

Updating The Framework Curricula of Vocational and Technical Anatolian High Schools Surveys of Field Teachers and Sector Representatives

Türkiye

DESCRIPTION

In Türkiye, a survey was conducted as part of the process leading to the update **of framework curricula in vocational and technical upper secondary education (VTE)** with the aim **of strengthening the culture of democracy** at the centre. The core premise is that VTE is not solely about production and employment; it is also a **learning ecosystem where democratic values—justice, equality, freedom, responsibility, participation, pluralism, and human rights—are actively practiced**. Accordingly, **programs should integrate vocational competences with democratic learning outcomes** such as **critical thinking, collaborative decision-making, respect for diverse perspectives, and addressing social issues**.

As a part of a broad monitoring and evaluation process covering 53 fields since 2019–2020, the survey collected the **views of 7299 teachers and 952 employers**. In this study, the teachers highlighted the importance of a **values-based approach** for developing democratic attitudes, while employers underline the role of **democratic competences**—innovation, teamwork, entrepreneurship, leadership, adaptability, and analytical thinking—**in employment success**.

The study concludes by proposing the **enrichment of curricula with democratic competencies, ensuring continuous cooperation with industry, promoting applied, collaborative learning, systematically teaching digital and cognitive skills, adopting performance-based assessment, and providing ongoing professional development for teachers**. This holistic approach integrates VTE with **active citizenship, ethical awareness, and social responsibility**, thereby making a direct contribution to building a **participatory, tolerant, and just society**.

REFLECTIONS

It is essential that democratic competences be defined as clear and measurable learning outcomes across all fields. Accordingly, **sustained investment** should be made in teacher **continuous professional development** that integrates **participatory pedagogy, social and emotional learning, digital and green skills, ethics, and the principles of Ahilik (“ethics”)**. **Strengthening employer co-design and work-based learning** is vital to deepen the education–employment collaboration. **Learner participation and inclusion** should be institutionalised, while indicators such as **teamwork, ethical compliance, and social responsibility** must become **integral components of quality assurance systems**.

IMPACT

Survey findings (**7299 teachers; 952 employers**) show broad **convergence on the importance of democratic competences for workplace performance and civic outcomes**; evidence **supports curriculum renewal, authentic assessment, stronger school–enterprise partnerships, and Continuing Professional Development of teachers to institutionalise democratic culture**.