
РЕПОЗИТОРИЙ БГПУ

A COMPARISON OF TEACHERS' STATUS IN TURKEY AND BELARUS

Gümüř Serkan
Belarus State University (Minsk)

21 Century has opened new dimensions in every field of our lives. As a result of high technology, nations came closer and affected each other more than it used to be. That resulted in globalization which is considered to be inevitable for all the countries. These events also affected the teaching profession. Qualifications of this profession are started to be analyzed and questioned

However, it is very hard to say that in Turkey and Belarus teachers have the same status as their colleagues in Europe or in developed countries. While some causes of this problem are common to both countries, some are specific to the country itself.

Aim of this study is to identify status of teachers in Turkey and Belarus, to compare similarities and differences, and thereby to determine conditions related to the status of teachers.

In this study, firstly the current status of teachers in Turkey is analysed by using recent data. Secondly their status in Belarus is examined. At the end, some suggestions are given in order to improve the status of teachers in both countries.

Status of Teachers in Turkey

Holding at least a four-year-bachelor degree is essential to be a teacher irrespective of the level of education. Teachers for pre-primary and primary education (generalist teachers and specialist teachers) are trained at bachelor's level. Secondary education teachers are trained at master's level (2-3 years). Some specialist teachers (foreign language, music, painting, physical education and computer) are employed at both primary and secondary education levels are trained at bachelor's level. Newly appointed teachers who start the profession with the title of "teacher" (öğretmen) are employed as state servants at state schools. Most teachers have the position of state officers, and they are generally employed at permanent position. There are 72 teacher training faculties. According to the results of the 2009 Address Based Census, the population of Turkey is 72,561,312. Number of students is 16,137,400 and number of teachers is 773,173. Salary of teachers working in the schools is approximately 1000\$. Preschool teachers and primary school classroom teachers are obliged to attend 30 hours per week (15 hours of which requires extra payment), branch teachers (primary and secondary education) are obliged to attend 30 hours per week (15 hours of which requires extra payment). The annual vacation is 60 days. Women can retire in 58 years of age and men can retire in 60 years of age after completing 25 years of working. (European Commission, 2010)

Status of Teachers in Belarus

Primary school teachers are trained at specialized secondary institutions (teacher-training schools and teacher-training colleges) where courses last for 3-4 years, and at the faculties of Pedagogical and Methods of Primary Education of pedagogical universities or institutes, where studies last for 4-5 years. Secondary school teachers are trained at specialized secondary education institutions (teacher-training schools and teacher-training colleges) where courses last for 3-4 years, and at the faculties of Pedagogical and Methods of Secondary Education of pedagogical universities and institutes. General secondary education or specialized secondary education is the condition of access to universities or institutes. The qualification awarded is teacher of a specific subject (for example, teacher of Mathematics and Physics or teacher of Chemistry). Teachers for vocational secondary schools are trained in pedagogical higher education institutions, universities and institutes. Teachers for technical higher education institutions where engineers-teachers are trained. Higher education level teachers are trained in their specialities in institutes or universities and, after graduation, start their work as assistant lecturers in order to gain practical experience in their areas of expertise. Every five years they must enrol in up-grading courses to improve their teaching skills as well as their knowledge in their specialities. Furthermore, there is a system of training of scientific and pedagogical staff at post-graduate level. There are 11 teacher training faculties in the country.

According to the results of 2009 Address Based Census, the population of Belarus is 9,5 million. Statistical Yearbook of the Republic of Belarus 2011 shows that the number of students is 2,1 million and number of teachers is 133 thousand. Salary of teachers working in the schools is approximately 350\$ (before devaluation in 2011). Preschool teachers and primary school classroom teachers are obliged to attend 30 hours per week (12 hours of which requires extra payment), branch teachers (primary and secondary education) are obliged to attend 30 hours per week (15 hours of which requires extra payment). The annual vacation is 60 days. Women can retire in 55 years of age and men can retire in 60 years of age after completing 25 years of working.

Problems and Suggestions

First common problem that teachers have in both countries is financial difficulties. It is obvious that teachers in Turkey and Belarus can not earn as much as their colleagues in Europe and in developed countries. It directly affects the social status and living conditions of teacher. In the society, the teaching profession is not considered to be reputable and prestigious. In order to solve this problem, the living conditions of teachers must be improved by realizing some financial policies. Second main problem is the training of teachers. In both countries it is a really complicated issue. It is difficult to say that teachers are well trained at universities. They are not up-to-date. Teacher must be a step ahead of their students. Teacher training syllabus at universities must be revised and updated in order to meet the needs of the time. Teachers must be open to new technologies and teaching methods. To develop teachers' professional qualifications, between Belarus and Turkey, teacher exchange projects can be fulfilled. At the moment Turkey is a member of Bologna process and it has a lot of advantages. Belarus should pay more attention to be a member of this process.

As a result, relations between Turkey and Belarus are developing very fast in different fields.

11. In order to achieve these goals, ministry of educations and higher education institutes of
12. should meet and discuss the issues.

13. European Commission, (2010). National Summary Sheets on Education Systems in Europe and Ongoing Reforms.
14. European Commission, (2010). Organization of Education System in Turkey.
15. Erol, C. (2010). Comparative Analysis of Public Teacher Employment Models Among some OECD countries.
16. Gökçe, Y. and Yazıcı, Ö. (2010). Gelişmiş Bazı Avrupa Ülkeleri ile Türkiye'de Öğretmenlerin Statü ve Özlük Haklarının
17. Karşılaştırılması.
18. Güllü, L. and Demirel, Ö. (2010). Avrupa Birliği ve Türkiye'deki Öğretmen Yeterliklerin Karşılaştırmalı İncelenmesi.
19. Millî Eğitim Bakanlığı, (2011). Millî Eğitim İstatistikleri Örgün Eğitim 2010/2011
20. National Statistical Committee of the Respublic of Belarus, (2011). Statistical Yearbook of the Respublic of Belarus.
21. Özkan, A. (2010). Türkiye'de Öğretmen Yetiştirme Sisteminin Sorunları.
22. Pashkevich, A., Krasnova, T., and Luhautsova, A. (2010). Teacher Education In Republic of Belarus: On the Crossroads of
23. National Tendencies.
24. www.belstat.gov.by
25. www.euroeducation.net
26. www.meb.gov.tr
27. www.minedu.unibel.by

РЕПОЗИТОРИЙ БГПУ