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Comparison model of the primary teacher training in Turkish Republic of Northern Cyprus and some EU Countries during the process of the EU

(Turkey, England, Greece, Turkish Republic of Northern Cyprus, South Cyprus of Greek Administration)

Gülsün Atanur Baskan^a, Çiğdem Hürsen^b *

^a*Hacettepe University, Education Faculty Educational Science Department Educational Administration Supervision Planning and Economy Department*

^b*Near East University, Computer Education and Educational Technology Department*

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Abstract

In this paper, it is aimed to examine model of the primary teacher training in Turkish Republic of Northern Cyprus (T.R.N.C) and compare with applications in some EU countries and Turkey. To this purpose, currently being implemented in the Turkish Republic of North Cyprus, model of the primary teacher training, educational institution, programs, entry requirements and training period, were evaluated by comparison of applications in Turkey, United Kingdom, South Cyprus of Greek Administration and Greece. Research was carried out by the method of document scanning. As a result of these comparisons, primary teacher training system in Turkish Republic of Northern Cyprus whose ultimate goal of recognition and become a member of the EU is required to continuously monitored by EU member states and to make necessary changes.

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Keywords: Teacher Training Models; Turkish Republic of Northern Cyprus; Turkey; United Kingdom; South Cyprus of Greek Administration; Greece.

1. Introduction

Societies should follow newness and work cooperatively with world countries to adapt the age and to improve being information society. Countries follow change and transformation and Eu process has an important place in this. European Union's objectives which founded in 1992 with Treaty of Maastricht; to set up economic, social and cultural life in all sections of member countries, to raise living standards of people (Gedikoğlu 2005).

First steps for establishment of European Union have been taken on 9 May, in 1950. Ministry of foreign affairs of France Robert Schuman called France, German and other European countries to combine the product of steel and coal. This will be "the first concrete basis of an European Federation". This proposal first officially lay on the table

* Çiğdem Hürsen. Tel.: 0533 863 0057

E-mail address: cigdemhursen@hotmail.com

by France on 9 May 1950. It was accepted by German, Italy, Netherlands, Belgium and Luxembourg. European Coal Steel Society was established with Paris Treaty signed by German, Italy, Belgium, Luxembourg, France and Netherlands on 18 April 1951 (Gülcan 2005). The European Union enlargement is the most important opportunities for European Union which prepared for 21 century. European Union Council started enlargement process in Luxembourg Summit in December 1997. In this process Bulgaria, Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovak Republic, Slovenia and Turkey were included. Paris Treaty improved regarding the establishment of European Union and European Coal Steel Community (ECSC) (1951). Rome Treaty is more developed by established Europe Economic Society (EES) and EURATOM (Gülcan 2005).

As in all areas, improvements in education and some applications to achieve the intended purpose of the EU's education policy, is to ensure cooperation between member states, to create awareness among the citizens of Europe, to educate students and teachers through exchange and to ensure the participation of member countries to research and development areas (Çalışkan Maya 2006). Socrates programme is the most important step which was taken in the context of cooperation between EU member states to provide education. Socrates program which consists eight action areas aimed in education at all levels to strengthen the European dimension, in all areas in education create equal opportunities, improve the quality with member countries through a series of activities by cooperation in education (Gediköglü 2005). Whether individuals trained as planned and programmed is possible, society necessary can be covered and countries can be developed. Changed and development of the society especially in the education system also needs a driving force to continuous improvement as the need arises. Not only the education system, the role of teachers which implement the most basic of these systems are also redefined. It should not be forgotten in a country education teachers are the main determinant of the nature of the systems (Bakan, Aydın, Madden 2006). Studies about teacher training in European Union are presented in the study "Green Paper on Teacher Education in Europe" in 2000. Highlighted points in prepared reports can be listed as follow (Kavak, Aydın, Altun, 2007):

1. To train high quality and dedicated teachers
2. New responsibilities and roles in teacher education
3. Being teacher in changeable societies
4. Teacher training, teacher profession and connection between the schools
5. The role of the education studies on teacher training
6. Teacher profession and teacher training's role during European integration process

European studies related to teacher training studies, teacher training models and systems have a very heterogeneous structure. Some characteristics of European countries is related to teacher education can be summarized as follows:

1. Regardless of the grades, training of teachers is carried out in a large majority of higher level (Universities or outside the universities at the higher education institutions)
2. Teacher education generally is conducted in two categories, general education and vocational training components
3. Time which is allotted for vocational education teachers, the share of total education models changes according to educational levels and countries. According to this, the share of vocational education in pre – school education 30 -50 %, 13 – 70 % in primary education, high school level varies between 14 – 30 %)
4. Teacher training is carried out in various models. The most common ones are simultaneous and sequential models (Kavak 2009). European Union, simultaneously model gives all the issues together. In successive models, students, teachers can receive training at any time. For example, the first educational sciences, then the information about this area and application (The Council of Higher Education 2007).

In recent years, the European Union to train teachers for work perform as well, conducted by researchers of ten work in a variety of learning environment, focuses on changing role teachers and emphasize teaching must rethink their role (Guasch, Alvarez & Espasa, 2009).

Necessary of rethink teachers' roles in education is possible with some changes and editing in teacher education. Age required to bring up the human model, the social reality of individuals living to be made compatible, are closely related to teacher training (Gürşimşek, 1998; Seferoğlu, 2004). Teacher training should be tackled as a part of the education (Baki, 2009). Teacher training is possible with development training program of faculty of education as

today and having the necessary quality and number of teaching staff (Sağlam & Kürüm, 2005). Also in this process examination of developed countries teacher training model will contribute the efforts of development.

The purpose of this paper examine the primary education teacher training model by comparing with some EU countries and candidate country Turkey. And other aim is TRNC which is expected to be EU members in the future, interns of teacher training models need to be prepared to provide advice. To achieve these objectives, first examined TRNC historical development of teacher training in primary education. In addition to this primary teacher training institutions in TRNC, study duration, condition for admission to programmes and primary education teacher training models were examined. It has been made a general comparison in the current situation and evaluation in Turkey, United Kingdom, Greece and South Cyprus of Greek Administration.

Main purpose of the review of these countries primary school teacher training model, Turkey, United Kingdom, Greece and South Cyprus of Greek Administration have an important place in historical and political history. Particularly the Republic of Turkey, Britain and Greece, on Cyprus as a guarantor states so our work is limited with these countries. Consist of two communities on the island of Cyprus. South Cyprus of Greek Administration became the member of EU in 2004. In this period TRNC continue meeting to be EU member. So in this study it is aimed to observe TRNC primary teacher training model, to find out last situation, to give advice and editing something about primary teacher training.

2. Method

This research was conducted with document scanning method. Basic relevant documents as reviewed: The Higher Education Board, The Ministry of Education, legal documents prepared by Youth and Sports Ministry, Atatürk Teachers Academy report, Green Paper on Teacher Education in Europe, legal regulations and decisions about teacher education which are prepared by European Community Official Publications.

3. Findings

Findings about the study is observed under five title. Findings about the study as follow:

1. Historical development of primary teacher training in TRNC (1937 – 2009)
2. Associations which are training primary teacher in TRNC, Turkey, England, Greece and South Cyprus of Greek Administration
3. Primary teacher training period in Greece, TRNC, England, Turkey, South Cyprus of Greek Administration
4. Conditions for joining primary teacher training programmes in TRNC, Turkey, England, Greece and South Cyprus of Greek Administration
5. Model of primary teacher training in TRNC, Turkey, England, Greece and South Cyprus of Greek Administration.

3.1. *Historical Development of Primary Teacher Training System in TRNC (1937 – 2009)*

When examined the historical development of teacher training system, The structure was began with Teachers College which established by British Administration in 1937 (Maviş, 2009). Teachers college named as Teachers College Omorfo and consist of Turk and Greek male students. Students accepted college as well as entrance exam and necessary to be successful “Ordinary” and “Distinction” English exam. College headmaster selected and appointed among persons who has pedagogical aspects and who was British. Teachers were mixed as Turk, Greek and British. Instruction language was in English but for Greek students two or three hours lectured on Greek and Turkish for Turkish students. Also during this period the program is located predominantly general cultural courses and educational sciences courses as well. Female students has begun to accepted in college in 1940s. Female students should made an observation under the supervision of a classroom teacher, and responsibility of the Directorate to accepted into college entrance exam. Separate Teacher Training Center was established for Turk and Greek female students in 1943. These centers students have a year in city schools and this year for application then 1 year taking training courses and completed in two years. Turkish students academic language is Turkish and Greek students academic language is Greek. In the second half of the 1950s, both male and female students of society to

provide teacher training in order to build a new school in Nicosia in Greek part. Turk and Greek Students were not possible have an education together because of communal events in 1958. So Greek students used this built and Turk students studied in Terresanta in Omorfo. By the establishment Republic of Cyprus in 1960 Atatürk Teachers Academy was established which that day to this day, without interruption, it has been working as primary school teacher training. Moreover in addition to academy after Peace Operation universities established and they have teacher training programmes which have continued to present with great success.

3.2. Association which have Primary Teacher Training in TRNC, Turkey, England, Greece, South Cyprus of Greek Administration

Association which have primary teacher training in TRNC, Turkey, England, Greece, South Cyprus of Greek Administration are presented in Table 1.

Table 1 Association which have primary teacher training in TRNC, Turkey, England, Greece, South Cyprus of Greek Administration

TRNC	Turkey	England	Greece	Southern Cyprus
Atatürk Teachers Academy and Universities Education Faculties	Universities Education Faculties	University and Education High Schools	Higher Education Board	University of Cyprus

As shown in Table 1 TRNC, Turkey, England, Greece and Southern Cyprus are comparable to primary education and teacher training institutions. Turkey, (Baskan, 2001; Yüksek Öğretim Kurulu, 2007; EC/Eurydice, 2008/2009), England, Greece and Southern Cyprus have primary teacher training in higher education institutions, (EC/Eurydice, 2006), Trnc is different, it is trained primary teacher at Atatürk Teacher Academy. In addition to primary education in Cyprus teacher training universities in 1988 and established the Near East University, 1979 established Eastern Mediternean University, 1985 founded Girne American University and in 1977 established Cyprus International University as a diversity Southern Cyprus have education only at University of Cyprus. Consequently, in order to complete professional development in Southern Cyprus, the pedagogy training institutions are give seperately in Cyprus Pedagogical Institue (Ministry of Education and Culture, 2003; The European Agency for Development in Special Needs Education, 2009).

3.3. The Period of Education for Primary Teacher in Northern Cyprus, Turkey, England, Greece and Southern Cyprus

Based on the scanning procedure, in order to be a primary teacher, academic period in Northern Cyprus, Turkey, England, Greece, and Southern Cyprus are quite similar to each other. This table below shows us the period of education for primary teacher in Northern Cyprus, Turkey, England, Greece and Southern Cyprus.

Table 2 The Period of Education for Primary Teacher in Northern Cyprus, Turkey, England, Greece and Southern Cyprus

TRNC	Turkey	England	Greece	Southern Cyprus
4 years	4 years	4 years / 4+1 years	5 years	4 years

As we can see in table 2 there are similar points between the countries, for the education of primary school teachers.

The chart indicates that there is a similarity of the education period in TRNC, Turkey and Southern Cyprus which consists of 4 years. The academic programmes for primary school teachers in England takes 4 – 5 years. However, in Greece the primary teacher training programme consists of 5 years.

3.4. The Conditions for the Entrance for Primary Teacher Trainig Programme in TRNC, Turkey, England, Greece and Southern Cyprus

Table 3 shows the conditions for the entrance for primary teacher training programme in TRNC, Turkey, England, Greece and Southern Cyprus.

Table 3 The conditions for the entrance for primary teacher training programme in TRNC, Turkey, England, Greece and Southern Cyprus

TRNC	Turkey	England	Greece	Southern Cyprus
Central Entrance Exam or veyat Atatürk Teachers Academy's Exam	Central exam after secondary education	Secondary Education Second Term Degree/ Special Selection Criteria or interview	Graduate from Secondary School	Graduate from Secondary School

When analysing the conditions for the entrance of primary teacher training programme, we can see that structure of TRNC and Turkey are the same. Primary teacher training programme's entrance conditions includes faculties and universities entrance exam. However, in Turkey the high education board administrates this entrance exam. England has different terms for primary teacher training programme entrance exam. The individuals in England first of all have to obtain their secondary school, second term degree. Individuals have to be both physically and psychologically appropriate to be accepted by interviews, like England, Greece and Southern Cyprus also need a secondary school, second term degree.

The academic programmes for primary school teachers in England takes 4 – 5 years. However, in Greece the primary teacher training programme consists of 5 years.

All countries used in the research are consisted of higher education levels in primary teacher training. Universities in TRNC and Atatürk Teachers Academy do primary teacher training. Atatürk Teachers Academy includes the class teacher and nursery teacher training departments. And also Near East University in TRNC has teacher training programmes for the primary school mathematic teacher.

3.5. Model of Primary Teacher Training Programmes in TRNC, Turkey, Greece, England and Southern Cyprus

Table 4 shows the model of primary teacher training programmes in TRNC, Turkey, England, Greece and Southern Cyprus.

Table 4. Model of Primary Teacher Training Programmes in TRNC, Turkey, Greece, England and Southern Cyprus

TRNC	Turkey	England	Greece	Southern Cyprus
Concurrent Model	Concurrent Model	Concurrent Model / Consecutive Model	Concurrent Model	Concurrent Model

When we look at Table 4 we notice that TRNC, Turkey, Greece and Southern Cyprus have the same programme to train primary teachers. While these countries imply the Concurrent model, England primary teacher training period applies both Concurrent and Consecutive models.

4. Conclusion & Suggestions

4.1. Conclusion

According to the research, all countries require high quality teachers in order to have high quality education. All countries are trying to apply this. In this context, we can see that some countries have similarities and some have differences in primary teacher training programmes. The most important finding in this research is that TRNC and Turkey have similar primary teacher training models with Southern Cyprus and Greece. The reason for this is that these countries have the same history, cultural, economic and political backgrounds.

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All countries used in the research are consisted of higher education levels in primary teacher training. Universities in TRNC and Atatürk Teachers Academy do primary teacher training. Atatürk Teachers Academy

includes the class teacher and nursery teacher training departments. And also Near East University in TRNC has teacher training programmes for the primary school mathematic department, class teachers department, Girne American University and Cyprus International University have teacher training programmes for the nursery school department, Eastern Mediterranean University has primary teacher training programmes for the nursery school department, class teacher department, primary school mathematic department, science department and social studies department. When TRNC has more than one university (NEU, EMU, GAU, CIU) which have primary teacher training programme, Southern Cyprus only has one university (university of Cyprus).

4.2. Suggestions

According to the findings there is a debate on whether TRNC should increase the period of primary teacher training programmes from 4 years to 5 like it is in England and Greece. In this context primary education teacher training programmes through the extension of learning, teaching practice is recommend to pay more attention to the event. In addition thr EU harmonization process with Republic of Turkey with the ultimate goal of recognition and the EU to become a member as of the TRNC the EU countries teacher training model, the country's conditions also taken into consideration, the primary school teachers to continuously review and in the EU that the developments must be provided.

Teacher training institutions in the Republic of Turkey in Northern Cyprus provides an EU citizen to take courses in the programme. Also appointed as a teacher or the relevant sections of Atatürk Teachers Academy graduates should be taken into consideration as a prerequisite.

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