results of teacher appraisal. Schools essentially use a follow up discussion, a change in teacher's work responsibilities, and drafting development or training plan as actions. Appointing a mentor to help the teacher improve his/her teaching is occasionally used. And sanctions like pay reduction, dismissal or rewards like pay raise, and bonus are almost never considered after the appraisal. Career advancement is also likely, though to a lesser degree.

Table 6 – Actions taken in school to follow up a teacher appraisal (n=118)

	Never	Sometimes	Most of the time	Always	Responses
Measures to remedy any weaknesses in teaching are discussed with the teacher.	3.4%	28.2%	44.4%	23.9%	117

A development or training plan is developed for each teacher.	32.8%	33.6%	25.9%	7.8%	116
If a teacher is found to be a poor performer, material sanctions such as reduced annual increases in pay are imposed on the teacher.	93.2%	2.5%	3.4%	.8%	118
A mentor is appointed to help the teacher improve his/her teaching.	66.4%	13.8%	6.9%	12.9%	116
A change in a teacher's work responsibilities (e.g. increase or decrease in his/her teaching load or administrative/managerial responsibilities)	23.3%	55.2%	16.4%	5.2%	116
A change in a teacher's salary or a payment of a financial bonus	92.4%	4.2%	2.5%	.8%	118
A change in the likelihood of a teacher's career advancement	68.1%	27.6%	4.3%	0.0%	116
Dismissal or non-renewal of contract	92.2%	6.0%	.9%	.9%	116

6.3   School Climate

Table 9 below shows perceptions of principals about openness, culture and cooperation in their schools. According to principals, there is high level of cooperation within their schools and the local community and the local business. Mutual respect among school staff, common set of beliefs about schooling/learning, open discussions, and teacher-student relationships highlight the existing positive climate in VET schools.

Table 7 – Judgements of principals about openness, culture and cooperation in their schools (n=117)

	Strongly disagree	Disagree	Agree	Strongly agree	Responses
The school staff share a common set of beliefs about schooling/learning.	3.4%	9.4%	65.0%	22.2%	117
There is a high level of co-operation between the school and the local community.	3.4%	31.6%	46.2%	18.8%	117
School staff has an open discussion about difficulties.	0.9%	3.4%	57.8%	37.9%	116
There is mutual respect for colleagues' ideas.	0.0%	2.6%	48.7%	48.7%	117

	Not at all	Very little	To some extent	A lot	Responses
There is a high level of co-operation between the school and the local businesses.	0.9%	17.9%	55.6%	25.6%	117
The relationships between teachers and students are good.	0.0%	2.6%	66.4%	31.0%	116

According to most principals, there are three key factors that hinder quality instruction in their schools: shortage of teachers with competence in teaching students with special needs, shortage of qualified and/or well performing vocational teachers and shortage of general subject teachers. Most principals also declared that quality instruction is constrained to some degree by shortages related to computers used for teaching, practice instructors, instructional materials and computer software.

Table 8 – Factors hindering their school to provide quality instruction (n=117)

	Not at all	Very little	To some extent	A lot	Responses
Shortage of qualified and/or [well performing] vocational teachers	13.7%	26.5%	34.2%	25.6%	117
Shortage of teachers with competence in teaching students with special needs	15.5%	23.3%	39.7%	21.6%	116
Shortage of general subject teachers	23.9%	17.1%	46.2%	12.8%	117
Shortage of practice instructors	24.1%	31.0%	31.9%	12.9%	116
Shortage or inadequacy of instructional materials (e.g. textbooks)	31.0%	30.2%	30.2%	8.6%	116
Shortage or inadequacy of computers for instruction	18.8%	40.2%	33.3%	7.7%	117
Insufficient Internet access	28.7%	39.1%	24.3%	7.8%	115
Shortage or inadequacy of computer software for instruction	36.8%	29.9%	26.5%	6.8%	117
Shortage or inadequacy of library materials	49.6%	25.6%	19.7%	5.1%	117
Shortage of support personnel	32.5%	37.6%	24.8%	5.1%	117

Absenteeism and lateness of students was identified as a daily problem by nearly 40% of principals. On the other hand, principals did not report large scale issues relating to bullying or intimidation.

Table 9 – Issues related to student behaviour in vocational schools (n=118)

	Never	Rarely	Monthly	Weekly	Daily	Responses

Arriving late at school	0.0%	25.4%	13.6%	21.2%	39.8%	118
Absenteeism (i.e. unjustified absences)	1.7%	15.4%	23.1%	21.4%	38.5%	117
Cheating	15.3%	65.3%	9.3%	4.2%	5.9%	118
Vandalism and theft	37.3%	55.1%	4.2%	2.5%	.8%	118
Intimidation or verbal abuse among students (or other forms of non-physical bullying)	2.6%	87.7%	8.8%	.9%	0.0%	114
Physical injury caused by violence among students	22.2%	66.7%	6.0%	5.1%	0.0%	117
Intimidation or verbal abuse of teachers or staff	63.6%	33.1%	2.5%	.8%	0.0%	118

6.4   Conclusions

According to the survey, principals state that;

- Decision making in almost all school matters is attributed to the government (local, provincial or national).

- Almost all vocational schools have school boards where students, teachers and parents are represented.

- Inadequate school budget and resources, government regulation and policies and teachers' absence are key factors limiting the effectiveness of the school management.

- Appraisal is reported to be largely the responsibility of principals, sometimes with lesser involvement from other members of the school management team.

- Teacher performance is appraised largely on the basis of observation by principals, at least once per year. There is relatively little follow up after appraisal beyond the provision of feedback and sometimes a training plan. Mentoring or disciplinary actions are rare.

- Formally, key stakeholders are represented in management and in the governing body.

- Around 50% of principals see quality instruction as hindered by shortage of qualified/well performing teachers, teachers with competence to teach students with special educational needs. Some 30-40% of principals say that quality instruction is constrained to some degree by shortages in number or quality of computers used for teaching, practice instructors, instructional materials and computer software.

6.5   Issues and Recommendations

Issues	Recommendations
Only 46% of schools report that enterprises are represented on the school board.	

Lack of qualified/well performing teachers and teachers with competence to teach students with special educational needs	
Performance appraisal mainly on the basis of observation by principals – relatively little follow up from appraisal beyond the provision of feedback and a development or training plan.	
Most principals believe that main decision-making in school matters is the responsibility of local or national authorities.	
Unjustified absences and tardiness among VET students relatively high.	

7   PRESERVICE, INDUCTION AND MENTORING

7.1   Initial and Preservice Training

There are currently no higher education institutions offering VET Teacher Training programmes. In 2008, Technical Teacher Training Faculties were transformed into Technology Faculties, Vocational Teacher Training Faculties were transformed into Arts and Design Faculties, and Trade and Tourism Teacher Training Faculties into Tourism Faculties. VET teacher recruitment by MoNE VET schools is regulated under the scope of Board of Education Decision No. 9 dd 20.02.2014, amended on Teaching Fields, Appointment and Teaching Principles, with amendments in 2015, 2016, 2017, 2018 and 2019. This regulation defines the education and training fields that a graduate must have studied in order to be eligible to become a vocational subject teacher, and the available occupational profiles to be addressed/taught under each vocation. Further, graduates of relevant faculties must have completed pedagogical training prior to their appointment. Most new vocational teachers will therefore first complete their professional bachelor degree and then obtain their pedagogical training through a 2 semester programme at an educational faculty of a university. However, in extraordinary circumstances where there is a clear need for particular field teachers, teacher candidates can be appointed on the condition that they complete their pedagogical training during 6-month induction period.

Figure 8 – Current Process of Professional Development of VET Teachers in Turkey
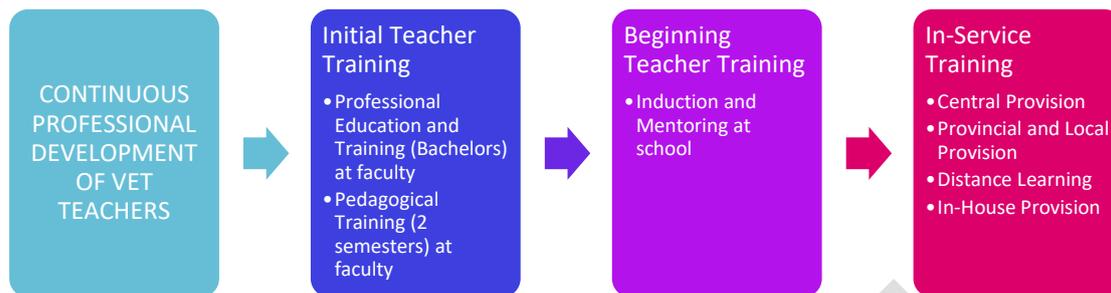
Pedagogical training is 2 semesters long for university graduates and involves courses such as assessment in teaching, classroom management, education technologies and education materials design, special education methods, education psychology, developmental psychology, curriculum development, and learning theory and approaches as well as practice teaching: observation and teaching at an educational institution.

Below is a sample for Electric-Electronic Technology Field (**Alan**) in a VET High School. Graduates of faculties of Electrics Teacher Training, Electrical Engineering, Electrical-Electronic Engineering and Electrical and Electronic Engineering are eligible to be appointed and teach the occupational profiles (**Dal**) on Coiling, Electrical Installation and Electrical Panel Assembly, High Voltage Systems, etc.

Figure 9– Sample requirements for a graduate to be a teacher in Electric-Electronic Technology field in VET High School

SIRA NO	ATAMAYA ESAS OLAN ALAN	MEZUN OLDUĞU YÜKSEKÖĞRETİM PROGRAMI/FAKÜLTE	OKUTACAĞI DERSLER
	Elektrik – Elektronik Teknolojisi *(Değişik: 22/11/2018 tarih ve 137 sayılı TTKK)* **Elektrik**	1. Elektrik Öğretmenliği/Eğitimi 2. Elektrik Mühendisliği (*) 3. Elektrik-Elektronik Mühendisliği (*) 4. Elektrik ve Elektronik Mühendisliği (*)	▪ Elektrik-Elektronik Teknolojisi Alanının; • Bobinaj • Büro Makineleri Teknik Servisi • Elektrik Tesisat ve Pano Montörlüğü • Elektrikli Ev Aletleri Teknik Servisi • Asansör Sistemleri • Yüksek Gerilim Sistemleri • Endüstriyel Bakım Onarım dallarının alan/dal dersleri ▪ Alanın diğer dallarının bu dallarla ilgili alan/dal dersleri ▪ Diğer alanların bu dallarla ilgili alan/dal dersleri ve modülleri.

7.2 Beginning Teachers

In Turkey, candidate teacher education program between 1995 and 2015 was carried out in accordance with the Regulation of Candidate Officers' Training published by the Ministry of National Education in 1995. Turkey also provided a compulsory induction program to the new entrants at national level for one year. (MEB 1995, item no 16). A reformed 6-month induction process was introduced in 2016 giving 30,000 new beginning teachers more practical teaching experience and support. According to Teacher Strategy Paper 2017-2023[3] this was a milestone in raising teacher

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[3] Teacher Strategy Paper 2017-2023,
http://oygm.meb.gov.tr/meb_iys_dosyalar/2018_05/25170118_Teacher_Strategy_Paper_2017-2023.pdf
(accessed on 3rd June 2019)

quality. All beginning teachers follow the same induction programme whatever prior pedagogical preparation or experience they have.

7.3 Induction and Mentoring

The new induction system requires that newly appointed teachers will be evaluated by the school principal and the mentoring teacher, once in the first term of appointment and twice in the following term. The performance evaluation of teachers is based on a performance evaluation form to be filled by the assessors in line with 10 professional criteria and 50 indicators related to generic teacher competences: educational planning, arranging learning environments, using communication skills effectively, motivating students in line with learning outcomes, using environmental facilities to support learning, managing time, using educational methods and techniques efficiently, assessing teaching and learning process, adapting and contributing to school's educational policies and demonstrating behaviours and attitudes required for the teaching profession. The mentor (or Advisor) observes the candidate teacher's work in connection to professional criteria (generic teacher competences) providing guidance to the candidate during performance evaluation process and reporting to the school principal in fulfilling such duties.[4]

An early evaluation, using a survey, raises some questions about the effectiveness of the new induction programme, related for example to the quality of the mentors, the level of bureaucracy, workload and repetition in summer seminars . Çobanoğlu, et.al., point out some of the implications based on their finding: «" The current study has a number of important implications for future practices. Firstly, the mentors have a significant role in reaching the goals of induction program and contributing to the professional development of novice teachers with their experiences. Therefore, it might be suggested that mentor selection should be made carefully considering the professional quality and volunteering. Moreover, forms filled throughout the process might be evaluated qualitatively and quantitatively, and unnecessary workload might be decreased. In this sense, the period in the classroom and practical experiences might be increased regarding the professional development. »[5]

According to CPD 2018 survey results, only 5.8% of vocational teachers reported that they currently have an assigned mentor. Almost one-third (31.5%) reported that they have served as a mentor to another teacher for one month or longer. A quarter of vocational teachers selected the option which indicates that they have received training to support their work as a mentor of teachers.

Only 12.1% of principals say that mentoring is available to all the teachers in their schools, however, 49.1% say that it is available for beginning teachers. Less than one-third (29%) say that there is no offer of mentoring in their schools. 93% of principals say that most of the time mentors have the same subject as their mentees.

According to the survey, approximately three quarters (73.7%) of principals reported that there is an induction programme for new teachers in their schools (n=119). The teacher survey confirmed widespread participation in induction: almost three quarters of (76.5%) teachers say that they took part in an induction programme in their first regular employment as a teacher (n=1939). More than half (52.1%) of them reported that they took part in informal induction activities not part of an induction programme (n=1877). Three quarters (74.1%) of them took part in a general and/or administrative introduction to the school (n=1866).

There appears to be little mentoring available for teachers other than beginning teachers, although there is a tradition of informal support of younger teachers by more experienced teachers.

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[4] ETF, 2016

[5] Çobanoğlu, Fatma & Ayvaz Tuncel, Zeynep (2018) Teacher Induction Programme: The First Experience, *International Education Studies:* Available at: https://files.eric.ed.gov/fulltext/EJ1180871.pdf

7.4   Conclusions

- Significant progress has been made with the introduction of a 6-month structured Induction and Performance Evaluation programme for all newly appointed teachers. 74% of principals say that there is an induction programme operating in their schools.

- Early evaluation suggests that the operation of the Induction Programme could be improved. Issues raised include selection of mentors, bureaucracy and workload for beginning teachers, usefulness of seminars

7.5   Issues and Recommendations

Issues	Recommendations
Professional quality of mentors needs improvement	
Concerns about the bureaucratic workload and the training curriculum for teachers following the induction programme.	

PART 2. PROFESSIONAL DEVELOPMENT OF VOCATIONAL TEACHERS

8   POLICY AND IMPLEMENTATION

8.1   Policy and Strategy Documents

The following policy and strategy documents have shaped the initial and continuous professional development of teachers in Turkey in the last five years:

- MoNE Strategic Plan 2015-2019
- Turkey's Vocational & Technical Education Strategy Paper and Action Plan 2014-2018, MoNE
- Teacher Strategy Paper 2017-2023, MoNE
- Turkey's Education Vision 2023, MoNE
- Outlook for Vocational and Technical Education in Turkey (2018), MoNE
- Skills Vision 2020 Turkey, ETF

8.1.1   MoNE Strategic Plan 2015-2019

The Ministry of Education (MoNE) 2015-2019 Strategic Plan published in 2015 states the general vision of the Ministry's educational policies, priorities and objectives. Strategic Goal 3.1 under institutional capacity section focuses on the Ministry's workforce: "Develop the structure and quality of human resources."

The strategic plan indicates strategies in regard to planning and implementation of CPD and in-service training based on general and specific teacher competencies, and individual and institutional demands and training needs. Development of an application evaluation system for in-service training as well as a monitoring and evaluation system to ensure assessment and certification of learning outcomes of in-service training; providing incentives for activities promoting motivation and job satisfaction of ministry staff as well as for graduate studies are a selection of relevant strategic priorities included in the plan.

The one part that is specific to CPD in MoNE Strategic Plan 2015-2019 is the Performance Criteria 3.1.2: annual CPD hours per MoNE staff and personnel (which include teachers) is 1.2 hrs in 2012, 2.3 hrs in 2013, 1.6 hrs in 2014, and 3 hrs in 2019.

8.1.2   Turkey's Vocational & Technical Education Strategy Paper and Action Plan 2014-2018, MoNE

This document identifies the following priority problem areas with regard to the teaching profession:

- an inadequate induction training process reducing the professional and institutional commitment of teachers
- absence of a relationship between in-service training, career development and teacher competencies
- absence of an integrated approach in existing CPD practice; and
- the lack of effective and efficient mechanisms to ensure personal and professional development of TVET teachers in cooperation with the industry.

The Action Plan suggests a restructuring of the in-service training model. Provision is proposed as face-to face or through distance learning by accredited enterprises and higher education institutions in accordance with national and local needs analyses. Accordingly, government incentives for enterprises are made available to provide training for workshop and laboratory teachers and trainers.

8.1.3 Turkey's Teacher Strategy Paper 2017-2023, MoNE

This strategy paper[6] is almost entirely dedicated to CPD. The paper describes six fundamental dimensions: initial teacher training, professional development and employment processes that include ''pre-service teacher training'', ''selection and employment of prospective teachers'', ''teachers' candidacy training and induction'', ''career development and reward system'', ''status of the teaching profession'', and ''continuous professional development''. The key objectives are as follows:

- Objective 1 - Ensuring the employment of highly qualified and well-trained teachers, who are most suitable for the teaching profession through;
    - o Improving the quality of education provided in teacher training programs
    - o Selecting the most suitable teacher candidates from graduates
- Objective 2 - Ensuring continuous personal and professional development of teachers through;
    - o Putting a periodical performance evaluation system into practice to identify teachers' professional development needs
    - o Increasing the quality of activities targeting teachers' personal and professional development, starting from their candidacy process
- Objective 3 - Ensuring a positive perception towards the teaching profession and strengthening the status of the profession through
    - o Strengthening the status of teaching profession
    - o Improving the working conditions of teachers
    - o Taking remedial measures based on the differences between institutions and regions

The paper indicates that developing the professional skills of teachers is not only limited to the pre-service training delivered at universities but is also a life-long process. It is argued that sticking to the competencies which teachers achieved during their undergraduate studies prevent them from adapting to transformations in the era of rapid change.

The paper emphasizes teachers being guides, facilitators and coordinators of learning, rather than the ''source'' of information. Accordingly, CPD for teachers is essential for supporting their adaption to the changing roles.

The paper recommends updating of the *School Based Professional Development Model* (OTMG) which requires self-evaluation based on teacher competencies, helping teachers to take responsibility for their own development and learning as well as encouraging them to share and cooperate with their colleagues. The OTMG will also guide the Ministry in planning its in-service training programs.

The Strategy makes the case for a *performance evaluation system*, in which principals, colleagues, students, and parents are involved in the process of evaluation. Performance evaluation results will serve as objective evidence to inform decisions about career advancement, rewards and planning CPD.

Strategy Document suggests "*Establishing Teacher Academies*" for examining, researching, and consulting about scientific and technological improvements in the field of education and training; providing MoNE staff and employees with life-long learning opportunities; cooperating with institutions, which offer services through formal, open and distance learning for increasing and diversifying teachers' life- long learning opportunities; building a professional development system, through which the Ministry or teachers can individually purchase services; cooperating with the related institutions in order to determine the standards of teacher training institutions; organizing

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career-advancement trainings such as candidate teacher training program, professional development programs, pedagogical competency trainings; etc.

The Strategy makes an emphasis on the standards of the trainers, who will work in professional development activities. The Ministry plans improvement in the qualifications of these trainers, who will work in professional development programs with the participation of the related stakeholders.

8.1.4   Turkish Education Vision 2023, MoNE

At the end of the October 2018, the MoNE published its 2023 Vision Document as a main strategy document, which envisages a set of goals aimed to be accomplished by the MoNE by 2023. The main strategy is to make education and training more responsive to the needs of industry and to shift the focus of learning from pen and paper exercises to practical learning. This Vision document has implications for students, parents, teachers and schools, which are the four core elements of education.

Figure 10 – Pictures from the past and the present

The document outlines 18 themes including human resource development and management to Vocational Education and Training and Lifelong Learning, establishing goals and objectives on areas such as professional and career development of teachers and school administrators.

The "Human Resources Development and Management" section contains objectives regarding the training and career developments of teachers and administrators. Relevant articles in the document are the adoption of a new legal framework for teachers, career development programs for current teachers and incentivizing post-graduate studies for teachers.

The vision document prioritizes the development of teachers' and school administrators' vocational qualifications in providing inclusive, high-quality education services focused on children's welfare. Building on this priority, the document places greater emphasis on specialised formal post-graduate programmes and upon self-evaluation to inform CPD. Post-graduate programmes will be accredited by universities and will enable horizontal and vertical career progress.

The VET chapter of the Vision prioritizes growing on-the-job training opportunities for teachers and emphasises the importance of continuous support for teachers' professional development in real production environments. The document encourages the engagement of industry in VET and enhanced cooperation, for example, through sectoral cooperation protocols and through international projects.

The document also underlines the importance of on-line platforms to increase the visibility of good practices in the context of training-employment-production in different sectors.

Another priority in the document is CPD to improve the possibilities for inclusive education. The document speaks of in-service training for VET teachers on special education to support classroom practices. Other thematic strategy documents will take shape in accordance with Vision 2023 Strategy document.

The document includes an action plan for transforming the educational practice, supporting and empowering teachers, transforming the school environment, and structuring an efficient and open governance.

8.1.5   Outlook for Vocational and Technical Education in Turkey (2018), MoNE

This document sets out a number of areas for concrete improvement of VET in the light of the Education Vision 2023 Document. Goal 4 under VET chapter in Education Vision 2023 states: "Professional development of our teachers in real production settings will be supported through projects and protocols." The document states that more training in more fields will be organised for teachers of workshop and laboratory courses through on-the-job training and speaks of support through European Union funds. Another Action will be international mobility projects to support CPD in real production settings.[7]

The Outlook reiterates the analysis of the Strategy Paper for Teachers that the priority problems for professional development are:

- Challenges in professional competencies of teachers

    o Failure to establish a link between teacher candidacy and induction training, in-service training and a career development system and teacher qualifications; and to integrate existing practices in a systematic manner[8]

- Challenges in availability of on-the-job training opportunities and possibilities offered to teachers

    o Inadequate provision of on-the job training opportunities for workshop and laboratory teachers in VET due to lack of public financial resources and limited number of school-industry protocols

The Outlook lists the following activities to mitigate the priorities mentioned above:

- Improvement in the on-the-job training opportunities for workshop and laboratory teachers in VET

- Use of professional knowledge and teacher competencies in placement of teachers carried out according to the results of central examination, and

- Development of efficient and effective mechanisms to ensure personal and professional development of VET teachers in collaboration with the industry

8.2   Implementation

8.3   Conclusions

- Turkish Policy documents highlight the importance of CPD for teachers and managers as a tool for improving the quality of VET and helping to achieve the overall strategic goals for VET in Turkey.
- Development of an in-service training application evaluation system for fair participant selection and a monitoring and evaluation system ensuring outcome-based assessment and certification is among the proposals.

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[7] MoNE (2018) Outlook of Vocational and Technical Education in Turkey.

[8] Op. cit.

- Absence of a coherent and integrated approach for existing CPD practices necessitates restructuring of in-service training. Face-to-face or distance learning by accredited enterprises and higher education institutions in accordance with national and local needs analysis is suggested. Current Teacher Academies established in the provinces through protocols between higher education institutions and the private sector as well as MEBBIS In-Service Training Module are steps towards this goal.
- The MoNE Strategic Plan 2015-2019 lists under Performance Criteria 3.1.2: annual CPD hours per MoNE staff and personnel (which include teachers): 1.2 hrs in 2012, 2.3 hrs in 2013, 1.6 hrs in 2014, and 3 hrs in 2019.

8.4   Issues and Recommendations

Issues	Recommendations
Introduction of performance evaluation and reform of career advancement system halted.	
Introduction of School Based Professional Development (OTMG) model is pending.	
Annual CPD for MoNE staff indicated in the MoNE Strategic Plan at 3 hours for 2019 but this does not specify VET teachers. This figure is low compared to international standard of 30 hours per annum.	

9   ORGANIZATIONS AND INSTITUTIONS

The organisational set up for teacher professional teacher is relatively unchanged since the last ETF review in 2016. Notable additions are the Vocational and Technical Education School Boards and the Centres of Vocational Excellence.

9.1   Governing Institutions

9.1.1   Ministry of National Education (MONE)

The Ministry of National Education (MoNE) has overall responsibility for all aspects of CPD for VET teachers. With all its relevant line units, including the Directorate General of TVET (DG TVET), Directorate General of Teacher Training and Development (DG TTD), training institutions, and its provincial directorates, MoNE is actively involved in the design, provision, commissioning, regulation, quality development, needs assessment and funding of CPD for VET teachers and trainers.

Directorate General of Vocational and Technical Education (DG TVET)

MoNE's Directorate General TVET is responsible for setting and implementing policies related to VET schools and training institutions and strategies strengthening the linkage between education and employment.

DG of TVET, Department of Education Policies

MoNE DG TVET's department is responsible for developing strategies, policies, and legislation related to vocational and technical education, promoting VET and access for VET, carrying

out studies on research, planning and development of VET, managing the special revenue funds subject to Article 32 of the Law No 3308.

DG TVET, Department of Social Partners and Projects (DSPP)

MoNE DG TVET's department is responsible for planning and implementing project activities: monitoring and evaluation of research and projects carried out by various institutions in the field of vocational education; developing and carrying out educational projects in cooperation with national and international institutions and social bodies; ensuring the participation of the representatives of chambers and the business world in the processes of vocational and technical education; developing cooperation with the Vocational Qualifications Authority; and cooperating with the related public institutions, sectors and NGOs in the field of vocational and technical education. The DSPP agrees protocols with firms and NGOs to put in place training for teachers (See Chapter 9).

DG TVET, Department of Monitoring and Evaluation

This department monitors: curricula implementation, studies of the related international institutions to improve vocational and technical education and the processes related to use of teaching and learning materials. It also carries out studies related to students' academic and life-long achievement.

DG TVET Department of Quality Improvement

This department is responsible for accreditation of TVET institutions, supporting self-evaluation process in schools, validating and certifying quality development and improvement plans of schools drafted as a result of the self-evaluation process. It carries out on-site validation of evidence presented as a part of the monitoring and evaluation process and provides relevant guidance for schools accordingly. It identifies training needs of teachers, managers and other staff and carries out relevant in-service training activities and shares best practices in relation to VET quality improvement. It organises annual reporting on quality as well as serving as the National Reference Point on these issues.

MoNE Directorate General of Teacher Training and Development (DG TTD)

DG TTD is in charge of setting policies related to identifying and developing teacher qualifications and competences. It provides or commissions pre-service and in-service training for teachers and training staff working in public schools. DG TTD develops new courses and organizes seminars, symposiums, conferences and activities as well as carrying out research and surveys related to teacher training. DG TTD cooperates with other public institutions and organisations, universities and NGOs to organise joint activities.

DG TTD, Department of Support for Professional Development and Monitoring

This department is responsible for developing orientation and candidacy training for newly appointed teachers. It develops and delivers training programmes for teachers' in-service training; monitors international developments related to in-service training of teachers. It measures the outcomes of training programmes taking remedial actions when appropriate.

DG TTD, Department of Teacher Qualifications and Quality Development

This department is responsible for identifying and developing teacher qualifications and competences. This involves working to improve teachers' performance in line with teacher competences; identifying and developing teacher competences in line with established policies; working on professional career promotion and rewarding of teachers; establishing competency-based certification for teachers.

MONE – Provincial and Sub-Provincial Directorates

MONE provincial and sub-provincial (district) directorates have authority of opening local trainings to improve capacity of teachers. The Yearly Local In-Service Training Plan is prepared in close collaboration with provincial and district directorates in order to improve knowledge and skills of personnel at all levels in schools and institutions provinces. The objective is to increase their productivity, to adapt them to scientific and technological developments and to prepare them for higher positions.

Vocational and Technical Education School Boards (VTESB)[9]

"Vocational and Technical Education School Boards", including school principals, representatives from province/district national education offices, representatives of the sector and professional organisations, universities, municipalities and other relevant public and private entities and institutions, have been established in all provinces and districts Turkey-wide in order to strengthen the school-sector cooperation in vocational and technical education, to ensure the contribution of the sector and all relevant stakeholders to the development of vocational and technical education at the local level, to facilitate the employment of graduates, to improve the skills training and internship opportunities of the students in the enterprises, to get the support of local organizations for the improvement of educational environments, to increase in-service training possibilities in the form of on-the-job training at enterprises for professional development of teachers.

Centres of Vocational Excellence

After the publication of Education Vision 2023 it was announced that an initial 10, subsequently to be expanded to 20, Centres of Vocational Excellence will be established serving the strongest vocational sectors in Turkey and that these Centres would support the CPD of both Turkish vocational teachers and vocational teachers from outside Turkey. Within the pilot it is planned 3250 vocational teachers learn skills and techniques associated with Industry 4.0.[10]

9.1.2 Council of Higher Education

The Council of Higher Education is another key player in terms of CPD demand and provision. It is an autonomous public body in charge of regulating all higher education and guiding higher education institutions through duties and responsibilities set forth under Law No 2547.

9.2 Social Partners

In Turkey there are many NGOs and social partners that have engaged in issues relating to teacher professional development. Some of the most important ones are listed below:

9.2.1 Confederation of Turkish Employers' Associations, TISK

Some 22 employer associations are confederated under TISK with the following aims: (i) ensuring harmonious relations among themselves; (ii) encouraging and maintaining good human relations between employers and workers; (iii) taking necessary steps to adapt working conditions to the country's economic development trends; (iv) supporting employer associations regarding collective bargains and agreements; and (v) developing employer positions on subjects relating to labour life

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[9] Torino Process Report, Turkey, April 2019

[10] MoNE (2018) Outlook of Vocational and Technical Education in Turkey.

and shedding light on public policies. It also supports research on related issues and organises training events.

9.2.2 Turkish Union of Public Servants in Education, Training and Science Services, Türk-Eğitim-Sen

Founded in 1992, with more than 500 000 members and organised in 110 branches, Türk-Eğitim-Sen is a teacher's union with the highest constituency in the public education sector.

9.2.3 Technical Education Foundation, TEKEV

Founded in 1987, TEKEV is a foundation to improve the quality of technical education in Turkey by supporting VET teachers and students. The foundation implements grant projects to improve qualifications of VET teachers and offer scholarship programmes to VET students.

9.2.4 Vocational and Technical Education, Training and Science Service Branch Public Officials Union, METESEN

METESEN is a union was founded in 2012.

9.2.5 Anadolu Vocational Education Association

Anadolu Vocational Education Association is a voluntary organization founded in 2012 by a group of vocational teachers. The purposes of association are organizing social, cultural, scientific and vocational training activities, developing and implementing projects for disadvantaged groups, young people, adults, families, public institutions, private sector institutions and organizations.

9.2.6 Technical Education Alumni and Engineers Association (TEMUDER-2016)

The association was established in 2016. It has been the fruit of the networks established through social networks since 2013. Its main purpose is to solve main problems affecting Technical Education Teachers.

9.2.7 International Association of Great Educators, UBED

UBED was established in order to raise problems in the field of education, to produce projects to solve the problems and to announce the voices of educators and volunteers. Contributing to development of Turkey in education, social and cultural fields, theorizing reformist approaches in education field and producing and running national and international projects in education including special education- both gifted and handicapped individuals- take place among the purposes of the association.

9.2.8 National Education Foundation

It was established in 1981 to provide material and moral contribution to education and training and to provide new resources for this purpose in all levels and types of educational institutions affiliated to the Ministry of National Education.

9.2.9 Vocational Education Research and Development Association

Founded in 2015 with the aim of providing training in scientific and technical occupational subjects and to gain skills in the occupations in order to minimize occupational accidents in hazardous and very dangerous sectors.

9.3 Providers

Aside from national and international higher education institutions and private organizations with on-site, off-site and online courses and programmes, below are a few examples of public and private providers of CPD in Turkey.

9.3.1 Scientific and Technological Research Council of Turkey Turkish Institute of Management Sciences, TÜSSİDE

Turkish Institute of Management Sciences (TÜSSIDE) was established in 1980 as a result of collaboration agreement between Ministry of National Education and Scientific and Technological Research Council of Turkey (TUBITAK) in order to perform training, consulting, research and publication in the area of administrative sciences.

9.3.2 Bursa Coşkunöz Education Foundation

Coşkunöz Education Foundation (CEV) provides training to technical instructors employed by the Ministry of National Education and continues to work consistently to meet vocational technical training requirements of the private, public sectors and the community. The "Vocational Training Programme" is the first and most important project of CEV. Hundreds of students have graduated from this program since 1988 and most of them were employed in various industrial enterprises, according to their technical abilities.

9.3.3 Hidromek

Established in 1978, Hidromek, Inc. is a leading manufacturer of construction machinery, located in Ankara. The company has a training centre and organises regular CPD activities for their employees. The company has more than 20 "master teachers" acting as trainers.

9.4 Conclusions

- Within the MoNE there are a number of DGs that come together to shape policy, plan, implement, monitor, research and engage stakeholders in teacher professional development for vocational teachers. In addition, there is a strong role for the provincial and sub-provincial authorities. Schools also have an identified responsibility which, according to the Teacher Strategy was to be extended through the School Based Professional Development Model (OTMG).

- In Turkey employers' associations, Teachers' Unions and Professional Associations as well as Educational NGOs are able and willing to engage in policy making with respect to professional development for teachers.

- The challenge facing Turkey is to determine how these actors will come together to determine more specific goals and implement them in accordance with Vision 2023. Vision 2023 places emphasis on formal post-graduate continuing education for teachers, professional development in collaboration with industry and the role of teachers themselves in self-evaluation. Developing and implementing Action Plans will imply cooperation and coordination between various actors

not only in the MoNE but also among employers, universities and schools. It seems likely that the vocational and technical education school boards will be well positioned to coordinate at local/institutional level.

▪ DG Teacher Training will increase its focus on activity based professional development. There are already some studies to explore the upgrading of programmes of Education Faculties at universities.

9.5   Issues and Recommendations

Issues	Recommendations
Diverse players to be engaged in development of detailed Action Plans to implement Vision 2023	
Achievement of Vision 2023 may imply some changes or enhancement in the role of some players, for example, schools and universities and industry.	
Further strengthening of the education-employment link, better coordination of actors from the worlds of education and work and an enhanced role for employers in teacher CPD are desirable.	

10   VOLUME, MODE AND CHARACTER OF CPD PROVISION

10.1   Provision from perspective of providers

MoNE's Central CPD provision starts with Training Needs Analysis initiated yearly through teachers and trainers' personal application via MoNE's Information Technology System (MEBBIS) In-Service Training module. DG TTD and DG TVET also have projects and protocols through which in-service training for VET teachers are delivered.

Below is a table indicating the volume of MoNE coordinated central CPD provision of face-to-face training events over time. According to DG TDD's yearly In-Service Training Plans[11], the number of training activities for VET teachers and trainers based on yearly TNA, and projects and protocols more or less has remained constant, namely around 90 except for the year 2017, when it was 159. A similar trend is observed in regard to number of training days. The number of participants has steadily decreased over the four years, falling dramatically from 5482 to 2960 in 2018.

Table 10 – MoNE coordinated CPD Provision for VET Teachers and Trainers

Year	Areas of In-Service Training Needs of VET Teachers in the MoNE yearly TNA, Projects, or Protocols	Total Number of In-Service Training Activities	Total Number of In-Service Training Days Delivered	Total Number of Participants

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[11] http://oygm.meb.gov.tr/www/hizmetici-egitim-planlari/icerik/28

2015	Work Machines, Auto Mechatronics, Vehicle Electronics, New Gen Accident Prevention Systems, Networking, CCNA, Flexible Manufacturing Systems, SCADA, Fuel Burning Systems, Ceramic Siding, Autodesk Inverter, CNC Applications, PLC(Omron), Electric and Oxygas Welding, Industrial Inverter- Servo Motor, Quality Control in Brilliants, Instrumental Analysis Lab Systems, CorelDraw, Elderly Care, Mariner Trainer, Mariner Simulator, Security at Sea, Ship Geometry, Android Programming, Robot Programming, Assyst, Auto Body Work, Mitsubishi Factory Automation, Basic Cooling and Measurement, Computer Assisted Mapping, GPS and Electronic Device Use, Industrial Communication and Robotics, Microcontrollers and Embedded Systems, Hydraulic Automation Systems, Plaster and Dry Walls, Fashion Trends, Interior Design, Industry 4.0, Regional Food and Beverages, Natural Gas Interior Installation, Mining Techniques, Renewable Energy Systems, Fashion Design, Pneumatics, Spot Movie Shooting, SolidWorks, E-Factory, Aircraft Maintenance, New Tractor Technologies, Leather and Footwear	97	674	8609
2016		92	652	5881
2017		159	984	5482
2018		92	759	2960

Source: http://oygm.meb.gov.tr/www/hizmetici-egitim-planlari/icerik/28

One should note here that over the last four years the CPD topics tend to be kept generally the same with average training duration of 5 days. One thing that stands out in the last few years is the inclusion of new training topics in the fields of mining, renewable energy systems, fashion design, industry 4.0, aircraft maintenance and tractor technologies. Over the last four years, the number of training activities and average total days tend to be around 90 and 650 respectively, with the exception of year 2017 where training activities are close to double and training days fifty percent more. In year 2018, the number of participants dropped dramatically.

This year, 2019, there will be 92 on-the-job training activities. The number of training activities was originally 130, but the Ministry has cut it down after austerity measures. These training will be

delivered in the workplace and in cooperation with relevant sectors. Face-to-face trainings will involve about 3,400 vocational teachers. Distance training (on-line) will involve some 4,000 teachers. In total, 7,400 vocational teachers will receive training this year. Training may cover different fields and the list is available on the website. DG VET currently organises on-the-job training with a maximum of 20 participants per activity.

CPD provision through projects and protocols is an additional mode. According responses given through Riga Policy Reporting Questionnaire 2019, for the reporting period of 1 March 2018 and 31 December 2018, the Ministry reported that sectoral cooperation protocols are issued to develop the qualifications of teachers among institutions and organizations, provide scholarship and internship opportunities to successful students, ensure the employment of the students in the sector by increasing the qualifications of students, and to transfer the technological developments in the sector to the vocational teachers and students. A total of 109 protocols signed with 121 organizations/institutions are currently in force. (Ministry of National Education, Directorate General for Vocational and Technical Education, Department of Social Partners and Projects). These protocols represent a distinctive Turkish approach to VET development and CPD provision. The projects range across many sectors and include partnerships with many businesses, business associations, educational organisations and countries. Typically, these projects are sector-based, and they provide for industry-based training for students and for teachers and sometimes involve transfer of equipment, new certification and scholarships for students. The protocols are tailored to each partner and may include benefits for the children of employees. The protocols usually include some kind of incentive or fee for the business or social partner that is providing training to teachers or/and students. The Outlook reports that 959 laboratory and workshop teachers received training and 423 teachers received on the job training in 2017 . [12]

Examples of Training Protocols

A Training Cooperation Protocol has been signed and entered into effect by and between Turkish Ministry of National Education and the Confederation of All Cooks and Pastry (TAŞKAPON) Teacher qualifications will be increased in the field of Food and Beverage Services throughout the Protocol.

A Cooperation Protocol has been signed and entered into effect by and between Turkish Ministry of National Education and the Sign Association of Turkey (ARED). In the course of the protocol, 4 laboratories in the field of Metal Technology have been provided with workshop laboratory support and workshop laboratories support will be provided to selected schools in 11 provinces. Field qualifications of vocational course teachers and students will be improved within the scope of the protocol.

Source: MoNE (2018) Outlook of Vocational and Technical Education in Turkey, p 69

In addition to training there are professional training-sector consultation meetings held in the provinces with representation of teachers, social partners and government in order to exchange news and encourage cooperation. From March – December 2018, meetings were held in 8 provinces and opinions were exchanged between almost 1700 individuals. (Ministry of National Education, Directorate General for Vocational and Technical Education, Department of Educational Policies).

DG TVET supports the development of projects and individual applications are made for Erasmus many of which include CPD. There were 91 projects associated with Erasmus Plus until 2019. DG TVET teachers have their large share, about 67% in Erasmus within MONE. DG TVET has also cooperated with TİKA and sent 80 teachers abroad. Additionally, DG TVET sent an additional 72

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[12] MoNE (2018) Outlook of Vocational and Technical Education in Turkey. It is not clear whether the training numbers from activities and protocols are combined or separate.

teachers abroad for training in languages. The number of teachers sent abroad under the Erasmus programme is 509.

10.2   Provision from teachers' perspective

According to results from CPD 18 Survey, more than half of vocational teachers (58.5%) declared that they participated in some kind of CPD over the last 12 months. This represents a decline in participation as in 2015 participation was 63%[13]. One third of vocational teachers (33.2%) responded that they participated in CPD which directly addressed their profile or sector (2015: 36%). There was a decline in participation in conferences and seminars which fell from 46% (2015) to 37% (2018) but there was an increase in teachers who were able to visit other schools: up from 27% to 31.4%. Training on business premises increased from 47% (2015) to 58.5% (2018). Slightly more than a quarter of vocational teachers say that they have participated in online learning or video tutorials, which is perhaps less than might be expected given how extensively Turkey has invested in on-line learning for teachers.

The survey shows that more than half (57%) of those VET teachers that participated in training had more than 30 hours of CPD training.

Table 11 – The share of respondents who received the following kinds of continuing professional development (in-service training) over the last 12 months

	%	n
In-service training out of school	51.2	1913
In-service training in school	34.2	1899
In-service training in and out school (combined)	61.5	1913
CPD in vocational specialism	33.2	1894
Education conferences or seminars	37.0	1885
Observation visits to other school	31.4	1883
Observation visits or in-service training courses that took place in business premises	58.5	1886
On-line learning or video tutorials	28.6	1877
Study as part of a formal qualification	11.3	1851

10.3   Duration of CPD

The number of hours dedicated to CPD is an indicator of the potential impact that CPD may have upon teachers. Teachers that participated in CPD reported an annual average of 86 hours – about 14 days. 57% of vocational teachers that obtained some CPD participated in at least 30 hours of CPD (2015: 47%). This suggests that the duration of CPD has increased for those that have accessed CPD. On the other hand, only 8.1% of vocational teachers that obtained some CPD had more than 30 training hours in VET specialization.

According to the survey of VET teachers:

- 48.8% of vocational teachers reported that they had no organised in-service teacher training provided out of school over the last 12 months,

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[13] ETF (2016) CPD of Vocational Teachers and Trainers in the Western Balkans and Turkey: A regional picture

- 16.9% of all vocational teachers had more than 30 hours of training, and
- 32.4% of all vocational teachers had from 2 to 30 training hours.

Regarding in-service teacher training provided in-school over the last 12 months the results of the survey are as follows:

- 65.8% of vocational teachers reported no organised in-school in-service teacher training,
- 5.3% of all vocational teachers have answered that they had more than 30 hours of training, and
- 26.6% from 2 to 30 training hours.

The survey confirms that most VET teachers do not receive CPD that has a VET focus. Two thirds (66.8%) of respondents reported that they did not have any hours of professional development with a focus on the vocational specialism that they teach and only 23.1% had from 2 to 30 training hours.

Table 12 – Hours per type of continuing professional development (in-service training) received over the last 12 months

	Average no. of hours	% of respondents with 30 hours and more	n
In-service training in and out school (combined)	40.3	24.0	1214
CPD in vocational specialism	30.7	8.1	606
Education conferences or seminars	15.3	4.6	642
Observation visits to other school	24.5	4.6	535
Observation visits or in-service training courses that took place in business premises	56.3	31.8	1080
On-line learning or video tutorials	19.6	5.1	501
Study as part of a formal qualification	45.4	4.1	182

Note: Values calculated only for those who participated in the specific trainings.

10.4   Distribution of CPD – Region

Participation in CPD is not distributed evenly in Turkey by NUTS Level 1 regions. Vocational teachers in the Istanbul Region, West Black Sea, Aegean Region, Southeast Anatolia and East Marmara regions participating in CPD were less likely (below average) to obtain 30 hours of CPD than those working in other regions.

Table 13 – The share of teachers with the in-service training (inside and/or outside the school) of at least 30 hours by region (%)

	Average of hours	%	N
TR1 - Istanbul	32	30.4	181
TR2 - West Marmara	41	47.7	65
TR3 - Aegean	35	37.5	160
TR4 - East Marmara	45	38.4	177

TR5 - West Anatolia	44	41.5	123
TR6 - Mediterranean	36	41.9	136
TR7 - Central Anatolia	54	57.9	38
TR8 - West Black Sea	37	33.3	63
TR9 - East Black Sea	39	45.3	64
TRA - Northeast Anatolia	58	57.5	40
TRB - Central East Anatolia	49	45.2	42
TRC - Southeast Anatolia	55	38.1	97
TOTAL	40	39.0	1214

Note: Values calculated only for those who participated in the specific trainings.

However, table 16 confirms that the share of teachers with the observation visits or in-service training courses that took place in business premises of at least 30 hours are relatively high in more industrialized regions such as Istanbul, Aegean, East Marmara and Mediterranean regions due to availability of such opportunities.

Table 14 – The share of teachers with the Observation visits or in-service training courses that took place in business premises of at least 30 hours by region (%)

	Average of hours	%	N
TR1 - Istanbul	64	61.9	160
TR2 - West Marmara	54	56.6	53
TR3 - Aegean	53	57.0	158
TR4 - East Marmara	48	51.4	144
TR5 - West Anatolia	52	53.0	115
TR6 - Mediterranean	63	65.8	146
TR7 - Central Anatolia	65	63.0	27
TR8 - West Black Sea	46	48.3	60
TR9 - East Black Sea	62	64.6	65
TRA - Northeast Anatolia	61	66.7	30
TRB - Central East Anatolia	60	62.5	32
TRC - Southeast Anatolia	54	54.4	90
TOTAL	56	58.1	1080

Note: Values calculated only for those who participated in the specific trainings.

10.5 Character of CPD

Modern methods of CPD are strongly present in about one third of CPD and entirely absent from a similar percentage. Almost one third (32%) of vocational teachers (n=1828) reported that they usually participate in CPD with colleagues from their school while 24% said that CPD activities usually

or always included opportunities for active learning. 37.1% of teachers said that there were never opportunities for active learning in their CPD. Use of ICT was usual in CPD for 29.9% of teachers (n=1801) and entirely absent for 34.3%.

However, there are a variety of modes of teacher development present in Turkey: 55.7% of teachers said that they had participated in individual or collaborative research, 32.7% in some kind of teacher network and only 19.7% in some kind of formal mentorship or peer observation process.

10.6 CPD for principals

90.7% of vocational school principals participated in some kind of course, visit or conference over the last 12 months; 58.8% did so for 5 days or more. One third (34%) participated in some kind of network, mentoring or research activity; 48.7% for 10 days or more.

10.7 Conclusions

- Turkey's MoNE DG TVET, Department of Social Partners and Projects reported that in 2019 there would be 92 work-based training activities for teachers involving some 3400 vocational teachers. These training activities have become more practical and smaller - workshops for a maximum of 20 teachers rather than lectures for 300. Distance learning is planned to reach 4000 vocational teachers in 2019.

- There is a slight decline in CPD participation in 2018 compared to 2015.[14] There was also a decline in participation in conferences and seminars but an increase in teachers who were able to visit other schools. Training on business premises was up in 2018. Slightly more than a quarter of vocational teachers say that they have participated in online learning or video tutorials, which is perhaps less than might be expected given that Turkey has invested in on-line learning for teachers.

- The data suggest that central CPD provision through projects and protocols only constitutes a minority of total CPD provided to VET teachers, including that provided at institutional and provincial level. However, we do not know much about the volume, cost or character of CPD provided non-centrally.

- The duration of CPD has increased for those that have accessed CPD.

- Limited number of vocational teachers that obtained some CPD had more than 30 training hours in VET specialization.

- A third of teachers participated in school-based CPD. Given that Turkey's Strategy for CPD targets school based CPD as a key tool for professional development, this ratio is rather low.

- Modern methods of CPD – active learning, training with colleagues, use of ICT - are strongly present in about one third of CPD and entirely absent from a similar percentage. Most of the school principals participated in some kind of course, visit or conference for 5 days or more.

10.8 Issues and Recommendations

Issues	Recommendations
Volume of central CPD provision has decreased since 2015.	

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[14] ETF (2016) CPD of Vocational Teachers and Trainers in the Western Balkans and Turkey: A regional picture

Participation in CPD generally and in professionally relevant CPD in particular has fallen since 2015.	

11 DESIGN, CAPABILITY AND QUALITY OF CPD PROVISION AND PROGRAMMES

MONE Directorate General of Teacher Training and Development (DG TTD) has the responsibility for setting policies related to identifying and developing teacher qualifications and competences. The DG TTD provides or commissions pre-service and in-service training for teachers and staff working in public schools in close collaboration with DG TVET.

DG TTD launches yearly training needs analysis (TNA) survey. All teachers apply over MEBBIS In-Service Training module. This is a module embedded in MEBBIS, integrating all functions under in-service training: the needs analysis, application, monitoring and evaluation of training activity as well as assessment and certification of the CPD activity.

The DG TTD inform DG TVET about the outcomes of TNA survey. So, the DG TVET knows how many teachers asked for what kind of training and in which areas. However, many teachers do not participate in the TNA survey – perhaps because they do not want to apply for CPD or perhaps because they do not expect to receive a relevant offer of CPD.

Below are three screenshots from the MEBBIS In-Service Training Module:

Figure 11– Screenshot of the In-Service Training Module of MEBBIS – Login Screen

Figure 12– Screenshot of the In-Service Training Module of MEBBIS – In-Service Activity Search Screen

Figure 13– Screenshot of the In-Service Training Module of MEBBIS – In-Service Activity e-Certification Screen

DG TTD in coordination with other MoNE units develops new courses and organizes seminars, symposiums, conferences and activities as well as carrying out research and surveys related to teacher training. DG TTD cooperates with other public institutions and organisations, universities and NGOs to organise joint activities.

DG TTD uses a set of selection criteria for CPD applications. Teachers can apply for up to 5 activities a year, excluding distance learning activities. They can only attend one centrally provided CPD activity a year, excluding the ones under projects and protocols, subsequent activities or the ones prescribed for Ministry position changes.

However, there may be many applications from teachers for some courses. For example, DG TVET has organized a course in microcontrollers recently, there were 500 applicants and 20 were selected. However, there is also a low demand for some longer-term courses.

11.1   Funding

MONE in close collaboration with the Ministry of Finance, sets the budget for CPD. The number of teachers to receive training depends on funds provided by the government or through protocols and projects.

For MoNE funded CPD, the MoNE pays the training provider for the training and covers all other expenses including boarding, food, etc.

For CPD through protocols and projects, specifications set the training capacity and funding arrangement. Some training providers like Mercedes-Benz cover all costs – thus sharing the costs of teacher training.

The survey confirms that 89.1% of 974 respondents who participated in the in-service training out of school over the last 12 months did not have to pay personally for their CPD during the last 12 months, while 7.7% of respondents had to cover some of the costs and only 3.2% had to cover all of the costs.

The main problem is limited budget for CPD relative to high demand. There are about 140,000 VET teachers, and though not all teachers apply for training the DGs TT and TVET can reach only around 5,000 teachers a year through central CPD provision. It is estimated that the cost of training a teacher for 5 days is around 1,000 TL.

11.2 Quality Assurance

Standards and procedures of MoNE CPD provision for MoNE staff and personnel (including VET teachers) are set in MoNE Regulation on In-Service Training and Standard Course Specifications available online at the DG TTD website[15] DG TTD and DG TVET and exercise various quality assurance processes for CPD provision: from selecting the training provider, to trainers, venues, content, delivery, etc. The MEBBIS In-Service Training Module specifies monitoring and evaluation of the provision, identifying elements to be monitored such as training facility, trainer, content and methodology of training, etc. Further, before training starts, the training managers prepare an initial report. Finally, there is an overall assessment of the training event. depending on the results, DG TTD does not repeat training where scores are too low or requests improvement.

There is also an online quality assurance system, institutional self-evaluation portal, ozdegerlendirme.meb.gov.tr monitored and maintained by the DG TVET where in-service training policy of the training institution and relevant in-service training records are counted among the possible evidence for activities inquired during institutional self-evaluation. These records may bring out local and institutional CPD provision into light.

For CPD for VET teachers offered through projects and protocols, DG TVET occasionally, commission a representative from the ministry to follow a training process and come up with a report after. This is usual with large donor funded projects – which fund robust evaluations.

DG TTD have specifications for over 1000 in-service training courses including those on VET fields. There are also 12 training specifications for training teacher candidates. These standard specifications include all elements of learning: learning outcomes, duration, target group, implementation procedures, content, learning materials, methodology including tools and equipment to be used, and assessment. These standards are applicable to all MoNE CPD provision.

11.3 Conclusions

- DG TTD conducts needs analysis in the form of the MEBBIS In-Service Training module, once per year.   Needs analysis is embedded in MEBBIS, along with the needs analysis there is an application process, monitoring and evaluation of training activity as well as assessment and certification of the CPD activity.

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[15] http://oygm.meb.gov.tr/dosyalar/StPrg/

- The number of VET teacher applicants for CPD greatly exceeds the number of training places – so the DG TTD has to ration places.

- Funding for centralised CPD for vocational teachers and trainers comes through two sources:
  - MoNE's central budget
  - Local/National/International projects and protocols

In Turkey the DG TTD operates a large-scale national needs analysis survey. DG VET commissions CPD for vocational teachers from independent training providers with whom it enters into protocols and also agrees to provide training with donors and NGOs. It is not clear what mechanisms are used to consult with teachers and with employers in order to understand which needs to prioritise.

It is difficult to judge how responsive to needs the CPD offer really is in Turkey. The general training offer is informed by the national needs analysis, however, it is not clear whether the vocationally relevant offer made by DGTVET can be informed by the national needs analysis – which focuses on general development needs. It appears that there is a dialogue between schools, employers and Provincial education authorities in some provinces, but we do not know whether this shapes provincial CPD and whether it is based on a knowledge of training needs at school level.

There is routine feedback after trainings provided by the DG TTD or by DG VET. In the case of poor scores, then training can be discontinued. However, very low budgets for some residential training events combined with restrictions on fees for trainers appear to constrain quality.

11.4   Issues and Recommendations

Issues	Recommendations
Extent and quality of school, local and provincial levels of CPD provision not clear.	
Quality Development Department of DG TVET collects or plans to collect school data on CPD provision under HRD section through QA portal, ozdegerlendirme.meb.gov.tr. Sharing of this data to DG TTD needed to gauge the extent and volume of any CPD activity beyond the ones published in the DG TTD in-service plans.	
Regulations concerning the cost of CPD impact negatively on the quality of provision, particularly with respect to CPD delivered provincially.	

12   SCHOOL BASED PROVISION

12.1 The School Based Professional Development (OTMG) Model

There is a model for School Based Professional Development in Turkey (OTMG model): a set of processes that support the development of teachers' professional knowledge, skills, values and attitudes within and outside the school and support the teacher in creating effective learning and teaching environments. OTMG was piloted more than 5 years ago but only with the 2015-19 Strategic Plan has come the commitment for implication. With OTMG it is intended that:

- human and material resources in the school are used more effectively
- teachers take more responsibility for their own development and prepare and implement a Professional Development Plan for the areas they lack in the light of self-assessment
- teachers share their experiences and guide their less experienced colleagues
- teachers become more aware of new approaches to teaching and learning
- teachers reflect upon their own practices with the help and support of their colleagues,
- school development plans are used to shape professional development
- professional development opportunities outside of schools are made to better serve the needs of schools and teachers. The Ministry has prepared OTMG Guidance taking into account the results of consultation.

The 2015-2019 the Ministry of National Education Strategic Plan called for the updating and implementation of the OTMG by the end of 2018. The Ministry has also developed a performance indicator which is "the ratio of the total number of teachers and institutions participating in OTMG model applications to the total number of all teachers and institutions" to monitor OTMG.

It has been anticipated that OTMG would encourage the sharing of experiences, improved self-esteem among teachers, greater participation in CPD and hence high quality of teaching and learning. At the same time teachers are to be subject to performance appraisal in the light of standards of teacher competence.

Currently, as neither Vision 2023 nor Outlook for VET by the DG TVET or DG TTD have any indications for updating and implementation of OTMG proper, one would assume that it is halted or put into the back burner of the MoNE.

12.2 Collaboration and Peer Learning

The survey provides evidence on the extent to which teachers work collaboratively to solve problems, implement new curricula and plan their teaching:

- 45.1% of respondents out of 1934 respondents reported planned discussions with other teachers over the last month,
- Almost one-third (33.9%) out of 1921 respondents reported planned discussions with school managers or pedagogic advisors; and,
- More than half (58.6%) of 1918 respondents reported, informal discussions with other teachers, managers or pedagogic advisors.
- The survey suggests that there is a larger minority of vocational teachers (more than 40%) who do not collaborate very regularly with their colleagues or their managers – either formally or informally.

12.3 Conclusions

- Currently, as neither Vision 2023 nor Outlook for VET by the DG TVET or DG TTD have any indications for updating and implementation of OTMG proper, one would assume that it is halted or put into the back burner of the MoNE for the time being.

- According to the survey a significant minority of vocational teachers do not collaborate very regularly with their colleagues or their managers – either formally or informally.

12.4   Issues and Recommendations

Issues	Recommendations
• Updating and implementation of the school based professional development (OTMG) model on hold.	
• Large minority of vocational teachers do not benefit from collaboration with their peers	

13   PROFESSIONAL DEVELOPMENT NEEDS

Every year, the General Directorate of Teacher Training and Development conduct "In-Service Training Needs Analysis".   This is carried out by analysing the on-line applications that teachers make for different kinds of training. The General Directorate TTD reports on the analysis and the analysis is supposed to influence the type and number of programmes that both DG TTD and DG TVET offer.

In general demand for training exceeds the provision. However, the training analysis is not made public. Teachers are more likely to be selected if they have not attended other training recently. They must have the support of their Principal. It is not clear, to what extent either the General Directorate of Teacher Training or the Directorate that organises protocols modify the offer in the light of the demand.

School Based Professional Development (OTMG) should also help to reveal professional development needs, though it may not be widely adopted by VET schools.

In the school development plan, the principles, values, judgments, vision and mission of the school are taken into consideration. This implies that the school may plan different kinds of professional development depending on the particular needs of its teachers and its learners. In this process, teachers can improve their development with different methods: teachers' individual research, the courses they attend in line with their needs, the sharing of information available at the school, or the training and similar activities received from an external expert.

As indicated earlier, a well-planned OTMG is of principal importance as it helps to ensure that teachers regularly benefit from training and development opportunities. OTMG is at the core of school development approaches. In this approach schools and teachers actively identify training needs and take responsibility in planning professional development. Currently, however, there are no actions envisaged to implement OTMG although it is part of Vision 2023.

The survey allows us to explore the level of unmet training needs among vocational teachers. The chart below provides an analysis of the needs of those teachers that were not able to participate in CPD over the last 12 months– according to whether they expressed a need for certain kinds of training or not. The most important type of unmet need for CPD is teaching in a multicultural and multilingual setting (44%). Other unmet CPD needs were teaching students with special needs (42.5%) and new technologies in the workplace (40.6%). One-third of vocational teachers mentioned other areas: approaches to developing cross-occupational competencies for future work, student career guidance and counselling and addressing the issues of learners at risk of early leaving and learner drop out. Around a quarter reported unmet needs in relation to knowledge and understanding in their subject field(s) and updating their professional knowledge and skills in relation to current practice in the workplace. Less than a quarter of respondents mentioned unmet needs for CPD about ICT (information and communication technology) and skills for teaching cross-curricular

skills. However, it should be noted that these training needs are evaluated according to self-evaluations by teachers.

Figure 14 – Respondents who have not participated in specific trainings by the level of need for such trainings (%)

Training	Moderate/high level	No need/low level
Teaching in a multicultural or multilingual setting (n=1887)	44,0	56,0
Teaching students with special needs (n=1919)	42,5	57,5
New technologies in the workplace (n=1913)	40,6	59,4
Approaches to developing cross-occupational...	33,1	66,9
Student career guidance and counselling (n=1911)	32,8	67,2
Addressing the issues of learners at risk of early leaving...	30,3	69,7
Knowledge and understanding in my subject field(s)...	28,3	71,7
Approaches to individualised learning (n=1921)	27,3	72,7
Updating my professional knowledge and skills in relation...	25,4	74,6
Teaching cross-curricular skills (n=1913)	24,6	75,4
ICT (information and communication technology) skills for...	22,8	77,2
Pedagogical competencies in teaching my subject field(s),...	16,3	83,7
Knowledge of the curriculum (n=1918)	16,1	83,9
Student evaluation and assessment practices (n=1918)	13,8	86,2
Student behaviour and classroom management (n=1921)	13,7	86,3

13.1   Conclusions

- There is a periodic (yearly) and online national training needs analysis for all teachers coordinated by the DG TTD in collaboration with all MoNE line units. However, the results of TNA are not publicized as in former years.

- Vocational teachers have unmet training needs particularly with respect to teaching in multi-cultural and multi-lingual contexts, special needs teaching and learning and addressing new technologies in the workplace. This lack of a relevant offer constitutes a barrier for both VET teachers and school principals to participate in CPD. It is also reported that some courses are heavily oversubscribed whilst other training programmes are difficult to fill.

13.2   Issues and Recommendations

Issues	Recommendations
Unmet training needs of VET teachers in teaching in a multicultural and multilingual context, teaching for learners with special needs, and new technologies in the workplace.	

	Although there are criteria for applications for in-service training, selection of applicants could be improved in terms of relevance, prioritisation and transparency.	

14   TEACHERS' EXPERIENCE OF CPD

14.1   Impact of CPD

Teachers were asked how much impact particular CPD programmes had on their teaching. More than half of teachers reported that they had not participated in training on a multicultural or multilingual setting, teaching cross curricular skills, new technologies in the workplace, student career guidance and counselling and training addressing the issues of learners at risk of early leaving and learner drop out.

The results (see table below) show that the majority of participating teachers thought that their programmes had moderate or major impact. CPD on ICT and assessment had relatively high impact. On the other hand, CPD on special needs, multicultural learning, career guidance and cross-curricular skills and cross-occupational competences were judged to have lower impact.

Table 15 – Impact of professional development activities on teaching by the following topics (%)

	No training on this topic	No/limited impact	Moderate /major impact	Do not know	n
Knowledge and understanding in my subject field (s)	45.1	13.2	33.7	8.0	1881
Pedagogical competencies in teaching my subject field(s), including giving feedback to learners	45.0	14.2	30.7	10.1	1859
Knowledge of the curriculum	46.1	16.4	29.8	7.8	1857
Student evaluation and assessment practices	48.5	14.3	29.2	8.0	1857
ICT (information and communication technology) skills for teaching	43.8	14.3	33.4	8.5	1855
Student behaviour and classroom management	45.1	14.7	31.6	8.6	1861
Approaches to individualised learning	47.0	14.2	30.0	8.7	1855
Teaching students with special needs	48.2	15.1	27.2	9.5	1857
Teaching in a multicultural or multilingual setting	62.3	9.3	16.8	11.6	1822
Teaching cross-curricular skills	56.6	12.8	21.6	9.0	1846

Approaches to developing cross-occupational competencies for future work	55.7	12.9	22.3	9.1	1849
New technologies in the workplace	54.3	11.0	25.9	8.8	1846
Student career guidance and counselling	54.0	13.0	23.8	9.2	1842
Updating my professional knowledge and skills in relation to current practice in the workplace	42.3	11.5	38.0	8.2	1836
Addressing the issues of learners at risk of early leaving and learner drop out	53.4	13.0	24.4	9.2	1840

Note: Values refer only to those who have participated in the specific trainings.

These judgements are only subjective. However, evidence suggests that either the quality of some CPD is low or alternatively teachers are not being matched to the most appropriate programmes.

14.2 Professional standards/competences

It was reported in the last report (Durgun, 2016) that: «DG TTD has developed 10 generic teacher competences during the SBEP Project and two vocational competences for VET teachers during the IQVET Project. Some 26 vocational competences were still in development. Along with the school-based professional model, DG TTD intends to utilize those vocational competences for selection, performance evaluation and career progress for VET teachers, as well as a basis for CPD."

The Teacher Strategy 2017-2023 committed to completing the development of professional standards, publishing them and then making use of them to identify professional development needs and to evaluate performance and inform career decisions. It is not known whether progress has been made on the development or implementation of the Vocational Standards for vocational teachers.

14.3 Conclusions

The results (see table below) show that the majority of participating teachers thought that their programmes had moderate or major impact. CPD on ICT and assessment had relatively high impact. On the other hand, CPD on special needs, multicultural learning, career guidance and cross-curricular skills and cross-occupational competences were judged to have lower impact. Strategies and actions have been devised to improve the impact of CPD for vocational teachers in Turkey but currently they appear to be on hold. Although there is a routine collection of feedback after training, it is not clear that evidence about impact is gathered nor that much use is made of what is known about impact.

14.4 Issues and Recommendations

Issues	Recommendations
Evidence about the impact of CPD is not systematically gathered or used	

A number of actions intended to improve impact are currently on hold.	

15 FEEDBACK FOR TEACHERS IN VET SCHOOLS

The survey shows that the main source of feedback for teachers is from school principals or school managers; 63.7% of vocational teachers received this kind of feedback.

Table 16 – How was feedback provided?

	External individuals or bodies	School principal or school managers	Assigned mentor	Other teachers	I have never received this feedback in this school	Total Checks
Feedback following direct observation of your classroom teaching	6.3%	63.7%	5.7%	18.2%	20.0%	1973
Feedback following an analysis of your students' test scores	3.7%	39.5%	5.7%	25.0%	33.0%	1973

5.7% of VET teachers reported that they received feedback from mentors following observations of classroom teaching, 3.7% by external bodies and 18.2% by other teachers, while only 20% did not receive any feedback.

One fifth of VET Teachers reported that they had participated in mentoring and/or peer observation and/or coaching, as part of a formal school arrangement during the last 12 months.

15.1 Conclusions

- Feedback for teachers mainly provided by the school principals, and fellow teachers.
- Significant percentage of teachers received no feedback on either direct classroom observation or analysis of student scores.

15.2 Issues and Recommendations

Issues	Recommendations
20% of vocational teachers say that they have not received feedback on their teaching in their current school and 33% say that they have not	

received feedback in relation to student achievement.		

16 APPROACHES TO TEACHING AND LINKS TO THE WORKPLACE

16.1 Teaching

The survey explores what kinds of teaching methods teachers are using.

Table 17 – Frequency of using different teaching methods (%) (n=1973)

|	Never or almost never	Occasionally	Frequently	In all or nearly all lessons	n
I present a summary of recently learned content	2.0%	14.5%	50.7%	32.8%	1930
Students work in small groups to come up with a joint solution to a problem or task	3.2%	43.3%	41.2%	12.3%	1924
I give different work to the students who have difficulties learning and/or to those who can advance	3.3%	33.1%	49.0%	14.6%	1923
I refer to a problem from work to show how knowledge or skills can be applied	1.1%	22.5%	51.9%	24.6%	1924
I let students practice similar tasks until I know that every student has understood the subject matter	.7%	15.3%	60.7%	23.2%	1923
I check my students' exercise books or homework	3.1%	19.7%	51.8%	25.3%	1916
Students use ICT (information and communication technology) for projects or class work	2.9%	24.4%	48.8%	23.9%	1919
I demonstrate practical tasks to students who then carry out the same practical tasks	1.0%	10.6%	47.3%	41.1%	1925
Students learn theory and also use that knowledge to	1.1%	14.4%	54.1%	30.3%	1918

solve practical problems within one lesson					
I plan lessons so that when students learn new theory or knowledge, they also apply that theory or knowledge to work-like tasks (work practice).	2.0%	16.2%	53.5%	28.3%	1912
I use digital technology to prepare or find instructional material	1.0%	14.6%	47.3%	37.1%	1910
I use video in my teaching	4.5%	33.8%	40.7%	21.0%	1916

Traditional teaching methods continue to be popular among vocational teachers in Turkey: more than 80% frequently or always summarise recently learned content; instruct students to repeat tasks that they have demonstrated and get students to repeat tasks until every student has understood the subject matter. Around 65% say that they frequently give different work to students at different learning levels but only 53% say that they frequently use problem solving in groups. More than 80% of teachers report that they frequently connect theory and practice whilst around 73% say that they frequently get students to use ICT in their work. Almost 85% of VET teachers in Turkey indicate that they use digital technology to prepare or find instructional materials.

16.2   Links to the workplace

With regard to the relations between school learning and the workplace for students, the responses are given in the figure 8:

Figure 15 – Statements describing the relation between school learning and the workplace for VET students (n=1973)

Figure 16 – Behaviour and motivation of students (n=1933)
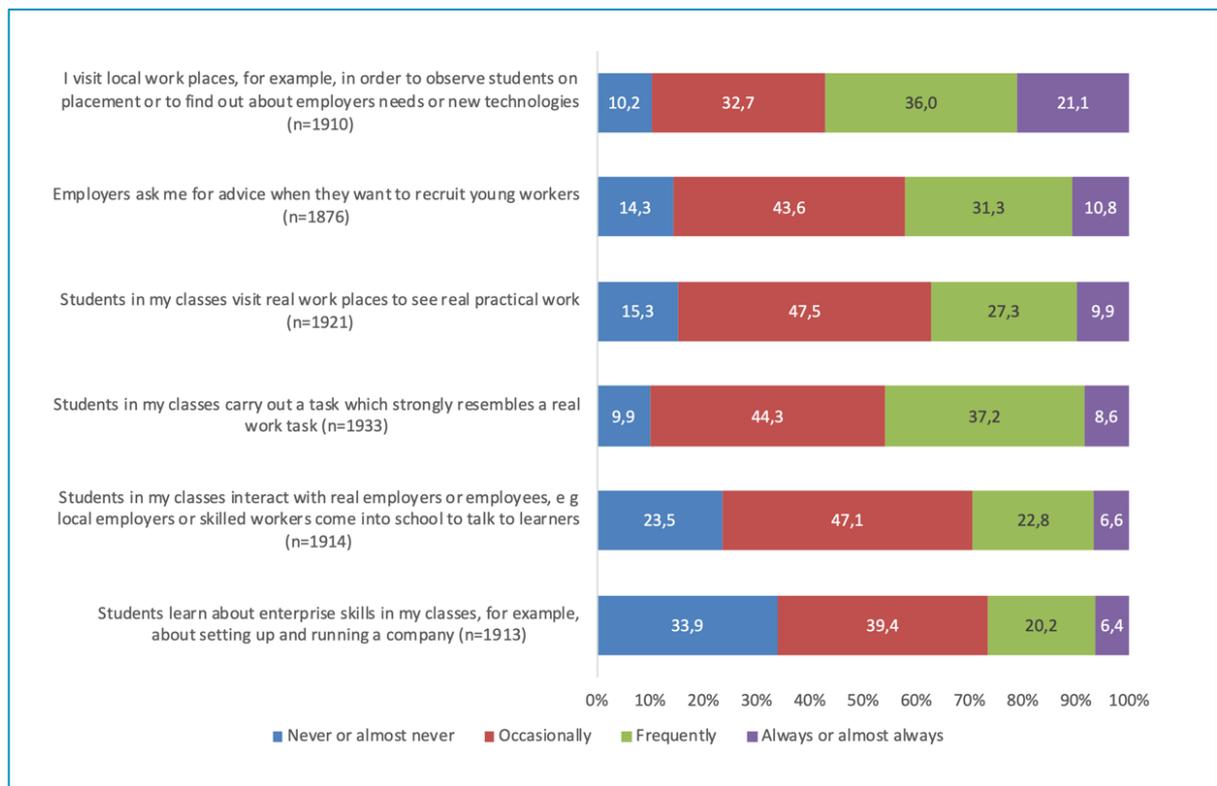
More than half of the teachers in Turkey claim that they frequently visit local workplaces, for example, in order to observe students on placement or to find out about employers needs or new technologies. However, only 46% of teachers frequently simulate authentic work tasks. Less than 30% of teachers report that their students have frequent interactions with employers and only 37% say that their students frequently visit workplaces. In sum, direct interactions between employers and learners are only occasional for the students of more than 50% of teachers. Only 27% of teachers report that their students frequently learn enterprise skills.

16.3 Behaviour or motivation of students

Turkish vocational teachers report that the vast majority of their students are attentive, cooperative and well-motivated. More than 80% of teachers report that they enjoy teaching all or most of their classes.

16.4 Work Based Learning

VET high school students in Turkey spend 3 days of their week in Grade 12 for work-based learning as a trainee. That is 15% of the entire programme. In some cases where job placements are not available, students can do school based WBL. The survey confirms this.

According to the survey (1923 respondents):

- 62.3% of teachers say that all of their VET students have work placements lasting at least 10% of their entire programme,
- 16.1% of teachers say that most of the students have placements in workplaces lasting less than 10% of their entire programme,
- 20.7% of teachers say that some of their students have placements in the workplace.
- No teachers report that their students do not have placements in the workplace.

16.5 Conclusions

- Traditional pedagogies continue to be popular among vocational teachers.

- Facilitating learning through group projects is a common practice for about half of vocational teachers

- Turkish VET students are generally attentive, cooperative and well-motivated.

- WBL constitutes a significant part of VET high school student's learning modality.

- Student visits to the workplace, learning from authentic work tasks, enterprise education and engaging employers in classroom work are infrequent for most teachers

16.6 Issues and Recommendations

Issues	Recommendations
Frequent use of new and strongly work-related pedagogies is limited to about half of vocational teachers.	

17 CURRICULUM, MATERIALS AND ASSESSMENT

In Turkey, the national VET curriculum is the main guide for teaching although significant groups of teachers say that they are also guided by the needs of employers and by assessment.

More than half (58%) of 1937 respondents say that teaching and planning is always or nearly always guided by the published national curriculum (29% say frequently). Almost 82% of the teachers declare that they focus on skills required by employers always or frequently. Nearly three quarters of teachers claim that they prepare detailed lesson plans always or frequently. A quarter of teachers say that they always experiment with different methods of teaching and learning to see what works best while 43% say they do this frequently. Exams and assessment are a focus for teaching for 20% of teachers always and 49% frequently.

Figure 17 – Frequency of teaching guided in the different ways (n=1937)
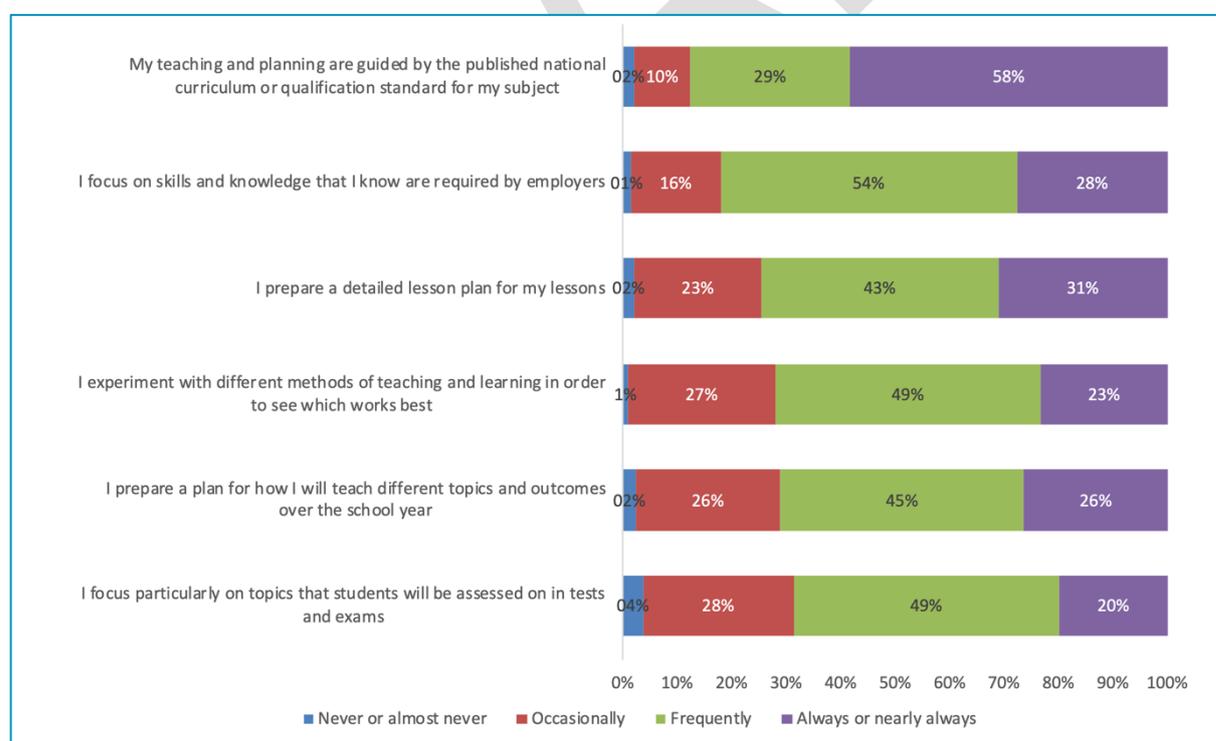
17.1 Educational resources

70% of teachers declared that students have frequent access or full access to appropriate materials in nearly all lessons.

Almost one third (32.3%) of teachers identify a lack of appropriate tools and equipment in order to learn practical skills and (35.2%) an absence of sufficient consumables to develop practical skills. 37.3% of vocational teachers report insufficient access to reliable and appropriate computer hardware, software and internet sufficient to let them use digital technology in their respective subjects. Only a quarter of respondent teachers claim that students are always or frequently using digital learning environment such is Moodle and Sakai.

17.2 Assessment

Around 90% of teachers frequently or always observe students when working on particular tasks and provide immediate feedback. Two thirds of teachers declare that they develop and administer their own assessment of students work or make oral examination in front of the class frequently or always. More than half of the teachers organise peer assessment between students frequently or always. Standard assessment tools are not frequently used: only 37% of respondents say that they frequently or always used this method.

17.3 Conclusions

- Teachers are guided chiefly by national curriculum documents and to a lesser extent by direct knowledge of employers' skills needs
- Observation followed by feedback and self-designed tests are the most popular assessment tools, there is relatively little use of standard assessment tools

17.4 Issues and Recommendations

Issues	Recommendations
Use of digital learning environments is low.	
Around one third of teachers report that lack of tools and equipment, consumables or access to computer technology is limiting learning.	

18 JOB SATISFACTION

The survey suggests that the majority of teachers are satisfied rather than very satisfied with their career as teachers. There is a very little regret about being a teacher. More constructively, 47% strongly agree that they continue to improve and learn as teachers. One-fourth believes strongly that they have opportunities to progress. Nevertheless, about two-third (63%) believes that teachers are not valued in Turkey. However, it is obvious that around three quarters of Turkish vocational teachers are very positive about their careers, ambitious and enthusiastic about their own professional development and 8 out of every ten declare that they quite motivated to master challenges in their works.

Figure 18 – Career and job satisfaction statements (n=1930)
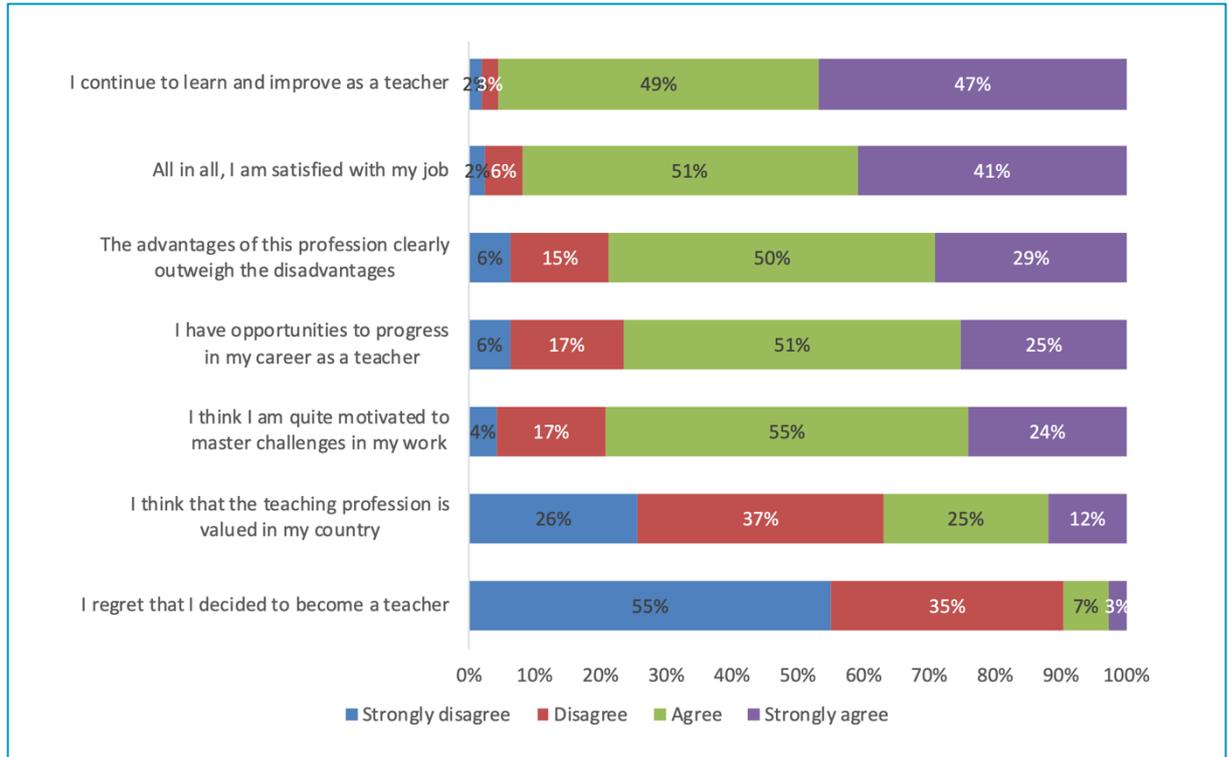
18.1 Conclusions

Over 90% of vocational teachers in Turkey are satisfied with their job whilst 96% say that they continue to learn and improve as teachers. More than 75% say that they are motivated to master challenges and that they have opportunities to progress. Surprisingly, given the traditionally high status of education in Turkey, only 37% say that the teaching profession is valued in Turkey.

18.2 Issues and Recommendations

Issues	Recommendations
Teachers feel well-motivated but undervalued	

19 RECOGNITION AND INCENTIVISATION

There are no formal incentives or any obligation for teachers to participate in training.[16] According to the survey, 9 out of 10 respondents are interested in professional development activities. However, about two-thirds (64.1.9%) of VET teachers agreed or strongly agreed that there were no incentives for participating in CPD activities and that this was a barrier to their participation. More than half of VET teachers said that either there is no relevant professional development offered (59.3%) or professional development conflicts with their work schedule (55.2%). Additionally, near half of them (49.3%) said that there is a lack of support from their school administration to participate in CPD. Family or personal responsibilities were also underlined as a barrier (46%) to participate in CPD: it was reported, for example, that some longer residential training programmes are not popular with teachers.

Table 18 – Barriers to participation in CPD for teachers (%)

	Strongly disagree	Disagree	Agree	Strongly agree	Responses
I do not have the pre-requisites (e.g. qualifications, experience, seniority)	55.0%	35.0%	8.4%	1.7%	1915
Professional development is too expensive / unaffordable.	23.1%	40.0%	28.7%	8.3%	1912
There is a lack of support from my employer (school)	16.6%	34.1%	37.3%	12.0%	1916
Professional development conflicts with my work schedule	13.5%	31.3%	43.1%	12.1%	1918
I do not have time because of family or personal responsibilities	18.2%	35.7%	34.3%	11.7%	1917
There is no relevant professional development offered	10.2%	30.5%	43.1%	16.2%	1912
There are no incentives for participating in such activities	9.1%	26.8%	44.0%	20.1%	1918
I am not interested in any professional development	44.5%	46.4%	6.7%	2.4%	1915

Principals are as likely as vocational teachers to strongly agree that there are barriers to their participation in CPD. They also complain about a lack of incentives (59.3%) and conflict between professional development and their work schedule (59.3%). Most principals see lack of employer support as a barrier in participation to CPD (57.6%). Many see lack of relevance (40.7%) and high cost (36.9%) as barriers.

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[16] "A recognition and reward mechanism for participation and certification of in-service training activities until recently. This ceased after a lawsuit opened by a teacher's union. There are currently no formal requirements for CPD for teachers, except for the one introduced in MoNE Regulation on Appointment and Transfers of 17 April 2015, which is applicable for candidate teachers." (ETF, 2016)

Table 19 – Barriers to participation in CPD according to school principals (%)

	Strongly disagree	Disagree	Agree	Strongly agree	Responses
I do not have the pre-requisites (e.g. qualifications, experience, seniority)	45.4%	36.1%	10.9%	7.6%	119
Professional development is too expensive/unaffordable	13.4%	49.6%	31.9%	5.0%	119
There is a lack of employer support	7.6%	34.7%	46.6%	11.0%	118
Professional development conflicts with my work schedule	9.3%	31.4%	48.3%	11.0%	118
I do not have time because of family responsibilities	31.1%	53.8%	13.4%	1.7%	119
There is no relevant professional development offered	10.2%	49.2%	35.6%	5.1%	118
There are no incentives for participating in such activities	8.5%	32.2%	46.6%	12.7%	118

19.1 Conclusions

- A significant majority of vocational teachers express an interest in appropriate professional development. However, there are no incentives for participation. In truth, participation in CPD is not formally recognised in Turkey through diplomas or through the career system or through any performance evaluation system or through professional standards.

- The Teacher Strategy Paper 2017-2023 set out a number of actions to increase the recognition of CPD and thereby to incentivise participation, for example, more post-graduate teacher qualification and recognition of CPD through performance evaluation and the career ladder.

- Improved systems for recognition could also contribute to making CPD more responsive to needs and giving it greater impact on teaching and learning.

19.2 Issues and Recommendations

Issues	Recommendations
CPD is not formally recognised as a tool in career advancement in Turkey.	
Many vocational teachers feel discouraged about participating in CPD because of a lack of incentives.	