

CONTINUING PROFESSIONAL DEVELOPMENT FOR VOCATIONAL TEACHERS AND PRINCIPALS IN TURKEY 2018

Executive summary

The full report can be found on ETF Open Space at:

https://openspace.etf.europa.eu/sites/default/files/2020-01/Turkey%20CPD%20survey%202018_rev.pdf

More information on the survey at:

<https://openspace.etf.europa.eu/wikis/etf-international-survey-vocational-teachers-and-trainers-cpd>

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Introduction

The study aims to help Turkey's policy makers to understand what is required to bring about improvements in the quality, effectiveness and responsiveness of continuing professional development (CPD) for vocational teachers. It also explores factors that influence the effectiveness of teachers more generally, such as their motivation and career structure. Turkey has for many years been developing policies to address these issues and chose to identify CPD as a priority during the Riga Process (2015–20).

This study forms part of the ETF's international survey of vocational teachers that includes 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 aims to:

- empower teachers and other stakeholders in the policy process;
- encourage international collaboration in policy making;
- support the systematic use of data in policy making.

Methodology

The methodology included:

- a desk review of documents and published research on the current state of CPD teachers and trainers in vocational education and training (VET);
- interviews with 12 stakeholders responsible for policy, provision and implementation of CPD activities of VET teachers;
- survey of 145 vocational schools.

Of the total population of 139,869 vocational teachers in Turkey, 1,973 teachers responded to the questionnaire representing around 1.4% of the total. 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. Some 79% (119) of selected principals provided complete answers to the questionnaire. This amounts to a response rate of 2.8% from a total of 4,227 VET principals. The sampling for principals is representative with 95% confidence level and 8% margin of error.

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. Participants representing all stakeholders were able to review and validate the findings and the key issues identified and recommendations developed during a workshop in Ankara on 12 November 2019.

Findings

The workforce

Some 60% of Turkish vocational teachers are male and the average age is 40. Some 82% of vocational school principals are male and the average age is 47.

More than 95% of teaching staff and 90% of principals in vocational schools have a bachelor or higher degree and more than 95% had an initial educational or training programme. Some 98% of the teaching staff are formally qualified as teachers, instructors or coordinators of practice.

Issues	Recommendations
Low proportion of women school principals.	Encourage women to become school principals through awareness-raising activities (video marketing, international conference, summit, panels, etc.).
A low percentage of VET teachers (11%) and school principals (26%) have higher degrees (Masters or above).	Cooperate with state, private and foundation universities to promote graduate studies for teachers and managers engaged in graduate study in their field of expertise.
About a fourth of VET teachers have no prior working experience in their industry.	Legislate to establish placements for all beginning teachers (teacher candidates) of two days per week during the first year and a minimum of three months for every three years subsequently. Incentivise industry to collaborate.

School governance

According to principals, decision making in almost all school matters is largely the responsibility of government (local, provincial or national). Teacher performance is appraised mainly 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, promotion or disciplinary actions are rare.

Most key stakeholders are represented in school management and in the governing body.

Inadequate school budget and resources, government regulation and policies and teachers' absence are seen as key factors limiting the effectiveness of school management. Around 50% of principals see quality instruction as hindered by shortage of qualified/well performing teachers, and teachers with competence to teach students with special educational needs.

Issues	Recommendations
Only 46% of schools report that enterprises are represented on their school board.	Regulations addressing school-industry cooperation to be drafted (e.g. regulations facilitating and incentivising industry support to schools).
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.	Legislate to establish a performance evaluation system for teachers.
Most principals believe that main decision making in school matters is the responsibility of local or national authorities.	Review and empower school managers and local authorities in decision making in relation to vocational schools.

Pre-service training, induction and mentoring

Significant progress has been made with the introduction of a six-month structured induction and performance evaluation programme for all newly appointed teachers. Some 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. Research suggests that there are issues in

relation to the selection of mentors, bureaucracy and workload for beginning teachers and usefulness of seminars.

Issues	Recommendations
Professional quality of mentors needs improvement.	Offer mentor training for teachers (by experts, institutions specialised in the area).
Concerns about the bureaucratic workload and the training curriculum for teachers following the induction programme.	Simplify bureaucratic formalities to reduce workload for trainees.

Policy and implementation

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.

The MoNE Strategic Plan 2015–2019 defines a formal obligation to participate in CPD for all MoNE staff (which includes teachers): three hours in 2019. MoNE states that, in practice, it sets a standard of 30 hours per week – in line with international benchmarks. However, this study suggests that this benchmark is not achieved for most vocational teachers.

Plans for the implementation of the latest strategy Vision 2023 are emerging.

Issues	Recommendations
Introduction of performance evaluation and reform of career advancement system paused.	Improve and change the scope and content of career advancement system.
MoNE norm for 30 hours of CPD per teacher per annum is not being met for most teachers.	Improve monitoring in relation to implementation of standard of 30 hours of CPD per teacher per annum.

Organisations and institutions

At ministry level there are a number of directorate generals that come together to shape policy, plan, implement, monitor, research and engage stakeholders in the issue of professional development for vocational teachers. In addition, there is an assigned role for the provincial and sub-provincial authorities and schools. Employers' associations, teachers' unions and professional associations as well as educational non-governmental organisations (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 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 MoNE but also among employers, universities and schools.

Issues	Recommendations
Achievement of Vision 2023 may imply some changes or enhancement in the role of some players, for example schools and universities, and industry and joint boards.	Chambers and Organised Industrial Zones to collaborate with schools to meet the training needs of teachers by sharing their premises and technological equipment. Local government, joint boards, centres of vocational excellence and teacher academies to help to coordinate actions.
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.	Address training needs of VET teachers through partnership with local and national enterprises.

Volume, mode and character of CPD provision

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 3,400 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 4,000 vocational teachers in 2019.

Some 61.5% of vocational teachers participated in CPD in the 12 months prior to the 2018 survey compared to 63% in 2015. 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 online learning for teachers.

Some 57% of vocational teachers that obtained some CPD participated in at least 30 hours of CPD (either within their schools or outside of it) (47% in 2015). However, overall only 16.9% of all vocational teachers had more than 30 hours of training. Some 33% of vocational teachers obtained some CPD that addressed their VET specialisation.

A third of teachers participated in school-based CPD. 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 five days or more.

Issues	Recommendations
The volume of centrally provided CPD places has slightly decreased since 2015. Participation in CPD generally and in professionally relevant CPD in particular has declined since 2015.	MoNE to encourage industrial enterprises to offer more vocationally specific training for teachers. Increase funding and provision of CPD. Increase the provision of distance and online CPD.
Only 24% of VET teachers say that they had at least 30 hours of CPD during the previous 12 months, which suggests that the MoNE norm of 30 hours per teacher per year was not achieved.	Increase the volume of CPD provided by schools, provinces, enterprises and local authorities. VET teachers benefiting from central CPD provision should systematically cascade their training. Develop a greater variety of CPD, for example coaching, peer learning, and collaborative approaches.

Design, capability and quality of CPD provision and programmes

In Turkey DG Teacher Training and Development (DG TTD) operates a large-scale national needs analysis survey. DG TVET 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 employers in order to understand which needs to prioritise. The number of VET teacher applicants for CPD greatly exceeds the number of training places – so DG TTD has to ration places.

The general training offer for all teachers is informed by the national needs analysis; however, it is not clear whether the offer for vocational teachers made by DG TVET can be informed by the national needs analysis, which focuses on general development needs of teachers.

Feedback is collected after training events. In the case of poor scores training can be discontinued. However, very low budgets for some residential training events combined with restrictions on fees for trainers may constrain quality.

Issues	Recommendations
Extent and quality of school, local and provincial levels of CPD provision not clear.	Support schools or centres of vocational excellence to take responsibility for monitoring and quality-assuring locally organised CPD.
Quality Development Department of DG TVET plans to collect school data on CPD provision under HRD section through quality assurance portal (http://ozdegerlendirme.meb.gov.tr/). Sharing and analysis of this data needed to gauge the full extent and character of CPD.	Schools to be supported to make use of national data, self-assessment, appraisal data and feedback from CPD in order to plan and evaluate CPD. DG TVET and DG TTD to cooperate to calculate total CPD provided to VET teachers and to analyse provision, for example by focus, cost and distribution.

Where to find out more

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