

CONTINUING PROFESSIONAL DEVELOPMENT FOR VOCATIONAL TEACHERS AND PRINCIPALS IN TURKEY – 2018

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

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Further information relating to this research can be found in the annexes, which have been published separately: technical report, literature review, and research instruments.

EXECUTIVE SUMMARY

Introduction

This 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 been developing policies to address these issues for many years and chose to identify CPD as a priority during the Riga Process (2015–2020).

This study forms part of the ETF's international survey of vocational teachers, which 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 undertaken by vocational education and training (VET) teachers and trainers;
- interviews with 12 stakeholders responsible for policy, provision and implementation of CPD activities undertaken by VET teachers;
- a 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 number of vocational 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. 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 technical and vocational education and training (TVET) principals. The sampling for principals is representative, with a 95% confidence level and an 8% margin of error.

Representatives from the Ministry of National Education provided advice on questionnaires and interview schedules. They also advised 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 develop recommendations 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; 82% of vocational school principals are male and the average age of a vocational school principal is 47.

More than 95% of teaching staff and 90% of principals in vocational schools have a bachelor's degree or higher, and more than 95% have completed an initial educational or training programme. Almost all teaching staff (98%) are formally qualified as teachers, instructors or coordinators of practice.

Issues	Recommendations
There is a low proportion of female school principals.	Encourage women to become school principals through awareness-raising activities (e.g. video marketing, international conferences, summits, panels).
A low percentage of VET teachers (11%) and school principals (26%) have higher degrees (master's or higher).	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 quarter of VET teachers have no prior work 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 relation to 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 a year. There is relatively little follow-up after the 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 budgets and resources, government regulation and policy and teacher absenteeism are seen as key factors limiting the effectiveness of school management. Around 50% of principals believe that quality instruction is hindered by a shortage of qualified and/or high-performing teachers and teachers with the skills needed to teach students with special educational needs.

Issues	Recommendations
Only 46% of schools report that enterprises are represented on their school board.	Draft regulations to address school-industry cooperation (e.g. regulations facilitating and incentivising industry support for schools).
Performance appraisals are made mainly on the basis of observation by principals – there is relatively little follow-up after the 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 decision making in relation to school matters is largely the responsibility of local or national authorities.	Review and empower school managers and local authorities so that they can make decisions 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: 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 the usefulness of seminars.

Issues	Recommendations
The professional quality of mentors needs improvement.	Offer mentor training for teachers (e.g. by experts, institutions specialised in the area).
There are 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 Ministry of National Education's Strategic Plan 2015–2019 defines a formal obligation for all ministry staff (including teachers) to participate in CPD: three hours in 2019. According to the ministry, it sets a standard of 30 hours per year – in line with international benchmarks. However, this study suggests that this benchmark is not achieved by most vocational teachers.

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

Issues	Recommendations
The introduction of performance evaluation and reform of the career advancement system have been paused.	Improve and change the scope and content of the career advancement system.
The Ministry of National Education standard of 30 hours of CPD per teacher per annum is not being met by most teachers.	Improve monitoring in relation to the implementation of the standard 30 hours of CPD per teacher per annum.

Organisations and institutions

At ministry level, there are a number of Directorate Generals (DGs) 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 Education Vision 2023. Education Vision 2023 emphasises formal postgraduate 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 involve cooperation and coordination between various actors not only in the Ministry of National Education but also between employers, universities and schools.

Issues	Recommendations
The implementation of Education Vision 2023 may involve a number of changes or enhancements in the role of some players, e.g. schools, universities, and industry.	Chambers and Organised Industrial Zones (Turkish abbreviation: OSB) should collaborate with schools to meet the training needs of teachers by sharing their premises and technological equipment. Local government, joint education-industry boards, Centres of Vocational Excellence (CoVEs) and teacher academies should 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 the training needs of VET teachers through partnerships with local and national enterprises.

Volume, mode and character of CPD provision

The Department of Social Partners and Projects in Turkey’s Ministry of National Education’s Directorate General of TVET (DG TVET) reported that in 2019 there would be 92 work-based training activities for some 3 400 vocational teachers. These training activities have become more practical and smaller in scale – workshops for a maximum of 20 teachers rather than lectures for 300. Distance learning is planned to reach 4 000 vocational teachers in 2019.

In the 12 months prior to the 2018 survey, 61.5% of vocational teachers participated in CPD compared to 63% in 2015. There was also a decline in participation in conferences and seminars but an increase in the number of 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 who obtained some CPD participated in at least 30 hours of CPD (either within their own school or outside of it) (2015: 47%). However, overall only 16.9% of all vocational teachers had more than 30 hours of training. A total of 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 information and communication technologies (ICT) – feature strongly in about one third of CPD activities and are entirely absent in 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 decreased slightly since 2015. Participation in CPD generally, and in professionally relevant CPD in particular, has declined since 2015.	The Ministry of National Education should 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 Ministry of National Education norm of 30 hours per teacher per year is not being 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, e.g. coaching, peer learning, collaborative approaches.

Design, capability and quality of CPD provision and programmes

In Turkey, the Directorate General of Teacher Training and Development (DG TTD) operates a large-scale national needs analysis survey. DG VET commissions CPD for vocational teachers from independent training providers with whom it establishes protocols. It also agrees to provide training in collaboration 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 teachers applying for CPD greatly exceeds the number of training places. As a result, DG TTD has to ration places.

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

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

Issues	Recommendations
The extent and quality of school, local and provincial levels of CPD provision are not clear.	Support schools or CoVEs in taking responsibility for monitoring and quality assuring locally organised CPD.
The Quality Development Department of DG TVET plans to collect school data on CPD provision in the section on human resource development in the quality assurance (QA) portal, ozdegerlendirme.meb.gov.tr . This data needs to be shared and analysed to gauge the full extent and character of CPD.	Schools should be supported to use national data, self-assessments, appraisal data and feedback from CPD in order to plan and evaluate CPD. DG TVET and DG TTD should cooperate to calculate the total amount of CPD provided to VET teachers and to analyse provision, e.g. by focus, cost and distribution.

1. 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.

Turkey has been developing policies to address this issue for many years and CPD was identified as a priority during the Riga Process (2015–2020).

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

- set out current policy objectives with respect to improving CPD for VET teachers and trainers;
- 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;
- understand how the arrangements for CPD fit with other parts of the VET system;
- evaluate how well current arrangements are working and what progress has been made since 2015;
- 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 understand what is required to bring about improvements in the quality, effectiveness and responsiveness of CPD and also which factors influence the effectiveness of teachers more generally, such as their motivation and career structure. It aims to complement the Riga monitoring process by providing a more detailed analysis of progress in relation to CPD.

This survey is part of an international survey 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 will:

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

2. METHODOLOGY

The methodology contained three elements:

1. a literature review,
2. interviews with key stakeholders,
3. a survey of teachers and school directors.

Representatives from the Ministry of National Education provided advice on questionnaires and interview schedules. They also advised on the survey and the qualitative and documentary research processes.

Issues and recommendations reported in this study are the outcome of a workshop that took place on 12 November 2019 in Ankara. Participants representing all stakeholders were able to review and validate the findings and the key issues identified, and where appropriate to add additional material or conclusions. The workshop led to the generation of relevant recommendations for actions and these are included in this report.

Access to VET institutions and policy makers was approved by the Ministry of National Education.

Research goals

The methodology¹ 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 undertaken by VET teachers;
- a survey of 1 973 VET teachers in 145 vocational schools;
- a survey of 119 vocational school principals.

Interviews

The interviews took place between January and July 2019. Interviews were carried out with relevant stakeholders identified by the Ministry of National Education and the ETF. Interviewees included:

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

¹ See annexes (published separately) for a detailed report on methodology.

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.

Literature review

The literature review identified documents that address CPD for general and VET teachers in Turkey. These documents include policy papers, primary and secondary legislation, reports issued by relevant institutions, research papers, reports of surveys and analyses, reports from different projects and Ministry of National Education statistical data.

The literature review is included in the annexes (published separately).

The survey

The ETF-designed questionnaires² were adapted and translated in collaboration with the R&D and Projects Department in the Ministry of National Education's DG TTD.

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

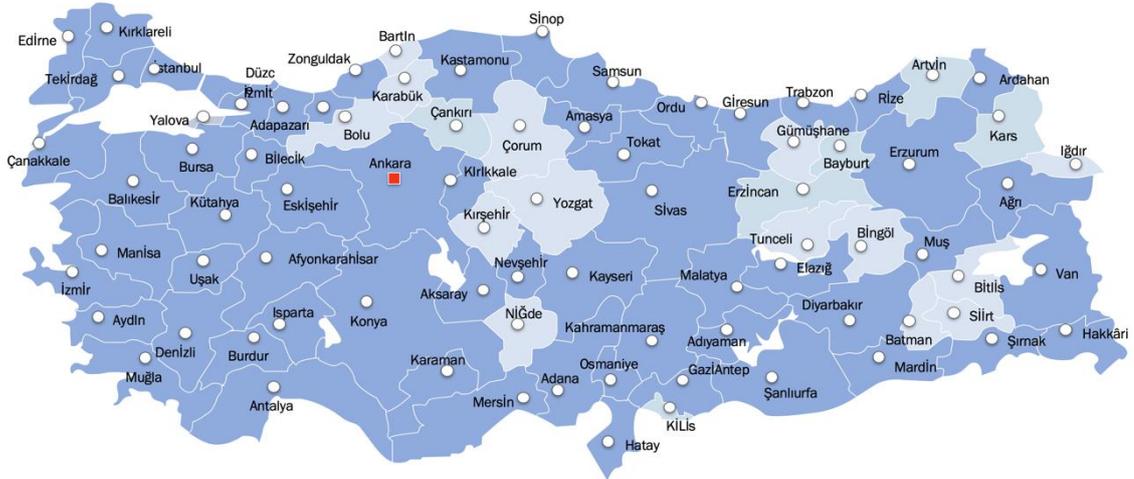
According to Ministry of National Education statistics for 2018/2019 there are 4 227 vocational and technical secondary schools and institutions with 139 869 teachers and principals; 52% of them are male and 48% are female.

The target population consisted of teachers and practical instructors (trainers) working in public vocational schools (all teachers, irrespective of subjects taught and contract type) and principals of vocational schools. The sampling frame covers all vocational schools with more than 12 teachers and trainers. This sampling frame represents more than 80% of the total 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 2 600 teachers.

² See annexes (published separately).

FIGURE 2.1 PROVINCES THAT PROVIDED RESPONSES (NUTS 3)



Schools were taken as the primary sampling unit (PSU) and teachers and trainers were the secondary sampling unit (SSU). PSUs (schools) were selected based on simple random sampling but SSUs (teachers) were selected using a systematic sampling methodology.

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

In the end, a total of 1 973 teachers in 145 selected public (state) schools participated in the 2018 CPD survey. The response rate for teachers based on the participation was very high (73%) for this kind of survey³. The response rate per question was also calculated. The response rate for principals was even higher: 82%.

Out of the total population of 139 869 VET teachers, a total of 1 973 teachers responded to the questionnaire, representing around 1.4% 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.

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 TVET principals⁴. The sampling for principals is representative, with a 95% confidence level and an 8% margin of error.

The empirical data provides a concise insight into the profiles of the teaching and managing workforce of vocational schools in Turkey.

- Almost 88% of the teaching workforce are teachers.
- Some 60% of Turkish vocational teachers are male, with an average age of 40.

³ Response rates for electronic surveys are generally lower.

⁴ It is assumed that each vocational school has one principal.

- Some 82% of vocational school principals are male, with an average age of 47.
- More than 95% of the teaching workforce and 90% of principals in a vocational school have a bachelor's degree or higher.
- More than 95% of the teaching workforce had completed an initial educational or training programme.
- Almost the entire teaching workforce (98%) is formally qualified as teachers, instructors or coordinators of practice.
- A high proportion of principals (81.5%) have completed a school administration or principal training programme or course.
- Some 11% of the teaching workforce and 26% of principals have a master's degree or higher.
- Around 90% of the teaching workforce and around 98% of principals work full-time.
- Teachers in the teaching workforce have an average of 15 years' work experience as a teacher; principals have an average of more than 7 years' work experience as a principal (this excludes teaching years).
- Just over a quarter of the teaching workforce (27%) have no prior work experience in the industry for which they are preparing workers.

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

3. THE WORKFORCE

3.1 Teaching workforce

Quick facts about respondents to the teachers' survey

- 40.5% are female
- 59.5% are male
- 87.9% are teachers working in vocational schools
- 10.3% are coordinators of practical work or instructors
- 0.20% are head teachers
- 0.25% are pedagogical advisers
- 0.15% are workshop technicians
- 0.15% are teaching assistants or associates
- 1.06% are 'other'
- Average age of a respondent in the teaching workforce: 40

The engineering sector accounts for 23.8% of the teaching workforce; information technology 14.1%; health, social protection 10.1%; business, retail, law, the economy 9.8%; manufacturing 7%; crafts, 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.

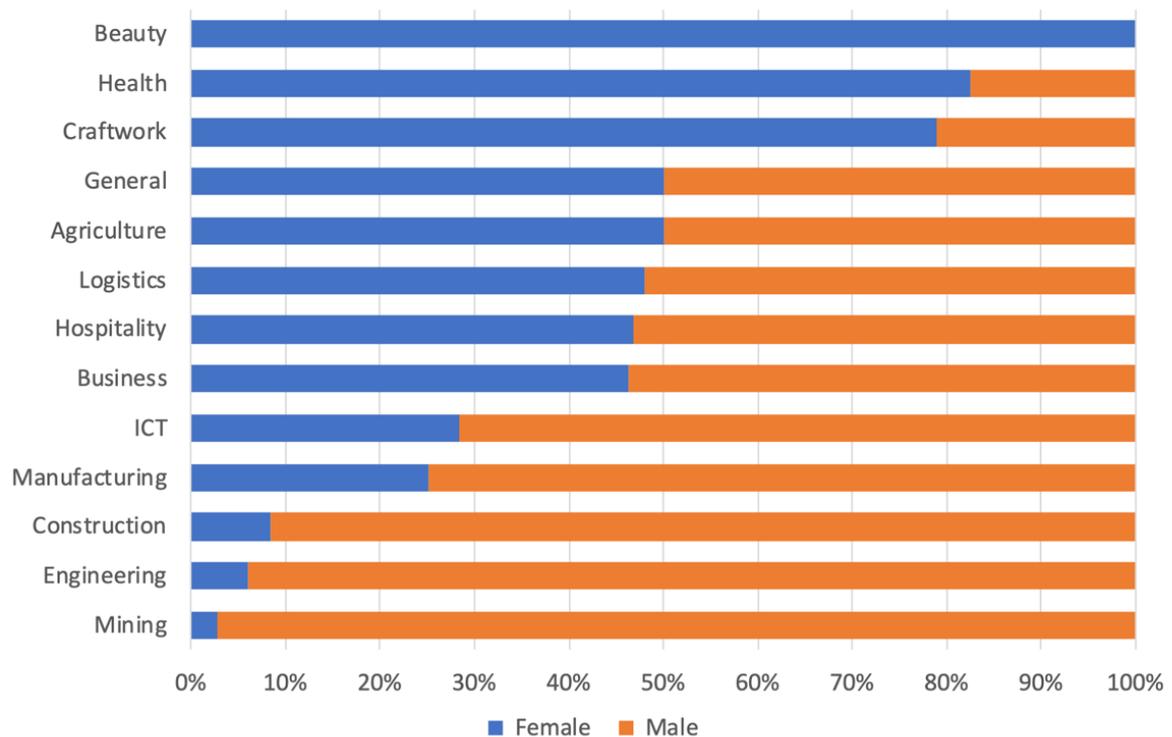
As shown in Figure 3.1, the beauty, health and crafts fields are dominated by female teachers, whilst mining, engineering, construction, manufacturing and ICT are dominated by male teachers. The agriculture, logistics, hospitality and business fields as well as general subjects such as language, mathematics, science and social sciences are gender balanced.

Slightly more than two thirds (68.7%) of survey participants are aged between 30 and 49 (n=1 356), while 14.7% are below the age of 30; 15% are aged between 50 and 59; and only 1% are 60 years or more.

Qualifications

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

FIGURE 3.1 WORKFORCE BY SECTOR AND GENDER



Formally, Turkey’s teaching workforce is very highly qualified. Almost 97% of respondents (out of a total of 1 973) confirm that they are formally qualified as teachers, instructors or coordinators of practice, and only about 2% are not formally qualified.

Initial education and training

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

Exactly two thirds of VET teachers declare that the content of the subject they teach was included as part of their formal education for all the subjects they teach. Nearly three quarters (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. A similar percentage (69.5%) say that classroom practice in the subject they teach was included as part of their formal education for all the subjects they teach. One quarter of VET teachers state that the content of the subject, pedagogy or classroom practices they teach was included in their formal education only for some of the subjects they teach.

Employment and work experience

Nine out of 10 teachers work full-time at the school; 10% of teachers work part-time (50 to 90% of the full-time hours), while only 0.5% work less than 50% of the full-time hours. Female teachers are more likely to work part-time. In most regions, the 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 a fixed-term contract of more than 1 year, and only 1% have a fixed-term contract of less than 1 year.

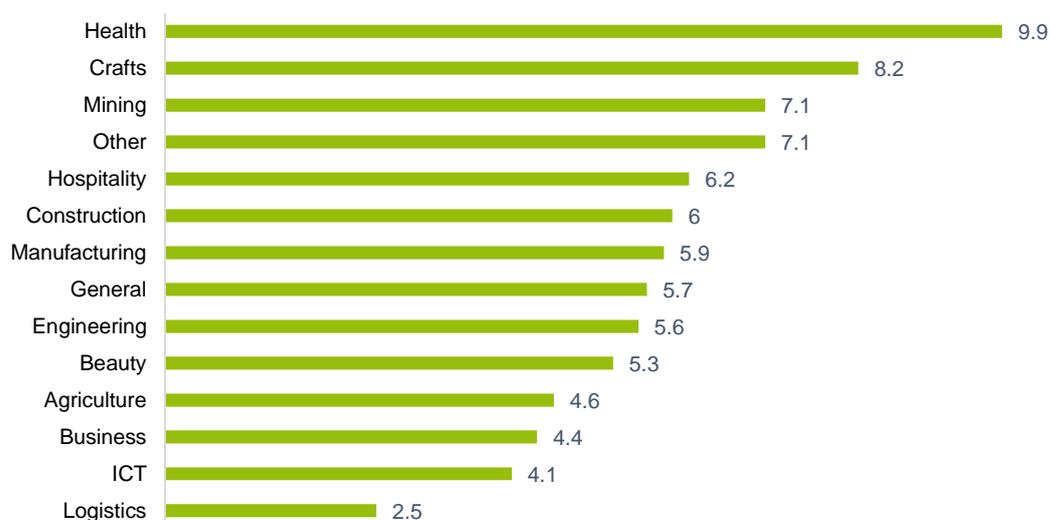
More than three quarters of vocational teachers (77%) have more than 5 years of work experience as a teacher, around 23% have less than 6 years and 28.3% have between 6 and 15 years. Exactly half (50%) of all teachers have less than 15 years of experience. By teaching area, the most experienced teachers are those working in the area of mining, metallurgy (with an average of 18.9 years of experience); engineering (17.6 years); crafts, fashion (16.9 years); hospitality, tourism (16.3 years). When it comes to 'new' sectors, teachers tend to have less teaching experience. For example, teachers in the area of logistics and transport have an average of 7.5 years of experience; those working in ICT have an average of 11.5 years of experience, while teachers in the beauty and hair sector and the health sector have 12.3 years and 14.3 years of experience, respectively.

Vocational teachers in Turkey frequently spend much of their career at the same school. They spend an average of 8.3 working years at the same school. The median number of years spent working at the same school is 5. The average number of working years at the same school is 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, logistics and transport, agriculture and veterinary and ICT are the areas where teachers spend the least number of years at the same school (4.3 years, 6 years and 6.1 years, respectively).

Only 46.8% of vocational teachers say that they have more than 3 years of experience working in the trade, profession or industry that corresponds to the VET subjects they teach. Almost 27.1% of teachers say that they have no experience of working in the trade, profession or industry that corresponds to the VET subjects they teach. Only 11.2% of them have 1 year of such experience.

Figure 3.2 shows the average number of working years by sector for those who do have experience of working in the sector. VET teachers who teach health-related subjects have the most sector experience, with almost 10 years on average. Craft teachers come second in terms of matching sector experience. Logistics teachers have an average of only 2.5 years of experience working in the sector. Teachers who teach ICT, business and agriculture have around 4 years of experience working in their sector. Some 29% of teachers do not have any sectoral experience. Almost one quarter of female teachers and one third of male teachers do not have any such experience.

FIGURE 3.2 WORK EXPERIENCE IN MATCHING SECTORS (AVERAGE YEARS), EXCLUDING THOSE WITH NO SECTOR EXPERIENCE AT ALL



Trade unions and professional associations

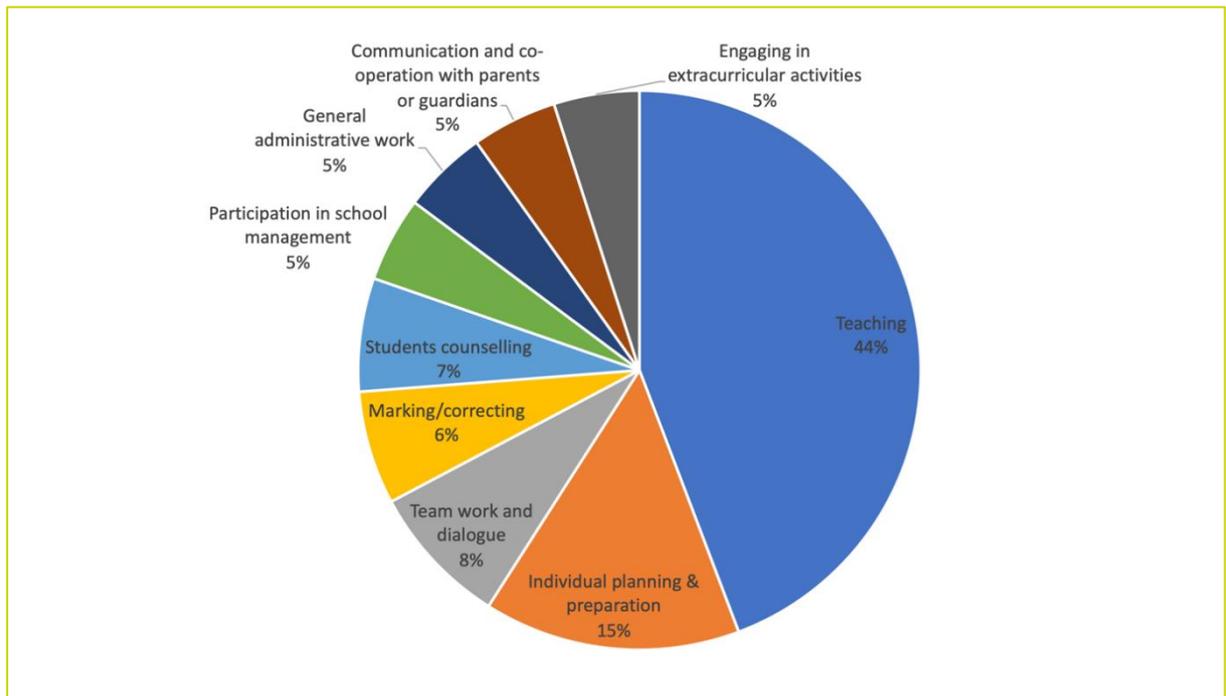
Although 11.5% of VET teachers preferred not to give an answer to this question, around 37% of the 1 973 respondents say that they are members of a teachers' union, while more than half of VET teachers state that they are not.

Only 20.6% of VET teachers report that they are member of a professional association. Almost one third of VET teachers are neither a member of a trade union nor a member of a professional association. The likelihood of being a member of either a trade union or a professional association is 21.3%.

Working hours

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

FIGURE 3.3 (AVERAGE) SHARE OF WORKING TIME SPENT ON SPECIFIC TASK



3.2 Principals

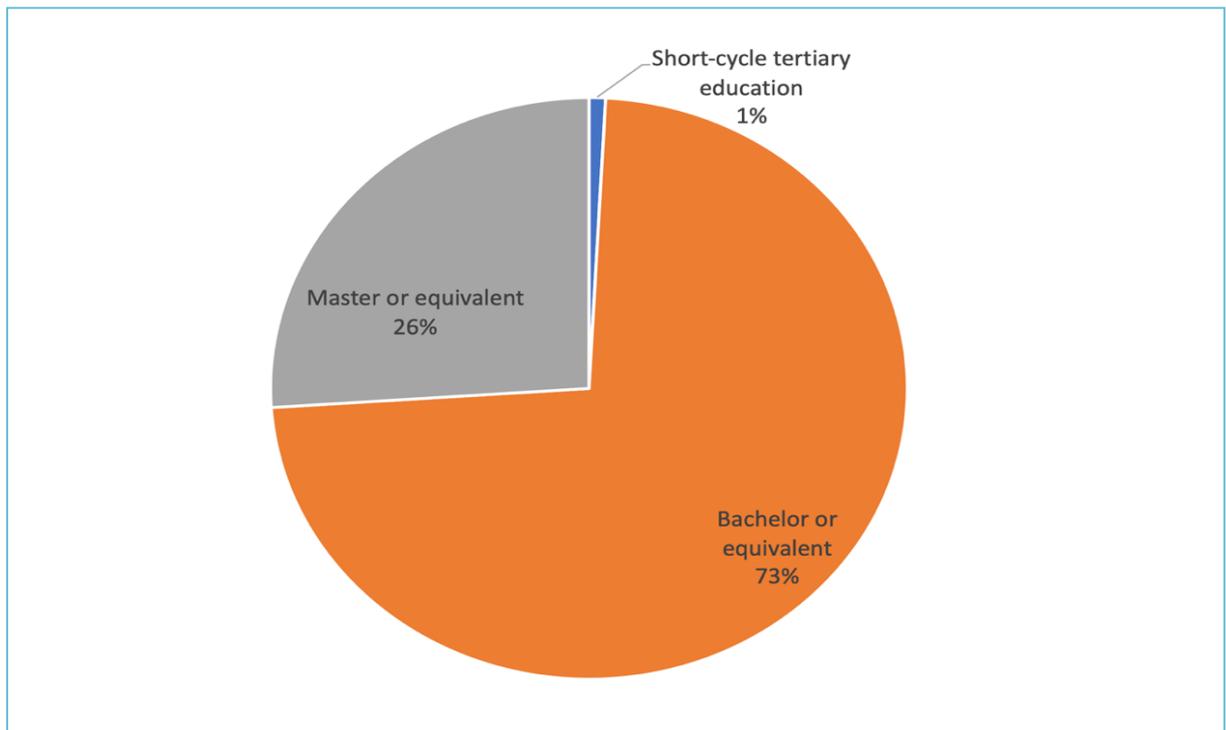
Quick facts about respondents to the principals' survey

- 18% are female
- 82% are male
- 7.6% are younger than 40
- 55.5% are between the age of 40 and 49
- 32% are between the age of 50 and 59
- 5% are 60 or older
- Average age of a respondent working in management: 47

Qualifications

The principals who participated in the 2018 CPD survey are well educated. As shown in Figure 3.4, almost three quarters (73%) of the principals have a bachelor's degree or equivalent. More than one quarter (26%) have a master's degree or equivalent. Only less than 1% of principals have a short-cycle tertiary education.

FIGURE 3.4 QUALIFICATIONS OF PRINCIPALS IN VOCATIONAL SCHOOLS (N=119)



Initial education and training

Less than half (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% completed it before and after.

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

Employment and work experience

More than half of respondents (58%) have less than 5 years' work experience as a principal while 19% have between 5 and 10 years' experience. The rest (23%) have more than 10 years of experience. On average, principals have 7.22 years of work experience. 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 indicate 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 obligations and 28% are employed full-time without teaching obligations. Only 2.5% of principals are employed part-time.

3.3 Conclusions

According to the survey:

- 60% of Turkish vocational teachers are male, and the average age of a VET teacher is 40.
- 82% of vocational school principals are male, and their average age is 47.
- More than 95% of teaching staff and 90% of principals in vocational schools have a bachelor's degree or higher.
- More than 95% had completed an initial educational or training programme.
- 98% of teaching staff have formally qualified as teachers, instructors or coordinators 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 higher.
- 27% of VET teachers have no prior work experience in the industry for which they are preparing skills.

3.4 Issues and recommendations

Issues	Recommendations
There is a low proportion of female school principals.	Encourage women to become school principals through awareness-raising activities (e.g. video marketing, international conferences, summits, panels). Carry out research to understand barriers and identify solutions.
A low percentage of VET teachers and school principals have higher degrees (master's or higher).	Identify how graduate studies could contribute professionally to VET teachers and managers. Cooperate with state, private and foundation universities to promote graduate studies for teachers and managers engaged in graduate study in their field of expertise. Establish academies for school leaders and teachers. Improve entitlement to postgraduate study and professional rewards for principals and teachers who engage in studies.
About a quarter of VET teachers have no prior work 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. Ensure on-the-job training for VET teachers in their fields through improved collaboration with sectors at province level.

4. SCHOOL GOVERNANCE

One third of the schools surveyed are in a sub-province or district (*ilçe*), while 32% are in a large city or metropolis and 26.9% are in a city. Only 5.9% are in a small town (*belde*⁵).

4.1 School leadership

The survey provides 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 4.1 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) of the school	86.2	13.8	94
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 most of the responsibility for 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. These responses reveal the opinions of principals – which do not always correspond with formal rules – but are likely to influence the behaviour of principals and the way that schools are managed.

⁵ *Belde* (literally ‘town’, also known as *kasaba*) means ‘large village with a municipality’ in Turkish.

TABLE 4.2 WHO HAS RESPONSIBILITY FOR DECISION MAKING IN RELATION TO VARIOUS MATTERS (SORTED BY MAIN RESPONSIBILITIES OF 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 (%)	Responses
Choosing which learning materials are used	21.7	26.1	43.5	17.4	60.9	119
Establishing student assessment policies, including assessments	21.1	30.7	27.2	26.3	62.3	119
Approving students for admission to the school	20.5	29.9	2.6	12.0	64.1	119
Establishing student disciplinary policies and procedures	17.2	34.5	17.2	25.9	66.4	119
Deciding on budget allocations within the school	15.4	12.0	5.1	19.7	73.5	119
Deciding which courses are offered	14.5	22.2	17.1	13.7	88.9	119
Determining course content, including curricula	6.0	7.8	11.2	5.2	98.3	62
Appointing or hiring teachers	2.5	1.7	1.7	2.5	97.5	78
Dismissing or suspending teachers from employment	0.8	0.0	0.0	0.0	100.0	67
Establishing teachers' starting salaries, including setting pay scales	0.0	0.8	0.0	0.0	99.2	67
Determining teachers' salary increases	0.0	0.8	0.0	0.0	100.0	56

Note: Percentages do not total 100% due to multiple responses.

Table 4.3 summarises how frequently principals exercise different functions: dealing with discipline problems and observing instruction were rated as particularly frequent.

TABLE 4.3 FREQUENCY OF FUNCTIONS CARRIED OUT BY PRINCIPALS OVER THE LAST 12 MONTHS (N=119)

	Never or rarely (%)	Sometimes (%)	Often (%)	Very often (%)	Responses
I collaborated with teachers to solve classroom discipline problems	0.8	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 cooperation 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	0.8	26.3	54.2	18.6	118
I collaborated with principals from other schools	0.8	39.0	47.5	12.7	118

Of 117 respondents, 93.2% confirm that their schools have school boards. Teachers, members of the school management team, school administrative personnel, parents or guardians are represented, and students are represented on more than 90% of school boards. However, enterprises are represented on just 45.9% and trade unions are represented on only 37.1% of boards.

According to VET principals, inadequate school budgets and resources, government regulation and policy, and teacher absenteeism are key factors limiting the effectiveness of school management. Lack of parent or guardian involvement and support and the absence of a career-based wage system for teachers are also major factors.

TABLE 4.4 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
Teacher absenteeism	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

4.2 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 4.1 HOW OFTEN EACH TEACHER IS APPRAISED BY THE FOLLOWING PEOPLE (N=119)

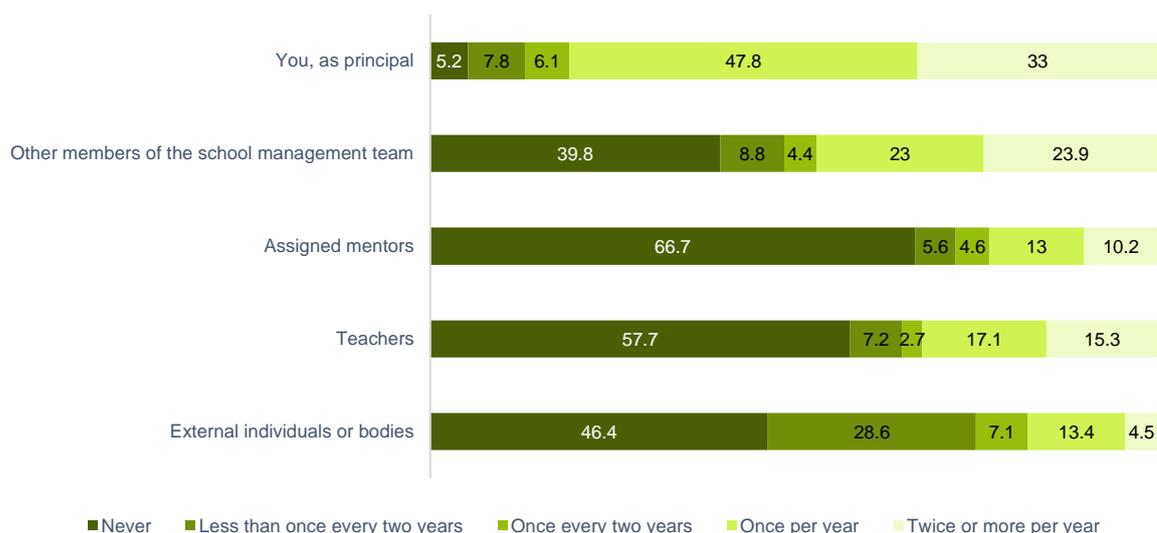


Table 4.5 indicates that external evaluators focus mainly on content knowledge in order to appraise teachers. Direct observation, for example, is mainly used by principals. They also assess teachers' content knowledge and consider teachers' self-assessments of their work. Principals take feedback from parents into consideration. Other school managers are said to use student surveys, parental

feedback and teacher self-assessments to conduct teacher appraisals. The results of student assessments are reported to be used by other teachers in 10% of schools. Members of the school management team and other teachers consider students' test scores.

TABLE 4.5 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 4.6 explores how schools act upon the results of teacher appraisal. Sometimes appraisal is followed by a discussion, a change in a teacher's work responsibilities or the drafting of a development or training plan. Career advancement is also possible but rare. Mentors are occasionally appointed to help teachers improve their teaching. Sanctions like pay reductions or dismissal, or rewards like pay rises and bonuses, are almost never used.

TABLE 4.6 ACTIONS TAKEN IN SCHOOLS TO FOLLOW UP ON TEACHER APPRAISALS (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	0.8	118
A mentor is appointed to help the teacher improve his/her teaching	66.4	13.8	6.9	12.9	116
There is a change in a teacher's work responsibilities (e.g. increase or decrease in teaching load or administrative/managerial responsibilities)	23.3	55.2	16.4	5.2	116
There is a change in a teacher's salary or payment of a financial bonus	92.4	4.2	2.5	0.8	118
There is 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 takes place	92.2	6.0	0.9	0.9	116

4.3 School environment

Table 4.7 shows the perceptions of principals about openness, culture and cooperation in their schools. According to the principals surveyed, there is a high level of cooperation within their schools and with the local community and local business. Only 25% strongly agree that there is high-level cooperation with business, which may reflect the fact that enterprises are not represented on the governing bodies of more than 50% of schools. Mutual respect among school staff, a common set of beliefs about schooling and learning, open discussions and teacher-student relationships highlight the existing positive environment in vocational schools.

TABLE 4.7 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 and learning	3.4	9.4	65.0	22.2	117
There is a high level of cooperation between the school and the local community	3.4	31.6	46.2	18.8	117
School staff have open discussions 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
There is a high level of cooperation between the school and local business	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: a shortage of teachers with competence in teaching students with special needs, a shortage of qualified and/or high-performing vocational teachers and a shortage of general subject teachers. Most principals also declare that quality instruction is constrained to some degree by shortages related to computers used for teaching, practical instruction, instructional materials and computer software.

TABLE 4.8 FACTORS HINDERING THEIR SCHOOL FROM PROVIDING QUALITY INSTRUCTION (N=117)

	Not at all (%)	Very little (%)	To some extent (%)	A lot (%)	Responses
Shortage of qualified and/or high-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 practical 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

Student absenteeism and lack of punctuality are identified as daily problems by nearly 40% of principals. On the other hand, principals do not report large-scale issues relating to bullying or intimidation.

TABLE 4.9 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	0.8	118
Intimidation or verbal abuse among students (or other forms of non-physical bullying)	2.6	87.7	8.8	0.9	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	0.8	0.0	118

4.4 Conclusions

A number of conclusions can be drawn from the principals' survey responses.

- Decision making in relation to almost all school matters is largely 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 policy and teacher absenteeism are seen as key factors limiting the effectiveness of school management.
- Appraisal is reported to be largely the responsibility of principals, sometimes other members of the school management team are also involved to a lesser extent.
- Teacher performance is appraised largely on the basis of observation by principals, at least once a year. There is relatively little follow-up after the appraisal beyond the provision of feedback and sometimes a training plan. Mentoring, promotion or disciplinary actions are rare.
- Most key stakeholders are represented in management and in the governing body.
- Around 50% of principals see quality instruction as hindered by a shortage of qualified and/or high-performing teachers and a shortage of teachers with competence to teach students with special educational needs. Some 30 to 40% of principals say that quality instruction is constrained to some degree by shortages in the number or quality of computers used for teaching, practical instruction, instructional materials and computer software.

4.5 Issues and recommendations

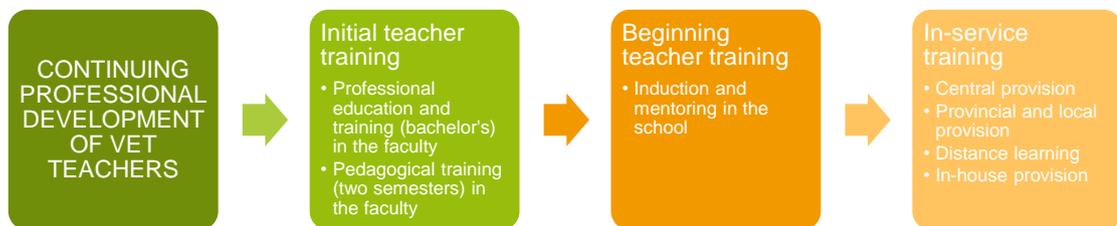
Issues	Recommendations
Only 46% of schools report that enterprises are represented on the school board.	Draft regulations to address school-industry cooperation (e.g. regulations facilitating and incentivising industry support for schools). Ensure representation of enterprises on school boards by promoting opportunities to enterprises.
There is a shortage of qualified and/or high-performing teachers and teachers with competence to teach students with special educational needs.	Arrange CPD for existing VET teachers in their relevant fields, drawing on appropriate special needs expertise from universities, for example. Offer teacher trainees more detailed pedagogical training that is specific to the subject field they have studied at university.
Performance is appraised mainly on the basis of observation by principals – there is relatively little follow-up after the 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 decision making in relation to school matters is largely the responsibility of local or national authorities.	Establish a merit-based appointment system for principals. Review and empower school managers and local authorities so that they can make decisions in relation to vocational schools.
Unjustified absences and tardiness among VET students is relatively high.	Strengthen guidance and counselling, starting at primary level. Offer supplementary training in grade 9 for students who are relatively weak in academic skills in order to combat grade repetition and demoralisation.
Tensions exist between general subject teachers and VET teachers.	Improve understanding of these tensions and support interventions to reduce them.

5. PRE-SERVICE, INDUCTION AND MENTORING

5.1 Initial and pre-service 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 vocational schools operated by the Ministry of National Education is regulated under the scope of Board of Education Decision No 9 dated 20 February 2014 (On teaching fields, appointment and teaching principles), which was amended 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 teacher, and the available occupational profiles to be addressed and taught as part of each vocation. Furthermore, graduates of relevant faculties must have completed pedagogical training prior to their appointment. Most new vocational teachers will therefore first complete their professional bachelor's degree and then obtain their pedagogical training through a two-semester programme in an education faculty at a university. However, in extraordinary circumstances where there is a clear need for teachers in a particular field, teacher candidates can be appointed on the condition that they complete their pedagogical training during a six-month induction period.

FIGURE 5.1 CURRENT PROFESSIONAL DEVELOPMENT PROCESS FOR VET TEACHERS IN TURKEY



Pedagogical training is delivered over two semesters for university graduates. It involves courses such as assessment in teaching, classroom management, education technologies, the design of education materials, special education methods, education psychology, developmental psychology, curriculum development, learning theory and approaches and teaching practice (observation and teaching at an educational institution).

Below is a sample for the field of electrical and electronic technology (*Alan*) in a VET secondary school. Graduates of electrical engineering, electrical and electronic engineering and electrical and electronic engineering faculties and teachers trained in the area of electricians are eligible to be appointed and teach the occupational profiles (*Dağ*) on coiling, electrical installation and electrical panel assembly, high voltage systems and similar topics.

5.2 Beginning teachers

Until 2015, the teacher candidate education programme 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 one-year national compulsory induction programme for all new entrants (Ministry of National Education, 1995, item No 16). A reformed induction process, lasting only six months, was introduced in 2016, giving 30 000 new beginning teachers more practical teaching experience and support. According to the Teacher Strategy Paper 2017–2023 (Ministry of National Education, 2017), this was a milestone in improving teacher quality. All beginning teachers follow the same induction programme irrespective of any prior pedagogical preparation or experience they may have.

5.3 Induction and mentoring

The new induction system requires that newly appointed teachers are evaluated by their school principal and their 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 completed 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 processes, adapting and contributing to school educational policies and demonstrating the behaviours and attitudes required for the teaching profession. The mentor (or adviser) observes the teacher candidate's work based on the professional criteria (generic teacher competences) providing guidance to the candidate during the performance evaluation process and reporting to the school principal (ETF/Durgun, 2016).

An early evaluation, using a survey, raises some questions about the effectiveness of the new induction programme, e.g. related to the quality of mentors, the level of bureaucracy, the workload and repetition in summer seminars. Çobanoğlu et al point out some of the implications based on their findings: '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' (Çobanoğlu et al, 2018).

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

While only 12.1% of principals say that mentoring is available to all the teachers in their schools, 49.1% say that it is available for beginning teachers. Less than one third (29%) say that no mentoring is offered in their schools. Almost all (93%) 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 report that there is an induction programme for new teachers in their schools (n=119). The survey of teachers confirms widespread participation in induction: almost three quarters (76.5%) of teachers say that they took part in an induction programme in their first regular teaching job (n=1 939). More than half (52.1%) of them reported that they took part in informal induction activities that were not part of an induction programme (n=1 877). Three quarters (74.1%) of them took part in a general and/or administrative introduction to the school (n=1 866).

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

5.4 Conclusions

- Significant progress has been made with the introduction of a six-month structured induction and performance evaluation programme for all newly appointed teachers. Almost three quarters (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 the selection of mentors, bureaucracy and workload for beginning teachers and the usefulness of seminars.

5.5 Issues and recommendations

Issues	Recommendations
The professional quality of mentors needs improvement.	Select mentors on a voluntary basis. Offer mentor training for teachers (e.g. by experts, institutions specialised in the area). Extend the mentoring system into a system of coaching for the in-service training of all teachers.
There are concerns about the bureaucratic workload and the training curriculum for teachers following the induction programme.	Simplify bureaucratic forms and formalities to reduce workload for trainees. Support more efficient use of education and training methods by teachers in the classroom. Deepen the understanding of educational issues through research.

PART 2. PROFESSIONAL DEVELOPMENT OF VOCATIONAL TEACHERS

6. POLICY AND IMPLEMENTATION

6.1 Policy and strategy documents

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

- Strategic Plan 2015–2019 (Ministry of National Education);
- Vocational and Technical Education Strategy Paper and Action Plan 2014–2018 (Ministry of National Education);
- Teacher Strategy Paper 2017–2023 (Ministry of National Education);
- Education Vision 2023 (Ministry of National Education);
- Outlook for Vocational and Technical Education in Turkey (2018) (Ministry of National Education);
- Skills Vision 2020 Turkey (ETF).

Strategic Plan 2015–2019

The Ministry of National Education's Strategic Plan 2015–2019, published in 2015, outlines the ministry's general vision in relation to educational policies, priorities and objectives. Strategic goal 3.1 in the section on institutional capacity focuses on the ministry's workforce: 'Develop the structure and quality of human resources.'

The strategic plan outlines strategies relating to the planning and implementation of CPD and in-service training based on general and specific teacher competences, and individual and institutional demands and training needs. It provides for the 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. It also provides incentives for activities promoting motivation and job satisfaction among ministry staff and activities promoting graduate studies.

The one section that is specific to CPD in the Strategic Plan 2015–2019 can be found in Section 3.1.2 on performance criteria: it shows that the number of annual CPD hours completed by Ministry of National Education staff and personnel (which include teachers) was 1.2 hours in 2012, 2.3 hours in 2013 and 1.6 hours in 2014; the aim was to reach 3 hours in 2019. However, according to the ministry (İsmail Güler), it operates a norm that requires an annual CPD standard of 30 hours for VET teachers.

Vocational and Technical Education Strategy Paper and Action Plan 2014–2018

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

- an inadequate induction training process that reduces the professional and institutional commitment of teachers;
- the absence of a relationship between in-service training, career development and teacher competences;

- the absence of an integrated approach in existing CPD practice;
- the lack of effective and efficient mechanisms to ensure the personal and professional development of TVET teachers in cooperation with industry.

The action plan suggests a restructuring of the in-service training model. It proposes face-to face provision of training or the use of distance learning with the support of 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.

Teacher Strategy Paper 2017–2023

This strategy paper is almost entirely dedicated to CPD. The paper describes six fundamental dimensions of initial teacher training, professional development and employment processes, which 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 'continuing 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, by:
 - improving the quality of education provided in teacher-training programmes;
 - selecting the most suitable teacher candidates from graduates.
- Objective 2 – Ensuring the continuing personal and professional development of teachers by:
 - putting a periodic performance evaluation system into practice to identify teachers' professional development needs;
 - improving the quality of activities targeting teachers' personal and professional development, starting from their candidacy process.
- Objective 3 – Ensuring a positive perception of the teaching profession and enhancing the status of the profession by:
 - improving the working conditions of teachers;
 - implementing 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 university but is also a lifelong process. It argues that adhering to the competences they learned during their undergraduate studies prevents teachers from adapting to change in an era of rapid transformation.

The paper emphasises the role of teachers as guides, facilitators and coordinators of learning, rather than the 'source' of information. Accordingly, CPD for teachers is essential for supporting them in adapting to their changing role.

The paper recommends updating the school-based professional development model (referred to in this report by its Turkish abbreviation OTMG, which stands for Okul Temelli Mesleki Gelişim), which requires self-evaluation based on teacher competences. This model helps teachers to take responsibility for their own development and learning and encourages them to share and cooperate with their colleagues. The OTMG will also guide the ministry in planning its in-service training programmes.

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

The paper suggests establishing teacher academies to examine, research and consult about scientific and technological improvements in the field of education and training; providing Ministry of National Education staff and employees with lifelong learning opportunities; cooperating with institutions that offer services to increase and diversify teachers' lifelong learning opportunities through formal, open and distance learning; building a professional development system, through which the ministry or teachers can individually purchase services; cooperating with related institutions to determine the standards of teacher-training institutions; organising career advancement training such as candidate teacher-training programmes, professional development programmes and pedagogical competence training.

The paper emphasises the standards of the trainers who will be responsible for professional development activities. The ministry plans to improve the qualifications of these trainers, who will work on professional development programmes with the participation of the relevant stakeholders.

Education Vision 2023

At the end of October 2018, the Ministry of National Education published its 2023 vision document as its main strategy document. It envisages a set of goals that the ministry aims to accomplish 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.

PICTURES FROM THE PAST AND THE PRESENT



The document outlines 18 themes, ranging from human resource development and management to VET and lifelong learning, establishing goals and objectives for areas such as the professional and career development of teachers and school administrators.

The section on human resource development and management contains objectives regarding the training and career development of teachers and administrators. Relevant articles in the document

cover the adoption of a new legal framework for teachers, career development programmes for current teachers and incentivising postgraduate studies for teachers.

The vision document prioritises 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 postgraduate programmes and on self-evaluation as a means of informing CPD. Postgraduate programmes will be accredited by universities and will enable horizontal and vertical career progress.

The VET section of the vision prioritises growing on-the-job training opportunities for teachers and emphasises the importance of ongoing 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 international projects.

The document also underlines the importance of online platforms in increasing the visibility of good practices in the context of the relationship between training, employment and production in different sectors.

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

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

Outlook for Vocational and Technical Education in Turkey (2018)

This document sets out a number of areas for the concrete improvement of VET in the light of the Education Vision 2023 document. Goal 4 in the VET section of Education Vision 2023 states: 'Professional development of our teachers in real production settings will be supported through projects and protocols.' The *Outlook* document states that more training will be organised in more fields for teachers of workshop and laboratory courses through on-the-job training. It also refers to support from European Union (EU) funds. Another action focuses on international mobility projects to support CPD in real production settings.

The document reiterates the analysis of the Teacher Strategy Paper that the priority problems for professional development are:

- challenges in the professional competences of teachers: failure to establish a link between teacher candidacy and induction training, in-service training and a career development system and teacher qualifications; failure to integrate existing practices in a systematic manner;
- challenges in the availability of on-the-job training opportunities and possibilities offered to teachers: inadequate provision of on-the-job training opportunities for workshop and laboratory teachers in VET due to a lack of public financial resources and a limited number of school-industry protocols.

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

- improve on-the-job training opportunities for workshop and laboratory teachers in VET;
- use professional knowledge and teacher competences when placing teachers according to the results of the central examination;
- develop efficient and effective mechanisms to ensure the personal and professional development of VET teachers in collaboration with industry.

6.2 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.
- The proposals include the development of an in-service training application evaluation system for fair participant selection and a monitoring and evaluation system that will ensure outcome-based assessment and certification.
- The various proposed actions do address Education Vision 2023. However, it is not clear how these actions will be coordinated to make a coherent system. For example, it is not clear what specific functions and what volume of provision will be assigned to different providers and modes of in-service training: schools, local authorities, teacher academies, enterprises, universities and DG TTD.
- The Ministry of National Education's Strategic Plan 2015–2019 defines a formal obligation for all ministry staff and personnel (which include teachers) to participate in CPD: 1.2 hours in 2012, 2.3 hours in 2013, 1.6 hours in 2014, and 3 hours in 2019. The ministry states that, in practice, it sets a standard of 30 hours per week – in line with international benchmarks. However, this study (see Section 10) suggests that this benchmark is not achieved for vocational teachers.
- A detailed action plan showing how the various reforms proposed will be implemented has not been published. Nor has any monitoring of the Teacher Strategy 2017–2023 been published.

6.3 Issues and recommendations

Issues	Recommendations
The introduction of performance evaluation and reform of the career advancement system have been paused.	<p>Improve and change the scope and content of the career advancement system.</p> <p>Introduce an incentive system for career development.</p> <p>Establish measurable performance indicators and evaluate performance through commissions formed in schools.</p>
The introduction of the school-based professional development model (OTMG) is pending.	Carry out a study to show how the OTMG can be implemented across Turkey and give schools autonomy to implement it.
The Ministry of National Education norm for 30 hours of CPD per teacher per annum is not being met.	<p>Improve monitoring in relation to implementation of the standard of 30 hours of CPD per teacher per annum.</p> <p>Work with all stakeholders; plan and implement measures to ensure the standard is achieved.</p>

7. ORGANISATIONS AND INSTITUTIONS

The organisational set-up for professional teachers is relatively unchanged since the last ETF review in 2016. Notable additions are the vocational and technical education school boards and the CoVEs.

7.1 Governing institutions

Ministry of National Education

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

DG TVET

The Ministry of National Education's DG TVET is responsible for setting and implementing policies for vocational schools and training institutions and strategies that strengthen the links between education and employment.

DG TVET, Department of Education Policies

This department is responsible for developing strategies, policies and legislation related to TVET; promoting VET and access to VET; carrying out studies on the research, planning and development of VET; and managing the special revenue funds subject to Article 32 of Law No 3308.

DG TVET, Department of Social Partners and Projects

This department is responsible for planning and implementing project activities: monitoring and evaluating 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 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. This department also agrees protocols with firms and NGOs to put in place training for teachers (see Section 9).

DG TVET, Department of Monitoring and Evaluation

This department monitors curricula implementation and studies published by related international institutions to improve vocational and technical education and the processes related to the use of teaching and learning materials. It also carries out studies related to students' academic and lifelong achievement.

DG TVET, Department of Quality Improvement

This department is responsible for accrediting TVET institutions; supporting self-evaluation processes in schools; and validating and certifying quality development and improvement plans for schools drafted as a result of the self-evaluation process. It validates on-site evidence presented as part of the monitoring and evaluation process and provides relevant guidance to schools. It identifies the 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 and serves as the National Reference Point for quality issues.

DG TTD

DG TTD is in charge of policies to identify and develop teacher qualifications and competences. It provides or commissions pre-service and in-service training for teachers and training staff working in public (state) schools. DG TTD develops new courses and organises seminars, symposiums, conferences and activities. It also carries 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 and monitors international developments related to the in-service training of teachers. It measures the outcomes of training programmes, taking remedial action 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 the professional career promotion and rewarding of teachers; establishing competence-based certification for teachers.

Provincial and sub-provincial directorates

The Ministry of National Education's provincial and sub-provincial (district) directorates have the authority to launch local training programmes to improve the capacity of teachers. The annual local in-service training plan is prepared in close collaboration with provincial and district directorates in order to improve the knowledge and skills of personnel at all levels in schools and institutions in the provinces. The objective is to increase their productivity, help them to adapt to scientific and technological developments and prepare them for more senior positions.

Vocational and technical education school boards

Vocational and technical education school boards, comprising school principals, representatives from provincial and district national education offices, representatives of sectoral and professional organisations, universities, municipalities and other relevant public and private entities and institutions, have been established in all provinces and districts throughout Turkey (Torino Process report, 2019). The objectives of these boards are to strengthen school-sector cooperation in vocational and technical education; ensure the contribution of the sector and all relevant stakeholders to the development of vocational and technical education at the local level; facilitate the employment of graduates; improve skills training and internship opportunities for students in enterprises; get the support of local organisations for the improvement of educational environments; increase in-service training possibilities in the form of on-the-job training at enterprises for the professional development of teachers.

Centres of Vocational Excellence

After the publication of Education Vision 2023 it was announced that an initial 10 CoVEs (subsequently to be expanded to 20) would be established. These centres would serve the strongest vocational sectors in Turkey and support the CPD of both Turkish vocational teachers and vocational teachers from outside Turkey. Within the pilot, it is planned that 3 250 vocational teachers will learn skills and techniques associated with Industry 4.0 (Ministry of National Education, 2018).

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.

7.2 Social partners

Many NGOs and social partners in Turkey have engaged in issues relating to the professional development of teachers. A selection of them are listed below.

Union of Chambers and Commodity Exchanges of Turkey (TOBB)

The Union of Chambers and Commodity Exchanges of Turkey (TOBB) is the highest-level legal entity in Turkey representing the private sector. TOBB currently has 365 members in the form of local chambers of commerce, industry, commerce and industry, maritime commerce and commodity exchanges. TOBB strives to ensure solidarity between chambers and commodity exchanges; enhance development of the professions in conformance with the public interest; facilitate the professional work of members, promoting honesty and trust in the relationships that members have with one another and with the general public; and preserve professional ethics.

Association of Tradespeople and Craftspeople (Türkiye Esnaf ve Sanatkarları Konfederasyonu, TESK)

The Association of Tradespeople and Craftspeople (TESK) represents tradespeople and craftspeople domestically and abroad. It works to establish unity between its affiliated tradespeople and craftspeople, chambers, unions and federations; meet their training needs; and maintain professional reputations, standards and ethics.

Turkish Confederation of Employer Associations (Türkiye İşveren Sendikaları Konfederasyonu, TISK)

Some 22 employers' associations are members of TISK. It has the following aims: (i) ensuring harmonious relations among members; (ii) encouraging and maintaining good industrial relations between employers and workers; (iii) taking the necessary steps to adapt working conditions to the country's economic development trends; (iv) supporting employers' associations regarding collective bargaining and agreements; and (v) developing employer positions on subjects relating to labour life and shedding light on public policies. It also supports research on related issues and organises training events.

Union of Teachers and Trainers (Eğitim-Bir-Sen, EBS)

As a teachers' union established in 1992, Eğitim-Bir-Sen has more than 340 000 members in 125 branches across 81 provinces in Turkey.

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 the teachers' union with the highest constituency in the public education sector.

Education and Science Workers' Union (Eğitim-Sen)

Eğitim-Sen is a union of teachers and trainers with around 114 000 members in 100 branches across 81 provinces.

7.3 Providers

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

Turkish Management Sciences Institute (TÜSSİDE)

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

Bursa Coşkunöz Education Foundation

The Coşkunöz Education Foundation provides training to technical instructors employed by the Ministry of National Education. It continues to work consistently to meet the vocational and technical training requirements of the private sector, public sector and the community. The Vocational Training Programme is the foundation's first and most important project. Hundreds of students have graduated from this programme since 1988 and most of them are employed in various industrial enterprises, according to their technical abilities.

Hidromek

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

7.4 Conclusions

- At ministry level, there are a number of Directorate Generals (DGs) 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 a strong role for the provincial and sub-provincial authorities. Schools also have an identified responsibility which, according to the Teacher Strategy Paper, was to be extended through the school-based professional development model (OTMG).
- Employers' associations, teachers' unions, professional associations and 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 Education Vision 2023. Education Vision 2023 emphasises formal postgraduate 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 involve cooperation and coordination between various actors not only in the Ministry of National Education 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 and/or institutional level.

- According to the strategy, DG TTD will increase its focus on activity-based professional development. Some studies are already exploring the upgrading of programmes in education faculties at universities.

7.5 Issues and recommendations

Issues	Recommendations
<p>Various players are to be engaged in the development of detailed action plans to implement Education Vision 2023.</p>	<p>Chambers should be more active in contributing to planning.</p> <p>The management of Organised Industrial Zones should be involved in the process of developing action plans and training for vocational teachers.</p> <p>The Ministry of National Education, in collaboration with the Turkish Employment Agency (ISKUR), should increase financial support and training to extend CPD provision.</p> <p>The Turkish Institute of Statistics (TURKSTAT) should help policy makers to understand needs and monitor the impact of actions.</p>
<p>The implementation of Education Vision 2023 may involve a number of changes or enhancements in the role of some players, for example, schools, universities and industry.</p>	<p>Chambers and Organised Industrial Zones should collaborate with schools to meet the training needs of teachers by sharing their premises and technological equipment.</p> <p>Training provision and the contributions of actors should be planned over the short, medium and long term.</p>
<p>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.</p>	<p>Traineeships should start at grade 11. Engage training masters (<i>usta öğretici</i>), and systematically implement vocational orientation.</p> <p>Address the training needs of VET teachers through partnerships with local and national enterprises.</p> <p>Establish organic and sustainable links with local enterprises. However, VET should not be reduced to a human resources function.</p> <p>Encourage further employment of training masters in enterprises.</p> <p>Align profiles in vocational schools with skills needs in local enterprises.</p>

8. VOLUME, MODE AND CHARACTER OF CPD PROVISION

8.1 Provision from the perspective of providers

The Ministry of National Education's central CPD provision is offered via its electronic information system's (MEBBIS) in-service training module. DG TTD and DG TVET also have projects and protocols through which additional in-service training offerings for VET teachers are made and delivered.

Table 8.1 shows the volume of CPD provision of face-to-face training events centrally coordinated by the ministry over time. According to DG TTD's yearly in-service training plans⁶, the number of centrally planned training activities for VET teachers and trainers, including projects and protocols, has more or less remained constant at around 90 activities each year, except for 2017 when it was 159. A similar trend is observed in regard to the number of training days. On the other hand, the number of participants has steadily decreased over the four years, falling dramatically from 5 482 in 2017 to 2 960 in 2018.

TABLE 8.1 CPD PROVISION FOR VET TEACHERS AND TRAINERS COORDINATED BY THE MINISTRY OF NATIONAL EDUCATION

Year	Areas of in-service training needs of VET teachers in annual ministry training needs analysis, projects or protocols	Total number of in-service training activities	Total number of in-service training days delivered	Total number of participants
2015	Work machines, auto mechatronics, vehicle electronics, new general accident prevention systems, networking, CCNA, flexible manufacturing systems, SCADA, fuel burning systems, ceramic siding, Autodesk inverter, CNC applications, Omron PLC, 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	8 609
2016		92	652	5 881
2017		159	984	5 482
2018		92	759	2 960

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

⁶ See <http://oygm.meb.gov.tr/www/hizmetici-egitim-planlari/icerik/28>.

In general, over the last four years, the same CPD topics have tended to be covered, with training lasting an average of five 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 number of training days tend to be around 90 and 650, respectively. The exception was 2017, when the number of training activities almost doubled and the number of training days increased by 50%. In 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 cut the number in response to austerity measures. These training activities will be delivered in the workplace and in cooperation with the relevant sectors. Face-to-face training will involve about 3 400 vocational teachers. Distance training (online) will involve some 4 000 teachers. In total, about 7 400 vocational teachers will receive training this year. Training may cover different fields and the list is available on the ministry 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 training offering. According to responses given in the 2019 Riga policy reporting questionnaire, which covered the reporting period 1 March 2018 to 31 December 2018, the ministry reported that sectoral cooperation protocols are established to develop the qualifications of teachers through cooperation with other organisations; provide scholarship and internship opportunities to successful students; ensure the employment of students in the sector by increasing the qualifications of students; and communicate the technological developments in the sector to vocational teachers and students. A total of 109 protocols signed with 121 organisations are currently in force (information provided by the Department of Social Partners and Projects in the Ministry of National Education's DG TVET). These protocols represent a distinctive Turkish approach to VET development and CPD provision. The projects range across multiple 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 teachers and sometimes involve the 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 and/or students. According to the ministry's *Outlook* report, 959 laboratory and workshop teachers received training and 423 teachers received on-the-job training in 2017⁷.

⁷ It is not clear whether the training numbers from activities and protocols are combined or separate.

Examples of training protocols

A Training Cooperation Protocol has been signed and is now in effect between the Ministry of National Education and the Confederation of All Chefs and Pastry Cooks (TAŞKAPON). Teacher qualifications will be increased in the field of food and beverage services throughout the duration of the protocol.

A Training Cooperation Protocol has been signed and is now in effect between the Ministry of National Education and the Sign Association of Turkey (ARED). In the course of the protocol, four laboratories in the field of metal technology have been provided with workshop laboratory support and workshop laboratory support will be provided to selected schools in 11 provinces. The field qualifications of vocational teachers and students will be improved within the scope of the protocol.

Source: Ministry of National Education, *Outlook of Vocational and Technical Education in Turkey*, 2018, p. 69

In addition to training, consultation meetings are also held in the provinces between training professionals and individual sectors. Teachers, social partners and government are represented at these meetings, where news is exchanged and cooperation is encouraged. Between March and December 2018, meetings were held in 8 provinces and opinions were exchanged between almost 1 700 individuals⁸.

DG TVET supports the development of projects, and individual applications are made for Erasmus. Many of these include CPD. There were 91 projects associated with Erasmus Plus up to 2019. DG TVET teachers participated in about 67% of Turkey's Erasmus projects. DG TVET cooperates with the Turkish Cooperation and Coordination Agency (TİKA) and has sent 80 teachers abroad. DG TVET also sent an additional 72 teachers abroad for language training. A total of 509 teachers were sent abroad under the Erasmus programme.

8.2 Provision from teachers' perspective

According to the results of the 2018 CPD survey, 61.5% of respondents declare that they participated in some kind of CPD (either within or outside of school) over the previous 12 months. This represents a decline in participation, as in 2015 participation was 63% (ETF/Stanley, 2018). One third of vocational teachers (33.2%) say that they participated in CPD that 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 and learn from 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 online learning for teachers.

⁸ Ministry of National Education, Directorate General of Vocational and Technical Education, Department of Educational Policies.

TABLE 8.2 SHARE OF RESPONDENTS WHO RECEIVED THE FOLLOWING KINDS OF CPD (IN-SERVICE TRAINING) OVER THE LAST 12 MONTHS

	%	Responses
In-service training out of school	51.2	1 913
In-service training in school	34.2	1 899
In-service training in and out of school (combined)	61.5	1 913
CPD in vocational specialism	33.2	1 894
Education conferences or seminars	37.0	1 885
Observation visits to other schools	31.4	1 883
Observation visits or in-service training courses that took place on business premises	58.5	1 886
Online learning or video tutorials	28.6	1 877
Study as part of a formal qualification	11.3	1 851

8.3 Duration of CPD

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

According to the survey of VET teachers:

- 48.8% of vocational teachers report that they had no organised in-service teacher training provided out of school over the previous 12 months.
- 16.9% of all vocational teachers had more than 30 hours of training.
- 32.4% of all vocational teachers had between 2 and 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 report no organised, in-school, in-service teacher training.
- 5.3% of all vocational teachers say that they had more than 30 hours of training.
- 26.6% of all vocational teachers had between 2 and 30 training hours.

Table 8.3 shows that only 24% of vocational teachers report that they had met the ministry's norm of 30 hours during the previous 12 months.

The survey confirms that most VET teachers do not receive CPD that has a VET focus. Two thirds (66.8%) of respondents report 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 between 2 and 30 training hours.

TABLE 8.3 HOURS PER TYPE OF CPD (IN-SERVICE TRAINING) RECEIVED OVER THE PREVIOUS 12 MONTHS

	Average number of hours	% of respondents with 30 hours or more	Responses
In-service training in and out of school (combined)	40.3	24.0	1 214
CPD in vocational specialism	30.7	8.1	606
Education conferences or seminars	15.3	4.6	642
Observation visits to other schools	24.5	4.6	535
Observation visits or in-service training courses that took place on business premises	56.3	31.8	1 080
Online 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 training course. Multiple responses permitted.

8.4 Distribution of CPD by region

Participation in CPD is not distributed evenly in Turkey by NUTS Level 1 regions. Vocational teachers in the Istanbul, West Black Sea, Aegean, South East 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 8.4 SHARE OF TEACHERS WITH IN-SERVICE TRAINING (INSIDE AND/OR OUTSIDE THE SCHOOL) OF AT LEAST 30 HOURS BY REGION (%)

	Average number of hours	%	Responses
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 – South East Anatolia	55	38.1	97
Total	40	39.0	1 214

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

However, Table 8.5 confirms that the share of teachers with observation visits or in-service training courses of at least 30 hours' duration that took place on business premises are relatively high in more

industrialised regions such as the Istanbul, Aegean, East Marmara and Mediterranean regions due to availability of such opportunities.

TABLE 8.5 SHARE OF TEACHERS WHO PARTICIPATED IN OBSERVATION VISITS OR IN-SERVICE TRAINING COURSES THAT TOOK PLACE ON BUSINESS PREMISES OF AT LEAST 30 HOURS' DURATION BY REGION (%)

	Average number of hours	%	Responses
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 – North East Anatolia	61	66.7	30
TRB – Central East Anatolia	60	62.5	32
TRC – South East Anatolia	54	54.4	90
Total	56	58.1	1 080

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

8.5 Character of CPD

Modern methods of CPD are used for about one third of teachers participating in CPD and are entirely absent for a similar percentage. Almost one third (32%) of vocational teachers (n=1 828) report that they usually participate in CPD with colleagues from their school while 24% say that CPD activities usually or always include opportunities for active learning. Over a third (37.1%) of teachers say that there are never opportunities for active learning in their CPD. Use of ICT was usual in CPD for 29.9% of teachers (n=1 801) and entirely absent for 34.3%.

However, a variety of modes of teacher development are used in Turkey: 55.7% of teachers say 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.

8.6 CPD for principals

A very high percentage (90.7%) of vocational school principals had participated in some kind of course, visit or conference over the previous 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.

8.7 Conclusions

- The Department of Social Partners and Projects in the Ministry of National Education's DG TVET 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 in scale – workshops for a maximum of 20 teachers rather than lectures for 300. Distance learning is planned to reach 4 000 vocational teachers in 2019.
- Almost two thirds (61.5%) of vocational teachers participated in some CPD in the 12 months prior to the survey, compared to 63% in 2015 (ETF/Stanley, 2018). 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.
- The data suggests that central CPD provision through projects and protocols only constitutes a minority of total CPD provided to VET teachers, including that provided at school and provincial level. However, we do not know much about the volume, cost or character of CPD provided non-centrally.
- Some 57% of vocational teachers who obtained some CPD participated in at least 30 hours of CPD (either within their school or outside of it) (2015: 47%). However, overall, only 16.9% of all vocational teachers had more than 30 hours of training.
- One third (33%) of vocational teachers obtained some CPD that addressed their VET specialisation.
- 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 widely used 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.

8.8 Issues and recommendations

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

9. DESIGN, CAPABILITY AND QUALITY OF CPD PROVISION AND PROGRAMMES

DG TTD is responsible for developing policies to identify and develop teacher qualifications and competences. DG TTD works in close collaboration with DG TVET to provide or commission pre-service and in-service training for teachers and staff working in public schools.

DG TTD conducts a training needs analysis (TNA) survey each year. All teachers apply online through the MEBBIS in-service training module. This module integrates all the necessary functions: needs analysis, application, monitoring and evaluation of training activity and assessment and certification of the CPD activity.

DG TTD informs DG TVET about the outcomes of the TNA survey. DG TVET therefore knows how many teachers asked for a particular 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 CPD offering.

Below are three screenshots from the MEBBIS in-service training module.

FIGURE 9.1 MEBBIS IN-SERVICE TRAINING MODULE – LOGIN SCREEN



FIGURE 9.2 MEBBIS IN-SERVICE TRAINING MODULE – IN-SERVICE ACTIVITY SEARCH SCREEN

Faaliyet Arama Kriterleri

Faaliyet Yılı : 2018

Faaliyet Tipi : Merkezi (Bakanlık)

Faaliyetin Türü :

Sorumlu Birim : Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü

İlgili Birimi :

Faaliyet Ayı :

Eğitim Türü : Yüzyüze Eğitim Uzaktan Eğitim

Faaliyet Sayısı : Tümü Başvurabileceğim --> (0 faaliyet)

Listele Temizle

Re'sen Kursiyer Alan Faaliyetleri Listele İptal Edilen Faaliyetleri Listele

FIGURE 9.3 MEBBIS IN-SERVICE TRAINING MODULE – IN-SERVICE ACTIVITY E-CERTIFICATION SCREEN

E- Sertifika Alınabilecek Faaliyet Listesi

e-Sertifika	Faaliyet Kodu	Faaliyet Adı	Baş. Tarihi	Bit Tarihi	Türü
		Kapsayıcı Eğitim Yöneticilerin Eğitimi Kursu	2018	2018	Kurs
		Çalışanların Temel İş Sağlığı ve Güvenliği Eğitimi Kursu	2017	/2017	Kurs
		Etik davranış İlkeleri Eğitim Semineri	/2016	/2016	Seminer
		ÖZEL EĞİTİM HİZMETLERİ SEMİNERİ	5/2016	/2016	Seminer
		Fatih Projesi - Eğitimde Teknoloji Kullanımı Kursu	016	2016	Kurs

5 E-Sertifika Alınabilecek Faaliyet Listelenmektedir.

DG TTD, in coordination with other Ministry of National Education units, develops new courses and organises seminars, symposiums, conferences and activities. It also conducts 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 five activities a year, excluding distance learning activities. They can only attend one centrally provided CPD activity a year, excluding activities covered by projects and protocols, subsequent activities or those required because of changes in their employment.

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

9.1 Funding

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

In the case of CPD funded by the Ministry of National Education, the ministry pays the training provider for the training and covers all other expenses including food and board.

In the case of protocols and projects, the training capacity and funding arrangements are defined in the protocol. 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 previous 12 months did not have to pay personally for their CPD, 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 the limited budget for CPD relative to high demand. There are about 140 000 VET teachers, and it is estimated that DG TTD and DG 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 TL 1 000.

9.2 Quality assurance

Standards and procedures for Ministry of National Education CPD provision for ministry staff and personnel (including VET teachers) are set out in the ministry's Regulation on In-Service Training and Standard Course Specifications, available online on the DG TTD website⁹. DG TTD and DG TVET conduct various QA processes for CPD provision: from selecting the training provider to selecting trainers, venues, content, delivery and other aspects of the provision. The MEBBIS in-service training module focuses on monitoring and evaluation of the provision, identifying elements to be monitored such as training facility, trainer, content and training methodology. Furthermore, the training managers prepare an initial report before training starts. Finally, there is an overall assessment of the training event. DG TTD does not repeat training where scores are too low or only on the condition that there are improvements.

There is also an online QA system, an institutional self-evaluation portal (ozdegerlendirme.meb.gov.tr), which is monitored and maintained by DG TVET. The in-service training policy of a training institution and relevant in-service training records are counted as potential evidence of activities conducted as part of the institutional self-evaluation. These records may bring local and institutional CPD provision to light.

In the case of CPD for VET teachers offered through projects and protocols, DG TVET occasionally commissions a representative from the ministry to follow a training process and subsequently write a report. This is usual with large donor-funded projects that fund robust evaluations.

DG TTD has specifications for over 1 000 in-service training courses including those in 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

⁹ See <http://oygm.meb.gov.tr/dosyalar/StPrg/>.

procedures, content, learning materials, methodology (including the tools and equipment to be used) and assessment. These standards are applicable to all ministry CPD provision.

9.3 Conclusions

In Turkey, DG TTD operates a large-scale national needs analysis survey. DG VET commissions CPD for vocational teachers from independent training providers with whom it establishes protocols and also agrees to provide training in collaboration 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. As a result, DG TTD has to ration places.
- Funding for centralised CPD for vocational teachers and trainers comes through two sources:
 - the Ministry of National Education’s central budget,
 - local, national and international projects and protocols.

It is difficult to judge how responsive the CPD offering really is to needs in Turkey. The general training offering is informed by the national needs analysis. However, it is not clear whether the vocationally relevant training offered by DG TVET 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.

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

9.4 Issues and recommendations

Issues	Recommendations
<p>The extent and quality of school, local and provincial levels of CPD provision are not clear.</p>	<p>Support schools in taking responsibility for monitoring and quality assuring locally organised CPD.</p> <p>Create a CPD training record for every teacher and further promote training needs analyses and monitoring.</p> <p>Extend the role of CoVEs and vocational and technical education school boards in monitoring and coordinating CPD that is not organised centrally.</p> <p>Develop a method for assessing the quality of training offered to teachers and trainers.</p>
<p>The Quality Development Department of DG TVET plans to collect school data on CPD provision under the section on human resource development in the QA portal, ozdegerlendirme.meb.gov.tr. This data needs to be shared with DG TTD to gauge the extent and volume of any CPD activity beyond those published in the DG TTD in-service plans.</p>	<p>Schools should be supported to use national data, self-assessments, appraisal data and feedback from CPD in order to plan and evaluate CPD.</p> <p>DG TVET and DG TTD should cooperate to calculate the total amount of CPD provided to VET teachers and to analyse provision, e.g. by focus, cost and distribution.</p> <p>DG TVET and DG TTD should assess how the norm of 30 hours per teacher can be met.</p>

10. SCHOOL-BASED PROVISION

10.1 The school-based professional development (OTMG) model

There is a model for school-based professional development in Turkey (the OTMG model): a set of processes that support the development of teachers' professional knowledge, skills, values and attitudes within and outside the school. These processes also support teachers in creating effective learning and teaching environments. The OTMG was piloted more than five years ago but the commitment to comprehensively implement it was only made when Strategic Plan 2015–2019 was developed. The OTMG envisages 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 in which they lack expertise (determined following the 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 of National Education's Strategic Plan 2015–2019 called for the updating and implementation of the OTMG by the end of 2018. The ministry took into account the results of consultation when preparing guidelines for the OTMG. It also developed a performance indicator, defined as 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 the OTMG.

It was anticipated that the OTMG would encourage the sharing of experiences, improve self-esteem among teachers and prompt greater participation in CPD, and hence lead to a high quality of teaching and learning. At the same time, teachers are to be subject to performance appraisals based on standards of teacher competence.

Currently, it appears that the implementation of the OTMG is delayed or halted. There is no mention of the OTMG in the current Ministry of National Education's *Outlook* report. The extent of the rollout as measured by the performance indicator has not been published.

10.2 Collaboration and peer learning

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

- 45.1% of 1 934 respondents reported planned discussions with other teachers over the previous month.
- Almost one third (33.9%) of 1 921 respondents reported planned discussions with school managers or pedagogic advisers.
- More than half (58.6%) of 1 918 respondents reported informal discussions with other teachers, managers or pedagogic advisers.

- The survey suggests that there is a large minority of vocational teachers (more than 40%) who do not collaborate very regularly with their colleagues or their managers – either formally or informally.

10.3 Conclusions

- The implementation of school-based CPD through the OTMG is currently paused. No information about monitoring of its implementation has been published.
- More than 40% of vocational teachers do not collaborate very regularly with their colleagues or their managers – either formally or informally.

10.4 Issues and recommendations

Issues	Recommendations
Updating and implementation of the OTMG model is on hold.	Study results and outcomes of the OTMG model where it has been implemented: review and revise if necessary.
A large minority of vocational teachers do not benefit from collaboration with their peers.	Design CPD so that it incorporates and encourages teacher collaboration. School management should promote collaboration among colleagues and encourage teachers to cooperate.

11. PROFESSIONAL DEVELOPMENT NEEDS

Every year, DG TTD conducts an in-service TNA. This is carried out by analysing the online applications that teachers make for different kinds of training. DG TTD reports on the analysis. This 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 provision. However, the TNA is not made public. Teachers are more likely to be selected if they have not attended other training in the recent past. They must have the support of their principal. It is not clear to what extent either DG TTD or the directorate that organises protocols modify the offering in the light of demand.

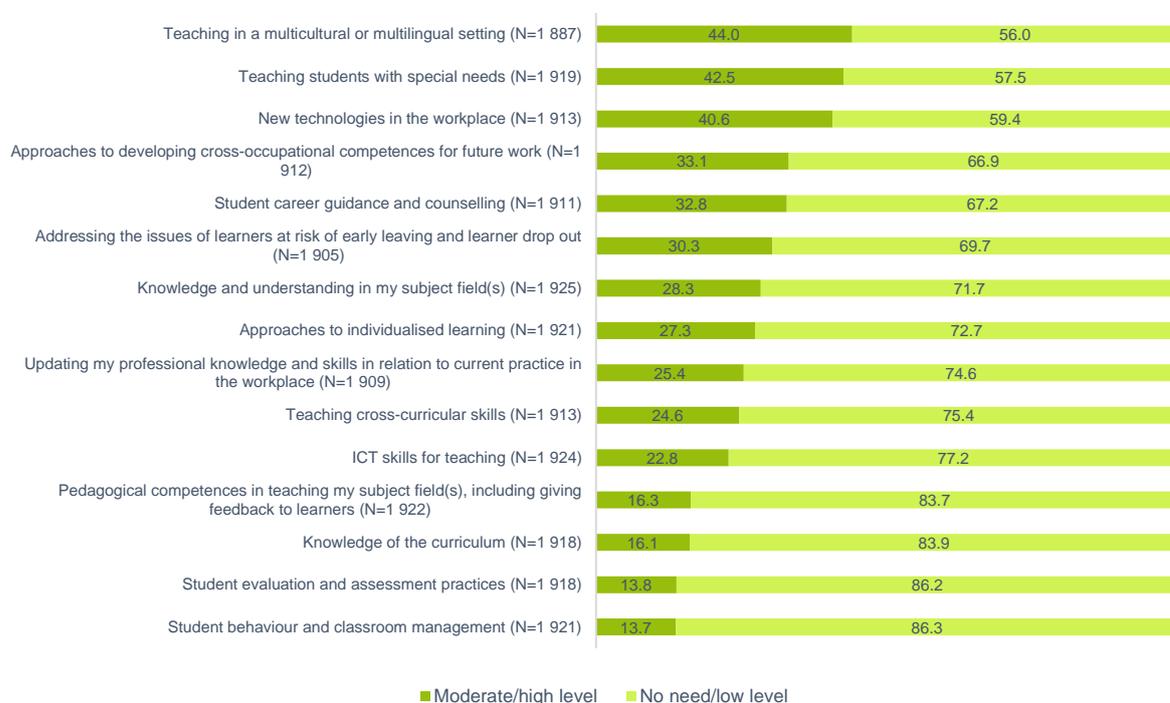
The OTMG model should also help to reveal professional development needs if it is adopted by schools.

The principles, values, judgements, vision and mission of the school are taken into consideration in the school development plan. This implies that the school may plan different kinds of professional development, depending on the particular needs of its teachers and its learners. Ideally, CPD may take different forms: 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 organised by an external expert.

As indicated earlier, a well-planned OTMG model is of principal importance as it helps to ensure that teachers regularly benefit from training and development opportunities. The OTMG model 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 the OTMG model although it is part of Education 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 who were not able to participate in CPD over the previous 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 involved 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 competences for future work; student career guidance and counselling; and addressing the issues of learners at risk of early leaving and learner dropout. 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 in relation to ICT and skills for teaching cross-curricular skills. However, it should be noted that all of these assessments are self-evaluations by teachers.

FIGURE 11.1 RESPONDENTS WHO HAVE NOT PARTICIPATED IN SPECIFIC TRAINING BY THE LEVEL OF NEED FOR SUCH TRAINING (%)



11.1 Conclusions

- An annual online national training needs analysis for all teachers is coordinated by DG TTD in collaboration with DG TVET. However, in recent years, the results of the analysis have not been published as they were in the past.
- Vocational teachers report that they have unmet training needs particularly with respect to teaching in multicultural and multilingual contexts, special needs teaching and learning and addressing new technologies in the workplace. The lack of a relevant offering constitutes a barrier for both VET teachers and school principals, preventing them from participating in CPD. It is also reported that some courses are heavily oversubscribed whilst other training programmes are difficult to fill.

11.2 Issues and recommendations

Issues	Recommendations
<p>VET teachers have unmet training needs in relation to teaching in a multicultural and multilingual context, teaching learners with special needs and new technologies in the workplace.</p>	<p>Offer special needs pedagogical training designed to meet the needs of vocational teachers – complementary pedagogical training.</p> <p>Offer foreign language education for VET, especially for field terminology (the language of instruction continues to be Turkish).</p> <p>Establish centres of excellence in universities with a strong infrastructure and skills that can upskill VET teachers by means of a master’s degree.</p> <p>Review and improve initial teacher training.</p>
<p>Although there are criteria for applying for in-service training, the selection of applicants should be improved in terms of relevance, prioritisation and transparency.</p>	<p>Ensure absolute transparency in the selection process: make selection criteria public and adhere strictly to the criteria; provide and publish feedback on acceptance or rejection with supporting justification.</p> <p>Make use of new technologies to provide CPD, e.g. virtual reality.</p> <p>Train VET teachers from regions with industrial development problems in industrially developed regions.</p>

12. TEACHERS' EXPERIENCE OF CPD

12.1 Impact of CPD

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

TABLE 12.1 IMPACT OF CPD ACTIVITIES ON TEACHING BY THE FOLLOWING TOPICS (%)

	No training on this topic	No/ limited impact	Moderate / major impact	Do not know	Responses
Knowledge and understanding of my subject field(s)	45.1	13.2	33.7	8.0	1 881
Pedagogical competences in teaching my subject field(s), including giving feedback to learners	45.0	14.2	30.7	10.1	1 859
Knowledge of the curriculum	46.1	16.4	29.8	7.8	1 857
Student evaluation and assessment practices	48.5	14.3	29.2	8.0	1 857
ICT skills for teaching	43.8	14.3	33.4	8.5	1 855
Student behaviour and classroom management	45.1	14.7	31.6	8.6	1 861
Approaches to individualised learning	47.0	14.2	30.0	8.7	1 855
Teaching students with special needs	48.2	15.1	27.2	9.5	1 857
Teaching in a multicultural or multilingual setting	62.3	9.3	16.8	11.6	1 822
Teaching cross-curricular skills	56.6	12.8	21.6	9.0	1 846
Approaches to developing cross-occupational competences for future work	55.7	12.9	22.3	9.1	1 849
New technologies in the workplace	54.3	11.0	25.9	8.8	1 846
Student career guidance and counselling	54.0	13.0	23.8	9.2	1 842
Updating my professional knowledge and skills in relation to current practice in the workplace	42.3	11.5	38.0	8.2	1 836
Addressing the issues of learners at risk of early leaving and learner dropout	53.4	13.0	24.4	9.2	1 840

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

The results (see Table 12.1) show that the majority of participating teachers thought that their programmes had a moderate or major impact. CPD on ICT and assessment had a 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 a lower impact.

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.

12.2 Professional standards and competences

It was reported in the last report 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 are 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’ (ETF/Durgun, 2016).

The Teacher Strategy Paper 2017–2023 committed to completing the development of professional standards, publishing them and then using them to identify professional development needs, 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.

12.3 Conclusions

The results show that the majority of participating teachers think that their programmes had moderate or major impact. CPD on ICT and assessment had a relatively high impact. On the other hand, CPD on special needs, multicultural learning, career guidance and cross-curricular skills and cross-occupational competences are judged to have a 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 feedback is routinely collected after training, it is not clear whether evidence about impact is gathered or whether any such evidence that is collected is actually used.

12.4 Issues and recommendations

Issues	Recommendations
Evidence about the impact of CPD is not systematically gathered or used.	Develop a comprehensive database for CPD provision. Develop a methodology to measure the efficiency and delivery rate of the training provided. Enhance the role of schools in evaluating the impact of CPD and the use of impact data.
A number of actions intended to improve impact are currently on hold.	Publish action plan and speedily implement actions that are proved to be efficient; monitor implementation.

13. FEEDBACK FOR TEACHERS IN VOCATIONAL 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 13.1 HOW WAS FEEDBACK PROVIDED?

	External individuals or bodies (%)	School principal or school manager (%)	Assigned mentor (%)	Other teachers (%)	I have never received this feedback in this school (%)	Responses
Feedback following direct observation of your classroom teaching	6.3	63.7	5.7	18.2	20.0	1 973
Feedback following an analysis of your students' test scores	3.7	39.5	5.7	25.0	33.0	1 973

Some 5.7 % of VET teachers reported that they received feedback from mentors following observations of classroom teaching, 3.7 % received feedback from external bodies and 18.2 % received feedback from other teachers; 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 previous 12 months.

13.1 Conclusions

- Feedback for teachers is provided mainly by school principals and fellow teachers.
- A significant percentage of teachers receive no feedback on either direct classroom observation or analysis of student scores.

13.2 Issues and recommendations

Issues	Recommendations
Exactly 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.	<p>Collect feedback for teachers through stakeholder surveys, e.g. teachers, parents, employers.</p> <p>Establish and operate graduate tracking systems.</p> <p>Analyse the performance of students within and across schools.</p>

14. APPROACHES TO TEACHING AND LINKS TO THE WORKPLACE

14.1 Teaching

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

TABLE 14.1 FREQUENCY OF USE OF DIFFERENT TEACHING METHODS (N=1 973)

	Never or almost never (%)	Occasionally (%)	Frequently (%)	In all or nearly all lessons (%)	Responses
I present a summary of recently learned content	2.0	14.5	50.7	32.8	1 930
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	1 924
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	1 923
I refer to a problem from work to show how knowledge or skills can be applied	1.1	22.5	51.9	24.6	1 924
I let students practise similar tasks until I know that every student has understood the subject matter	0.7	15.3	60.7	23.2	1 923
I check my students' exercise books or homework	3.1	19.7	51.8	25.3	1 916
Students use ICT for projects or class work	2.9	24.4	48.8	23.9	1 919
I demonstrate practical tasks to students who then carry out the same practical tasks	1.0	10.6	47.3	41.1	1 925
Students learn theory and also use that knowledge to solve practical problems within one lesson	1.1	14.4	54.1	30.3	1 918
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	1 912
I use digital technology to prepare or find instructional material	1.0	14.6	47.3	37.1	1 910
I use video in my teaching	4.5	33.8	40.7	21.0	1 916

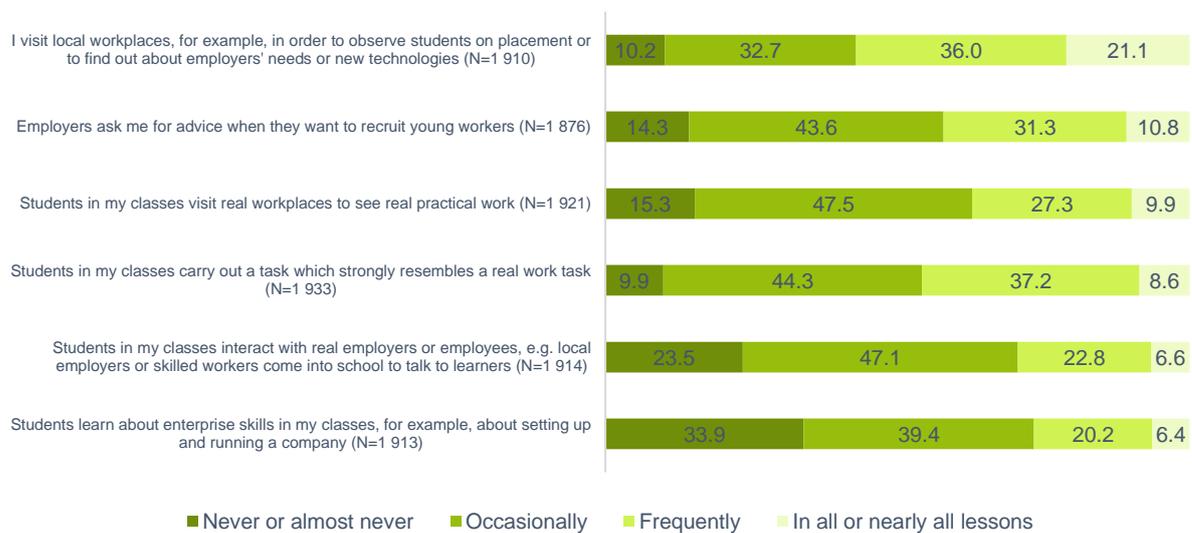
Traditional teaching methods continue to be popular among vocational teachers in Turkey: more than 80% frequently or always summarise recently learned content; instruct students to repeat tasks that

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.

14.2 Links to the workplace

Figure 14.1 summarises findings with respect to links between school learning and the workplace.

FIGURE 14.1 STATEMENTS DESCRIBING THE LINK BETWEEN SCHOOL LEARNING AND THE WORKPLACE FOR VET STUDENTS (N=1 973)

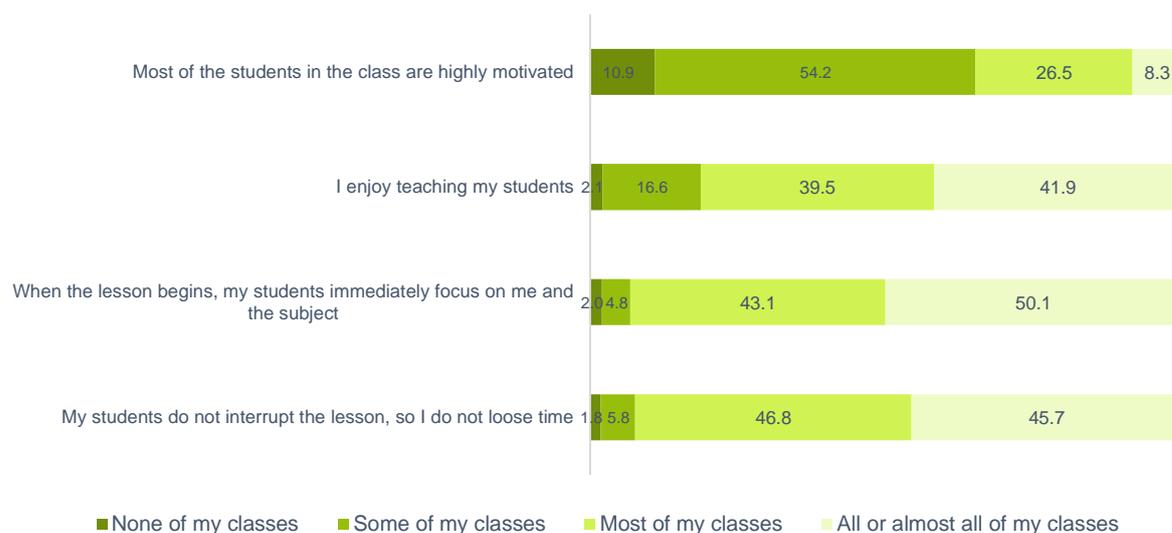


More than half of teachers in Turkey claim that they frequently visit local workplaces, for example, in order to observe students on placement or to find out about employers' needs or new technologies. However, only 46% of teachers frequently simulate authentic work tasks. Less than 30% of teachers report 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 occurrences for the students of more than 50% of teachers. Only 27% of teachers report that their students frequently learn enterprise skills.

14.3 Behaviour and motivation of students

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

FIGURE 14.2 BEHAVIOUR AND MOTIVATION OF STUDENTS (N=1 933)



14.4 Work-based learning

VET secondary school students in grade 12 in Turkey spend three days of their week as a trainee in a work-based learning programme. This accounts for 15% of the entire programme. In some cases, where job placements are not available, students can engage in school-based work. The survey confirms this. No teachers report that their students do not have placements in the workplace.

14.5 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 highly motivated.
- Work-based learning constitutes a significant part of student learning in VET secondary schools.
- Student visits to workplaces, learning from authentic work tasks, enterprise education and engaging employers in classroom work are infrequent according to most teachers.

14.6 Issues and recommendations

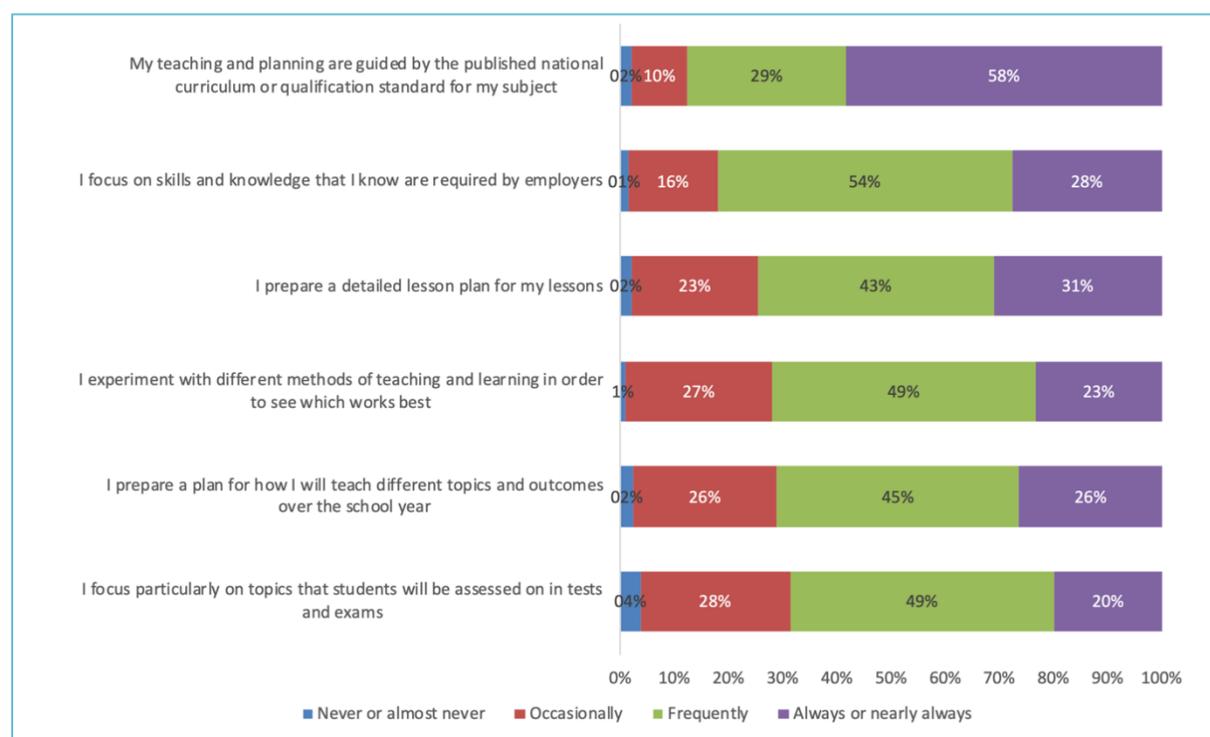
Issues	Recommendations
About half of vocational teachers use new and strongly work-related pedagogies frequently.	<p>Train teachers to design strong work-related learning activities, e.g. so that students can learn through authentic work tasks.</p> <p>Include industrial psychology and industrial sociology in supplementary pedagogical training and when delivering CPD.</p>

15. CURRICULUM, MATERIALS AND ASSESSMENT

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

More than half (58%) of 1 937 respondents say that teaching and planning is always or nearly always guided by the published national curriculum (29% say frequently). Almost 82% of 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 of their teaching for 20% of teachers always and 49% frequently.

FIGURE 15.1 FREQUENCY WITH WHICH DIFFERENT APPROACHES TO TEACHING ARE USED (N=1 937)



15.1 Educational resources

More than two thirds (70%) of teachers say 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 the appropriate tools and equipment needed to learn practical skills and 35.2% note an absence of sufficient consumables to develop practical skills. Some 37.3% of vocational teachers report insufficient access to reliable and appropriate computer hardware and software and inadequate internet access to allow them to use digital technology in their respective subjects. Only a quarter of respondents claim that students always or frequently use digital learning environments such as Moodle and Sakai.

15.2 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 conduct oral examinations in front of the class frequently or always. More than half of 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 use this method.

15.3 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.

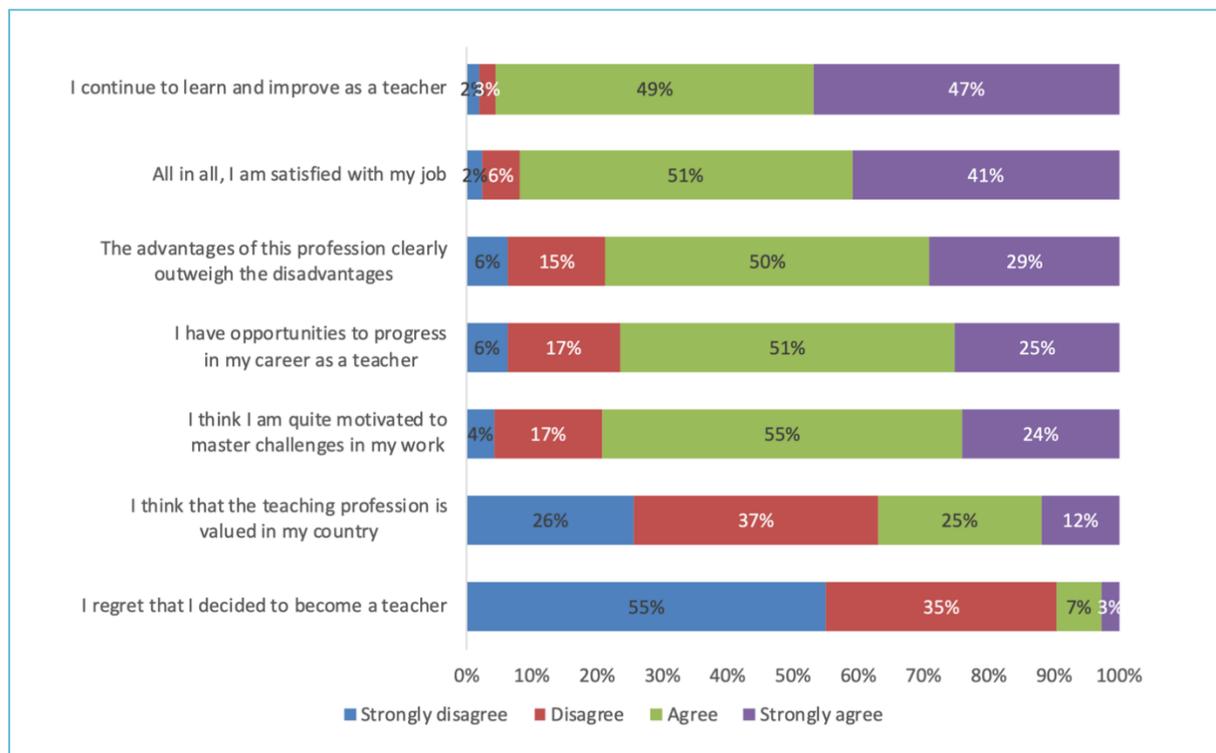
15.4 Issues and recommendations

Issues	Recommendations
Use of digital learning environments is low.	Support schools in developing and using digital learning environments, e.g. through CoVEs.
Around one third of teachers report that a lack of tools and equipment, consumables or access to computer technology is limiting learning.	School management should promote digital learning and make it a part of institutional development. Use of digital material should become a systematic part of teachers' in-service and pre-service training. More digital materials should be developed for VET, e.g. through the Turkish Education Information Network (Eğitim Bilişim Ağı, EBA).

16. JOB SATISFACTION

The survey suggests that the majority of teachers are satisfied rather than very satisfied with their career as teachers. Very few regret becoming a teacher. More constructively, 47% strongly agree that they continue to improve and learn as teachers. One in four believes strongly that they have opportunities to progress. 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 10 declare that they are quite motivated to master challenges in their work. Nevertheless, about two thirds (63%) believe that teachers are not valued in Turkey.

FIGURE 16.1 CAREER AND JOB SATISFACTION STATEMENTS (N=1 930)



16.1 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.

16.2 Issues and recommendations

Issues	Recommendations
Teachers feel highly motivated but undervalued.	Provide autonomy and support for teachers. Provide more responsibility in shaping teaching materials. Empower teachers to innovate. Provide mentors as role models. Encourage the development of collaboration with industry and with other teachers.

17. RECOGNITION AND INCENTIVISATION

There are no formal incentives or any obligation for teachers to participate in training¹⁰. According to the survey, 9 out of 10 respondents are interested in professional development activities. However, about two thirds (64.1%) of VET teachers agree or strongly agree that there are no incentives for participating in CPD activities and that this is a barrier to their participation. More than half of VET teachers (59.3%) say that either there is no relevant professional development offered or professional development conflicts with their work schedule (55.2%). Additionally, almost half of them (49.3%) say that a lack of support from their school administration prevents them from participating in CPD. Family or personal responsibilities are also underlined as a barrier (46%) to participating in CPD: it is reported, for example, that some longer residential training programmes are not popular with teachers.

TABLE 17.1 BARRIERS TO PARTICIPATION IN CPD FOR TEACHERS

	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)	Responses
I do not have the prerequisites (e.g. qualifications, experience, seniority)	55.0	35.0	8.4	1.7	1 915
Professional development is too expensive or unaffordable	23.1	40.0	28.7	8.3	1 912
There is a lack of support from my employer (school)	16.6	34.1	37.3	12.0	1 916
Professional development conflicts with my work schedule	13.5	31.3	43.1	12.1	1 918
I do not have time because of family or personal responsibilities	18.2	35.7	34.3	11.7	1 917
There is no relevant professional development offered	10.2	30.5	43.1	16.2	1 912
There are no incentives for participating in such activities	9.1	26.8	44.0	20.1	1 918
I am not interested in any professional development	44.5	46.4	6.7	2.4	1 915

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 to participation in CPD (57.6%). Many see lack of relevance (40.7%) and high cost (36.9%) as barriers.

¹⁰ 'A recognition and reward mechanism for CPD had been operational for teachers' participation and certification of in-service training activities until recently. This ceased after a lawsuit opened by a teachers's union. There are currently no formal requirements for CPD for teachers, except for the one introduced in the Ministry of National Education's Regulation on Appointment and Transfers of 17 April 2015, which is applicable for candidate teachers' (ETF/Durgun, 2016).

TABLE 17.2 BARRIERS TO PARTICIPATION IN CPD ACCORDING TO SCHOOL PRINCIPALS

	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)	Responses
I do not have the prerequisites (e.g. qualifications, experience, seniority)	45.4	36.1	10.9	7.6	119
Professional development is too expensive or 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

17.1 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 sets out a number of actions to increase the recognition of CPD and thereby to incentivise participation, for example, more postgraduate teacher qualification and recognition of CPD through performance evaluation and the career ladder.
- Improved systems for recognition could also help to make CPD more responsive to needs and more effective in terms of teaching and learning.

17.2 Issues and recommendations

Issues	Recommendations
CPD is not formally recognised as a tool in career advancement in Turkey.	Develop more CPD programmes that qualify teachers to carry out specialised, advanced roles within education, e.g. curriculum development, pedagogic innovation.
Many vocational teachers feel discouraged about participating in CPD because of a lack of incentives.	Provide incentives for teachers' participation in CPD. Use micro-certificates to recognise learning from CPD and explore ways to accumulate credits across CPD, e.g. to achieve a master's.

CONCLUSIONS AND RECOMMENDATIONS

The workforce

Almost two thirds (60%) of Turkish vocational teachers are male and the average age is 40; 82% of vocational school principals are male and their average age is 47.

More than 95% of teaching staff and 90% of principals in vocational schools have a bachelor's degree or higher and more than 95% have completed an initial educational or training programme. Almost all (98%) teaching staff are formally qualified as teachers, instructors or coordinators of practice.

Issues	Recommendations
There is a low proportion of female school principals.	Encourage women to become school principals through awareness-raising activities (e.g. video marketing, international conferences, summits, panels).
A low percentage of VET teachers (11%) and school principals (26%) have higher degrees (master's or higher).	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 quarter of VET teachers have no prior work 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 relation to 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 a year. There is relatively little follow-up after the 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 budgets and resources, government regulation and policy and teacher absenteeism are seen as key factors limiting the effectiveness of school management. Around 50% of principals believe that quality instruction is hindered by a shortage of qualified and/or high-performing teachers and teachers with the skills needed to teach students with special educational needs.

Issues	Recommendations
Only 46% of schools report that enterprises are represented on their school board.	Draft regulations addressing school-industry cooperation (e.g. regulations facilitating and incentivising industry support for schools).
Performance appraisal is based mainly on observation by principals – there is relatively little follow-up after the 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 decision making in relation to school matters is largely the responsibility of local or national authorities.	Review and empower school managers and local authorities so that they can make decisions 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. Almost three quarters (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 the usefulness of seminars.

Issues	Recommendations
The professional quality of mentors needs improvement.	Offer mentor training for teachers (e.g. by experts, institutions specialised in the area).
There are 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 Ministry of National Education's Strategic Plan 2015–2019 defines a formal obligation for all ministry staff and personnel (which include teachers) to participate in CPD: 3 hours in 2019. The ministry 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 – Education Vision 2023 – are emerging.

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

Organisations and institutions

At ministry level, there are a number of Directorate Generals (DGs) 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, professional associations and 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 specific goals and implement them in accordance with Education Vision 2023. Education Vision 2023 emphasises formal postgraduate 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 involve cooperation and coordination between various actors not only in the Ministry of National Education but also among employers, universities and schools.

Issues	Recommendations
The implementation of Education Vision 2023 may involve a number of changes or enhancements in the role of some players, e.g. schools, universities, industry and joint boards.	Chambers and Organised Industrial Zones should collaborate with schools to meet the training needs of teachers by sharing their premises and technological equipment. Local government, joint boards and CoVEs and teacher academies should 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 the training needs of VET teachers through partnerships with local and national enterprises.

Volume, mode and character of CPD provision

The Department of Social Partners and Projects in the Ministry of National Education's DG TVET 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 in scale – workshops for a maximum of 20 teachers rather than lectures for 300. Distance learning is planned to reach 4 000 vocational teachers in 2019.

Almost two thirds (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 who obtained some CPD participated in at least 30 hours of CPD (either within their school or outside of it) (2015: 47%). However, overall only 16.9% of all vocational teachers had more than 30 hours of training; 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 – feature strongly in about one third of CPD and are entirely

absent from a similar percentage. Most 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.	The Ministry of National Education should 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 Ministry of National Education 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, e.g. coaching, peer learning, collaborative approaches.

Design, capability and quality of CPD provision and programmes

In Turkey, DG TTD operates a large-scale national needs analysis survey. DG VET commissions CPD for vocational teachers from independent training providers with whom it establishes protocols and also agrees to provide training in collaboration 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. The number of VET teachers applying for CPD greatly exceeds the number of training places. As a result, DG TTD has to ration places.

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

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

Issues	Recommendations
The extent and quality of school, local and provincial levels of CPD provision are not clear.	Support schools or CoVEs to take responsibility for monitoring and quality assuring locally organised CPD.
The Quality Development Department of DG TVET plans to collect school data on CPD provision in the section on human resource development in the QA portal, ozdegerlendirme.meb.gov.tr . This data needs to be shared and analysed to gauge the full extent and character of CPD.	Schools should be supported to use national data, self-assessments, appraisal data and feedback from CPD in order to plan and evaluate CPD. DG TVET and DG TTD should cooperate to calculate the total amount of CPD provided to VET teachers and to analyse provision, e.g. by focus, cost and distribution.

School-based provision

The implementation of a systemic school-based model for CPD (OTMG) is currently paused. No information has been published about the extent to which the model has been implemented. More than 40% of vocational teachers do not collaborate very regularly with their colleagues or their managers – either formally or informally – to carry out their professional duties.

Issues	Recommendations
Updating and implementation of the OTMG model is on hold.	Study the results and outcomes of the OTMG model where it has been implemented; review and revise if necessary.
A large minority of vocational teachers do not benefit from collaboration with their peers.	Design CPD so that it incorporates and encourages teacher collaboration. School management should promote collaboration among colleagues and encourage teachers to cooperate.

Teachers' experience of CPD

The majority of teachers state that the CPD they participated in had a moderate or major positive impact on their teaching. CPD on ICT and assessment had a relatively high impact. On the other hand, training on special needs, multicultural learning, career guidance and cross-curricular skills and cross-occupational competences was judged to have a lower impact. Although feedback is routinely collected after training, it is not clear whether evidence about impact is gathered or whether any such evidence that is collected is actually used.

Issues	Recommendations
Evidence about the impact of CPD is not systematically gathered or used.	Develop a methodology to measure the efficiency and delivery rate of the training provided. Enhance the role of schools in evaluating the impact of CPD and the use of impact data.

Feedback for teachers in vocational schools

Feedback for teachers is mainly provided by the school principals and fellow teachers. A significant percentage of teachers receive no feedback on either direct classroom observation or analysis of student scores.

Issues	Recommendations
One fifth (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.	Collect feedback for teachers through stakeholder surveys, e.g. teachers, parents, employers. Analyse the performance of students within and across schools.

Approaches to teaching and links to the workplace

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 vocational students are generally attentive, cooperative and highly motivated.

Student visits to workplaces, learning from authentic work tasks, enterprise education and engaging employers in classroom work are infrequent according to most teachers.

Issues	Recommendations
About half of vocational teachers frequently use new and strongly work-related pedagogies.	Train teachers to design strong work-related learning activities, e.g. so that students can learn through authentic work tasks.

Curriculum, materials and assessment

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. Around one third of teachers report that a lack of tools and equipment, consumables or access to computer technology is limiting learning.

Issues	Recommendations
Use of digital learning environments is low.	Support schools in developing and using digital learning environments, e.g. through CoVEs.

Job satisfaction

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.

Issues	Recommendations
Teachers feel highly motivated but undervalued.	<ul style="list-style-type: none">Provide autonomy and support for teachers.Provide more responsibility in shaping teaching materials.Empower teachers to innovate.Provide mentors as role models.Encourage the development of collaboration with industry and with other teachers.

Recognition and incentivisation

A significant majority of vocational teachers express an interest in appropriate professional development. However, participation in CPD is not formally recognised in Turkey through diplomas, through the career system, through performance evaluation system or through professional standards. Improved systems for recognition could incentivise CPD and could contribute to making CPD more responsive to needs.

Issues	Recommendations
CPD is not formally recognised as a tool in career advancement in Turkey.	Develop more CPD programmes that qualify teachers to carry out specialised, advanced roles within education, e.g. curriculum development, pedagogic innovation.
Many vocational teachers feel discouraged about participating in CPD because of a lack of incentives.	Use micro-certificates to recognise learning from CPD and explore ways to accumulate credits across CPD, e.g. to achieve a master's.

ACRONYMS

ARED	Sign Association of Turkey
CPD	Continuing professional development
DG	Directorate General
DG TTD	Directorate General of Teacher Training and Development
DG TVET	Directorate General of Technical and Vocational Education and Training
EBA	Eğitim Bilişim Ağı (Education Information Network)
EBS	Eğitim-Bir-Sen (Union of Teachers and Trainers)
ETF	European Training Foundation
ICT	Information and communication technologies
MEBBIS	Ministry of National Education information system
IQVET	Improving the Quality of VET in Turkey
ISKUR	Turkish Employment Agency
NGO	Non-governmental organisation
NUTS	Nomenclature of territorial units for statistics
OTMG	Okul Temelli Mesleki Gelişim (school-based professional development)
PSU	Primary sampling unit
R&D	Research and development
SSU	Secondary sampling unit
TAŞKAPON	Confederation of All Chefs and Pastry Cooks
TESK	Association of Tradespeople and Craftspeople
TİKA	Turkish Cooperation and Coordination Agency
TISK	Turkish Confederation of Employer Associations
TNA	Training needs analysis
TOBB	Union of Chambers and Commodity Exchanges of Turkey
TUBITAK	Scientific and Technological Research Council of Turkey
TURKSTAT	Turkish Institute of Statistics
VET	Vocational education and training

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