

**CEDEFOP**European Centre for the Development
of Vocational Training

Education and Culture DG

Lifelong Learning Programme

STUDY VISIT GROUP REPORT

Group	179
Title	Art, culture and technology in vocational schools – ACTIVSCHOOLS 2008
Theme	Presentation of national systems
City, Country	Nevşehir, Turkey
Type of visit	Mixed
Group reporter	Ms Mary Gowers

Introduction

The study visit team was of nine delegates (one dropped out at the last minute) drawn from six countries. Members represented teachers, school management, school inspection and an NGO. The majority of delegates are teachers of art related subjects.

List of Delegates

- | | |
|-----------------------|----------------|
| 1. FOUILLET Franck | France |
| 2. PADROL Josep Maria | Spain |
| 3. GOWERS Mary | UK |
| 4. CAMPANELLA Carla | Italy |
| 5. JONES Daniel | UK |
| 6. SAWICKI Michal | Poland |
| 7. FASOLINO Francesco | Did not attend |
| 8. ELVENES Walter | Norway |
| 9. DUDEK Ewa | Poland |
| 10. COLWELL Anne | UK |

We wish to express our thanks to the officials, teachers and students who made us so welcome and who gave generously of their time. We would particularly thank Serkan BASAR from Nevşehir Milli Eğitim Müdürlüğü who organised our visit and his colleagues Zerrin EKINCI and Okan EKINCI.



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Figure 1 Delegation outside Nevşehir University

Overall Impressions

All of the delegates wish to record their thanks for the friendliness and hospitality of all officials, teachers and students that we met.

Delegates were impressed with the high level of investment in the new Nevşehir University and the high quality of the good resources.

It is clear that there is great similarity between the Turkish vocational system and that of the countries represented. There is different nomenclature and slight difference in the age of compulsory education which finishes earlier at age 14, it is 16 in most of the countries represented and 18 in Poland.

Delegates commented favourable on the good discipline and high standard of behaviour of students and the high standard of presentation and order of the workshops and classrooms. Students showed a high standard of respect for nation, school, staff and premises. The prominence of images of Atatürk and the accompanying text served to reinforce the pride in Turkish identity. Students had not been warned of visit and were welcoming and although shy were willing to talk to participants. All agreed that this could provide a good example for some students in represented countries. It was noted that the underlying framework of laws places emphasis on the promotion of social and family cohesion. It is apparent that there is a strong and clear structure of authority at all levels.

In Nevşehir universal education is free to all, and we saw many examples of vocational education for learners across the age spectrum. There is still a strong tendency for individuals to study roles traditional associated with their gender, we did



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see a few examples of girls working in technology related areas. We did see some striking examples of proactive education to encourage gender equality; most notable was a politics class for women. The learners assured us they came from across the political spectrum, they were very proud of this. The class was free to all and provided detailed information about the political structure at local and national level and information and advice about standing for election. This class made a big impact on all delegates, the humour and confidence of the women was evident to all despite the language barrier.

It was agreed by all delegates that there is some movement across gender divides in represented countries but few areas have reached parity.

Delegates enjoyed the wide variety of music, traditional and modern, that was observed in society. We did not see any music education during the visit; this was a disappointment as several delegates have a particular interest in this field.

Content

Pre- arranged meetings were held with

- Mr. Harun FATSA, Director of National Education
- Asist.Prof.Dr. Celal GÜLŞEN, Commerce and Tourism Education Faculty, Nevşehir University
- Prof.Dr. Filiz KILIÇ, Rector of Nevşehir University
- Mr. M. Asim HACIMUSTAFAOĞLU, Governor of Nevşehir
- Mr. Hasan UNVER, Mayor of Nevşehir

The visits to schools allowed the delegates to put the information from meetings into a context. We visited a range of classes from pre-primary to University level.



Figure 2 Turkish Literature class for vocational students

Pre-arranged visits were made to

- Nevşehir Teacher's House
- Nevşehir University including the associated Technical High School
- Anatolian Vocational and Technical High School
- Avanos Vocational School and Pottery Workshop
- Nevşehir Apprentice Training Institute



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- Hacibektas Vocational School
- Cappadocia Education Center
- Kardelen College

In addition, and in response to delegates' requests, a meeting was arranged with the Nevşehir team of Education Inspectors. We are very grateful to the organizers and the inspectors for arranging this meeting at such short notice.

Relevance

The introduction to the Turkish General and Vocational Education system helped delegates to quickly gain an overall understanding. The presentations by delegates allowed comparison of vocational systems in the countries represented and were also useful to set the scene. Delegates were interested in the Vocational Religious schools and these do not exist in any of the countries represented.

Questions to senior members of Turkish system would have been more helpful if it had been after delegates had visited schools.

The programme of visits and meetings was extremely intense and on several days extended to 12 hours. As a consequence some meetings were rushed and delegates had little time to review and reflect on what they were seeing. All agreed that fewer but more detailed visits and meetings might have allowed a deeper understanding of the issues and strengths of the Nevşehir vocational education system.



Figure 3 Control Technology Equipment

Key Issues

The following issues were identified by delegates and much discussed.

- The similarities of vocational systems was noted
- However differences were also identified with a range of integration of practical experience with classroom delivery in vocational teaching. Turkey and UK have a high level of practical including industrial experience whilst in Spain and Italy the emphasis is on classroom teaching with limited practical



work. The Turks were particularly interested in the UK model of vocational education in the workplace.

- It was noted that in Turkey there is a flexibility of provision of vocational education with students spending variable amounts of time in industry combined with their studies in school.
- In Turkey vocational education is provided free to learners of all ages (post 14)
- In Turkey schools can earn extra money by selling produce made by pupils – in one example a department earned €100 000 (gross) in one year, prices charged for products is higher than in shops but customers are willing to pay for the higher quality. In Norway a similar system operates with the income being split between the institution and student. In a number of countries training restaurants, hairdressers etc are operated but prices are lower than in shops as the quality is more variable.
- In Norway students are encouraged to set up small enterprises and operate them for a year to learn how business work
- Delegates noted the long school hours compared with their countries (except France where long hours are also worked) and noted that in some schools students have to travel home to lunch
- It is clear that education authorities are comparing systems as they plan reforms however delegates noted that some countries are implementing systems that have been abandoned in other countries.
- Delegates noted that the technical quality of work produced was high but in some areas the design might benefit from an input from a design specialist. The improvement of shapes and composition might take references of rich Anatolian Historic art works better than imitate foreign products to singularise style.
- It was noted that currently the Turkish curriculum is exclusively concerned with function and ergonomics and the consideration of aesthetics, provided by a specialist, would enrich and vitalise the provision. This aspect will be relevant for a country with such great historical and natural ambience values to preserve. To cultivate aesthetic sensibility into education will grow criticism towards their destruction by economical development.
- It was suggested that a final year student in Design from the Turkish University could do a placement in the Technical School to introduce a fusion between design and technology.
- It was noted that the Turkish school system is leading the move towards gender equality. Within schools there is clear progress towards equality, and in Nevşehir city centre and outlying towns this was sometimes less apparent with a separation of the genders in social contexts.
- In Turkey courses for adults in community based education centres are free or have low fees, while in countries such as the UK, the cost has risen dramatically resulting in a decrease in enrolments. Students of retirement age are now means tested (UK), and are no longer automatically eligible for concessionary fees.



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- The growth of private education may work to reinforce the disparity between rich and poor acting against Turkey's policy of social cohesion.



Figure 4 Free Adult Literacy Classes are available to all

Common Approaches

The following aspects were found to be common to all (or most) countries represented

- All have a system of vocational education for learners
- No country starts vocational education before age 14
- All countries have a system of adult education
- All countries provide transport for pupils of compulsory schooling age from rural areas
- All countries (except Norway) have a system of education inspectors
- Most countries have a problem of rising levels of truancy (the exceptions were Turkey and France)



Figure 5 Electrical Repairs Training



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Common Issues

The following issues were identified as common across all or most of the countries represented

- A gender imbalance of learners in vocational fields. It was noted that this is generally a matter of learner (and parental) choice rather than policy or central direction
- A deterioration in attitudes of learners in compulsory and vocational education, with a lack of motivation and ambition becoming more common. The exception to this was Turkey where such problems were not observed by the delegates and were not recognised by teachers in discussions.

Further Issues

The widespread provision of vocational education in single sex schools is reinforcing the gender divide. We were told there were a few girls in the “Boys” Vocational school, and we met 3 who are studying computing. All expressed satisfaction with the arrangement. However when we asked how many boys there were at the “girls” vocational school the question was greeted with laughter – “this is a girls’ school”

The Turkish Education system is investing heavily in modern technology, especially ICT equipment and we saw a number of very well equipped ICT suites. However we were told that there is little or no training for teachers in how to use the equipment or in how to integrate the use of technology into teaching and learning.

Most lessons observed were clearly didactic with little or no pupil lead or group work. Textbooks were plentiful and provided free to all learners. Whilst some were very new and demonstrated a range of teaching methodologies, others had been in use, unchanged, since the 1950s and did not reflect modern educational practice.

Delegates noted the lack of contemporary Turkish art and art from other cultures in the books and lessons we observed.