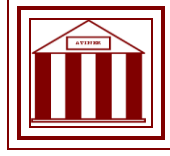


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**ATINER's Conference Paper Series
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**An Overview Focusing on the Relationship
between Vocational Education and the
Necessities of Turkish Business**

**Tolga Yazici
President and Chairman
Plato Collage of Higher Education
Turkey**

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An Overview Focusing on the Relationship between Vocational Education and the Necessities of Turkish Business

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Abstract

In 21st century, particularly through the impact of the developments took place in previous decades, it is shown that the competitiveness gradually reached a considerably high level and the quality of goods and services presented to the market became the most important criteria of measuring countries economic performances. In addition, it is also acknowledged that the economic development is essentially based on the existence of qualified labour force. That is why developed countries have turned to train a qualified labour force by using qualitative methods rather than quantitative ones.

Indeed, the only possible way to create a qualified workforce is training people through qualified educational strategies. Eventually, having an accurate and subtle strategy of training is a prerequisite for being able to struggle to be one of the biggest economies of the world. On the other hand, it is essentially required that the institutions giving vocational education should create educational standards high enough to satisfy the expectations of employers.

Until quite recently, the vocational higher education institutions in Turkey unfortunately have been quite inefficient due to inadequacy of training modules and also lack of communication between these educational institutions and the organizations or companies which expected to employ the people studied in these schools. This study aims to examine the problematical communication between vocational higher education institutions and business circles and also tries to review the practices being held to solve this problem.

Keywords: Technical Vocational Education, Labour Force, Employment, Business

Introduction

Today developmental level of countries is determined according to their human resources. Qualifications, fast learning, analytical thinking skills, adaptability to unstable conditions and problem solving capacity of their human resources affect the developmental level of countries directly. Although education is the most important factor in the development of people, ideologies and quality of education may vary depending on the conditions of the countries. Every country should apply appropriate education policies according to their inner dynamics so that useful and qualified persons can raise themselves both individually and socially.

Significantly in the recent years, transformations in the processes of production and consumption make it clear that the most important component of these processes is the human being. It is through qualified employees that the countries can prove their existence in international arenas and stay in the game regarding the sectorial competition. In this regards, it is essential for the educational institutions to follow educational policies that would contribute to the country's economy and satisfy the needs of the labor market.

Because of the lack of quality in both primary and secondary schools, and vocational and technical schools or universities, the skills of young people who had been educated in those institutions can not satisfy the expectations, the organizations do not only have difficulties in recruitment process but also they have to give an extra training for those who had been recruited. This costs time, labor force and expenditures for both the employee and the employer. For this reason, business world and educational institutions have to work cooperatively in providing "qualified employees" for especially the needs of the labor market and apply education programs by strengthening the dialogue between the business world and educational institutions.

The education programs that are created through the cooperation of the business world and educational institutions are important in meeting the expectations of both the employers and the employees. Today many countries in the world aim at improving the quality of their human resources with this cooperation programs. Although these programs have been adopted in Turkey as well, there are still some problems due to the lack of communication between the business world and educational institutions.

Turkish economy improves day by day. In the past ten years, Gross National Product in Turkey has gotten seven times larger and become more than 800 billion dollars.¹ Turkey, which is already in the top twenty largest economies in the world, aims at getting into top ten and this is only possible with appropriate export and import volume, thus qualified and skilled labor force. For this reason, future strategy plans on vocational education institutes and Vocational Schools of Higher Education should be designed according to

¹Metek Bulletin I, (2014). Ministry of National Education Publishings, <http://metek.meb.gov.tr/index.php/tr/basin-odasi/metek-bulten/404-metek-bulten-01> (Accessed: 12.11.2014)

the need of labor market and through strengthening the cooperation with the business world.

Vocational Technical Education and Vocational Schools of Higher Education in Turkey

It is already recognized in the recent past that the key to the economic development both in Turkey and in the world is the qualified labor force. It is through the qualified employee's value that they gain and contribute to the organization that the organization can prove itself and develop its position in the sector. The most important aspect in the recruitment of qualified employees is education. Thus, for the labor force to contribute value to the organization and adjust to the competition in the sector, employees having the skills mentioned below should be recruited:

- appropriate to the current demands,
- adjustable to the changes,
- having basic academic skills (such as the knowledge of reading, writing, mathematics, science etc.)
- able to take initiatives,
- knowledge of foreign languages and high communication skills.¹

Education is essential for these individuals to be raised. This education can only be possible through vocational and technical education given to the intermediate staff in the business markets. Vocational and technical education can be defined as "a process of mental, emotional, social, economic and personal development of an individual through knowledge, abilities and practical application skills that an occupation necessitates in the context of personal and social life."² Vocational and technical education is received especially after compulsory education in the world. For this reason, vocational technical education starts at the secondary school level and continues in the Vocational School of Higher Education (VSHE).

VSHEs are the most important institutions where qualified employees necessary for the business world are trained both in Turkey and in the world. Especially in the industrial sector intermediate staff is needed and this staff is provided from VSHEs instead of the other academic institutions. This has been realized in the world and the importance of the vocational technical education increased as much as the academic education. However, up until the recent years in Turkey vocational technical education remained under the shadow of academic education and VSHEs were not taken as they had supposed to be in

¹'Vocational and Technical Education Strategy Document and Action Plan (Sketch) 2013-2017'. <http://www.kso.org.tr/duyurures/mesleki-ve-teknik-egitim-strateji-belgesi-ve-eylem-plani-taslagi.pdf> (Accessed: 27.11.2014), p. 12.

²C. Alkan, H. Doğan & S. İ. Sezgin, (1991). *Mesleki ve Teknik Eğitimin Esasları* (Principles of Vocational and Technical Education), Ankara: Gazi Büro Bookhouse, p. 10.

the educational policies. For this reason, those who had graduated from VSHEs could not acquire enough accumulation of knowledge and could not satisfy the needs of the business world with their practical knowledge skills.

The graduates of Vocational High Schools usually prefer VSHEs and this is also arranged in the current education system. The status of VSHEs are determined to get connected to the universities according to the Law No. 2547 (year 1981), which asserts that all higher education institutions must be concentrated at one hand. Passage ‘g’ of the third item of the same law defines VSHEs as “a higher education institution, which concentrates on vocational training.”¹ The Vocational Education Law No. 3308, which was enacted in 1986, became a turning point for the future of vocational education. Accordingly, vocational and technical schools and institutions were reformed based on cooperation with the organizations.²

Both state universities and foundation universities can found VSHEs. Other than these, foundation based VSHEs can be founded without needing a university support. However, neither state based nor foundations based vocational education programs are sufficient enough to satisfy the needs of labor force market in Turkey. This, to a great extent, is because of the lack of communication and dialogue between the business market and educational programs. This situation was marked as following in the Medium Term Report of the State Planning Organization:

‘In order to produce labor force qualified according to the demands of the labor force, mechanisms will be created to strengthen the cooperation between the education and the labor force.

Lifelong education strategies will be prepared.

Due to the transition to the information society, considering the local, national and international developments and needs, the units and programs of the higher education institutions will be renovated.

Private sector will be motivated to contribute to the funding for the activities that would train qualified labor force.’³

The number of the vocational education institutions in Turkey increases day by day but this quantitative increase cannot compensate qualitative insufficiencies. According to the “Vocational Schools of Higher Education in Turkey” report prepared by Prof. Dr. Durmuş Günay, Council of Higher Education (CHE) Executive Committee Member and Prof. Dr. Mahmut Özer,

¹Higher Education Law No. 2547, <http://www.yok.gov.tr/documents/10279/29816/2547+say%C4%B1%C4%B1%20Y%C3%BCksek%C3%B6%C4%9Fretim+Kanunu/f439f90b-7786-464a-a48f-9d9299ba8895> (Accessed: 14.12.2014)

²Vocational and Technical Education Strategy Document and Action Plan (Sketch) 2013-2017’. <http://www.kso.org.tr/duyurures/mesleki-ve-teknik-egitim-strateji-belgesi-ve-eylem-plani-taslagi.pdf> (Accessed: 27.11.2014), p. 11.

³S. Şengel, (2011). ‘Türkiye’de Muhasebe Meslek Elemanı Talebi Üzerine Bir Araştırma’ (A Research on Accounting and Demand for Members of Profession in Turkey), *Muhasebe ve Finansman Dergisi* (Accounting and Finance Journal), p.169.

CHE VSHE Study Group Coordinator and the President of Bülent Ecevit University, the number of VSHEs in Turkey exceeded 800 in the year 2014. Other information in the report is as follows:

‘Out of 802 vocational schools of higher education in Turkey, 705 or 88% belongs to state universities, 57 or 7% belongs to foundation universities, 8 or 1% belongs to foundation based VSHEs, 32 or 4% belongs to other VSHEs.

Out of all these VSHEs, 549 divide their education programs into two as technical and social, and 253 provide training in twenty different thematic fields such as health, tourism, areal sciences, law, mining, transportation, etc.

The number of associate degree students, including those who study associate degrees in Distant Education Programs, reached 1 million 527 thousand 706 in 2013. That is to say, 30% of higher education students study at VSHEs. In 2013 50,9% or 777 thousand 74 of associate degree students are at VSHEs and 49,1% or 749 thousand 965 study at distant education associate degree programs.

90,6% of 777 thousand 741 VSHE students are at state universities, 5,7% of them are at foundation universities, 0,9% and 2,8% are at foundation based and other VSHEs.’¹

An increase in the opportunities for recruitment of young people in Turkey, where the young population holds an important scale, is expected. However, there are many current problems along with the need for improvement of the vocational secondary schools and VSHEs.

Problems Related to VSHEs

Although vocational training is considered in the context of general education and as a sub branch of it, it is different than general or academic education. The goal of general or academic education is mostly to teach analytical knowledge, skills and critical thinking, whereas vocational training aims at teaching crafts, practical experiences and problem solving skills.² However, either in the education system of vocational high schools or the educational programs of VHSEs, these differences are mostly ignored.

Today, there is no examination system for entering VHSEs in Turkey. Nevertheless, now, there should a different examination system for the students who have graduated from vocational high schools. That is to say, at the entrance

¹D. Günay & M. Özer. (2014). ‘Türkiye’de Meslek Yüksekokulları (Vocational Schools of Higher Education in Turkey)’, <http://www.osym2015.com/node/667> (Accessed: 20.12.2014)

²M. Aydınkal, M. Bilgin, F. Şanöz & D. Demirci. (2012). ‘İstihdam Odaklı Mesleki Eğitim İçin Sektörel Talep Araştırması (Research on Sectorial Demand for Employment Focused Vocational Training)’, *Orta Karadeniz Kalkınma Ajansı (Middle Black Sea Development Agency)*.

to vocational technical education system, the students should be given professional guidance and the student's relevant skills, desire for the relevant occupation and other side factors should be taken into consideration.¹ Law No. 4702, which accords a right for the students who have graduated from vocational high schools to enter VHSEs directly, without having an exam, caused breakdowns in the operations of VHSEs. This right for entering VHSEs without going through an exam turned VHSEs into something that many students use just in order to be able to write "college graduate" on their curriculum vitas.

Along with these problems, it is well known that many VSHEs that are currently active in Turkey lack in facilities like school building, atelier, lab, stationary and equipment. They also lack in academic personnel who would teach at these schools. VSHEs have many problems due to the needs of the system and their own inner dynamics. However, the most important of all is that VSHEs fail in fulfilling their major aim, that is, "to provide qualified staff that would satisfy the needs of the business market."

The key to the success of VSHEs is their capability of training staff by establishing cooperation between vocational training and business market. Nevertheless, because here is no consensus on programs between vocational and technical secondary schools and VSHEs, or vocational and technical education programs are not updated according to the demands and needs of labor force market, employees who had gone through vocational training are not recruited appropriately and this gives way to decline in the demand for vocational training.²

There are serious attempts going on in Turkey in implementing vocational education programs, which are designed according to the needs of labor force market in order to establish an accomplished relationship between the labor force markets and VSHEs, and continuing a reciprocal dialogue. These attempts can only be fulfilled until Turkey's presence among the largest economies of the world by using its potential of a large young population and satisfy the needs of the business world by providing qualified labor force.

METEK Project

The Turkish Ministry of Education has been carrying out attempts to eliminate the deficiencies in the education system and renovate the current program according to the current needs for almost twenty years now. With this

¹A. Şahinkesen, 'Mesleki ve Teknik Eğitimde Eğitim Teknolojisi (Education Technology of Vocational and Technical Education)', *A.Ü. Eğitim Bilimleri Fakültesi (A.U. Faculty of Educational Sciences), Eğitim Bilimleri Birinci Ulusal Kongresi (First Colloquim of National Educational Sciences), Bildiriler I Eğitim Teknolojisi (Presentations I Educational Sciences)*, Ankara, p.70.

²M. Aydınkal, M. Bilgin, F. Şanöz & D. Demirci. (2012). 'İstihdam Odaklı Mesleki Eğitim İçin Sektörel Talep Araştırması (Research on Sectorial Demand for Employment Focused Vocational Training)', *Orta Karadeniz Kalkınma Ajansı (Middle Black Sea Development Agency)*.

purpose, in 2002 with the support of the European Union “The Project for Improving the Vocational Education System in Turkey (MEGEP)”, in 2003 “The Project for Modernizing the Vocational and Technical Education in Turkey (MTEM)” were accomplished. The most up to date one of these projects is METEK, which has been actualized in 2013. The project METEK in its general meaning is about implementing the sense and process of quality of the European countries in the VHSEs in Turkey through the Project for Improving the Quality of Vocational and Technical Education in Turkey.

Education stands as an important category of the Europe 2020 strategy along with the five parallel goals, that is recruitment, social inclusion, research-development, climate and energy, which are all in the context of smart, sustainable and encompassing growth priorities. With the strategy of “Education, vocational education and lifelong learning”, which is in the focus of smart growth strategy:

‘With the initiative of the quality of education and vocational training at any level in Europe and the opportunity for youth recruitment is aimed to be increased along with the performance of the higher education institutes and their attractiveness in the international arena through student and apprentice exchange programs. Besides, the flourishing job opportunities for the young people through inclusion of youth to the labor market by decreasing the rate of unemployment and creating chances for them to get job experience through apprenticeship and traineeship and encouraging the mobility in the EU is anticipated.’¹

The project METEK, which has been implemented in the context of this understanding, the goal is to “carry out teachers’ training, curriculum development and raising awareness among the public opinion regarding the improvements in the vocational training”² through implementing an applicable, measurable and sustainable national quality guarantee in the vocational training in 21 sample cities and 50 sample vocational and technical education institutes. For this reason, developing the education modules by considering the labor force market analyses of Turkish Employment Agency (İŞKUR) is one of the major priorities of METEK. METEK is in cooperation with the institutions like Higher Education Council, Central Administration Institute, Ministry of

¹G. Akbaş & A. Apar (2010). ‘Avrupa 2020 Stratejisi: Akıllı, Sürdürülebilir ve Kapsayıcı Büyüme için Avrupa Stratejisi Özel Bilgi Notu (Europe 2020 Strategy: Europe Strategy Special Knowledge Not efor Smart, Sustainable and Encompassing Growth’, *Başbakanlık Avrupa Birliği Genel Sekreterliği Sosyal, Bölgesel ve Yenilikçi Politikalar Başkanlığı (The Prime Minister’s Office General Secretary Social, Local and Renovative Policies Department)*, Ankara.

²Metek Bulletin I, (2014). Milli Eğitim Bakanlığı Yayınları (Turkish Ministry of Education Publishing), <http://metek.meb.gov.tr/index.php/tr/basin-odasi/metek-bulten/404-metek-bulten-01> (Accessed: 12.11.2014)

Education, Turkish Employment Agency, Ministry of Labor and Social Security and Ministry of Industry.

One of the most important steps of METEK activities is quality management. With this purpose, “Sample Vocational and Technical Education Quality Strategy Report” was prepared. According to this report the functions of vocational and technical education quality are determined as follows:

‘Leadership, administration and finance
Employee Recruitment, selection and development (including education)
Providing educative materials and staff as a support for the students.
Accessing and participating VSHE programs
Measurement and Evaluation process
Demand based curriculum preparation (in cooperation with the sector)
Program design
Vocational counseling and guidance
Quality improvement
The frame of qualification and lifelong education
Entrance to the higher education’¹

For these principles to become functional, VSHEs to reach the European Union quality standards and establishing a working relationship between the VSHEs and the business world, a series of studies, plans, workshops and conferences started to be conducted. The results of these workshops were presented in “Building Reciprocal Trust Between the Business World and Vocational Education” conference in 2013. Conferences, workshops and applications like this one is very important in the sense that they gather the business world and the VSHEs together, highlight the problems between the VSHEs and the business world and suggest solutions to the problems to improve the mutual relationships.

Business World-Vocational Education Cooperation Project: ‘Vocational Education, National Matter’

The project of “Vocational Education, National Matter (MLMM)” of the Koç Group in 2013, which is one the most important companies in Turkey and owns an endorsement of 10% of Turkey’s total exportation and 8% of National Income, in cooperation with the Turkish Ministry of Education and Vehbi Koc Foundation, stands out as a significant step towards the future of the VSHEs. The project had been conducted since 2006 and it was awarded both in national and international platforms.

On the grounds of the project lies “School-Business Union Model” and the Koc group activated scholarships, curriculums, labs, apprenticeship, vocational

¹Metek Bülten II, (2014). Milli Eğitim Bakanlığı Yayınları, <http://metek.meb.gov.tr/index.php/tr/basin-odasi/metek-bulten/405-metek-bulten-02> (Erişim Tarihi: 12.11.2014)

high school guidance and vocational education and recruitment in the context of this model. In this regards, as an integrated part of the Koc Groups vocational education investments and human resources policies “eight companies of the Koc group founded 29 labs, 7 education centers, 1 vocational high school and 1 vocational school of higher education in five sectors through micro projects.”¹ The results of the projects that are defined as a seven-year long work plan in 2006-2013 are as follows:

- An important step towards the future of the vocational education was taken with funding, vocational high school coaching, priority of apprenticeship and recruitment, micro projects addressing the needs of different sectors, communication campaigns to create and increase awareness among the public opinion, cooperation of the entrepreneurs and competitions that would contribute to the vocational and personal development of the students.
- Between the years of 2006 and 2013 more than 8 thousand students from 264 different schools in 81 cities were given funding, the number of the students studying at the vocational high schools increased to 68%, almost 2500 students found supplementary education opportunities in different branches and the number of the companies that had contributed to the project or developed similar projects had gotten close to fifty.²

“Vocational Education, National Matter” project of the Koc Group and concrete results of this project became effective in changing the views of the business world as well as the young people, who want to be trained, and their families regarding the vocational education along with setting as an example in establishing and continuing an appropriate relationship between the business world and the vocational education in Turkey.

A Successful Example of Vocational Education: Dual System

Dual education is a system of education implemented in Germany for educating young people to take over the positions left by highly knowledgeable and skillful employees who had to leave the job due to their ages. One of the most important features of this system is that the dual education is carried out in cooperation with chambers of commerce and industry and the business

¹‘Zamanın Ruhunu Okumak (Reading Into the Zeitgeist)’, *Koç Topluluğu Kurumsal Sosyal Sorumluluk Raporu 2013 (Koc Groups Corporate Social Responsibility Report 2013)*, p.40-45. http://www.koc.com.tr/tr-tr/yatirimci-iliskileri/finansal-raporlar-ve-istatistikler/Faaliyet%20Rapor%20Dkman/2013_FR.pdf (Accessed: 19.12.2014)

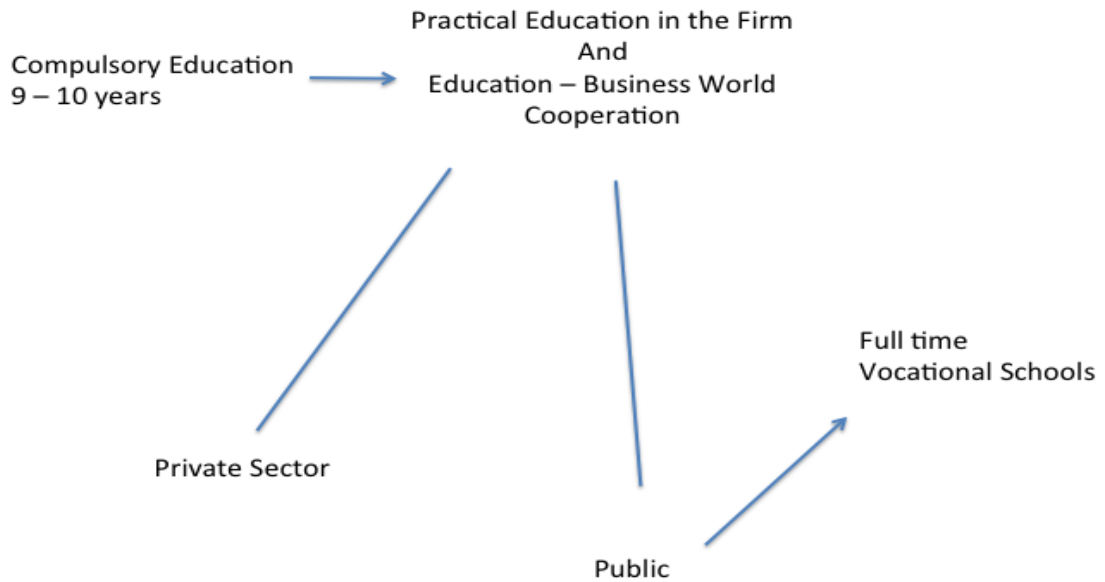
²‘Zamanın Ruhunu Okumak (Reading Into the Zeitgeist)’, *Koç Topluluğu Kurumsal Sosyal Sorumluluk Raporu 2013 (Koc Groups Corporate Social Responsibility Report 2013)*, p.40-45. http://www.koc.com.tr/tr-tr/yatirimci-iliskileri/finansal-raporlar-ve-istatistikler/Faaliyet%20Rapor%20Dkman/2013_FR.pdf (Accessed: 19.12.2014)

market. The German dual system is integrated to the study as an example for the problematic of the work in order to derive information regarding the necessity of cooperation between the business market and the education system, and the success of this sort of a study.

Compulsory education in the entire Germany is usually for 9 years and even 10 years in some states. Vocational training is carried out only after the compulsory education. Vocational training can be applied in two forms, as full time vocational training or dual system. Nevertheless, the ratio of dual system students, who spend 3 to 4 business days at the companies, is 50%, while the students of the full time vocational high schools hold only 15% of the entire whole.¹ This statistical datum is important in showing the ratio of preferability of the dual system in the current education system.

The structure of the German dual vocational education is shown in the Figure 1.

Figure 1. *German Dual Vocational Education System*



Source: E. Özdemir ‘Alman Mesleki Eğitim Sisteminde Özel Sektörün Rolü ve Ülkemiz Mesleki Eğitim ve Oda Sistemi için Çıkarımlar (The Role of the Private Sector in German Vocational Education System and Examples for the Vocational Education and Chambers System in Our Country)’, TOBB EU Department, p.2.

The legal grounds of the dual system was secured by the Vocational Education Law of 1969 and it reached to the current condition in 2007 and started to be implemented as a 2,5-3 or 4 years long education by encompassing 346 professions. On the grounds of the center lies units like the Chamber of Commerce and Industry, Union of Chamber of Merchants and Craftsmen, Chamber of Agriculture, Chamber of Lawyers and Chamber of

¹E. Özdemir, (2011). ‘Alman Mesleki Eğitim Sistemi ve Türkiye ile Karşılaştırılması I (German Vocational Training System and Comparison With Turkey)’, *Ekonomik Forum (Economic Forum)*, p.43.

Doctors, which are all authorized by the Vocational Education Law and would act as intermediaries between the business market and education institutions.¹ Major tasks of these institutions are creating recruitment opportunities for the students who are studying at the vocational schools along with analyzing the needs of the business markets and helping to establish substructures and equipment for these institutions to train appropriate staff for satisfying the needs.

Major goal of the dual system is to establish cooperation between the education and the business world. For this reason, the relevant chambers and commissions have the following responsibilities:

‘Approving the enterprises where the students will work as apprentices,
Inspecting the education process in terms of the content and the time,
Counseling for the firms and the apprentices,
Exams, evaluation and certification of the apprentice students,
Recording the contracts
Career counseling’²

These responsibilities are important for the system to better operate and meeting the future aspirations of the business world as well as the students who get educated.

German dual system sets as an example for the vocational and technical education in Turkey. Although it has been tried in many developed and developing countries, the most successful example of the dual system is in Germany. On the grounds of this success lie the public and private sector, chambers and commissions and the cooperation with the educative institutions and their effective works on the form and applicability of education system. Today in Turkey, similar cooperation attempts are taken place and strategies for making grounds to develop a healthier communication between the business world and the education institutes needs to be produced. In this regards, E. Ozdemir’s studies on the Turkish and German vocational education system should be taken into consideration for applying a more effective vocational training.

¹E. Özdemir, (2011). ‘Alman Mesleki Eğitim Sistemi ve Türkiye ile Karşılaştırılması I (German Vocational Training System and Comparison With Turkey)’, *Ekonomik Forum (Economic Forum)*, p.45.

²E. Özdemir, (2011). ‘Alman Mesleki Eğitim Sistemi ve Türkiye ile Karşılaştırılması I (German Vocational Training System and Comparison With Turkey)’, *Ekonomik Forum (Economic Forum)*, pp.2-3.

Table 1. Vocational and Technical Education System: Comparison of Germany-Turkey

GERMANY	TURKEY
<p>UNITARY STRUCTURE Responsible Institution: Federal Vocational Training Institute</p>	<p>PARTIAL STRUCTURE Responsible Institution: Various General Directorates of the Ministry of Education</p>
<p>VOLUNTEERING PRINCIPLE Basics of the System: Volunteering, Vocational training is not an obligation; enterprises are free for providing skills education (vocational training) for the students. Only the enterprises, which are willing to do so and are approved by the chambers along with having proper facilities, can provide applicable vocational education for the students. In this context, the enterprises that have proper teachers and workplace and equipment can provide vocational training. 25% of all enterprises in Germany offer vocational education.</p>	<p>OBLIGATION PRINCIPLE Basics of the System: It is an obligation. Providing vocational training is an obligation for the enterprises. Enterprises where ten or more people are working, are obliged to provide skill education for students no less than 5% and no more than 10% of the number of their current employees, pay those students 30% of net minimum wage and found an education unit if they are providing skill education for ten or more students. Although in the past only the enterprises that had 20 or more employees were obliged to offer skill education, with the Law No. 6111 the number was reduced to 10. With the decision of the cabinet, this number can be reduced even to five. Also, with the Law No. 6111 the minimum wage to be paid was determined as “net” and the uncertainty about “net” or “gross” was resolved.</p>
<p>THERE ARE INCENTIVES System of Incentives: Two way -There are activities supporting and complementing the vocational training in the enterprises (like JOBSTARTER program or Above Enterprises Education Centers etc.) -Direct support for the enterprises (partially affording the expenses, sometimes monetary aids etc.)</p>	<p>THERE IS NO INCENTIVE System of Incentives: There is no incentive. There are enforcements instead of incentives. The enterprises that do not offer skill education for the students are supposed to deposit the 2\3 of the minimum wage per students that they had to recruit to the account of the payroll division. On the other hand, due to the determination of the minimum wage as “net wage” gave way to a decrease in the payments because it used to be as “gross wage.” Besides, in the year 2011 Action Plan of The Recruitment Technical Committee, a rule regarding to encourage founding an educative unit and recruiting teachers instead of enforcements was asserted.</p>
<p>CHAMBERS HAVE CONCRETE DUTIES THAT ARE ASSIGNED BY LAW The role of the chambers: They are at the center of the system. -Evaluating the properness of the</p>	<p>CHAMBERS DO NOT HAVE DUTIES BY LAW The role of the chambers: They have secondary roles in the system. Legal duties, in the form of “developing and directing vocational and technical education”</p>

<p>enterprise, -Following up and controlling the process, -Arranging the examination and certification for the students, -Recording the internships, -Offering pedagogical formation for the teachers at the enterprises and documenting it. In this regards, it is impossible to operate without having chambers.</p>	<p>Concrete activities regarding this: -Representation in the Municipality Recruitment and Vocational Education Institutions, -Preparing vocational standards, -Conveying the problems and views to the relevant offices. Nevertheless, with the UMEM Skill '10 project, the role of the chambers, in need analysis of the labor force market, intern demand, recruitment and widespread vocational education was strengthened to a great degree.</p>
<p>LONG TERM Education period: 2,5-3,5 years. By this way, the student grows into a real worker and it secures a mutual trust between the employee and the employer. If trust was not established then the contract can be waived during the trial period.</p>	<p>SHORT TERM Education period: 300 hours during the secondary school This period equals to almost two months. It does not give an opportunity for the students and the teacher to get used to each other. In the vocational high schools: the skill education in the enterprises is carried out as two days at the school and three days at the enterprise for 864 hours during the 12th grade.</p>
<p>EFFECTIVE CONTROL AND FOLLOW UP Control and Follow Up Mechanism: The main element is the chambers. Vocational training in the enterprises are controlled and followed up by the advisors of the chambers in the enterprises. Advisors are also looking for solutions to any problems that the enterprises and the students may run into.</p>	<p>THERE IS NO REAL CONTROL OR FOLLOW UP Control Mechanism: Work inspectors are a part of the general control but it cannot be wholly applied. Other than that, there is no special control mechanism.</p>
<p>EXAMS ARE UNDER THE AUTHORITY OF THE CHAMBERS Regulation of the Exams: It is the duty of the chambers. In the exam commissions of the chambers there are representatives of the employers and the employees along with teachers.</p>	<p>EXAMS ARE UNDER THE AUTHORITY OF THE MINISTRY OF EDUCATION (MEB) Regulation of the Exams: It is MEB's duty. In the end of the year skill exam coordinated by MEB there are teachers, master trainers and educative staff of the enterprise and the representatives of employment institutions in the city\ town. But there is not enough information regarding an effective operation.</p>
<p>THERE IS QUALITY ASSURANCE Quality Assurance Mechanism: Quality is assured through education directions prepared by FMME and the education plan that is prepared by</p>	<p>THERE IS NO QUALITY ASSURANCE Quality Assurance Mechanism: There is no quality assurance mechanism developed for the skill education in the enterprises. The enterprises can assign duties (like serving tea, cleaning etc.) to the students</p>

<p>the enterprises and checked by the chambers for any kind of profession, and according to the needs of the enterprise some sort of flexibility is also given.</p>	<p>unrelated to their professions.</p>
<p>GUIDANCE AND COUNSELING IS STRONG Guidance and Counseling System: Guidance starts after the primary school. Students are sent to schools in different levels according to their capabilities. Before entering the dual education, the students are given appropriate education that would direct them into the schools according to their personal skills in the general education system (in the 5th and 6th grades).</p>	<p>GUIDANCE AND COUNSELING IS RESTRICTED Guidance and Counseling System: There is no specific education for this. There are only counseling classes and teachers.</p>
<p>UNITARY STRUCTURE IN THE STANDARDS OF THE PROFESSIONS Preparation of the Standards of the Professions: Professions are approved by FMME and their contents are created by FMME in cooperation with the employment institutions.</p>	<p>DUAL STRUCTURE IN THE STANDARDS OF THE PROFESSIONS Preparation of the Standards of the Professions: Dual Structure. The standards of the professions are prepared by organizations in the sector (like chambers, unions etc.) in cooperation with the Professional Qualification Institution while the curriculum is created by MEB.</p>

Source: E. Özdemir, (2011). 'Alman Mesleki Eğitim Sistemi ve Türkiye ile Karşılaştırılması I (German Vocational Training System and Comparison With Turkey)', *Ekonomik Forum (Economic Forum)*, p.75.

Conclusion

Today one of the most important indicators of the developed economies of the world is human resources. This view has been supported by statistical data in many studies as well. Education is the key to train qualified labor force that the countries are in need of. Education institutions should be formalized by considering the inner dynamics of the countries and the place that a relevant country holds in the context of the world economy. Vocational training institutions that are the most important means for providing labor force that the countries needed, should be programed and sustained according to the needs of the sectors that they would be placed into.

A strong communication between the vocational training institutions and the business world should not be considered as a choice but as a necessity. This will give way to an improvement in the skills of the students who would graduate from vocational education institutions and VSHEs along with

contributing to the strengthening of the business world and the creation of a more active recruitment process. In this regards, dual system, which is applied in Germany, sets as a successful example. Projects that would improve the effectiveness of the education institutions by strengthening the communication between the labor force market and the education institutions are applied in Turkey as well as in parts of the world. However, these projects fail occasionally due to the lack of interest of the business world or the education institutions' lack of substructure for this cooperation.

More than twenty years now, a variety of projects were brought into being in Turkey in order to highlight the position of the vocational and technical education institutions and VSHEs among the other education institutions, and to satisfy the needs of the business world by recruiting the students who graduate from these schools according to their skills. Although these projects are considered to be highly significant steps taken towards the realization of the importance of vocational training and satisfying the needs of the labor force markets, keeping the development process and future strategies of the country in mind they seem to be insufficient.

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