

FLASH REPORT

Event name

Understanding Vocational Teachers in Turkey, 12 November 2019

Main objective/s

This half-day national workshop provides an opportunity to reflect on the findings of new research carried out by the ETF in partnership with the Ministry of Education in Turkey. The main task of the workshop was to explore and evaluate possible recommendations and build agreement on ways forward.

Background

The research was supported by the Turkish Ministry for Education and it expresses Turkey's commitment to monitor the priorities that it set as part of the Riga process.

This research invited vocational teachers and principals in Turkey to share their views about their work and brought this together with published and expert knowledge about vocational teachers and their continuing professional development (CPD) in Turkey. It also reviews the state of policy development and provision with respect to CPD for VET teachers. The findings give insight into modes of teaching, school leadership and governance, links with business and workforce satisfaction. The report provides conclusions to support policy implementation.

The findings of the 2018 survey of vocational teachers and principals in Turkey have been published in draft form. This research provides detailed, comprehensive and up-to-date research about Turkish vocational teachers. The survey was completed by a representative sample of 1,973 teachers in 145 schools and by 119 VET school principals.

Some findings from the 2018 survey of vocational teachers in Turkey:

- 58.5% of Turkish vocational teachers reported that they participated in professional development over the last 12 months
- 17% of Turkish vocational teachers reported more than 30 hours of training
- More than 90% of teachers report that their students are attentive

SHORT DESCRIPTION OF THE EVENT

On 12th November, 55 teachers, principals, policy makers, donors, social partners, academics and representatives of the third sector came together to discuss and validate the findings of the report. The workshop was opened on behalf of the EU Delegation by Ms Melahat Güray and Mr İsmail Güler representing DGVET, Ministry of Education. Participants were able to interpret the findings in the light of policy and benchmark performance in the light the previous survey and international standards. Participants were invited to formulate recommendations to address the issues raised by the report and to try to build agreement in relation to these actions.

KEY OUTCOMES/CONCLUSIONS

The workshop served to stimulate informed discussion about policy in relation to vocational teachers and their professional training. The workshop helped stakeholders to recognise the point of view of vocational teachers and to consider how vocational teachers might be engaged to actively pursue their own professional development. The workshop challenged policy makers to consider why some policies are not fully implemented. The workshop revealed differences of opinion about policy but it demonstrated that diverse actors can cooperate to generate and critically discuss alternative solutions.

The report will now be reviewed in the light of comments received at the workshop and in writing. Additional evidence will be added and further interpretation developed.

The revised report will include the recommendations that emerged from the workshop. The publication will be distributed to the participations, The national report will be followed in the spring by a synthetic report that makes comparisons between the condition and professional development of vocational teachers across nine countries.

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