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The Comparison of Turkish Republic of Northern Cyprus and EU Countries of Upper Secondary Teacher Training Models within the EU Process (Turkey, England, Greece, TRNC, Republic of Cyprus)

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Abstract

This study aims to evaluate and make suggestions on different dimensions of teacher training models implementations in the Turkish Republic of Northern Cyprus whilst taking into consideration the processes adopted by the EU countries and Turkey. Together with this, a comparison and evaluation has been composed between the teacher training models that undergo in the TRNC (Turkish Republic of North Cyprus) and Turkey, England, Greece and Republic of Cyprus. The study was administered through using the documentation research method. According to the results of the given data for the study, the teacher training system used in the TRNC shows similarities to the education period, conditions for the program entry and teacher training models in the countries that are members of the EU. It has resulted that the teacher training system in the TRNC is in constant observation of any necessary changes which may take place by the countries that are members of the EU. Priority objective here can be stated that the TRNC should be recognized and become a member of the EU in addition to this, it is important to point out that the TRNC should take a closer look and take into consideration of any developments that may be adopted for the teacher training models by countries that are members of the EU.

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Keywords: Teacher Training models; TRNC; Turkey; England; Greece; Republic of Cyprus.

1. Introduction

Education, guides individuals and countries towards the future. Countries of destination do not fix or determine the education system does not perform the objectives of the countries development and modern civilization is impossible to catch (Karaçay, 2005).

In 1957 the European Economic community was established (EEC), in 1967 the European Community (EC; 1980 until the European Communities) was transformed and 1st November 1993 entered into force with the Treaty of European Union (Maastricht Treaty) which was when the EU ere the first was born. West Germany, Belgium, France, Netherlands, Italy and Luxembourg were the first members of the community. Later, Denmark, England and Ireland in 1973, Greece 1981, Portugal and Spain in 1986 also became community members.

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Between European Union member states were to ensure cooperation in the field of education, based on the Treaty on European Union which then the Socrates Program was initiated, in 1995. This program at all levels of education consists of eight action areas. Turkey in the European Union harmonization process as in many areas has been carrying out training in the necessary legal arrangements. But this process was made within the legal regulations that are sufficient. In addition, legislation harmonization within the EU acquires also needed to be provided by the relevant authorities. For example, the framework of the ERASMUS program in Turkey, between Turkey and universities in Europe the university students were to facilitate their transition, as mutual recognition of diplomas and educational content to create unity in a long time since the European Credit Transfer System (ECTS) compliance work started and in later years was completed (Gedikoğlu, 2005).

Approval of the Annan Plan referendum in Cyprus, facing the island's north and south, 24 April 2004 has been recognized. From the North "yes" and from the South "no" was resulted and was out of the referendum, the Turkish and the future of their sector of Greek "common makes it" did not leave a result. May 1, 2004, the island of Cyprus, Republic of Cyprus for EU membership was getting started, depending on the results of Northern Cyprus referendum on the EU enlargement was left outside. If the two countries give positive results the administration's bilateral talks in the Turkish Republic of Northern Cyprus will be able to become a member of the European Union.

Meeting the needs of society and the development of the country, created community in the face of the needs of the individuals trained as planned and programmed is possible. Change and development of the society, especially in the education system, also needs a driving force for continuous development emerging as a necessity. Besides this, not only the education system, this system is a practitioner of the most fundamental role of teachers which is also redefined. A country's education system should not be forgotten that the main determinant of the nature of the system practitioners who are teachers (Baskan, 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 are 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 allocated 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 %, in primary education 13 – 70 % and in 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 gave information about this area and application (The Council of Higher Education 2007).

Fundamental changes in the world education system and the importance of teachers rather than in the shadow system did not have to increase their importance within the contrast system. Future generations are obliged to educate their traces in the training of teachers to know the roads needed to improve the quality of teaching, both in terms of improving the quality of grown people are important.

The purpose of this paper examines the secondary education teacher training model by comparing with some EU countries and candidate country Turkey. The other aim is TRNC which is expected to be an EU member in the future; in terms of teacher training models it is necessary to be prepared to provide advice. To achieve these objectives, the first examined TRNC historical development of teacher training is in primary education. In addition to this, secondary teacher training institutions in TRNC, study duration, condition for admission to programs and secondary education teacher training models were examined. It has been made a general comparison in the current situation and evaluation in Turkey, England, Greece and South Cyprus of Greek Administration.

Main purpose of the review of these countries secondary school teacher training model, Turkey, England, Greece and South Cyprus of Greek Administration has an important place in historical and political history. Particularly the Republic of Turkey, England and Greece, in Cyprus, as a guarantee state, so our work is limited with these countries which consisted 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 an EU member. So in this study, it is aimed to observe TRNC secondary teacher training models to find out the last situation, to give advice and editing something about secondary teacher training.

2. Method

This research was conducted using interviews and document scanning. Relevant review as the basic documents, the Higher Education Board (YOK), the Ministry of Education (MEB), TRNC National Education, Youth and Sports Ministry, prepared by the legal texts, the EU prepared by the Teacher Training Certificates (Green Paper on Teacher Education in Europe) and the European Communities, published by the Office of Official Publications in the field of teacher education are the official documents.

3. Findings

Study findings were examined under five main topics. Depending on the purpose of the survey findings presented below were reviewed:

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

3.1. *Historical Development of Secondary Teacher Training System in TRNC (1930-1940, 1940-1960, 1970- 2009)*

3.1.1 *Secondary Teacher Training System in 1930-1940*

There was only one high school in Nicosia in 1930 – 1940. All of the teachers working in high school were not citizens of TRNC teachers and were from Turkey. When examining the historical development of teacher training system, the structure began with College Teachers which established by British Administration in 1937 (Maviş, 2009). Teachers college named as Teachers College Omorfo and consists of Turk and Greek male students. Students accepted college as well as entrance exam and necessary to be successful “Ordinary” and “Distemotion” English exam. College headmaster selected and appointed among persons who has pedagogical aspects and who was British. Teachers were mixed as Turkish, Greek and British. Instruction language was in English, but for Greek students two or three hours lectured were 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 began to accept in college in 1940s. Female students should make an observation under the supervision of a classroom teacher, and responsibility of the Directorate to be accepted into the college entrance examination. Separate Teacher Training Center was established for Turkish and Greek female students in 1943. These students have a year in city schools and this year for application then 1 year taking training courses and completed in two years. Turkish student’s academic language was Turkish and Greek students academic language was Greek.

3.1.2 *Secondary Teacher Training System in 1940-1960*

In 1944, the British government gave authority to make for teachers who have graduated successfully from the Academy of Teachers for secondary school teachers. Secondary school teachers in order to close the deficit in the years 1950-51 started to come to the island from Turkey, and teachers of formal education, have a major contribution to the formation of secondary education levels. Succeed in high school students and the Turkish Cypriot Cultural Association of Debbağ Dervis Foundation scholarships for secondary education teacher training was to be given to Turkey was being sent (Coşar, 2009).

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. Turkish and Greek Students were not possible to have an education together because of communal events in 1958. So, Greek students used this to build and Turkish 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 (Atatürk Öğretmen Akademisi, 2009).

3.1.3 Secondary Teacher Training System in 1970-2010

Prior to the 1974 Peace Operation Turkish Cypriot citizens who wanted to be a teacher in Turkey needed to study. Students who have graduated from a relevant department of the University, they wish to teach in secondary schools to grant TRNC. As in the years 1978-79 Institute of Technology in 1986 and operating institutions named in the Eastern Mediterranean University was transformed into public-private universities.

Cyprus secondary education in teacher training institutions in the Eastern Mediterranean University converted Institute of Technology (1986), Girne American University (1985), Near East University (1988), Cyprus International University (1997) as same with the Faculty of Education and universities of the Arts and Sciences Faculties were include. However, graduates from the Faculty of Arts and Sciences were able to teach in secondary schools which were included to license terms thesis (Coşar, 2009).

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

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

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

TRNC	Turkey	England	Greece	Southern Cyprus
Universities / University Faculty of Education and Science (non-thesis on the conditions)	Universities / University Faculty of Education and Science (non-thesis on the conditions)	Universities / University Education institutions	Universities / Higher Education Institute of Technology (Technological Education Institutions)	Department of Education of the University of Cyprus) who graduated in social sciences faculty teaching certificate they receive from the Cyprus Pedagogical Institute

As shown in Table 1, teacher training for secondary education institutions are comparable between countries. Turkey, England, Greece and Southern Cyprus have secondary teacher training in higher education levels. Universities in Turkey and TRNC of the Faculty of Education and Faculty of Arts and Sciences (undergraduate thesis on the conditions) is to train teachers, universities in England in provide education institutes, universities and high technology institutes in Greece is to also train teachers. University of Cyprus can be made as an Education or Social Sciences at the Faculty of graduating from the Faculty of Pedagogy, or Cyprus Institute (Cyprus Pedagogical Institute) to receive pedagogical training as a teacher.

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

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

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

TRNC	Turkey	England	Greece	Southern Cyprus
5 years or 4+1 years Under graduate or Non-Thesis Master	5 years or 4+1 years Under graduate or Non-Thesis Master	4 years / 4+1 years Undergraduate or MA	4+1 Years	4 years/5 years

As we can see in Table 2, there are similar points between the countries for the education of secondary school teachers. Teacher training for secondary education in Turkey and the TRNC are faculties in the field of (in the Faculty of Arts & Sciences) 4 +1 year (non-thesis master's program), Faculty of Education is in the shape of the 5 years. Teacher training in England for 4 years or 4 +1 year period in the form of undergraduate and graduate levels are given. Teacher candidates are trained by two different programs. Teacher training for secondary education in terms of duration of Cyprus, Greece, Turkey and the UK, while similar secondary education teacher training in Cyprus becomes a different duration has been determined. Teacher training for secondary education is in the faculties in the field of (in the Faculty of Arts & Sciences) 4 +1 year (non-thesis master program) in Turkey and the TRNC. The other findings, Cyprus, Greece, Turkey, England and Cyprus are similar in duration of secondary education teacher training.

3.4. The Conditions for the Entrance for Secondary Teacher Training Program in TRNC, Turkey, England, Greece and Southern Cyprus

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

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

TRNC	Turkey	England	Greece	Southern Cyprus
Central Entrance Exam	Central Entrance Exam	Secondary degree (A level) / interview	Entrance examination for secondary education institutions	Entrance examination for secondary education institutions

When analyzing the conditions for the entrance of primary teacher training program, we can see that teacher training program is similar to the conditions for admission between countries for secondary education. Secondary education in all countries that have completed training in basic conditions is seen as the TRNC, and teachers entrance exam in Turkey where candidates are subjected to candidates in the UK secondary school diploma with a A level that is needed and the teacher candidates into the teaching profession are eligible to interview the methods used are decided. To complete secondary education is seen as basic conditions in all countries. Teacher candidates are required to be successful in exams in Greece and Southern Cyprus.

3.5. Model of Secondary Teacher Training Programs in TRNC, Turkey, Greece, England and Southern Cyprus

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

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

TRNC	Turkey	England	Greece	Southern Cyprus
consecutive/ concurrent	consecutive/ concurrent	consecutive/ concurrent	Concurrent/ consecutive	Concurrent/ consecutive

When we look at Table 4 we notice that TRNC, Turkey, Greece and Southern Cyprus have the same program to train secondary teachers. All countries secondary teacher training period applies to both Concurrent and Consecutive models.

4. Conclusion & Suggestions

4.1. Conclusion

According to the research, all countries covered with secondary education teacher training practices are similar between countries. The most striking findings from the research derived the TRNC and Turkey; with a secondary education teacher training model for secondary education teacher training in Greece and Southern Cyprus have similar features of the model. Countries that emerged as binary similarity between countries belonging to common

cultural and historical features, political and historical background and economic relations may be considered. Turkey to Northern Cyprus, Southern Cyprus for Greece's position were to be in the homeland of the features of these two countries are reflected by the people of Cyprus who will have a more natural state. Cultural and historical background information that provides the most efficient way to transfer to the community is education. For this reason, countries have the same model of teacher training which can not be avoided, but in fact considered.

Secondary education between countries in terms of teacher training model in question is a similar structure. As teacher training models, Cyprus, Turkey, United Kingdom, Cyprus and Greece during the teacher training as well as concurrent and consecutive models were found to be used. The academic programs for secondary school teachers in all country take 4-5 years. All countries used in the research are consisted of higher education levels in primary teacher training.

4.2. Suggestions

In addition, the EU harmonization process with Republic of Turkey with the ultimate goal of recognition and the EU were 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 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 program.

By considering the country's policies, teacher training models should constantly be innovated. These new innovations should be related to the results of researches. It is suggested that in Education Faculties and teacher training institutes EU citizen's courses should also be included in the curriculum for students who are being educated on becoming teachers. Contributions for this study, practices and researches are expected.

It is also suggested for TRNC teacher members and students to be included in the Erasmus Program.

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