

Current model of recruitment and in- service training for VET teachers in Norway, Türkiye, Germany and Finland



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Introduction

It is not possible to describe one specific model for the education and further training of vocational teachers for the different partner countries. There are different paths to becoming a vocational teacher, there are different schemes that provide opportunities depending on your background. There are also different solutions for taking education and further education while working. There are variations between countries in terms of the support schemes available for those who take their education while working. In this report, we first describe the ordinary educational pathways in the various countries, before describing the models available for recruitment and support schemes that can help more people to become educated.

Vocational Teacher Education

In all of the four countries, there is more than one route to becoming a vocational teacher. In Norway, one option is Vocational teacher education (three years, bachelor degree. This is an offer for people who have a craft certificate or the equivalent, and minimum two years of relevant work experience. The study programme educates teachers for work in several education programmes within Upper Secondary Education, and qualifies you to be a teacher within your subject. Another option is Flexible practical-pedagogical education within vocational subjects, which is an offer for those who have apprenticeship and completed a vocational education beyond upper secondary education (minimum 120 ect/two year full time study), but who lack the practical-pedagogical education to be employed as a qualified teacher in schools.

In Türkiye, the first option is Vocational Teacher Education: This is a four-year bachelor's degree program designed for individuals with a craft certificate or equivalent, along with a minimum of two years of relevant work experience. The program prepares teachers for various education programs within Upper Secondary Education and qualifies them to teach their subject. The second is Flexible Practical-Pedagogical Education within Vocational Subjects: This option is for those who have completed a bachelor's degree program other

than vocational teacher education. It lasts one year and cover pedagogical courses and apprenticeship (40 ECTS).

In Germany the teaching qualification for the teaching profession at vocational schools is acquired in the following way: By studying vocational or business education in a vocational subject, usually in conjunction with a general education subject, and, building on this, by completing the two-year preparatory service (Referendariat) and successfully passing the Second State Examination. The teaching qualification as a subject teacher at vocational schools is acquired in the following way: by completing a one-year preparatory service or probationary year with successful completion of the qualification examination.

In Finland, professional teacher education is intended for applicants who work or intend to work as a teacher at Universities of Applied Sciences and institutions of secondary vocational education. The professional teacher training program lasts for one year, but student teachers are given 3 years altogether to complete the qualification. The education offers a general pedagogical qualification for teaching at all educational levels. Professional teacher education is tailored especially for vocational education in Finland, and it is organized by five Universities of Applied Sciences. The applicants must meet the eligibility criteria for a teaching position in an institute of vocational education or a University of Applied Sciences. The degree on which the application is based must be completed by the end of the application period. The applicant must have at least a bachelor's degree (master's degree is always preferred) and a minimum of three years' work experience in a field corresponding to the degree. They also need to have a qualification or license or the right to practice the healthcare profession as a licensed professional, if working in the field requires a qualification or license or legalization.

For people applying to a Professional Teacher Education Programme on the basis of a bachelor's degree in the field of Social Services and Health from a University of Applied Sciences, a minimum of five years' professional work experience corresponding to the content of the degree is required.

In some cases, qualifications other than a relevant higher education degree may grant eligibility, if the applicant is already working as a teacher of vocational subjects on an

officially recognized programme of vocational study in Finland. This exception is applied to persons who have completed a specialized vocational degree in the field or who otherwise has a high level of professionalism acquired through education or work experience, and they are allowed to give additional vocational training that prepares for the test examination and additional vocational training provided in specialized vocational schools. In such cases, the applicant must have a minimum of five years' professional work experience in a field corresponding in content to the teaching duties assigned to him/her.

Recruitment of vocational teachers for the individual school

Recruitment of teachers who have already completed their teacher training is the most important recruitment arena for the vast majority of schools across the four countries.

The most common way recruiting of teachers for VET is advertising vacancies in newspapers and on social media. When the application deadline is out, a job interview is conducted with applicants who are relevant for the position. Nevertheless, many schools are proactive and many make direct contact with students on teacher training to recruit applicants (survey). Some also contact local businesses, public agencies, training offices and trade associations to make it known that they have vacancies to be filled (survey). Through this type of direct contact, they increase information about good training conditions, cooperation with local business, which can make it attractive to apply for a job at the school (survey).

In Türkiye the most common way recruiting teachers for VET is to take the exam entitled “Public Personel Selection Examinatiton (KPSS)”. The Public Personnel Selection Examination (KPSS) is an exam system used in Türkiye for the selection of personnel for public institutions. The exam consists of two main sections: general ability and general knowledge. The general ability test includes numerical and verbal reasoning questions, while the general knowledge test includes questions on Turkish language, history, geography, citizenship, and current affairs.

KPSS is held at the undergraduate, associate degree, and high school levels. The exam is conducted once a year by the Measurement, Selection, and Placement Centre (ÖSYM). Successful candidates can apply to the public institutions of their choice based on their scores. The exam is usually held in the first half of the year, and the results are announced in July. Since KPSS is an important criterion for the recruitment of public personnel, candidates often prepare intensively for this exam. Success in the exam can increase the chance of being appointed to public institutions.

The recruitment process for private institutions is conducted differently. These institutions post job announcements on their websites or on dedicated websites for this purpose (such as kariyer.net, linkedin.com, sgk.gov.tr). Candidates apply by filling out their CVs. Candidates who meet the application criteria are invited for an interview, where they are often asked to give a brief microteaching session.

In Germany recruitment of teachers who have already completed their teacher training is the most important recruitment arena for the vast majority of schools. The recruitment of vocational teachers in Germany varies slightly from state to state because education is primarily a responsibility of the individual states (Bundesländer).

Speaking for Bavaria, at first there are vacancy announcements. When a school has a vacancy for a vocational teacher position, they will typically advertise the position publicly either, in the case of state schools, via the online forum of the Ministry of Education and Cultural Affairs or, in the case of municipal schools, through the city's job webportal. While analogue media are hardly used anymore (like in “regular businesses”), social job portals such as LinkedIn are becoming increasingly popular.

Unofficially, the recruitment often happens outside the public sphere. Applicants contact the school directly or the school inquires with the applicants proactive. Applicants and schools often know each other through the Referendariat.

When the deadline for the application, which usually includes resume, cover letter and other relevant certificates, is out, a job interview is conducted with the applicants who are relevant for the position.

In Finland, vocational institutions and universities of applied sciences announce the open positions in public job and career services and web pages, and anybody can apply for the positions.

What happens when there are no applicants?

In Norway the schools contact local businesses, public agencies, training offices and industry associations to investigate whether it is possible to find solutions together to make it known that they have vacancies to be filled. They can then recruit skilled workers who can work as untrained teachers. The Department of Knowledge and NAV (Norwegian Labour and Welfare Administration) can support these teachers, by offering scholarship or economical support that makes it possible for them to attend teacher education and still keep their job in school. The schools are also dependent of a collaboration between teachers' educators and the county (administrator of Vet schools) in order for the teachers to combine studies with work.

If they don't have qualified applicants, they choose someone whose competence on substance is sufficient. On work contract they can write an exception that one should get a qualification on pedagogy within three years from recruitment. If one have such a work contract, school of vocational teacher education will take one to teacher education on next application time, pass the criteria line.

In Germany schools can expand the search by broaden the scope of search. The school inspectorate (Schulaufsicht), among others, can help here. Vacant positions can be submitted to the Ministry of Education via this institution, which then takes up the vacant position via its job platform.

Since schools usually need civil servant teachers, all other recruitments are rather to be understood as a stop-gap measure. Options here are retiree, part-time teachers, substitute or temporary teachers, who fill the gap temporarily while the search for permanent, qualified vocational educators is continued. Schools can also collaborate with local vocational

schools, colleges, and universities to tap into their talent pool. These institutions may have graduates or students who are looking for teaching opportunities.

It is not unusual for bachelor's or master's students of vocational and business education to take on individual lessons during their studies. They act as team teachers or substitute teachers. Practices such as those found in the business world, where headhunters are hired or other for-profit companies are consulted to find employees, are not common in schools.

Locally, regionally and nationally incentives for recruiting vocational teachers

In Norway there are both locally/regionally, and national incentives. It is common that there are few applicants for VET teacher positions, and therefore it is important for schools to present themselves as attractive workplaces in order to attract applicants. What they emphasize in order to make themselves attractive is to have a good collaboration with local businesses and/or public institutions, show to networks, that they are up-to-date on technology and equipment and that they meet the requirements that businesses and public institutions have for their prospective employers. That they are up to date. (information taken from survey). The schools are also dependent of a collaboration between teachers' educators and the county (administrator of Vet schools) in order for the teachers to combine studies with work in school.

The Department of Knowledge and NAV (Norwegian Labour and Welfare Administration) can support teachers, by offering scholarship or economical support that makes it possible for teachers without formal training to attend teacher education and still keep their job beside studies. There are not any formal/national initiatives for recruiting teachers with formal teacher training to VET schools. The initiatives are primarily aimed at those who want to start training to be a VET-teacher, who either already have jobs as unskilled teachers, or who want to change jobs from being a skilled worker to becoming a vocational teacher.

In Türkiye, various incentives at the local, regional, and national levels aim to attract and retain vocational teachers. The country's centralized education system ensures that similar processes are implemented across all regions.

One of the primary incentives for vocational teachers begins during high school. All students must take a central university exam, and graduates from vocational high schools receive additional points based on their grade point averages. This system helps them achieve higher rankings in university admission lists, increasing their chances of pursuing further education.

Furthermore, vocational teachers are offered a range of pre-service and in-service training incentives through vocational education centers. These centers provide extensive opportunities, including training in 34 fields and 184 different branches of vocational education. They also offer the opportunity for students who have completed middle school to complete compulsory high school education in vocational education centers, providing a pathway for further education and career development.

Additionally, vocational education centers offer insurance coverage against work accidents and occupational diseases starting from the 9th grade, ensuring the safety and well-being of students. Students in the 9th, 10th, and 11th grades are also eligible to receive a minimum of 30% of the minimum wage, while apprentices in the 12th grade are guaranteed a minimum of half of the minimum wage. These financial incentives not only support students financially but also encourage them to pursue vocational education.

Moreover, vocational education centers provide opportunities for students to obtain a master craftsman certificate, a Vocational and Technical Anatolian High School diploma, and even the chance to open their own business, empowering them to become successful entrepreneurs in their chosen field. Overall, these incentives, coupled with an 88% employment rate in the field of study for graduates, make vocational teaching an attractive and rewarding career choice in Türkiye. Vocational schools make their brands known locally and regionally (most education providers are regional) , and try to get medias to inform about education and work possibilities.

In Germany the civil servant status is a great incentive to become a teacher is, which means less deductions and thus more net income for the same gross salary as other comparable positions in the public sector. Teachers who are only employed do not earn as much money.

A special feature in Bavaria is that there are state and municipal vocational schools. Teachers accordingly serve as civil servants for the state or the city. In terms of salary, however, there are no significant differences, which is why neither of the two is more or less preferred. Local incentives are mentoring programs, professional development opportunities and teachers' utilities.

Recruitment of vocational teachers for in-service training

Established systems for in-service training for vocational teachers.

"The Vocational teacher promise - for the skilled workers of the future", was introduced in Norway in 2015. Since then, the strategy has contributed to targeted in-service for vocational teachers in upper secondary education. The Norwegian Directorate of Education and research (UDIR), on behalf of the Ministry of Education and Research, carries out the key measures in the strategy. The strategy aims for more vocational teachers to receive good offers for competence development through the development of new and more relevant in-service training and further education offers. In the development of the offers, there must be collaboration with relevant actors, including the teachers' organisations, the parties in working life and providers. In addition, it also offered the continuing education program "Kompis" to which vocational teachers can apply. This offer is also financially supported by the state.

In-service training practices for vocational education teachers typically include seminars and conferences to provide information on new methods, techniques, and pedagogical approaches. Workshops are also organized to teach teachers new teaching materials, tools, or technologies. Mentorship programs are implemented to provide mentorship from experienced teachers to new teachers, contributing to their professional development. Monitoring and feedback processes, conducted by external observers or peers, evaluate teachers' performances and support their development. School-based training programs are tailored to the school's needs, aiming to improve teachers' knowledge and skills in specific areas. Project-based learning opportunities allow teachers to focus on a particular topic or project and apply new teaching methods. Digital education training is provided to enable teachers to effectively use digital technologies. These practices aim to continuously improve teachers' skills and enable them to provide better education to their students.

In addition to the aforementioned practices, vocational education teachers' in-service training often incorporates job shadowing experiences, where teachers observe and learn from experienced colleagues in different settings. Collaborative learning communities are also fostered, encouraging teachers to engage in professional dialogue and share best

practices. Action research projects may be assigned, enabling teachers to conduct research in their own classrooms and reflect on their teaching practices. Furthermore, peer coaching and lesson study groups are established to promote collegial support and collaborative lesson planning. These varied approaches to in-service training aim to enhance teachers' instructional effectiveness, classroom management skills, and overall professional growth, ultimately benefiting the quality of education delivered to students.

Finnish government finances through national board of education in-service training for teachers. Training is focused on different school level teachers, of which one is vocational education and its teachers. In Germany in-service teacher training (Schilf) takes place at the school and is the responsibility of the school. A pedagogical day is a one-day form of in-service training for teachers, which takes place at the school. In some states, such as Bavaria, the pedagogical day should take place on a day when there are no classes. In Nuremberg in particular, there is the IPSN (Institute for Pedagogy and School Psychology Nuremberg), which offers further in-service training for teachers in the city of Nuremberg.

In Bavaria, there is the Academy for Teacher Training and Personnel Management (ALP). The Academy provides services and develops suitable offers for teacher training, personnel management and counselling.

Financial arrangements

In Norway Vocational teachers can receive a grant or substitute scheme to participate in all further education studies that universities, colleges and vocational schools offer and that give credits. The substitute funds are paid from Norwegian directorate (Udir) to the school owner. The school owners must cover expenses for travel, accommodation and teaching materials and the like for teachers in both the stipend and substitute scheme. There is no tuition fee for the offers in Udir's study catalogue. Study programs outside Udir's study catalogue, other study programs at universities, colleges and vocational schools may have a tuition fee, in which case an application must be made to have this covered. All studies have a semester fee, this is not covered by Udir.

In the substitute arrangement, the teacher is released from his or her ordinary work duties. The release from ordinary work tasks does not mean that the teacher must have leave, but that the working time is instead used for studying. The teacher keeps his regular salary, while the school owner receives temporary funds.

- 30 credits during a year, must be released with 37.5% during the teacher's working year
- 15 credits during a year, must be released with 18.75% during the teacher's working year

In the scholarship scheme does not initially grant time off from work to study, but there are various state and local agreements that regulate time off in connection with studies. If the teacher needs more time off to complete the study, this must be discussed with the teacher's manager. Current solutions can, for example, be leave with or without pay. There are no requirements in the grant scheme as to how much the teacher must be at work. However, in order to get the best possible benefit from the further education, the teacher should teach something so that the professional practice can be linked to and used as a testing ground and a basis for reflection for the further education. The scholarship is basically taxable.

In Türkiye, teachers receive support for further education, including extra salary upon completing M.A. or Ph.D. degrees. This incentivizes teachers to pursue advanced degrees and enhances their qualifications. To support their professional development, teachers are expected to cover 15 hours of courses weekly. School administrators play a crucial role in assisting them in organizing their weekly program to accommodate graduate programs, ensuring that teachers can balance their work and education effectively.

However, in private schools, maintaining further education can be more challenging due to initial agreements made upon starting the job. These agreements often require teachers to complete a minimum of 20 hours of courses per week, and sometimes as much as 30 hours. This heavy workload can make it difficult for teachers to find time for further education. Despite this challenge, many teachers in private schools are able to continue their further education without interrupting their teaching program. They can achieve this by carefully managing their workload and ensuring they do not exceed their teaching commitments.

One of the key factors that can facilitate further education for teachers in private schools is the ability to take at least one day off to attend courses. This day off allows teachers to focus on their studies without the pressure of their regular teaching duties. By providing this flexibility, private schools can support their teachers in pursuing further education and improving their qualifications, ultimately benefiting both the teachers and the students they teach.

Which actors are involved in these schemes?

In Norway several universities and university colleges offers in-service training. The target group for the scheme is vocational teachers who teach program subjects on vocational education programmes. If the offer is not filled, the university and university colleges institutions can also take on instructors, academic managers in companies, department heads for vocational education programmes, general subject teachers who teach on vocational education programs and vocational teachers. School owners /local authorities are responsible for following up vocational teachers in the application process, and answering the questions the teachers have. This applies both before, during and after the actual application process.

In Türkiye the processes are conducted by the following major actors:

- Ministry of National Education (MEB): The institution that determines and implements education policies in Türkiye. It sets the standards for teacher education, conducts teacher appointments, and organizes in-service training programs.
- Higher Education Council (YÖK): Oversees teacher training processes through universities and sets academic standards.
- Universities: Institutions that educate teacher candidates and offer undergraduate, graduate, and doctoral programs in education. They provide postgraduate programs in teaching.
- Private Education Institutions: Hire teachers, organize education programs, and provide in-service training.

- Non-Governmental Organizations (NGOs): Play a role in determining and implementing education policies. They organize professional development programs for teachers.
- Unions: Unions protect teachers' rights and advocate for their professional demands, such as job security, salaries, and working conditions.
- Professional Development Centers: Centers that organize professional development programs for teachers work to enhance teachers' pedagogical and professional skills.
- Formun Üstü

In Finland - Universities and universities of applied sciences, especially schools of vocational teacher education are involved. In addition also education providers can do the in-service training themselves.

National reports

Recruitment and in- service training for VET teachers I Norway

A. Recruitment of vocational teachers to the school (Based on PR1 – survey and review, and local knowledge.

Introduction to Vocational Teacher Training

There are two different ways to become a VET-teacher in Norway.

1. One option is Vocational teacher education (three years, bachelor degree. This is an offer for people who have a craft certificate or the equivalent, and minimum two years of relevant work experience. The study programme educates teachers for work in several education programmes within Upper Secondary Education, and qualifies you to be a teacher within your subject.
2. Another option is Flexible practical-pedagogical education within vocational subjects, which is an offer for those who have apprenticeship and completed a vocational education beyond upper secondary education (minimum 120 ect/two year full time study), but who lack the practical-pedagogical education to be employed as a qualified teacher in schools.

How is the recruitment of vocational teachers for the individual school carried out (Survey)

Recruitment of teachers who have already completed their teacher training is the most important recruitment arena for the vast majority of schools (Survey).

The most common way recruiting teachers for Vet is advertising vacancies in newspapers and on social media. When the application deadline is out, a job interview is conducted with applicants who are relevant for the position. Nevertheless, many schools are proactive and many make direct contact with students on teacher training to recruit applicants (survey). Some also contact local businesses, public agencies, training offices and trade associations to make it known that they have vacancies to be filled (survey). Through this type of direct contact, they increase information about good training conditions, cooperation with local business, which can make it attractive to apply for a job at the school (survey).

3. If you do not get applicants who are qualified vocational teachers - how are teachers recruited for the positions at the individual school?

If they do not get applicants for the positions, they also contact local businesses, public agencies, training offices and industry associations to investigate whether it is possible to find solutions together to make it known that they have vacancies to be filled. They can then recruit skilled workers who can work as untrained teachers. The Department of Knowledge and NAV (Norwegian Labour and Welfare Administration) can support these teachers, by offering scholarship or economical support that makes it possible for them to attend teacher education and still keep their job in school. The schools are also dependent of a collaboration between teachers' educators and the county (administrator of Vet schools) in order for the teachers to combine studies with work.

4. What incentives are there locally, regionally and nationally to recruit vocational teachers (review)

- With formal teacher training
- Without formal teacher training

Locally/regionally

There are few applicants for VET teacher positions, and therefore it is important for schools to present themselves as attractive workplaces in order to attract applicants. What they emphasize in order to make themselves attractive is to have a good collaboration with local businesses and/or public institutions, show to networks, that they are up-to-date on technology and equipment and that they meet the requirements that businesses and public institutions have for their prospective employers. That they are up to date. (information taken from survey). The schools are also dependent of a collaboration between teachers' educators and the county (administrator of Vet schools) in order for the teachers to combine studies with work in school.

Regional/national

There are not any formal/national initiatives for recruiting teachers with formal teacher training to VET schools. The initiatives are primarily aimed at those who want to start to training to be a VET-teacher, who either already have jobs as unskilled teachers, or who want to change jobs from being a skilled worker to becoming a vocational teacher.

The Department of Knowledge and NAV (Norwegian Labour and Welfare Administration) can support teachers, by offering scholarship or economical support that makes it possible for teachers without formal training to attend teacher education and still keep their job beside studies.

B. Recruitment of vocational teachers for in-service training (Based on PR1 – survey, review and additional information)

1. Describe which (if any) established systems for in-service training (further and in-service training) exist for vocational teachers?

"The Vocational teacher promise - for the skilled workers of the future", was introduced in Norway in 2015. Since then, the strategy has contributed to targeted in-service for vocational teachers in upper secondary education. The Norwegian Directorate of Education and research (UDIR), on behalf of the Ministry of Education and Research, carries out the key measures in the strategy. The strategy aims for more vocational teachers to receive good offers for competence development through the development of new and more relevant in-service training and further education offers. In the development of the offers, there must be collaboration with relevant actors, including the teachers' organisations, the parties in working life and providers. In addition, it also offered the continuing education program "Kompis" to which vocational teachers can apply. This offer is also financially supported by the state.

2. What financing arrangements are available?

Vocational teachers can receive a grant or substitute scheme to participate in all further education studies that universities, colleges and vocational schools offer and that give credits. The substitute funds are paid from Udir to the school owner. The school owners must cover expenses for travel, accommodation and teaching materials and the like for teachers in both the stipend and substitute scheme. There is no tuition fee for the offers in Udir's study catalogue. Study programs outside Udir's study catalogue, other study programs at universities, colleges and vocational schools may have a tuition fee, in which case an application must be made to have this covered. All studies have a semester fee, this is not covered by Udir.

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Recruitment and in- service training for VET teachers in Türkiye.

A. Recruitment of vocational teachers to the school (Based on PR1 – survey and review, and local knowledge.

Introduction to Vocational Teacher Training

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Recruitment of teachers who have already completed their teacher training is the most important recruitment arena for the vast majority of schools (Survey).

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3. If you do not get applicants who are qualified vocational teachers - how are teachers recruited for the positions at the individual school?

In Türkiye, there are two cases. First, there is no problem with the public schools. All the processes are carried out according to KPPS examination results. In case of inadequacy, some teachers work in two schools simultaneously. In another case, private schools reach out to SGK (Social Security Institution) to request suitable candidates for open positions. If they don't receive applications for the roles, they also collaborate with local businesses, public agencies, training offices, and industry associations to explore solutions for filling the vacancies. In some cases, they may hire skilled workers who can function as untrained teachers. The Ministry of National Education and SGK can support these teachers by providing scholarships or financial assistance, enabling them to pursue teacher education while continuing to work at the school. Collaboration between teacher educators and provincial education directorates is crucial for teachers to balance their studies with their professional responsibilities.

4. What incentives are there locally, regionally and nationally to recruit vocational teachers (review)

In Türkiye, various incentives at the local, regional, and national levels aim to attract and retain vocational teachers. The country's centralized education system ensures that similar processes are implemented across all regions.

One of the primary incentives for vocational teachers begins during high school. All students must take a central university exam, and graduates from vocational high schools receive additional points based on their grade point averages. This system helps them achieve higher rankings in university admission lists, increasing their chances of pursuing further education.

Furthermore, vocational teachers are offered a range of pre-service and in-service training incentives through vocational education centers. These centers provide extensive opportunities, including training in 34 fields and 184 different branches of vocational education. They also offer the opportunity for students who have completed middle school to complete compulsory high school education in vocational education centers, providing a pathway for further education and career development.

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Moreover, vocational education centers provide opportunities for students to obtain a master craftsman certificate, a Vocational and Technical Anatolian High School diploma, and even the chance to open their own business, empowering them to become successful entrepreneurs in their chosen field.

Overall, these incentives, coupled with an 88% employment rate in the field of study for graduates, make vocational teaching an attractive and rewarding career choice in Türkiye.

B. Recruitment of vocational teachers for in-service training (Based on PR1 – survey, review and additional information)

4. Describe which (if any) established systems for in-service training (further and in-service training) exist for vocational teachers?

In-service training practices for vocational education teachers typically include seminars and conferences to provide information on new methods, techniques, and pedagogical approaches. Workshops are also organized to teach teachers new teaching materials, tools, or technologies. Mentorship programs are implemented to provide mentorship from experienced teachers to new teachers, contributing to their professional development. Monitoring and feedback processes, conducted by external observers or peers, evaluate teachers' performances and support their development. School-based training programs are tailored to the school's needs, aiming to improve teachers' knowledge and skills in specific areas. Project-based learning opportunities allow teachers to focus on a particular topic or project and apply new teaching methods. Digital education training is provided to enable teachers to effectively use digital technologies. These practices aim to continuously improve teachers' skills and enable them to provide better education to their students.

In addition to the aforementioned practices, vocational education teachers' in-service training often incorporates job shadowing experiences, where teachers observe and learn from experienced colleagues in different settings. Collaborative learning communities are also fostered, encouraging teachers to engage in professional dialogue and share best practices. Action research projects may be assigned, enabling teachers to conduct research in their own classrooms and reflect on their teaching practices. Furthermore, peer coaching and lesson study groups are established to promote collegial support and collaborative lesson planning. These varied approaches to in-service training aim to enhance teachers' instructional effectiveness, classroom management skills, and overall professional growth, ultimately benefiting the quality of education delivered to students.

5. What financing arrangements are available?

In Türkiye, teachers receive support for further education, including extra salary upon completing M.A. or Ph.D. degrees. This incentivizes teachers to pursue advanced degrees and enhances their qualifications. To support their professional development, teachers are expected to cover 15 hours of courses weekly. School administrators play a crucial role in assisting them in organizing their weekly program to accommodate graduate programs, ensuring that teachers can balance their work and education effectively.

However, in private schools, maintaining further education can be more challenging due to initial agreements made upon starting the job. These agreements often require teachers to complete a minimum of 20 hours of courses per week, and sometimes as much as 30 hours. This heavy workload can make it difficult for teachers to find time for further education. Despite this challenge, many teachers in private schools are able to continue their further education without interrupting their teaching program. They can achieve this by carefully managing their workload and ensuring they do not exceed their teaching commitments.

One of the key factors that can facilitate further education for teachers in private schools is the ability to take at least one day off to attend courses. This day off allows teachers to focus on their studies without the pressure of their regular teaching duties. By providing this flexibility, private schools can support their teachers in pursuing further education and improving their qualifications, ultimately benefiting both the teachers and the students they teach.

6. Which actors are involved in these schemes?

Processes are conducted by the following major actors:

Ministry of National Education (MEB): The institution that determines and implements education policies in Türkiye. It sets the standards for teacher education, conducts teacher appointments, and organizes in-service training programs.

Higher Education Council (YÖK): Oversees teacher training processes through universities and sets academic standards.

Universities: Institutions that educate teacher candidates and offer undergraduate, graduate, and doctoral programs in education. They provide postgraduate programs in teaching.

Private Education Institutions: Hire teachers, organize education programs, and provide in-service training.

Non-Governmental Organizations (NGOs): Play a role in determining and implementing education policies. They organize professional development programs for teachers.

Unions: Unions protect teachers' rights and advocate for their professional demands, such as job security, salaries, and working conditions.

Professional Development Centers: Centers that organize professional development programs for teachers work to enhance teachers' pedagogical and professional skills.

Recruitment and in- service training for VET teachers in Germany

A. Recruitment of vocational teachers to the school (Based on PR1 – survey and review, and local knowledge.

Introduction to Vocational Teacher Training

There are two different ways to become a VET-teacher in Germany.

The teaching qualification for the teaching profession at vocational schools is acquired in the following way: By studying a degree program that prepares students for teaching at vocational schools., usually in conjunction with a general education subject, and, building on this, by completing the two-year preparatory service (Referendariat) and successfully passing the Second State Examination. Taking up a teaching position at a vocational school generally requires the completion of a degree (Master's degree required) and the completion of a traineeship (Referendariat). If the demand for teachers is very high, the planned path is deviated from.

The teaching qualification as a subject teacher at vocational schools is acquired in the following way: by completing a one-year preparatory service or probationary year with successful completion of the qualification examination.

1. How is the recruitment of vocational teachers for the individual school carried out (Survey)

Recruitment of teachers who have already completed their teacher training is the most important recruitment arena for the vast majority of schools (Survey).

The recruitment of vocational teachers in Germany varies slightly from state to state because education is primarily a responsibility of the individual states (Bundesländer).

Speaking for Bavaria, at first there are vacancy announcements. When a school has a vacancy for a vocational teacher position, they will typically advertise the position publicly either, in the case of state schools, via the online forum of the Ministry of Education and Cultural Affairs or, in the case of municipal schools, through the city's job webportal. While analogue media are hardly used anymore (like in “regular businesses”), social job portals such as LinkedIn are becoming increasingly popular.

Unofficially, the recruitment often happens outside the public sphere. Applicants contact the school directly or the school inquires with the applicants proactive. Applicants and schools often know each other through the Referendariat.

When the deadline for the application, which usually includes resume, cover letter and other relevant certificates, is out, a job interview is conducted with the applicants who are relevant for the position.

2. If you do not get applicants who are qualified vocational teachers - how are teachers recruited for the positions at the individual school?

If not enough teachers can be recruited, a distinction must be made between two cases. In the first case, the school has a number of options for action.

Schools concerned can expand the search by broadening the scope of search. The school inspectorate (Schulaufsicht), among others, can help here. Vacant positions can be submitted to the Ministry of Education via this institution, which then takes up the vacant position via its job platform.

Since schools usually need civil servant teachers, all other recruitments are rather to be understood as a stop-gap measure. Options here are retiree, part-time teachers, substitute or temporary teachers, who fill the gap temporarily while the search for permanent, qualified vocational educators is continued.

Schools can also collaborate with local vocational schools, colleges, and universities to tap into their talent pool. These institutions may have graduates or students who are looking for teaching opportunities.

It is not unusual for bachelor's or master's students of vocational and business education to take on individual lessons during their studies. They act as team teachers or substitute teachers.

Practices such as those found in the business world, where headhunters are hired or other for-profit companies are consulted to find employees, are not common in schools.

A second case is when demand cannot be met on a relatively permanent basis and across schools. In the past, this has often been the case in some vocational areas, particularly in electrical engineering and meteorology. In addition to the regular pathway (see above), short access routes are opened up here. Many paths are possible. The Ministry regards these shorter routes as an emergency solution. This is because they always run the risk of threatening the regular access channels and disadvantaging people who study regularly. As a rule, shortening the access channels means that processes are parallelized. For example, professional activity as a teacher and accompanying qualification as a teacher.

3. What incentives are there locally, regionally and nationally to recruit vocational teachers (review)

- With formal teacher training
- Without formal teacher training

A great incentive to become a teacher is the civil servant status, which means less deductions and thus more net income for the same gross salary as other comparable positions in the public sector. Teachers who are only employed do not earn as much money.

A special feature in Bavaria is that there are state and municipal vocational schools. Teachers accordingly serve as civil servants for the state or the city. In terms of salary, however, there are no significant differences, which is why neither of the two is more or less preferred.

Local incentives are mentoring programs, professional development opportunities and teachers' utilities.

B. Recruitment of vocational teachers for in-service training

(Based on PR1 – survey, review and additional information)

1. Describe which (if any) established systems for in-service training (further and in-service training) exist for vocational teachers?

There are three levels of further training for teachers in a federal state: A) Local, B) Regional, C) Central.

- A) Local: In-service teacher training (Schilf) takes place at the school and is the responsibility of the school. A pedagogical day is a one-day form of in-service training for teachers, which takes place at the school. In some states, such as Bavaria, the pedagogical day should take place on a day when there are no classes.
- B) Regional: In Nuremberg in particular, there is the IPSN (Institute for Pedagogy and School Psychology Nuremberg), which offers further in-service training for teachers in the city of Nuremberg.
- C) In Bavaria, there is the Academy for Teacher Training and Personnel Management (ALP). The Academy provides services and develops suitable offers for teacher training, personnel management and counselling.

2. What financing arrangements are available?

Budgets for teacher training are provided at all three levels. Overall responsibility lies with the Ministry. In addition, manufacturers and dealers offer training courses, for example on machines or software. The prices for this training vary greatly. Some are free, others are very expensive. Some training courses are also offered by universities.

3. Which actors are involved in these schemes?

First of all, the stakeholders in the multi-level system of vocational schools are involved. The ministry (top level), the government or municipality (next level) and the stakeholders at school level (lowest level). In the school, the teacher and the school management or the management of a department decide whether a budget can be used.

There are also companies (manufacturers and retailers) and universities. Other private actors are rarely involved in this area.

Recruitment and in- service training for VET teachers in Finland

A. Recruitment of vocational teachers to the school (Based on PR1 – survey and review, and local knowledge.

Introduction to Vocational Teacher Training

Becoming VET in Finland

Professional teacher education is intended for applicants who work or intend to work as a teacher at Universities of Applied Sciences and institutions of vocational education. The education offers a general pedagogical qualification for teaching at all educational levels. Teacher education tailored especially for vocational education in Finland is organized by five universities of applied sciences. The applicants must meet the eligibility criteria for a teaching position in an institute of vocational education or a University of Applied Science. The degree on which the application is based must be completed by the end of the application period.

The applicant must have a degree completed in a university or University of Applied Sciences and a minimum of three years' work experience in a field corresponding to the degree.

For people applying to a Professional Teacher Education Programme on the basis of a Bachelor's degree in the field of Social Services and Health from a University of Applied Sciences, a minimum of five years' professional work experience corresponding to the content of the degree is required.

In some cases, qualifications other than a relevant higher education degree may grant eligibility, if the applicant is already working as a teacher of vocational subjects on an officially recognized programme of vocational study in Finland. In such cases, the applicant must have a minimum of five years' professional work experience in a field corresponding in content to the teaching duties assigned to him/her.

How is the recruitment of vocational teachers for the individual school carried out (Survey)

The most common way recruiting of teachers for VET is advertising vacancies in newspapers and on social media. When the application deadline is out, a job interview is conducted with applicants who are relevant for the position. Nevertheless, many schools are proactive, and many make direct contact with companies where they know to be possible interest for teaching positions or with students on teacher training to recruit applicants.

5. If you do not get applicants who are qualified vocational teachers - how are teachers recruited for the positions at the individual school?

If you do not have qualified applicants, you choose someone whose competence on the field is sufficient. On work contract you can write an exception that one should get a qualification on pedagogy within three years from recruitment. If one has such a work

contract, the person will be admitted to vocational teacher education automatically during the following application period. The individuals still need to send the application.

6. What incentives are there locally, regionally and nationally to recruit vocational teachers (review)

Vocational schools make their brands known locally and regionally (most education providers are regional), and try to get media to inform about education and work possibilities.

7. Describe which (if any) established systems for in-service training (further and in-service training) exist for vocational teachers?

Finnish government finances further in-service training for teachers through the National Agency for Education. Different educational providers may apply for the funding and organize & offer in-service training for teachers, but the schools of professional teacher education are major operators in the field, and the only institutions who can offer training aimed for the official teaching qualification. Other educational providers may offer shorter in-service training on various topics. The training organized so far have been focused on different school level teachers, of which one is vocational education and its teachers.

8. What financing arrangements are available?

The professional teacher education programmes are financed by the Finnish Ministry of Education and Culture, as part of the basic funding for universities of applied sciences. The Finnish vocational teacher qualification is a mixture of pre-service and in-service type of training, with some participants already working as (unqualified) teachers. Further in-service trainings are funded by the Finnish National Agency for Education. From 2025 onwards, the Finnish governments is planning to shut down the funding for teachers' in-service training entirely. This applies to the funding coming through the Finnish National Agency For Education.

9. Which actors are involved in these scemes?

Universities and universities of applied sciences, especially schools of vocational teacher education. Also education providers can do further in-service training themselves.