



PAC.TT Project Teacher/Trainer Needs Analysis in Turkey



Education and Culture DG

Lifelong Learning Programme

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1. Introduction

1.1. National characteristics of trainings for teachers and trainers

Holding at least a four-year-bachelor degree is essential to be a teacher irrespective of the level of education. Teachers for pre-primary and primary education (generalist teachers and specialist teachers) are trained at bachelor's level. Secondary education teachers are trained at master's level (5 years). Some specialist teachers (foreign language, music, painting, physical education and computer) employed at both primary and secondary education levels are trained at bachelor's level. Newly appointed teachers who start the profession with the title of “teacher” (öğretmen) are employed as civil servants at state schools. Most teachers have the position of state officers, and they are generally employed at permanent position.

The teachers are recruited in accordance with the general conditions as determined in Article 48 of the Civil Servants Law (Devlet Memurları Kanunu) No 657 (being citizen of Republic of Turkey, being older than 18, holding at least a bachelor’s degree, etc.) and the special conditions as determined in Mone (Ministry of National Education).

In accordance with Article 6 of the Regulation on Appointment of Administrators in the Educational Regulation on Recruitment and Transfer of Teachers of Ministry of National Education , the conditions for the recruitment of the teachers are as follows:

- To be suitable for the position to be recruited in accordance with resolutions of the Turkish Education Board (Talim ve Terbiye Kurulu-TTK) in respect of higher education program graduated from.
- To have successfully completed one the teacher training programs approved by Higher Education Council (Yükseköğretim Kurulu-YÖK),
- To have equivalent education and pedagogic formation certificate with the higher education institutions and programs at home for those having graduated from higher education institutions in abroad,
- Not to have any health problem to be capable of serving (health report),
- Not to have reached the 40th age for those who shall be recruited as teacher for the first time,

- To have obtained base point or above for the area where s/he will be recruited in the Examination of Civil Servant Selection (Kamu Personeli Seçme Sınavı-KPSS),

All placements (permanent or contractual) are conducted by MEB (centrally) in electronic media and transparent to the candidates in the frame of quantitative needs determined by Mone, in concern with the KPSS examination scores and province and school preferences of the candidates. In the process of teacher placement, local and school level administrators have no effect.

In Turkey, the Higher Education Council (HEC), determines the requirements for the promotion of academic staff and the standards for university degrees besides other duties. “For faculties and graduate schools of education, it also defines in some detail the structure of teacher education programs leading to qualified teacher status. The length of each program, the number of credits, the titles of courses, and a summary of the content of the courses which constitute a teacher education program, plus the qualification the program leads to, are all laid down by the HEC” (Grossman, Sands, Brittingham, 2010).

Therefore, the HEC has restructured all the teacher education programs that currently exist in Turkey, and continues to develop and modify them as necessary along with the aim of entering the European Union (EU). However, a countrywide national system of standards and accreditation of universities and of departments within universities, regardless of subject area, is not yet in place in Turkey. (Grossman, Sands, Brittingham, 2010). In fact, with the same aim, Turkey has been trying to prepare its teacher education system in accordance with the EU educational standards. Therefore, universities organize congresses to search for the enrichment and improvement of teacher education. The Ministry of National Education grants scholarships for students who are placed at teacher education divisions, to provide qualified student input into teaching profession, and further work on the improvement of teachers’ economic and social status.

Based on the educational guidelines and aims of the education systems of EU members, The Union emphasizes that economic growth depends on having higher skills in the workforce and improving the quality of education levels is the best way to improve skills of the labor force. The EU has therefore called on its member countries to ensure that their

school systems set and meet high quality learning standards, increase education opportunities at all levels, allow youth to pursue flexible learning paths, and make sure the education system is meeting the needs of the labor market. Additionally, as part of the EU's Lisbon Agenda benchmarks, the EU has established specific educational targets for its member states: by 2010, 85% of young people should have a complete secondary education (MONE' 2004).

1.2. Levels of the trainings covered in formal and non formal field

The pre-service teacher education have been carried out in the universities organization since 1982. Primary model in the teacher education is concurrent model and primary institutions are “education faculties”. In this context, general culture, branch knowledge and courses for general teaching pedagogy (Öğretmenlik Formasyonu) are carried out in integrity. Before 2012, graduates of faculty of letters and science (including programs such as linguistics and literature of Turkish and different languages, physics, chemistry, biology and so on) were able to become a teacher if obtained a certificate of pedagogy and formation provided by accredited universities. After the new legislation, these group of graduates cannot become a teacher in the Ministry schools (in both state and private schools). However, the new regulation does not apply those who are the current students of such programs as of the legislation was put into effect.

Teacher education institutions, levels and duration may be grouped :

- Regular Education Faculties:
- Programs training teachers for primary education (teachers for pre-primary education, teachers for primary schools, teachers of sciences etc.): at the bachelor's level (4 years),
- Programs training teachers for secondary education (teachers of physics, of history etc.): master's level (5 years),
- Programs training teachers for both of the stages (teachers of music, painting, foreign language, physical training etc.): at the bachelor's level (4 years).
- Teacher training for vocational and technical education:
- Faculties of vocational education: at undergraduate level (4 years)
- Faculties of technical education: at undergraduate level (4 years)

Teacher education courses (theoretical and practical) both in primary and secondary teacher education programs comprise of 25-30 percent of whole teaching time devoted to those programs. Teacher candidates appointed as teachers in all three level (pre-primary, primary and secondary education) must undergo “candidacy-internship” period at least one years at most two year. Candidate teachers succeeding in this period are appointed as “actual teacher”. Candidacy-internship period of the teachers include the educations as:

- Basic education: At least 50 hours,
- Preparation education: At least 110 hours,
- Practicum: At least 220 hours.

Within the initial teacher training, maintaining cooperation between faculties of education and Ministry of National Education (MilliEğitim Bakanlığı-MEB) is a basic principle. In this context, common studies are performed with MEB in terms of all planning and programming studies as well as development of model. To achieve this cooperation and coordination The Teacher Training National Committee has been formed within Higher Education Council (YÖK).

Within the non-formal vocational and technical education, trainers with different status, competence and education qualifications render service. In case there are not enough trainers or regular master trainers in the centres, the need is met via expert or master trainers who render service in return of supplementary course fee.

In assignment of expert and master trainers in return of supplementary course fee, principally faculty members, instructors, field experts in vicinal higher education institutions; teachers serving in formal and non-formal education institutions and experts working in the other public and private institutions and organizations; retired assistant professors, instructors, field experts, teachers and regular master trainers as well as those who serve successfully as expert and master trainer in the non-formal education institutions affiliated to the Ministry at least during one course term, who are competent for serving as trainer and working within any institutions and organizations or to his/her name with insurance, under private pension insurance or holder of Social Security Institution for Artisans and Self-Employed (BAĞ-KUR) insurance are preferred (Directive regarding Duties, Powers and

Liabilities of Staff other than Administrators Employed in Public Training Centers under General Directorate of Apprenticeship and Informal Education as well as Documents and Assessments, Article 11).

These are: Expert: Person who has higher education in the field and has worked in this field at least for five years or who has master degree in the field (Vocational and Technical Education Regulation/Mesleki ve Teknik Eğitim Yönetmeliği, Article 3).

Training Personnel: Person, who has vocational qualifications, is responsible for education of students in the workplace, has business pedagogy education, knows and applies vocational education methods and techniques, or who are competent to serve as teacher in atelier, laboratory and vocational courses within vocational and technical education schools and institutions (Vocational Education Law/Mesleki Eğitimi Kanunu, Article 3).

Master Trainer: "Master Trainer" is the person who has mastership qualification; is responsible for education of apprentice candidate, apprentice, foreman and students in vocational and technical education schools and educations in workplace, knows and applies vocational education techniques (Vocational Education Law, Article 3).

"Tutor" is the person who is responsible for education and care of free boarding students in METEMs during out of course hours in boarding houses (The Regulation for Unpaid Boarded Students in Apprenticeship Training Centers and Social Aid to be Provided for Them as well as Administration of Accommodation Facilities).

Voluntary Trainer: People who serve voluntarily in the courses are organized by the centres on condition to have expert and master trainers qualifications.

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In the schools affiliated to Ministry of National Education (Milli Eğitim Bakanlığı- MEB), non-teaching personnel other than administrator, teacher and inspectors also render service according to capacity and characteristics of school.

These are administrative personnel, health staff, librarian, technical personnel, assistant servant etc. In 2008, roughly 65 000 non-teaching personnel work in the Ministry (Table 8.7.2.) Same kinds of personnel are also employed in the universities (Administrative personnel, technical personnel, health personnel, laboratory staff, technician, librarians etc.). All personnel are subject to Civil Servants Law (Devlet Memurları Kanunu) with regard to the service conditions (status, salaries, working period and holidays, promotions, retirement, etc.

1.3. Key course providers in teacher Education and training

The in-service training and further education and development of the teachers (excluding higher education staff) in Turkey are governed and executed in accordance with Articles 48 and 49 of the Basic Law of National Education, No. 1739, the Laws and Law on organization and Duties of Ministry of National Education No. 3797.

It is obligatory for the in-service training activities to be performed in accordance with the defined regulations and planning by the Directorate for In-service Training Office (Hizmetiçi Eğitim Daire Başkanlığı). Also, in order to provide the teachers with opportunity

to have education at the higher education level at home and abroad, the teachers are granted paid or unpaid vacation.

Via in-service training activities such as changing the field, pedagogical proficiency, foreign language, computer, special education etc, teachers are provided with training on being candidate, renewal of information, development and preparation for higher duties. In-service training activities are planned and executed by the Directorate for In-service Training at central level and by the Governorships at local levels. There are 7 In-Service Training Institutions of Ministry of National Education (Milli Eğitim Bakanlığı-MEB) related with the in-service-training activities in several provinces of Turkey.

In 2008, 43 thousands personnel have participated central level in-service training activities and 426 thousands personnel participated in local level activities.

Development activities at school are governed in accordance with Article 98 of the Regulation for Primary Education Institutions. Within this scope, three seminars are held per year for vocational development of the teachers and the participation of these seminars is compulsory (At the beginning of the educational year, within the educational year and at the end of the educational year).

On the other hand, MEB has a tendency to use the e-learning methods for the vocational development of the teachers in a more widespread manner. Examples of these are the training portal in MEB Web Site, data access portal (Global Gateway, Skool.tr Portal, think.com), Microsoft Collaboration in Education (Distance Teacher Training) Programs.

Participation to the in-service-training activities (except primary education seminars) are not compulsory. But, in the placement to some positions, in-service training related with that position may be reason of preference. Additionally, in moving up the steps of career, in service and upper level trainings of the teachers are also credited (Basic Law of National Education).

1.4. Key fields of training

The training of teachers of general education includes a variety of different courses and programs. The most common training activities in according to 2012 education needs are classified as: classroom management, Instructional Technology and Material Development, Measurement and Evaluation, Curriculum Development and Instruction, Developmental Psychology, Theories and Approaches to Learning and Teaching, Guidance, Special Teaching Methods.

These in service training activities managed In service Training Department under the National Ministry of Education. There are 545 in service training courses for teachers in 2012. Also there is a national project (FATİH) focussed on development of infrastructure on information and communication technologies in schools. Within this project new laboratories and technical equipments and projection machines will be set to 1629 pilot schools. Teacher's skills and qualifications in basic computer literature will be taught during this project.

2. Summary of the needs analysis

Governorship of Istanbul-GOI and Bahçeşehir University- METGEM Project's team collected information from 15 different institutions in Istanbul region. Project's general presentation was made by Mr. Volkan Ata and introduced the whole Turkish project's team member from GOI and METGEM. Participants introduced themselves and before answering the questionnaires, all questions were examined by the VET teachers and trainers to avoid any misunderstanding.

The purpose of this survey was to examine and identify needs on the Pedagogical and Andragogical Competencies of teachers in Turkey.

Main data of the survey: Information was collected from 38 participants who are from different kind of VET institutions

Period of time of the survey: 15 May 2012

38 number of surveys were answered by VET teachers and trainers from 15 number of VET organizations

2.1. Overview of respondents

The respondents of this survey are the teachers, trainers and school leaders. The results showed us that % 54.3 of them are men and % 45.7 are women. It is said that the distribution of male and female participants is almost equal among the respondents. In the vocational education field many of the teachers are male in Turkey.

Male respondents are predominant in VET. All respondents are Turkish nationality. The age range of them; %2.9 is between 18-25, %42.9 is between 26-35 and %54.3 is 36-55. Result showed that the predominant age is middle age at the group which means respondents have enough experience about education.

As it is known that experiences are so important in vocational education field. Educational level of respondents of this survey is that; %62.9 has a bachelor degree, %28.6 has a Master degree %8.6 has a Phd degree.

2.2. Overview of training experience

% 48.6 has been providing training between 11-20 years. %31.6 has been providing training between 4-10 years. Small portion of them are teachers with experience less than three years. These information shows us the respondents have an adequate experience on training.

2.3. Overview of personal competences

%62.9 of respondents have a bachelor's degree, %28.6 of them have a master degree and lastly 8.6% of them have a Phd degree. After graduation from the universities, people who want to be a teacher have to pass the KPSS national exam. This exam is measured the candidates' educational sciences's information and knowledge. After passing this exam they are appointed to a school. They work one year as an intern.

As to their competencies, when they are graduated from the university, they have adequate competencies on basic principles to be a VET teacher as professional information. All of them know the reality of the education in Turkey. They know VET general system and its short comings. The respondents' main target groups are as follows; % 53.4 are students, %15. 5 are employees, %12.1 are adult learners graduated from universities, %6.9 are adult trainees attending private courses, %5.2 are unemployed people, % 3.4 are managing staff and lastly % 3.4 are composed of foreman and apprentice. As a result, Target groups of the respondents vary.

As regards to the respondents' training institutions, %85 of the respondents' training institutions are providing training services at Public training institutions and small portion as %7.5 of them are providing training services at Private training institutions.

In our respondents' sample, their institutions are a state education institution. We are focusing on teachers, trainers and school leaders from goverment School. It is because they need more taining for many competencies of them. Training area of them are: %43.4 of them are formal Education (Primary/Secondary school), % 18.9 of them are Technical Sciences, % 9.4 of them are Information Technologies, %5.7 of them are project management and %7.5 of them are preschool teaching, informal training. %94.3 of them carry out more than 12 lessons which means 40 hours in a week.

2.4. Overview of professional competences

When we look at the professional competences of the respondents, many of them, % 77.1, have Pedagogy professional background. Formal pedagogical or andragogical education is so important for teachers life. Because to educate the students, teachers, trainers should have enough qualifications. In according to the survey results, %85.7 of them have recived formal pedagogical/andragogical education.

Rest of them %14.3 don't have it. It is because, they are trainers and they don't have formal formal pedagogical/andragogical education but they have more experince at their educational fields. Many of them got the formal pedagogical/andragogical education at the

school. There are many competences which adult trainers have to have. In according to Turkish respondents, they give the more importance as it is follows:

- Initiative %68.6
- Openness to changes %65.7
- Self management %60
- Creative skills % 57.1
- Holistic thinking %45.7

Besides this competences;

- Classroom management
- Career guidance and monitoring
- Social competences
- Orientation
- Motivation
- Self assesment are needed for adult trainers.

Some of the competences can be developed during the training period. Trainers can learn with their job. Which is called as learning by doing. According to our survey's respondents their developed competences are not concentrate on one competence. Every teachers developed different competence of them by doing their job. These are:

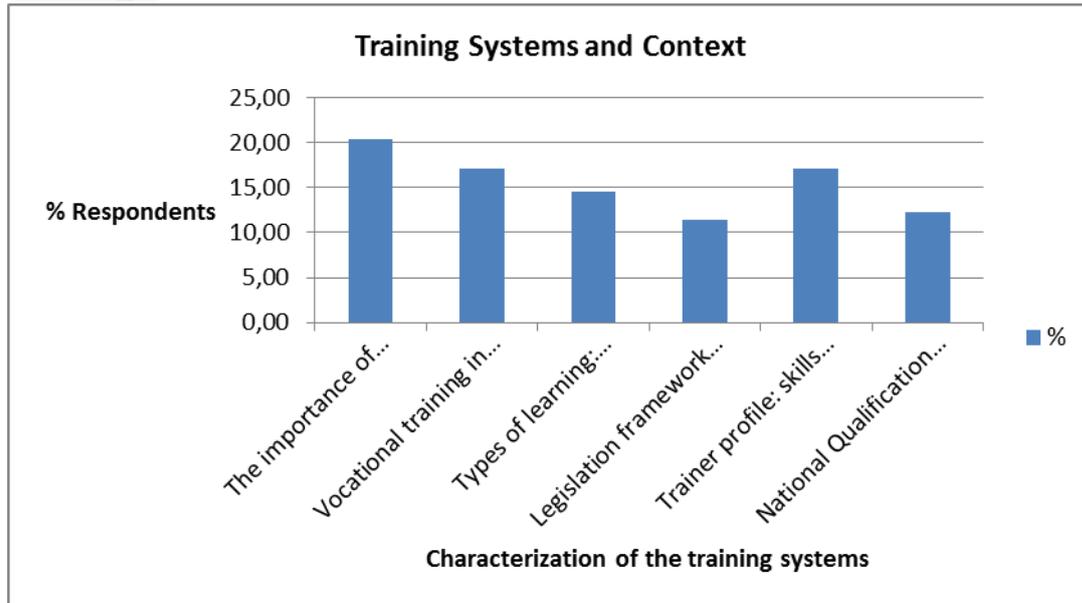
- Creative skills %8.7
- Self management 8.7
- Openness to changes%11
- Holistic thinking %5.7
- Initiative %8
- Objectiveness %10.3
- Expert knowledge %9.5
- Professional reputation%7.6
- Ability to solve problems %9.9
- Ability to work in team %8.7
- Presentation skills % 11.4

Distribution of the result is very balanced. Because above competences can be developed by doing. Which means you can develop this kind of skills during your working life. Teachers give the more importance to Initiative, Openness to changes, Self management, Creative skills and Holistic thinking. Teachers personally give importance to them. What about student's opinion? According to students **Openness to changes, Objectiveness, Creative skills and Presentation skills** of the teachers are the weakest point and need to develop.

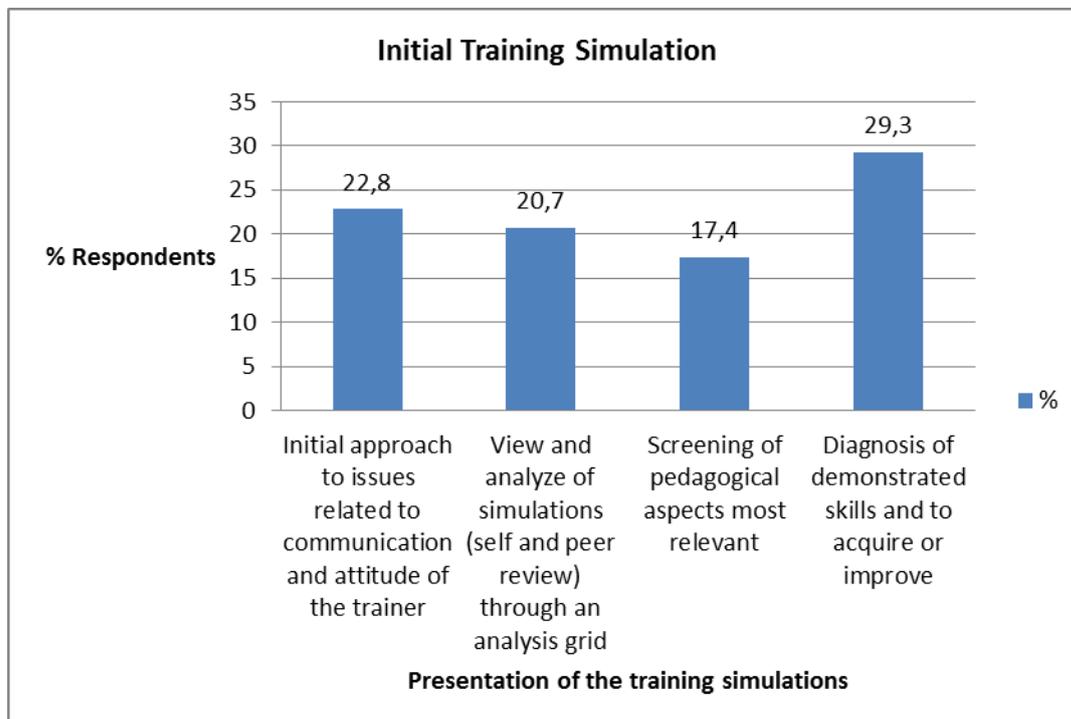
Working with adults is so difficult. The biggest obstacles for trainers are: Lack of motivation—they don't have good motivation, Prejudices and stereotypes, Past experience—they have education experience in the past. To solve these three obstacles, **planning training, communication and group dynamics, pedagogical methods and techniques, Dramatic expression, posture and voice placement and training materials and didactical resources** can help trainers.

2.5. Overview of most relevant areas which respondents still would like to develop

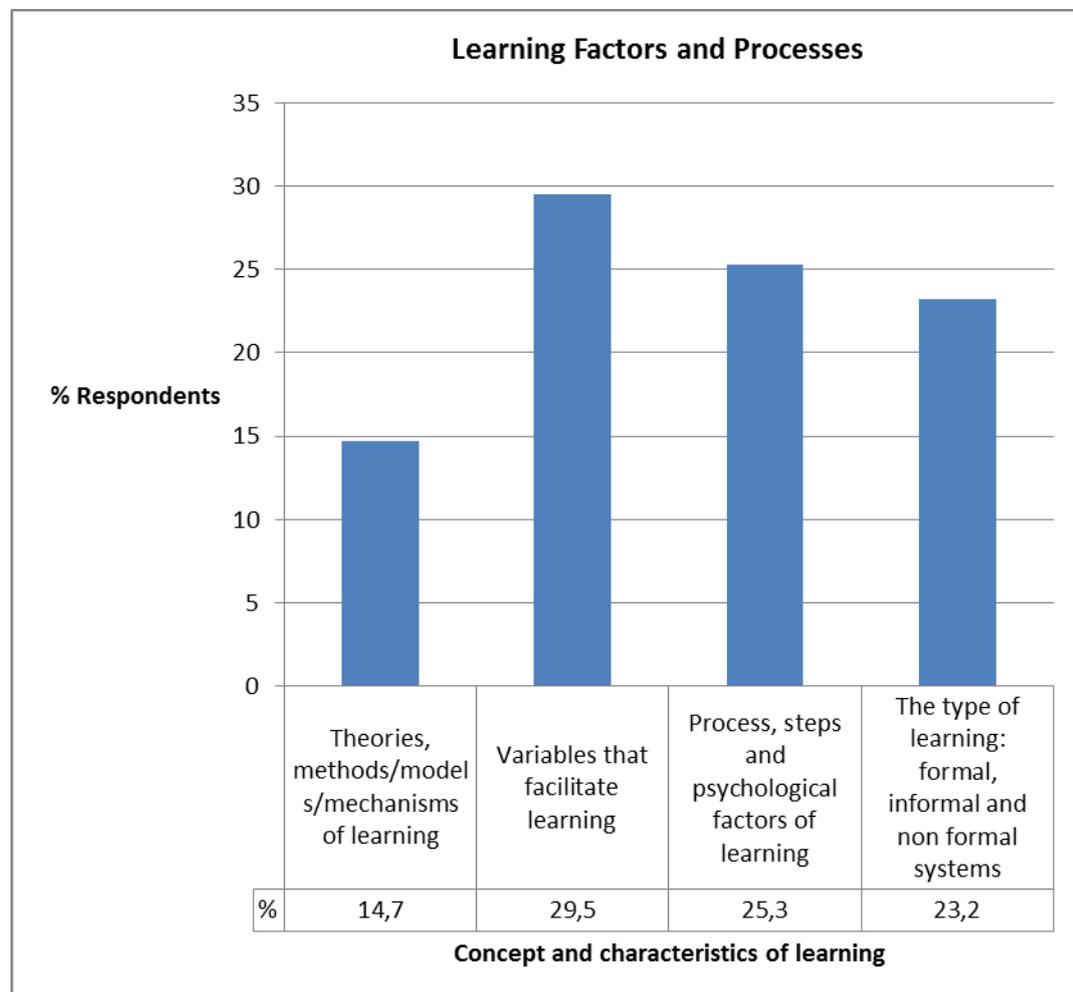
% 20.3 of the respondents would like to develop themselves in the importance of lifelong learning. It can be understood from the results of the survey that they also would like to develop themselves types of learning. %17.1 of them would like to be more aware on a trainer profile: skills and competences and vocational training in educational, training and employment system (certification systems and recognition and validation of skills). %11,4 of them would like to have adequate knowledge on legislation framework of vocational training.



As Regards to initial training simulation, teachers and trainers would like to develop themselves on view and analyze of simulations (self and peer review) through an analysis grid. %17,4 of them would like to improve their skills on screening of pedagogical aspects most relevant. Majority of them express their opinions to develop their skills on diagnosis of demonstrated skills and to acquire or improve.

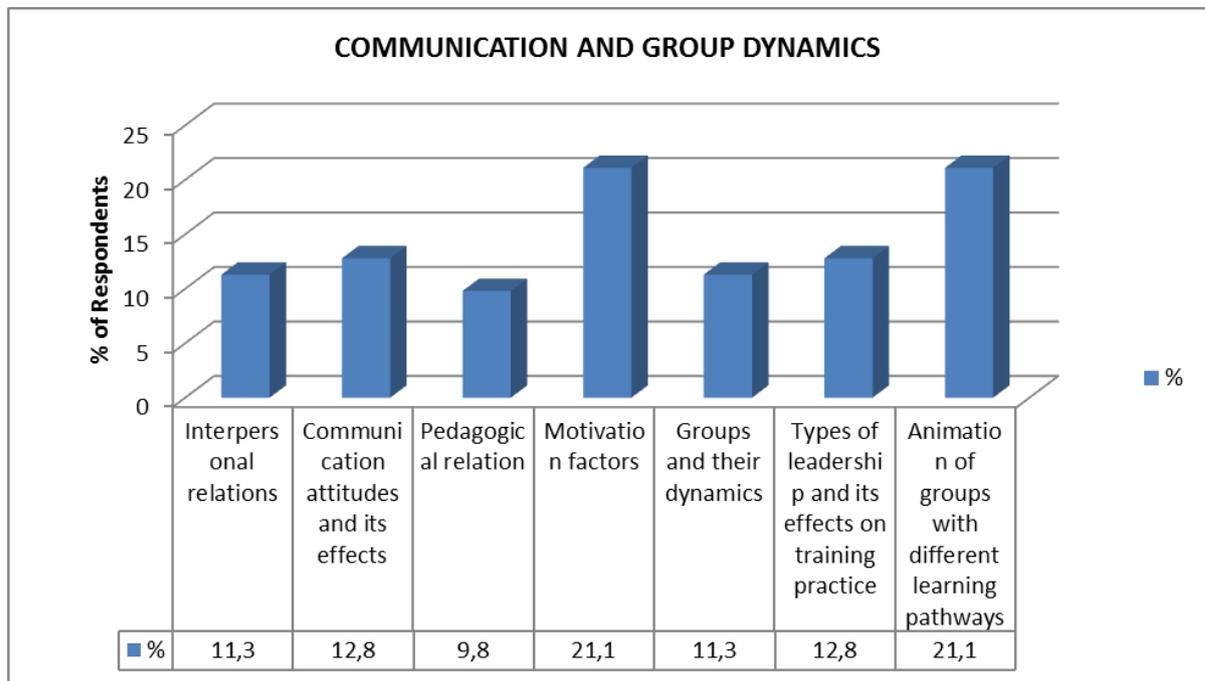


Variables that facilitate learning is the most important topic for the respondents in learning factors and processes. % 25,3 of them would like to improve their skills on process, steps, and psychological factors of learning. Furthermore, a significant portion of them would like to learn more about the type of learning: formal, informal and non formal systems. % 14,7 of them would like to depth information on theories, methods/models/mechanisms of learning.

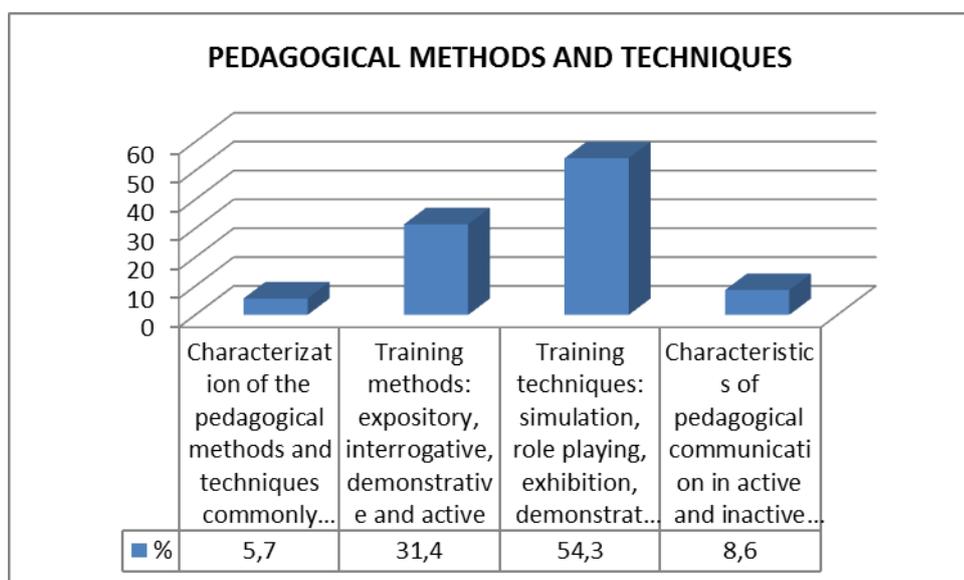


As to communication and group dynamics, the percentage of motivation factors and animation of groups with different learning pathways are same as %21 among the respondents. A not negligible part of them are interested in trainings on communication

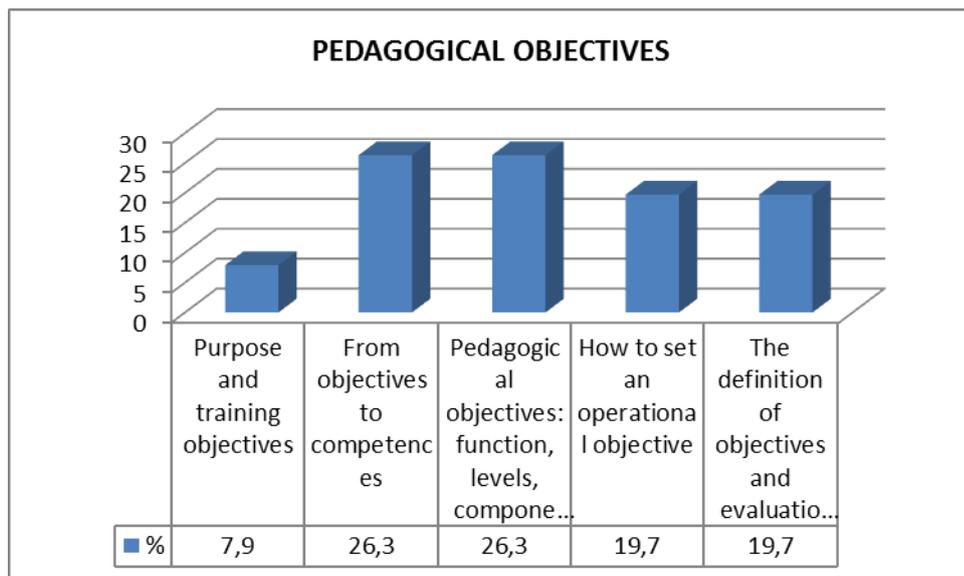
attitudes and its effects, pedagogical relation, groups and their dynamics, types of leadership and its effects on training practice.



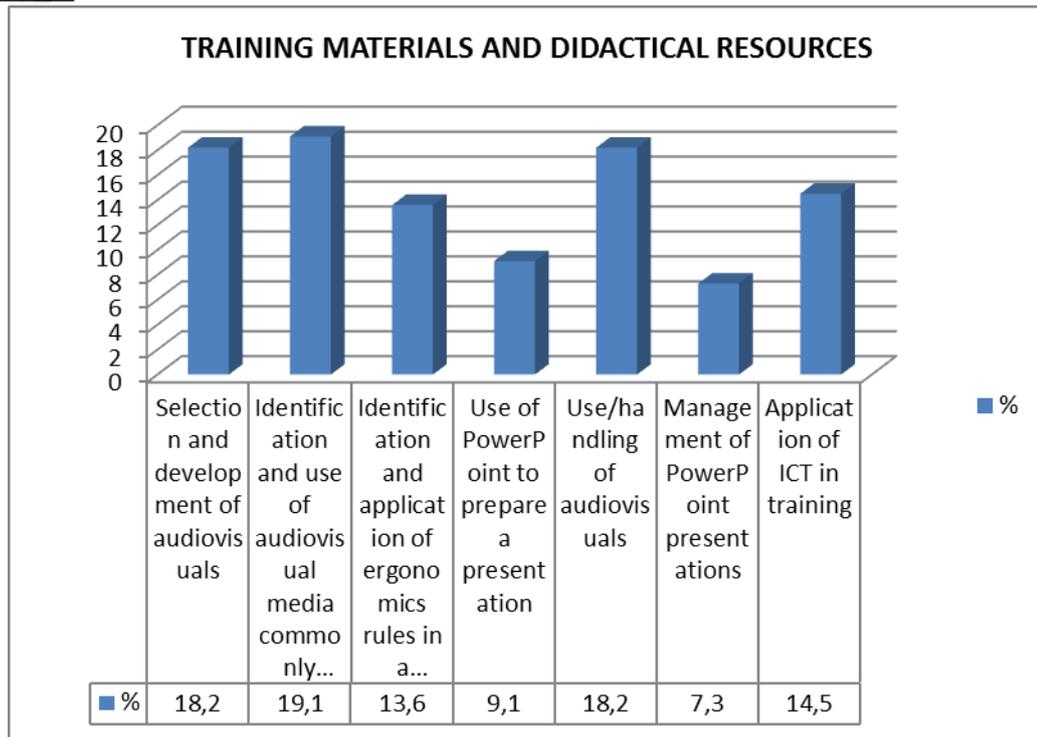
Majority of participants would like to improve their skills on Training techniques: simulation, role playing, exhibition, demonstration, case studies, brainstorming, etc . And % 31,4 of them is interested in getting a training on Training methods: expository, interrogative, demonstrative and active . Minority of them showed concern on Characteristics of pedagogical communication in active and inactive methods.



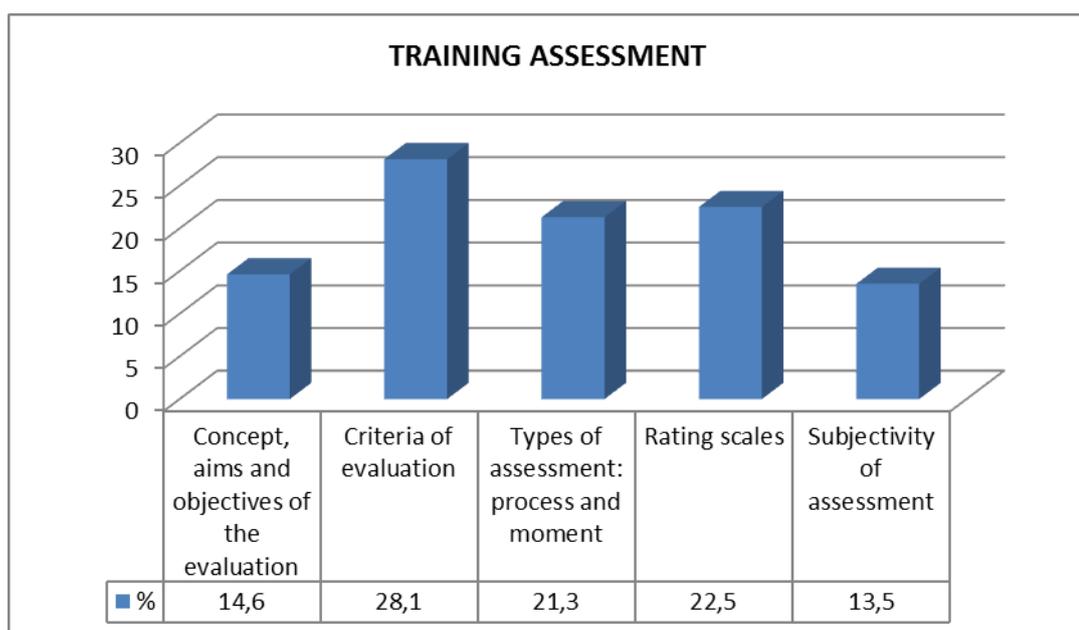
There is a balance among replies of the respondents. Almost equal proportions of them would like to get a training on pedagogical objectives: function, levels, components and domains ,how to set an operational objective,the definition of objectives and evaluation of training. However, very few of the respondents think that they feel inadequate themselves on purpose and training objectives.



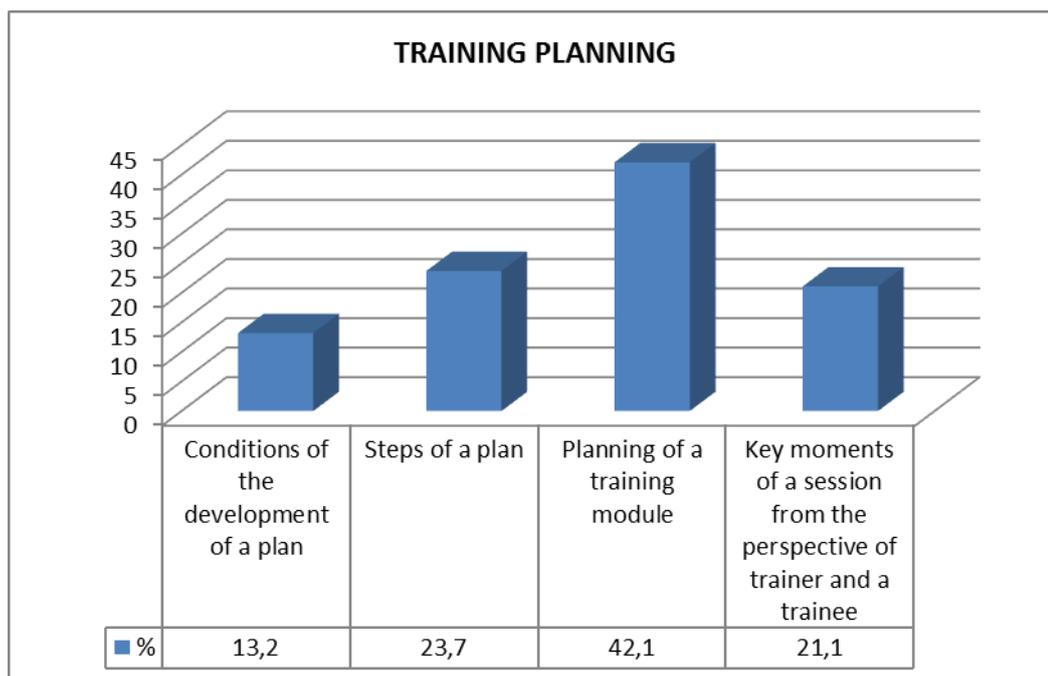
Corresponding with training materials and didactic resources, % 19,1 of the respondents prefer to have a training on identification and use of audiovisual media commonly used in training. There is a equal request improving competences on Selection and development of audiovisuals and use/handling of audiovisuals. Identification and application of ergonomics rules in a written presentation and application of ICT in training have almost same proportion in teachers and trainers' preferences. The majority of them suppose themselves enough concerning use of PowerPoint to prepare a presentation and management of PowerPoint presentations.



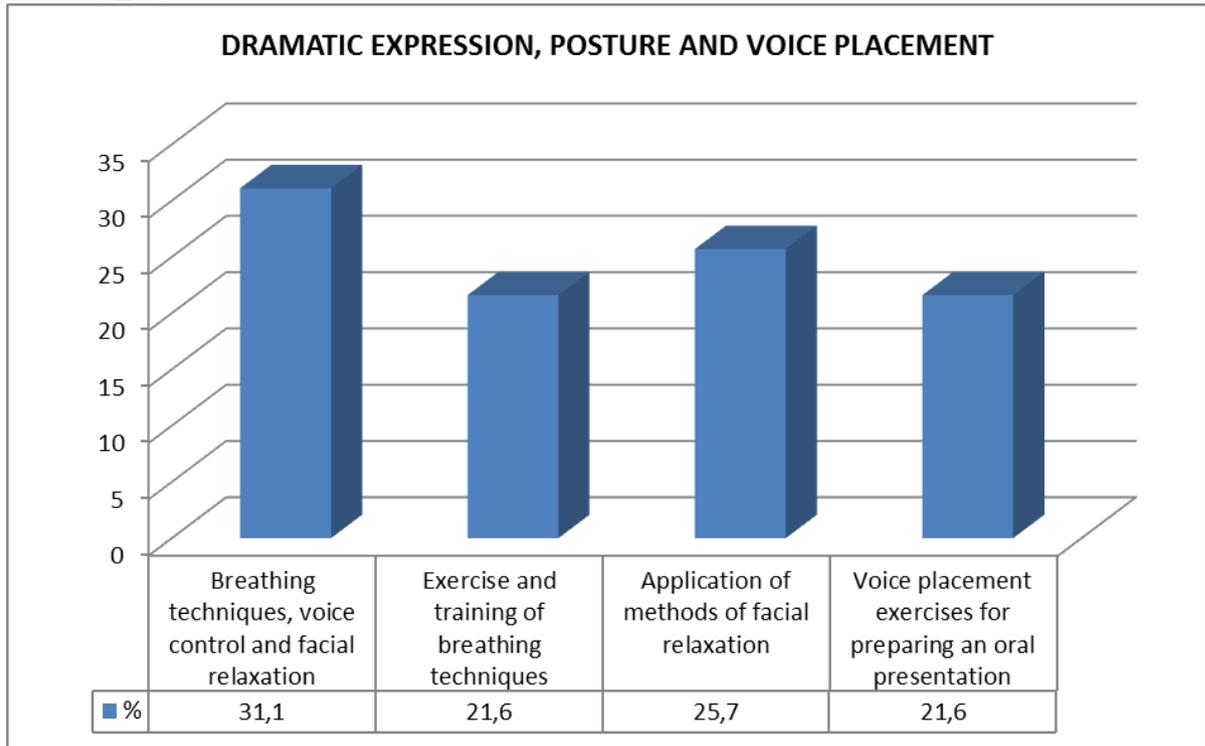
The respondents' opinions differ on training assessment. % 28,1 of them improve themselves on criteria of evaluation. Almost of equal number of the respondents think that they need a training on types of assessment: process and moment and rating scales. % 14,6 and % 13,5 of them would like to learn a lot on concept, aims and objectives of the evaluation and subjectivity of assessment respectively.



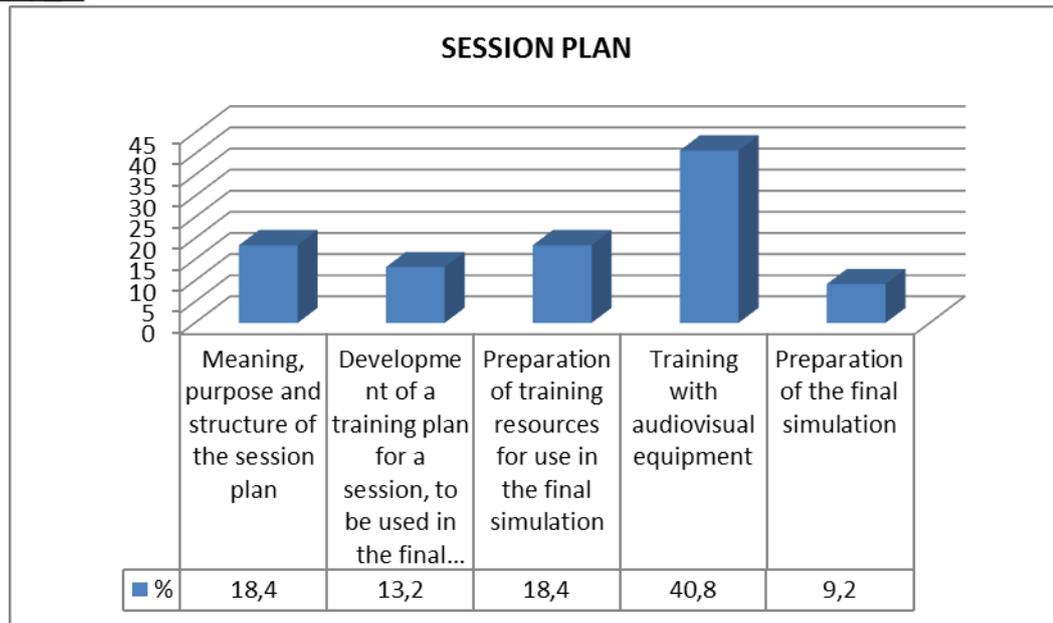
There is a distinctive need observed on training planning field. % 42,1 of them think themselves that they are not well equipped on a planning module. Besides, they are almost equally interested in getting a training on steps of a plan and key moments of a session from the perspective of a trainer and a trainee. Majority of them consider that they have a quite experience on conditions and a plan.



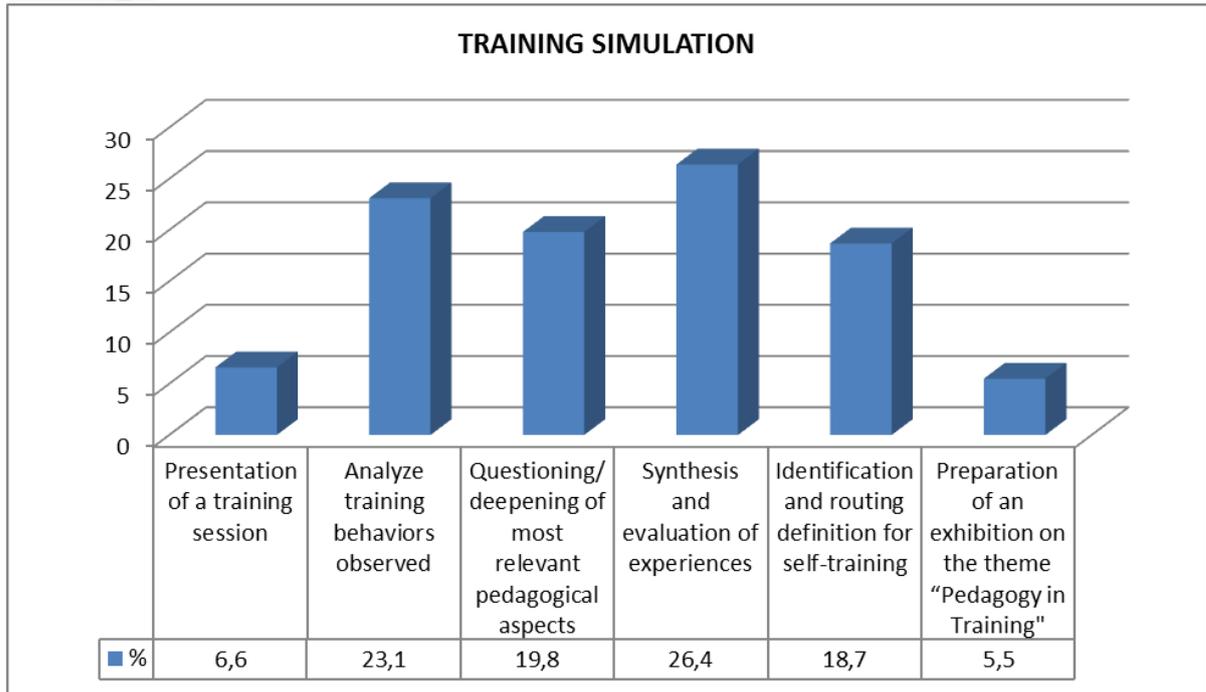
With regard to Dramatic expression, posture and voice placement the respondents showed an interest in all the choices equally. Among the options, breathing techniques, voice control and facial relaxation is the most desired one of which rate is %31.1. Application of methods of facial relaxation is the second option among the respondents. Exercise and training of breathing techniques and Voice placement exercises for preparing an oral presentation are also very interesting subjects for respondents.



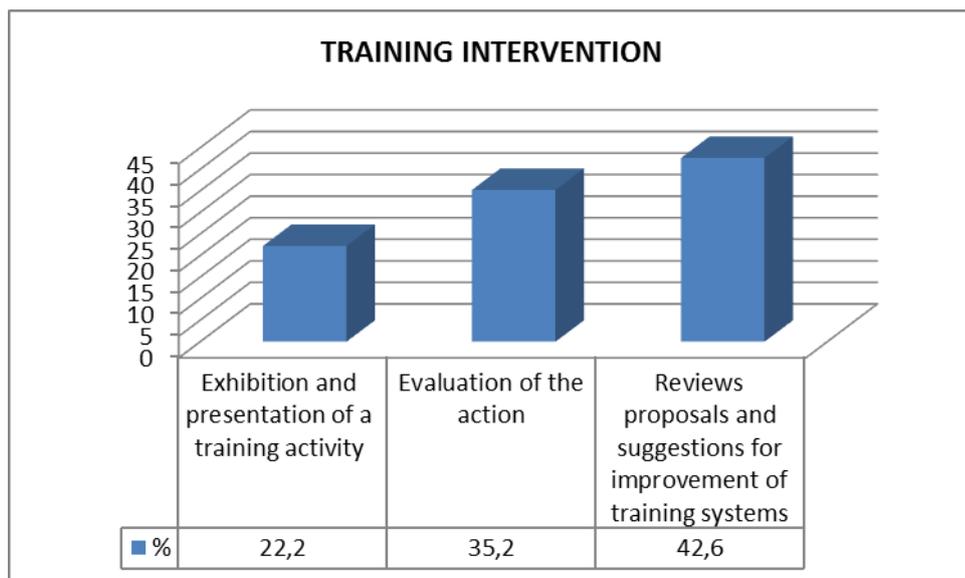
Session plan is one of the important area for the respondents. In this area , training with audiovisual equipment is the most important part for them while planning a session. However, minority of them are worried about the preparation of the final simulation. Development of a training plan for a session, to be used in the final simulation and preparation of training resources for use in the final simulation are also requested subjects for some of the respondents of which rates are %13,2 and 18,4 respectively. Preparation of the final simulation have the least requested training subject with its % 9,2 rate.



We evaluated training simulation in six areas associated with each other. Synthesis and evaluation of experiences with its % 26,4 is seen as the most important issue among the respondents. Analyze training behaviours, questioning/deeping of most relevant pedagogical aspects and identification and routing definition for self-training with their % 23,1, % 19,8 and % 18,7 are the most requested topics, too. On the other hand, preparation of an exhibition on the theme Pedagogy in training and presentation of a training session with % 5,5 and % 6,6 respectively are not supposed to be a urgent training subjects for the most of the respondents.



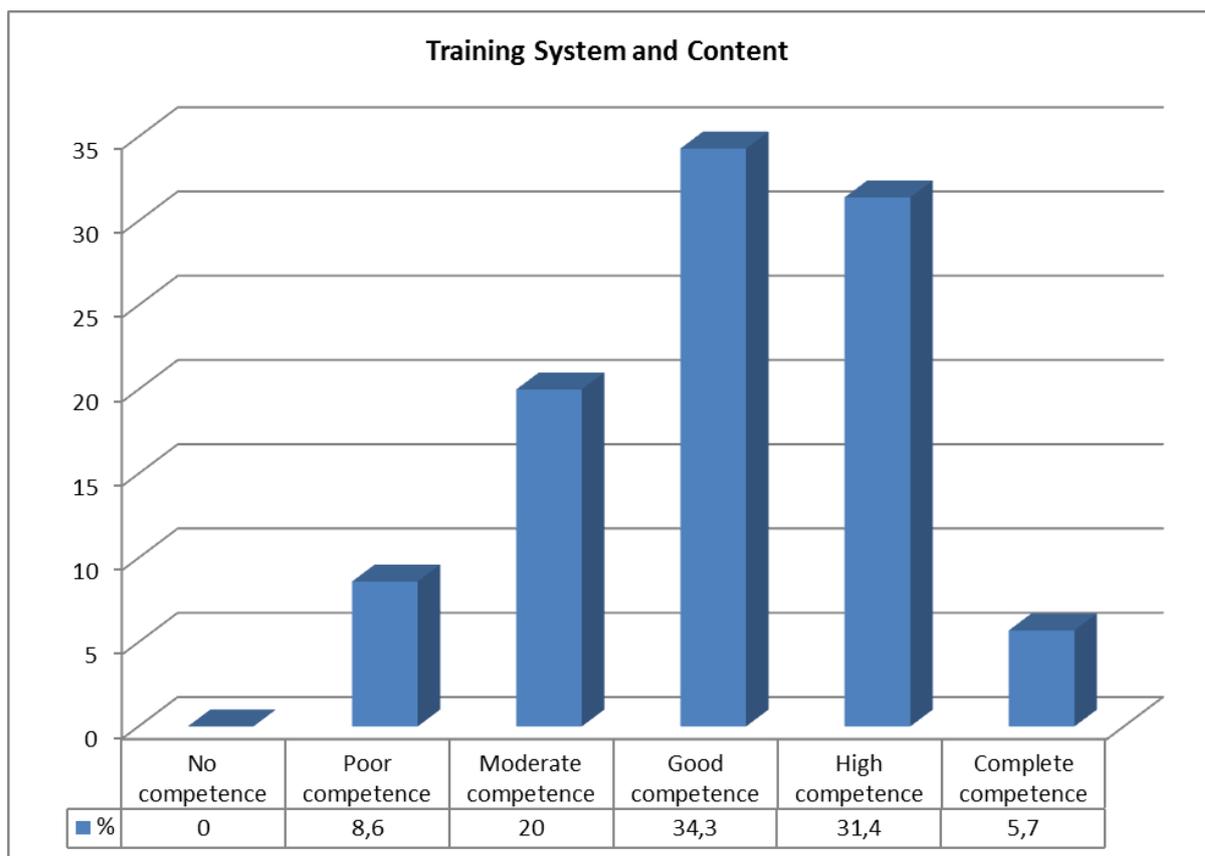
Training intervention could be one of the most critical area for teachers and trainers. Especially reviews proposals and suggestions for improvement of training systems with % 42,6 is the most necessary training subject. % 35,2 of Teachers and trainers in the respondents would like to improve their competencies on evaluation of the plan. The least requested training subject is the exhibition and presentation of a training activity.



2.6. The justification of the choices of training requirements

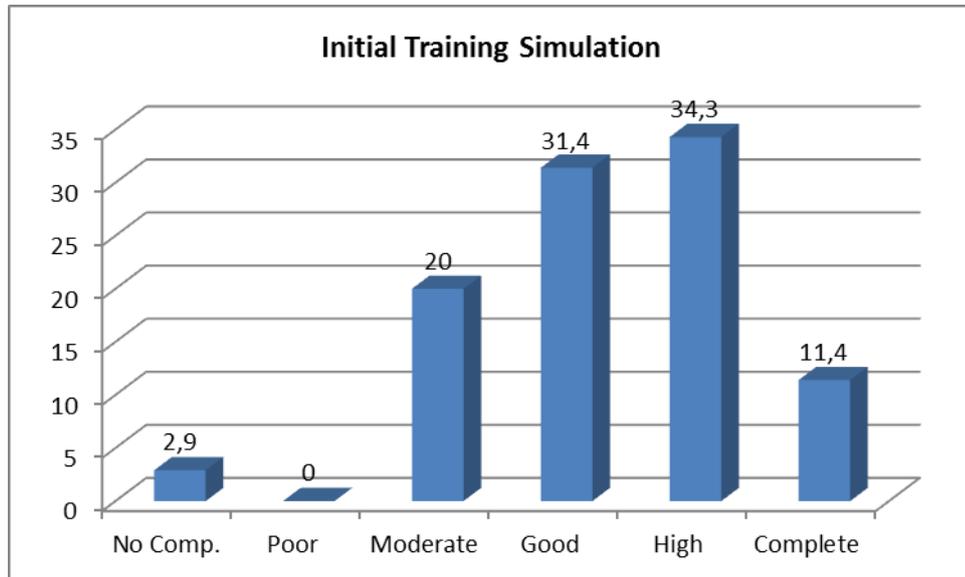
In this section, teachers and trainers evaluated themselves on different areas. They met an evaluation table which presents options from no competence to complete competences to enable self-assessment of their competences. They appraised themselves as how to feel themselves as a trainer. The results of the teachers and trainers' assessment on training system and context, initial training simulation, learning factors and processes, communication and group dynamics, pedagogical methods and techniques in the following.

% 34 of the respondents think that they have good competence on training system and content. However, The total rate of poor competence and moderate competence with the total rate of high competence and complete competence are close to each other. This indicates that respondents would not be undesirous of a training on this topic.

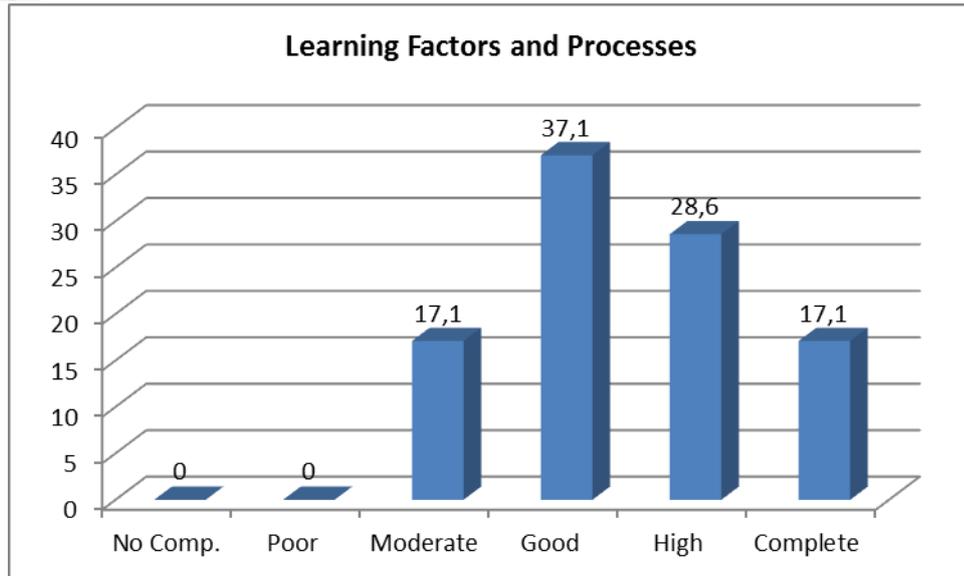


When the results of replies of respondents, they suppose that they are almost adequate on initial training simulation. However, moderate competence and good

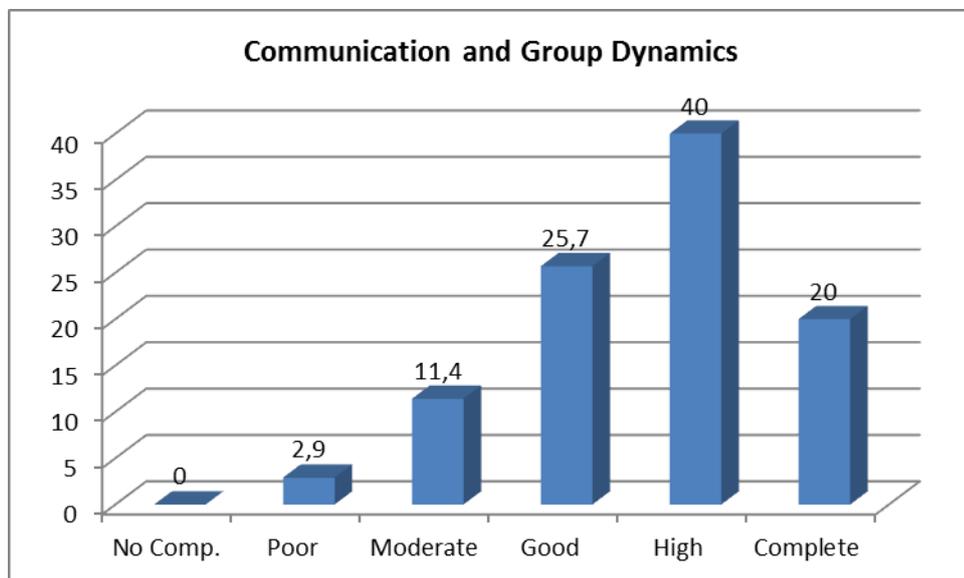
competence'rates can not be disregarded. As a result, the respondents would not give any negative feedback to an organisation of a training on initial training simulation. There could be a good approach to test their experience on initial training simulation before an organisation of a training.



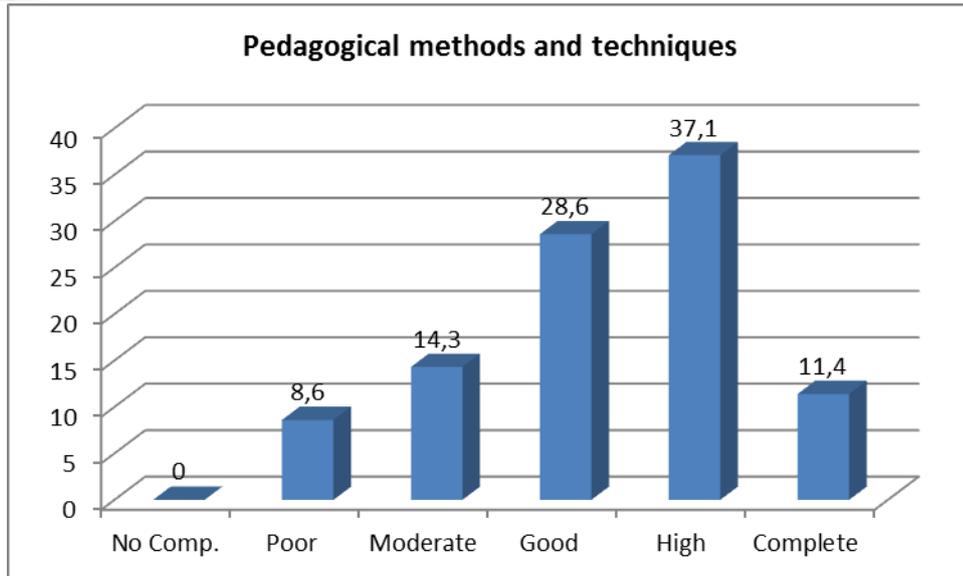
When we look at the self assessment of teachers and trainers on learning factors and processes, % 37,1 of them think that they have good competence on the subject. In Turkey, they have not regular chance to have an inservice training and the knowledge of them on this subject should be updated. As a result, there could be a unit called learning factors and processes with less lesson hour among the other units.



The majority of Turkish respondents with %40 rate think that they have a high competence on communication and group dynamics. However, there are many new approaches and techniques which have been developed. As a result, during the training organized within PAC.TT project, these new developments could be trained.



Only % 11,4 of the teachers and trainers who participated to survey says that we have a complete competence on pedagogical methods and techniques. The rest of the respondents' replies vary from poor to high competence. In conclusion, their experience should be assessed again before a training.



2.7. Expectations/motivations from courses for trainers

The respondents were expected to express at least three expectations and motivations from trainings from the last section. They also repeated some comments that they explained similar answers in the previous questions. You can see these expectations/motivations from trainings as follows:

- 1) Evaluation techniques
- 2) Adult Training Techniques
- 3) Effective Presentations Techniques
- 4) Communication Methods and Group Dynamics
- 5) Entrepreneurial Skills
- 6) Communication Skills for Trainer in Adult Education
- 7) Motivation of Trainee
- 8) New Learning Methods
- 9) Effective Presentation Techniques
- 10) Utilization of Technological Facilities
- 11) Communication Techniques with Pupils
- 12) Parents Education
- 13) Planning of Apprenticeship Training
- 14) Planning of Intership Training

- 15) Developments of VET in Europe
- 16) Guidance and Counselling
- 17) Motivation of Unsuccessful Pupils During The Lessons
- 18) Coaching System for The Schools
- 19) General Motivation in The Schools
- 20) Regular Trainings on Adult Education
- 21) Strategy on Development of Quality on VET
- 22) Improvement of Facilities as Laboratories on VET
- 23) Vocational Trainings in Vocational High Schools
- 24) Each Teacher Have a High Level Competence on Dealing with Psychological Issues of The Students

Above mentioned statements, they also had some extra thoughts and ideas on the trainings as follows:

- According to them, The plan and the duration of training does not fit each other.
- There is no parallesim between VET system and word of work..
- Education modules are not up to date.
- They would like to have more practical implementations.
- Modules should be prepared by the expert people.