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## VOCATIONAL EDUCATION, INDUSTRY AND HIGH TECHNOLOGY 2023

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“Opening Up Vocational Education  
into National - International Competition  
and Certification” and “Mobility of  
Vocational Labor (Convertibility)”

## ACADEMICAL RESEARCH PROJECTS

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## VOCATIONAL EDUCATION, INDUSTRY AND HIGH TECHNOLOGY 2023



"Opening Up Vocational Education into National - International Competition and Certification" and "Mobility of Vocational Labor (Convertibility)"  
**ACADEMICAL RESEARCH PROJECTS**

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## **INTRODUCTION**

The most important element of economic development in today's world is neither capital nor technological machinery systems but qualified manpower. The only way to acquire qualified manpower is to support vocational and technical education at every level.

It would be right to say that 21<sup>st</sup> century is the century of vocational education. Vocational and technical education has been carried out by public and private sectors in various countries. In our country; besides public sector, private vocational education institutions, mostly under the names of academy or course, have developed and become diversified.

Informatics Academies, Occupational Safety Training Centers, Security Academies, Flight Schools and Food Academies can be given as examples to private vocational education academies. On the other hand; vocational schools that have been opened by private universities have extended the educational fields in vocational and technical education. But only with opening up both secondary and higher vocational education into competition, quality of vocational and technical education at every level can be increased.

Qualified manpower is one of the most important parameters of today's world industry. Especially in developed countries; search for qualified manpower is still continuing.

In today's world; besides mobility of products and information, mobility of labor is the most important element of business life. In order to provide trade competition and decrease the cost of labor, big international corporations have moved their production facilities to countries like China, Vietnam, Malaysia, Laos, etc which have increased the value of labor. Last year more people left their own countries to work abroad where their knowledge, skills and experiences are considered more valuable.

Substantial amount of manpower has been transferred from countries like Macedonia, Poland, Kosovo, Bulgaria, Lithuania and Albania which are either less developed EU countries or non-EU members, to developed EU countries like Germany, England, France and Sweden. But even this massive transfer of manpower does not meet the needs of developed countries.

Manpower transfer from our country to Europe particularly Germany at the end of 1950s, is a good example which shows developed countries' need for manpower.

We can see the reflections of this process which is called "human mobility" in our country. Turkish labor migration in 1950s has become more prominent when Turkish companies have begun to win tenders especially in construction sector in the recent years. On the other hand Turkish labor force at abroad has not remained limited only on construction sector. There are Turkish sportsmen, reverends, academicians and artists living in Europe today.

The Institute of Vocational Competence (MYK) which was recently founded in our country; has started certification process in various occupations (printer blade operator, shuttle driver, etc) besides the ones that are defined by law. MYK has been standardizing and certifying needed skill, knowledge and authorization for occupations that require qualified personnel.

On the other hand; the next step in this process which is called vocational and technical education exam project still continues. Unfortunately; our country has not acquired any policy or action plan towards labor mobility. Especially both employers and employees are facing various difficulties with regards to this issue.

## **1. THE STRUCTURE OF SECONDARY VOCATIONAL EDUCATION DURING REPUBLICAN PERIOD**

Education is defined as "all activities that aim to improve an individual's personal abilities and provide information and skills that enable individual's participation to life effectively"<sup>1</sup>. It is also expressed as "a process that would change the course of an individual's life both willingly and intentionally"<sup>2</sup>.

Education is the main element for increasing labor quality which increases the creative power and efficiency of society, provides qualified and adequate number of personnel for development and gives opportunity to individuals to be raised according to their abilities<sup>3</sup>. Concept of education which has a wider scope can be described as activities which "enable individuals to change their knowledge, skills and abilities that can be acquired inside or outside of institutions, with formal programs or personal experience"<sup>4</sup>.

The historical development of traineeship and vocational-technical education in Turkey can be analyzed under two different periods; Ottoman Empire and Pre-Republican Eras. In Turkish society up until 19<sup>th</sup> century vocational and technical education had been carried out under traineeship system by local chambers.

<sup>1</sup> Dictionnaire Larousse Ansiklopedik Sözlük. (1993). İstanbul: Milliyet Yayınları.

<sup>2</sup> Ertürk, S. (1972), Eğitimde Program Geliştirme, Ankara: Yelken-tepe Yayınları.

<sup>3</sup> Sabuncuoğlu, Z. (1994), Personel Yönetimi: Politika ve Yönetmelikler. Bursa: Rota Ofset.

<sup>4</sup> Koçel, T. (2010), İşletme Yöneticiliği, İstanbul: Beta Basım.

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The first comprehensive schools during Ottoman period were opened by the army. After the reforms (Tanzimat); vocational and regular educations were planned to be carried out together and schools with regards to this issue, were suggested to be opened.

During imperial period; correctional facilities were built in Nis (1861), in Ruse and Sofia (1864) in order to provide housing and vocational education for homeless children. The crafts of weaving, horse cart making, tailoring, etc were thought in these schools.

With the establishment of the Republic; vocational and technical education has began to be controlled by Ministry of National education beginning in 1926. Dating from 1935; in accordance with the law no.2765, the expenditures of these schools have been covered by the state. Within the body of Ministry of National Education; in 1933, The General Directorate of Vocational and Technical Education and in 1941 Undersecretariat of Vocational and Technical Education were established. Thereby; Units of service and support for vocational and technical education were established.

Vocational and Technical education had become improved and universal during 1940s and 1950s. In this period traineeship system was carried out accordance with conventional techniques. State had made efforts to open traineeship schools.

Today vocational and technical schools are crucially important for vocational education system which raises qualified personnel and prepares students for higher education<sup>5</sup>.

**With Former enactment in accordance with the law no. 652 on 14th of September 2011;**

- General Directorate of Technical Education for Boys
- General Directorate of Technical Education for Girls
- General Directorate of Commerce and Tourism Education
- Department of Health Affairs
- Department of Development and Dissemination of Traineeship, Vocational and Technical Education
- Department of Research and Development of Education (6<sup>th</sup> Comprehensive Night Schools)

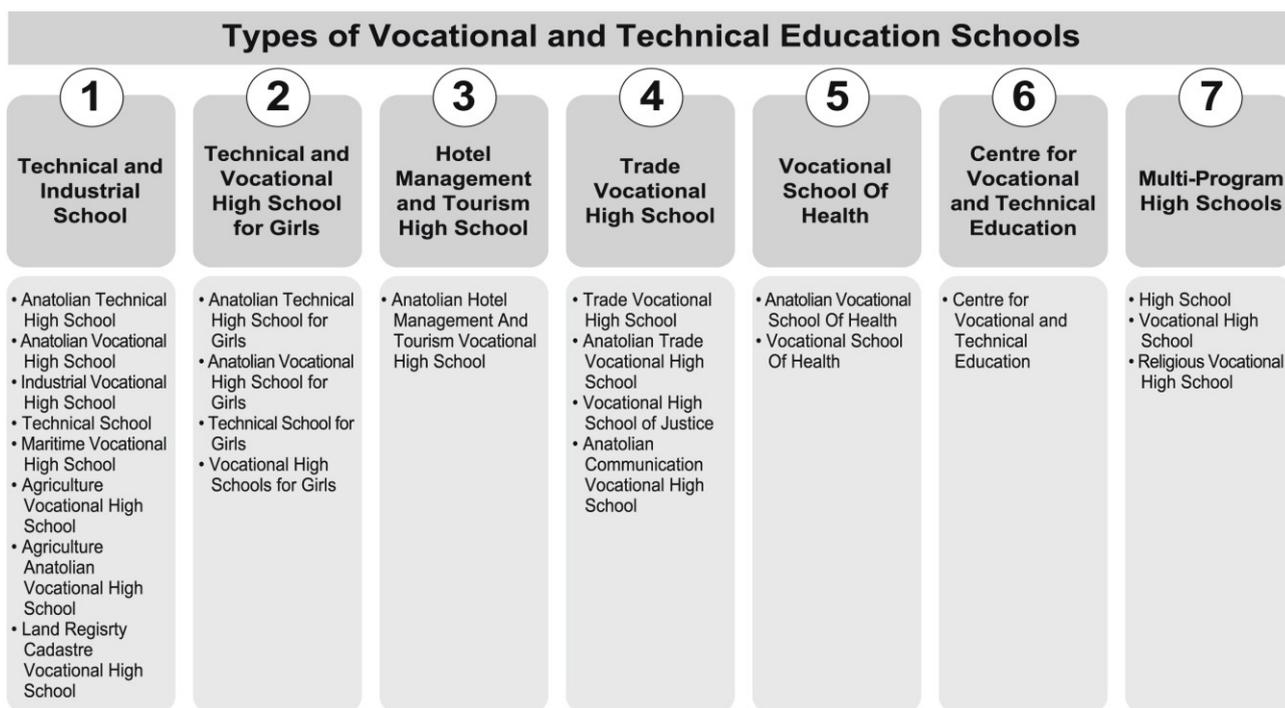
All of these institutions were united within the body of General Directorate of Vocational and Technical Education<sup>6</sup>. The types of secondary level vocational and technical education schools in our country can be seen in Image 1.

<sup>5</sup> Yörük, S., Dikici, A. ve Uysal A. (2002), Bilgi Toplumu ve Türkiye’de Mesleki Eğitim, Fırat Üniversitesi Sosyal Bilimler Dergisi 12 (2), Elazığ, 299-312.

<sup>6</sup> The Institute of Vocational Competence (2012), Vocational and Technical Education Workshop, Antalya.

The concept of vocational education is defined as a process which individuals can gain knowledge, skills and experiences for a job that is valid in business life<sup>7</sup>.

Image 1. Types of Vocational and Technical Education Schools



Vocational and Technical Education is defined by UNESCO as an “education that includes training, technology and related sciences, applied skills, information about the occupation with regards to different economic sectors and occupations in social life”. The purpose of vocational education is to provide individuals to acquire occupations that help them to contribute to society and earn their own money. Another purpose of vocational and technical education is to increase individual efficiency<sup>8</sup>.

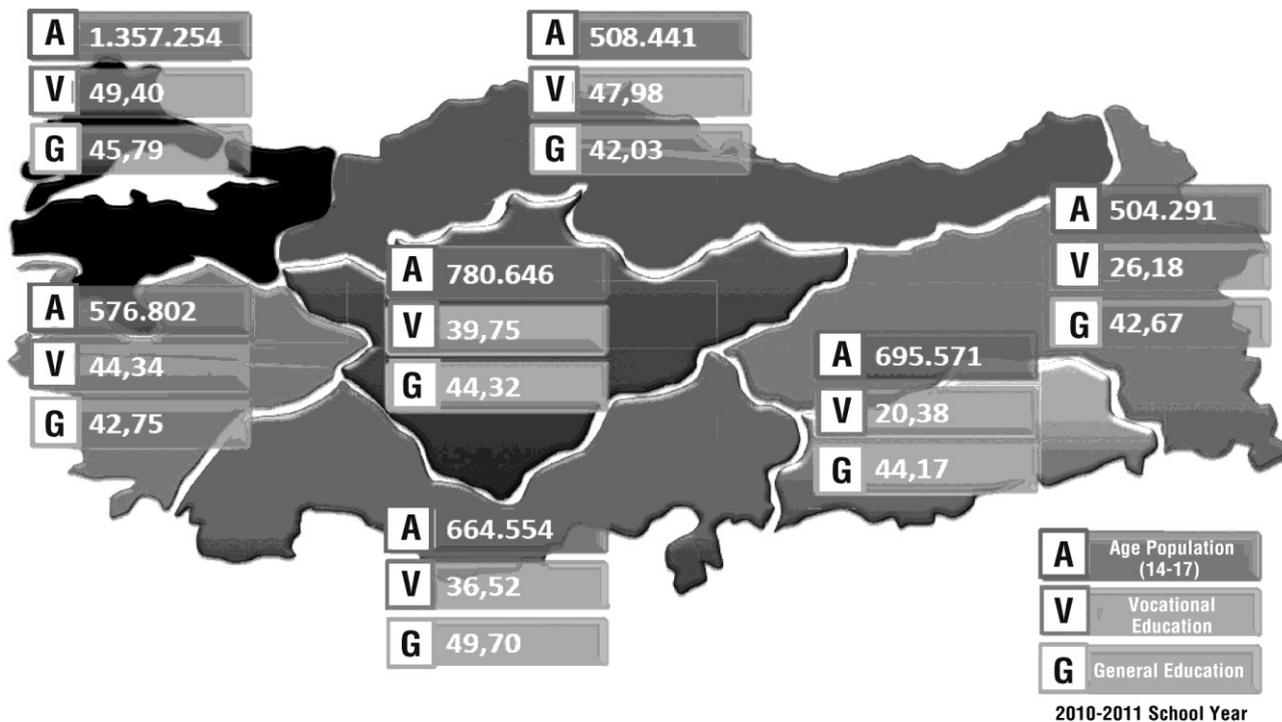
One of the major aims of education system is to provide industry sector with qualified personnel that it needs<sup>9</sup>. Especially vocational education plays a crucial role in developing personal abilities and providing qualified labor skills. Rapid change in science and technology has increased the need for qualified intermediate manpower in industry sector. Industrial enterprises demand from qualified employees not only to have production knowledge and skills, but also to keep up with the latest technological developments<sup>9</sup>.

<sup>7</sup> MEB (1997), Mesleki ve Teknik Öğretim Programları Tanıtım Rehberi, Ankara: Metargem Yayınları.

<sup>8</sup> UNESCO, Revised Recommendation Concerning Technical and Vocational Education (2001)', in Normative Instruments Concerning Technical and Vocational Education (<http://www.unevoc.unesco.org/pubsdir.php?akt=id&st=&id=UNESCO+publications+1&lg=en>), UNESCO, 2005.

<sup>9</sup> Binici, H. & Arı, N. (2004), Mesleki ve Teknik Eğitimde Arayışlar, Gazi Eğitim Fakültesi Dergisi, 24(3), 383-396.

Image 2. Turkey 2010-2011 School Year Age Population and Schooling Rate



Training in workplace has a special importance. According to Townsend (1991); an individual can learn more knowledge about his/her job and has much healthier relations with his/her co-workers in work place. Schools should follow latest technological developments in industry sector, provide their students with machinery, tools and laboratories in accordance with the latest technological developments, teach their students how to use and fix these tools and machineries properly. But none of these have been provided for the students due to stationary structure of schools<sup>10</sup>.

Therefore; in order to provide industry sector with qualified manpower; a vocational education system should be established where institutions and vocational-technical education schools cooperate.

Although the positive steps that had been taken during the early years of the Republic, school-industry cooperation has not been provided due to conventional Turkish education model. Vocational education has remained in theory and faced various problems in practical terms<sup>11</sup>.

<sup>10</sup> Sönmez, M. (2008), Türkiye’de Mesleki ve Teknik Örgün Öğretimin Sorunları ve Yeniden Yapılanma Zorunluluğu, Eğitim ve Bilim, 33 (147), 71-84.

<sup>11</sup> MEB (2006), MEGEP, Türkiye’nin Başarısı İçin İtici Güç: Hayat Boyu Öğrenme Politika Belgesi.

In accordance with the (h) section of 3rd article of Vocational Education Law no.3308; “Students of Vocational and Technical Education Schools do their occupational training in related businesses and their theoretical training in vocational and technical education schools and institutions”.

When it is considered in parallel with the needs of related sector; the effectiveness of vocational education depends mostly on the harmony between schools and sector.

Therefore the major criterion in effectiveness and efficiency of vocational education relies on harmony and goal congruence between schools and sector<sup>9</sup>. The success of vocational education depends on cooperation between institutions and schools and providing qualified education in accordance with the demands of institutions<sup>12</sup>.

## 1.1 Stakeholders of Vocational Education

One of the key factors of being successful in today’s new economic conditions is to employ well-educated, qualified, progressive and creative work force. Graduates from vocational and technical high schools and vocational schools of higher education who are called as “qualified personnel” are defined as “strategic work force”.

This approach is more meaningful in 21<sup>st</sup> century competitive markets. In order to create strategic work force and provide education that is globally competitive, Turkey continues to determine strategies with regards to higher education and participate in EU education programs like Erasmus and Leonardo.

On the other hand; besides EU, coordination of all national and international stakeholders without being united in one center, would provide development in vocational education<sup>13</sup>.

**Stakeholders of Vocational Education can be divided into three main groups<sup>14</sup>:**

<sup>12</sup> Lindner, A. (1998), Modelling the German System of Vocational Education, Labour Economics, 5 (4), 421-423.

<sup>13</sup> Ergen, A. Keleş H. N., Kırıl, T. (2011), “Leonardo da Vinci AB Mesleki Eğitim Programı Ödüllü Başarı Hikayeleri ve Çıkarımlar”, 2. Uluslararası 6. Ulusal Meslek Yüksekokulları Sempozyumu, Poster Bildiri, Aydın.

<sup>14</sup> MEB, (2012), “Mesleki Eğitim Stratejilerini Etkileyen - Yön Veren Kurumlar ve Kuruluşlar”, <http://mtegm.meb.gov.tr/tr/dokumanlar/calistay/files/assets/basic-html/page62.html>, Mesleki ve Teknik Eğitim Çalıştayı, s58.

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1) Vocational Education Sector consists of all individuals who are in the process of formal, universal and informal learning, all academicians and administrators and all individuals who are part of vocational education units. As it is mentioned in Strengthening Relations between Employment and Vocational Education Action Plan (İMEİGEP), business world and representatives from “Ministry of Education, university, sector, industrial parks, Union of Exporters” should play a role in administration and decision mechanism of vocational schools.

2) Business world should include graduates from vocational schools, their employees and related institutions, labor federations, NGOs and trade associations. This group is presented partially in City Employment and Vocational Education Commissions (Ministry of National Education, university, sector, industrial park and union). City Employment and Vocational Education Commissions should be transformed into effective institutions where issues are dealt with on the basis of city, problems and necessary information are transferred into headquarters and authority and responsibilities are given to subunits and districts. For this purpose study of capacity strengthening should be conducted.

3) Institutions and Commissions are the ones that manage at the level of centre, city and district. They also transfer information, monitor, collect data, evaluate and give authority. These institutions and commissions are mostly coordinated at regional or national level and they represent a considerable amount of institutions that are either temporary or constant. For instance; “Vocational Education Committee” which is hosted by Istanbul Chamber of Commerce and attended by Ministry of National Education in Istanbul, University, Special Provisional Administration, Turkey Employment Agency, Municipality, Chamber, Sector, representatives of NGO. İMEİGEP Monitoring and Evaluation Commission is the most effective organization with regards to determining the representation, coordination of institutions in Turkey. This commission holds meetings three times a year.

Institutions that are responsible for the action plan try to fulfill their duties and cooperate with other organizations. Under the roof of İMEİGEP Monitoring and Evaluation Commission, Ministry of Education, Higher Education Council, Professional Competence Board, Ministry of Labor and Social Security, Minister of Science, Industry and Technology, Labor Confederations, chambers come together to discuss several issues. An institution that would be called “Life-Long Learning Commission” or “Vocational Education Coordination Commission” is needed.

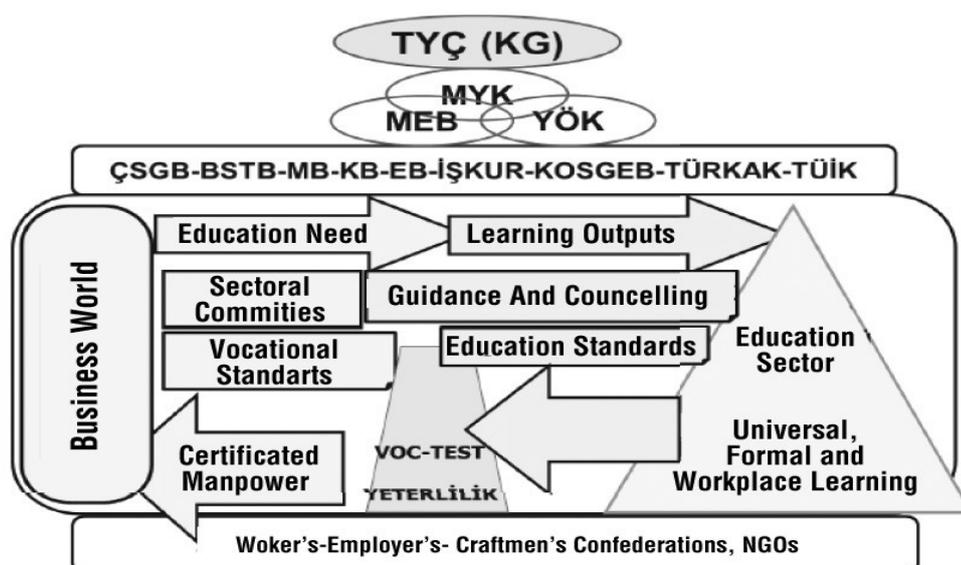
Life-Long Learning Commission should plan formal, universal, informal learning and evaluation; individual evaluation file; eight keys for competence;(AKTS/ECTS and MKTS/ECVET) credit system; consulting and counseling system; lateral, vertical and traverse transfers in academia, occupational and workplace based learning, recognition of pre-learning at every level. The commission should also prepare the flexible

structure and work with team of experts. Life-Long Learning Commission should present its preparations to İMEİGEP Monitoring and Evaluation Commission.

In the last couple of years; stakeholder participation has began to be given great importance in Turkey. This participation is seen in various strategy and action plan documents. For instance; in the document of İMEİGEP, related and responsible commissions and intuitions are as follows; Ministry of National Education, Ministry of Science, Industry and Technology, Konya Commodity Exchange, Board of Higher Education, Professional Competence Board, Turkey Employment Agency, Small and Medium Enterprises Development Organization, Turkish Accreditation Agency, Turkish Statistical Institute, State Personnel Agency, General Directorate of the National Lottery, Union of Chamber and Commodity Exchanges, Labor Confederation, Confederation of Turkish Tradesmen and Craftsmen, Local Authorities, Trade Associations, NGOs, Social Partners(Private Sector)". Considering the latest developments in Turkey, distribution of stakeholders in education sector and business world can be shown as in Image 2.

Today; an employee that has the competence through formal and universal learning still continues to be a student with various means such as e-learning, micro-learning, informal or workplace based learning. We can picture the 2 hours or 5 minutes transitions on Image 3. Therefore in the near future; most of the employees will be first degree stakeholders in vocational education<sup>16</sup>.

**Image 3. Stakeholders of Vocational Education<sup>6</sup>**



Stakeholders that nourish vocational education can be seen at Image 3. Stakeholders of economy in the country have an important role in determining vocational and technical education models. These stakeholders are state; industry, service and finance sectors. Sectors determine the knowledge and skill that human resources

should possess. Therefore; in order for vocational and technical education models to be successful, stakeholders' capacities and needs should be taken into consideration<sup>16</sup>.

## 1.2 Financing Vocational Education and its Relation with Sectors

It is mentioned that vocational and technical education contributes to the industrialization. On the other hand conventional education contributes to cultural and social development. It is also expressed that technical education is an investment to human capital; on the other hand conventional education is consumption product/service.

It is mentioned that conventional, vocational and technical schools at high school level which are categorized as composite products; are financed by taxes and fees in remuneration for their social benefits and externality. Unlike other secondary schools, in order to finance secondary vocational and technical education; employers contribute to increase the efficiency which they mainly benefit from education's externality.

Voluntary contribution to strengthen the structure of machinery and equipment in vocational and technical schools has been provided in order to increase the efficiency of vocational courses and reintegrate the disadvantageous groups into work life. Global actors have contributed financing vocational and technical education with credits and donations in order for world technology to be sold and spread, to provide technical workforce that global capital needs and to insure human capital flight from developing countries to developed and industrialized countries.

It is emphasized that private sector and employers should finance vocational and technical education. It is also mentioned that due to countries' limited education budget; technical experts are not financed who work for local-branches of multi-national companies. Besides, financing education should also be responsibility of individuals.

Financial system with regards to vocational education and programs, their resources and applications differ from one country to another; and vocational education and programs are generally financed by education taxes, employers and voluntary efforts<sup>6</sup>.

**Currently vocational education is financed** by government, municipalities, vocational institutions, social parties, NGOs, businesses and individuals. Ministry of National Education; through its schools and institutions finances the education. Turkey Employment Agency supports activities with regards to educate unemployed people through unemployment fund.

Vocational institutions and unions spare some amount of their annual budget for education. Businesses cover the training cost of their employees from their own budget. Individuals cover the cost of vocational education services that they get from private institutions or universities.

If we categorize the current institution in Turkey; we can see that the vocational education is provided by Ministry of National Education and financed by the state. On the other hand constant education during the process of employment is in the control of vocational institutions, social parties and individuals.

General approach in today's world is that constant education should be financed by a triple mechanism that includes state, individuals and businesses. Some countries support the education activities of businesses through tax policies.

For instance; Austria has allowed businesses to deduct 120% of their education costs from their revenues as management expenses. Hyundai chose Czech Republic over Turkey to invest in 2006 due to Czech Republic's offer of financial incentives and cover of 45% of educational costs. (These costs were projected to be cost 35 million dollars at that time)

Again some countries create education funds in order to finance the education of employees and unemployed people, and manage this fund with employers and representatives of workers. Spain remains as a good example with regards to this issue. Educational activities in Spanish businesses are mostly financed by "Vocational Education Fund" which is managed by a board consisting Spain Employment Agency and Spanish Labor Confederations.

Employees and unemployed people are provided with vocational education by investments of businesses through funds. In Turkey; Turkey Employment Agency, Small and Medium Enterprises Development Organization and Research Centre for Development of Exportation; provide some vocational and consultative incentives but they are limited<sup>15</sup>.

**Skills, Competencies and Vocational Education:** Three proposal models were suggested in order to use national, international, private and unemployment insurance funds in financing vocational and technical education in "The Structure of Financing and Policy Suggestions"<sup>16</sup> report.

<sup>15</sup> Beceriler, Yeterlilikler ve Meslek Eğitimi: Politika Analizi ve Öneriler (2006), Sabancı Üniversitesi ve TÜRKONFED - ERG Eğitim Reformu Girişimi Yayını.

<sup>16</sup> "Mesleki Eğitimde Finansman Sorununu Çözmek Mümkün", <http://www.turkonfed.org/duyuru/bas027.pdf>, Eğitim Reformu Girişimi Basın Bülteni.

In the first model; it is projected that businesses should demand necessary education for their employees from the institutions that offer vocational education. For financing; besides their funds, businesses should use the mechanisms that have been used in developed countries. In the second model; it is projected that some part of available funds should be gathered and these funds should be transferred to the educational institutions according to particular distribution criteria. In the third model; it is suggested that businesses should pay the unemployment insurance of the students that they hire as interns or the ones that they would employ them constantly later in the first year. In the following two years; the payment for unemployment insurance should be decreased and businesses should be partially exempted from paying<sup>17</sup>.

In 1995; during the METES Vocational and Technical Education Symposium in Elazığ; it is suggested that in order to contribute to the school budget, students should work in the school businesses from 3<sup>rd</sup> grade. A pilot technical and industrial high school model was suggested that would raise the self-confidence and creativity of individuals<sup>18</sup>.

Besides providing individuals with occupations; vocational and technical education also increases individual efficiency. Due to globalized world economy; competition between sectors and economies, is not just about fulfilling vocational duties but fulfilling these duties by optimizing time and resources. At this point; the function of vocational and technical education is to provide education for employees that would make them efficient in their sector<sup>6</sup>.

These two functions of Vocational and Technical Education are required that vocational and technical education should be closely associated with business world. Learning experience in vocational and technical education can be provided in schools, educational institutions or workplaces. Considering the purpose of vocational and technical education and places that vocational and technical education is conducted, various types of vocational and technical education have occurred.

In addition to this; changing economic and social conditions have an important effect on vocational and technical education system, its application and program<sup>6</sup>.

## **2. OPENING VOCATIONAL EDUCATION INTO NATIONAL AND INTERNATIONAL COMPETITION**

<sup>17</sup> “Mesleki Eğitimde Finansman Sorununu Çözmek Mümkün”, <http://www.turkonfed.org/duyuru/bas027.pdf>, Eğitim Reformu Girişimi Basın Bülteni.

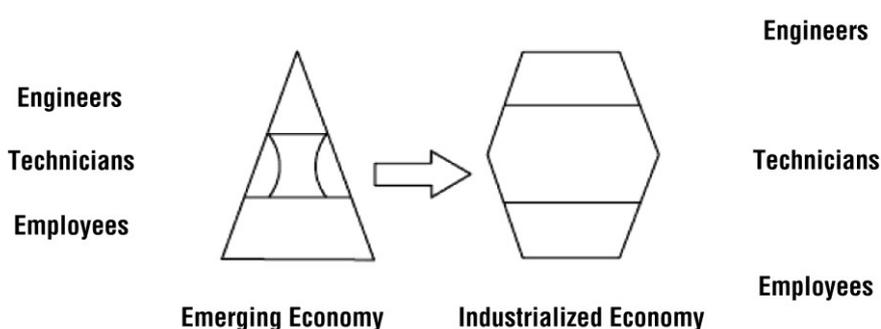
<sup>18</sup> Tunçalp, B. K., Büyüktümtürk, F., Altın, Z. N., (1995) Orta Dereceli Mesleki Eğitimde Yeni Bir Okul Modeli: Özel Deneme Teknik ve Endüstri Meslek Lisesi, METES Mesleki ve Teknik Eğitim Sempozyumu, Fırat Üniversitesi, Elazığ.

## 2.1 Profile of Investors that can Invest on Vocational Education

Public investments in education are below essential level in our country. In OECD countries, the ratio of public investment in education to GDP is approximately 5, 8 %. UNESCO suggests that developing countries should reserve 6% of their GDP for education services for sustainable development. In Turkey; central administration spends 3, 1-3, 2% of GDP for education services<sup>19</sup>. Besides public institutions; investment of private sector in vocational education institutions' outputs which are called as "strategic work force", would contribute to the development of our country's advantage in competition which is "young population".

In investment economies only with innovation transfer that countries' qualified labor can be benefited from. In this type of economies, the main factor in strategic competition is cheap labor. Investment can only be carried out with capital and innovation transfers or licensure. Permanent labor in the country can only be established by investors. In order for economy to be appealing for investors, highly skilled human resources should go through a systematic education process that gives them complex, complicated, technological knowledge and skills. Vocational education generally is provided by well-organized institutions and it starts at secondary education level. In these economies, the structure of labor is shaped as a hexagonal honey comb (Image 4). These economies are formed with a labor structure that consist limited number of senior members, huge amount of qualified technicians and limited number of low-level skilled employees<sup>8</sup>.

**Image 4. The Structure of Labor in Developing and Industrialized Economies**



## 2.2 The Expectations of National and International Investors from Vocational Education

For countries in order to survive from globalization tendencies and fierce competition, the importance of well-educated people is increasingly growing. A country's development depend on its man power's

<sup>19</sup> YOİKK (2010), Yatırım Ortamını İyileştirme Koordinasyon Kurulu, s.14.

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orientation to changing conditions, comprehensiveness with technological applications, creativity, connectivity, vocational knowledge and skills<sup>20</sup>.

According to draft report “Determining Incentive Precautions in order to Increase the Quality and Extension of Vocational and Technical Education” which was published by Technical Employment Coordination Commission of Improving Investment Environment Council in 2010; in order for businesses and individuals to invest more on education, successful incentive methods should be taken into consideration, new methods should be developed and applied<sup>21</sup>.

According to Türer; there should be authorized and non-bureaucratized committee regulations that industry and education sector have upper hand and decisions are taken fast with regards to needs.

The sectors that would be promoted; should be defined; education planning should undertake supportive missions for these sectors. Determined sectors should attract investors and students should be employed after graduation.<sup>22</sup>

### 2.3 Opening up Vocational Education into National and International Competition - Suggestions

The issue of investing on vocational education has been discussed by different sectors. The findings of the studies with regards to this issue which are conducted recently are as follows:

**A- )** Turkey Industry Strategy Document which was prepared by Ministry of Science, Industry and Technology that covers the years 2012 and 2013; gave wide coverage to issues like strengthening relations between employment and vocational-technical education.

The main goals of Turkey Industry Strategy Document that are related to vocational and technical education are as follows<sup>23</sup>:

◆ Regulations that allow private sector to open vocational and technical education institutions; should be made and these institutions should be supported with incentives like tax deduction, low interests and long term loans, and property,

<sup>20</sup> İçli, G. (2007), İşletmelerin Meslek Yüksekokulu Mezunları ile ilgili Görüşleri ve Beklentileri, Marmara Üniversitesi İİBF Dergisi, 23 (2).

<sup>21</sup> YOİKK (2010), “Mesleki ve Teknik Eğitimin Yaygınlaştırılmasına ve Kalitesinin Artırılmasına Yönelik Teşvik Edici Önlemlerin Belirlenmesi Raporu (Taslak)”, Yatırım Ortamının İyileştirilmesi Koordinasyon Kurulu (YOİKK) İstihdam Teknik Komitesi, s.20.

<sup>22</sup> Türer, Osman Alp (2004), Mesleki Eğitimde İşletmelerin ve Eğitim Kurumlarının Yaşadığı Sorunlara Genel Bakış ve Çözüm Önerileri, İşveren Dergisi.

<sup>23</sup> MLMM Meslek Lisesi Memleket Meselesi Projesi ve ERG Raporu, 2012, s.30-31.

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- ◆ Buildings, facilities, application units, workshops and laboratories in vocational and technical education institutions should be managed in cooperation with private sector,
- ◆ In order for students to benefit from industrial institutions for their applied courses; vocational schools should be built in or near industrial parks,
- ◆ From the first planning phase; management of industrial parks, tourism sites, free trade areas and small industrial sites should give away a part of their land to vocational and technical education institutions. Legal regulations and innovations with regards to establishment of institutions should be made,
- ◆ In order for 80% of applied courses that are projected to be carried out in education programs, students should be sent to related businesses, businesses should employ students according to purposes that are mentioned in education program, inspection activities should be increased, legislative arrangements should be made for businesses to open education units that have at least 10 students,
- ◆ Turkey Employment Agency and Turkish Statistical Institute should cooperate for establishing labor information system in order for analytic studies to be carried out with regards to labor need in Turkey at city/regional/ district level in vocational and technical education. While making offers to open branches within the body of the schools, analysis of labor market needs should be taken into consideration.

**B-)** Ministry of National Education had organized “Vocational and Technical Education Workshop” in Antalya on 24<sup>th</sup> and 25<sup>th</sup> of February 2012 in order to “define a rational and applicable vocational education system model in Turkey and determine the necessary policies, steps and actions in order to carry out this model”.

Representatives from Board of Higher Education, Universities, various ministries, NGOs, Labor Confederations and Turkish Employers’ Confederation have attended to this workshop. Some of the prominent suggestions that were made during committee session are as follows<sup>24</sup>:

- ◆ Private sector should be encouraged to establish private vocational schools.
- ◆ A new school administrative model should be applied; chambers’ representatives, related association’s representatives, parent teacher association and school principal should be part of school administration.
- ◆ The use of sector’s production environment should be encouraged to be used in vocational education.

<sup>24</sup> İşveren Dergisi, (2012), [http://tiskweb.com/isveren\\_sayfa.asp?yazi\\_id=3191](http://tiskweb.com/isveren_sayfa.asp?yazi_id=3191), Eylül.

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- ◆ City/District councils should be established in order to improve school-business dialogue.
- ◆ Vocational advertisement and career consulting system should be effectively created, the activities of vocational institutions and NGOs should be supported.

**3- )** In the meeting which was held by TOBB University of Economics and Technology-Social Policies Application and Research Centre in Ankara on 13<sup>th</sup> of February 2012; the pre-findings of studies about the future of vocational education were shared with policy makers and academicians. Some of the results of the meeting are as follows:

- ◆ Countries that invested on vocational education; have suffered less from unemployment in current economic crisis; from past to up until this day, the countries which have given great importance to vocational education like Germany, Austria and Netherlands have low level of unemployment with comparison to other countries.
- ◆ It is mentioned that the negative perception of the quality of vocational education is seen in almost every country and it is hard to change this perception. In order to solve this negative image problem; the income that is earned through vocational education should be higher than the income that is earned through conventional education. This can only be achieved through a wage policy that reflects the need for intermediate staff in industry<sup>25</sup>.

**4- )** Some of the results that are driven from “Vocational Education, Industry and High Technology 2023 Congress which was held in Istanbul on 22<sup>nd</sup> and 23<sup>rd</sup> of March 2012, are as follows:

- ◆ The administration of Vocational and Technical Schools should consist of representatives from Industrial Park, president of parent-teacher association, representatives from labor unions and school principal.
- ◆ Public control over institutions should be eased and functionality should be provided for these institutions.
- ◆ Private Sector should get involved in vocational education; the transfer of vocational schools from public sector to private sector should be evaluated<sup>26</sup>.

**5- )** Minister of National Education Ömer Dinçer expressed that due to wrong decisions and practices; vocational education has been regarded as a second class education in 1<sup>st</sup> Industrial Parks Education Summit. Briefly he stated<sup>27</sup>:

<sup>25</sup> TOBB University of Economics and Technology-Social Policies Application and Research Centre, <http://spm.etu.edu.tr/tr/publish/meslekiegitimtoplantisi.html>.

<sup>26</sup> TASAM, Vocational Education, Industry and High Technology 2023 Strategic Report Summary.

<sup>27</sup> <http://www.akparti.org.tr/site/haberler/mesleki-egitime-10-yilda-96-milyar-avro-luk-yatirim/32105>.

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- ◆ In order to erase the negative image of vocational education; vocational and technical education should be made a centre of attraction and with rightful policies promotion of vocational and technical education should be conducted.
- ◆ If we want to improve vocational education; private sector should be in the centre of this process.
- ◆ If we want to increase the competitiveness of our human resources; private sector should take responsibility.
- ◆ Insufficient financial resources are another problem. We want sector and stakeholders to be part of decision making process and financing. Preventing private sector and keeping out of businesses from this field show us that we need to change our point of view.
- ◆ In this process where education objectives are moving away from public preferences into market preferences; methods of education are also moving away from being teaching centered to learning centered.
- ◆ The emphasis on vocational and technical education is that a mixed education system should be created which meet the needs of both students and businesses. Also cooperation between vocational education institutions and industrial enterprises should be supported.
- ◆ Legal regulations were made in order to encourage private sector to invest in this field. Students who will be attending private vocational and technical schools in Industrial Parks; will be supported financially one and half times more than students who attend public schools. Sub-Legislations will be completed with regards to this issue and will be publicized soon. Industrialists should immediately open vocational schools in Industrial Parks. If we get results from this process, we will support vocational and technical schools which are outside of industrial parks.

**6-)**Six statements under the name “ Policy with Regards to Increase the Quality and Effectiveness of General and Vocational Education” were made in National Employment Strategy Action Plan (2012-2014). These are:

“Public Sector will slowly withdraw from vocational education and leave the initiative with the regards to this issue to local actors or private sector”. Statement regarding to this policy is that “Chambers, vocational institutions, businesses will be given priority in vocational and technical education. They will be insured to support and encourage the applied education that is given by private sector. Private sector will be

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encouraged to open education units in businesses. Private sector, vocational institutions and businesses will be encouraged to provide vocational education. Vocational education will be provided with the cooperation of vocational schools/institutions and labor market. The capacity building activities of vocational institutions and foundations will be supported".

Both formal and universal education is mostly provided by public sector (Ministry of National Education and Vocational Schools). For instance; within the formal education system; 5179 vocational high schools exist. 5155 of them belong to Ministry of National Education; only 24 of them belong to private sector. The share of private sector is 0,4%. However the total number of secondary vocational schools is 4102 and 744 of them belong to private sector. The share of private sector is 18, 9%. The heavy influence of public sector is also seen in vocational schools of higher education. The total number of vocational schools of higher education is 640 and 45 of them belong to private universities or foundations. The share of foundations and private universities is 7%. The number of students in private vocational schools is much less than the ones in public schools.

Currently, private sector is not playing any major role in providing vocational education; because vocational education is not a profitable investment. Vocational education is currently much expensive than general education (due to machinery, workshops, laboratories, materials). This expensive education is demanded by mostly families who have lower income. It is impossible for these families to pay this education. Therefore, finding students is very difficult for vocational schools that belong to private sector. Financiers are needed. (For example: Private ENKA Technical and Industrial High School cover the education, transportation and food expenses of its students). Universal Education just like the formal education is also conducted under the supervision of Ministry of National Education. The most extensive activity in universal education is vocational education; and the most extensive activity in vocational education is apprenticeship training. It is possible to collect private sector's activities of universal vocational education under two titles. The first one is that for private educational institutions to provide universal vocational education and the second one is that for vocational education activities to be conducted in businesses.

Universal vocational education is mostly provided by public sector; especially by institutions working under Ministry of National Education (Vocational Education Centers, Public Education Centers, etc.). There is limited space for private sector. It is a positive sign that policies which will make private vocational institutions to be more active in universal vocational education and improve their activities. All of these are mentioned in National Employment Strategy. In National Employment Strategy, it is aimed to provide vocational education courses for 400,000 people ever year beginning from 2013 and increase the Life-Long Learning Programs to 8% up until 2023 within the scope of Active Labor Market Programs. Some of these education programs will be definitely provided by private sector. These activities will become important markets for businesses and in this way businesses will invest on vocational education.

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In the Action Plan Draft; it is mentioned that vocational institutions, businesses, chambers which are considered as social parties or 3<sup>rd</sup> sector; will be directed to vocational education. The expression is like this; “Chambers, vocational institutions and businesses will have the precedence in vocational and technological education so that they will be insured to support and encourage the applied education which is provided by private sector... Private sector, vocational institutions and businesses will be encouraged to provide vocational education...The capacity building activities in vocational institutions will be supported”.

It is desired for social parties or 3<sup>rd</sup> sector to play two different roles. First one is that; chambers, vocational institutions and labor-management institutions to be more active and supportive towards applied education which is provided by private sector. There is no information about how the expressions like “encourage”, “support”, “active” will be conducted. Second one is that vocational institutions and labor-management institutions to provide vocational education. The expression “Vocational institutions and foundations will support educational capacity building activities” is mentioned without giving any details.

In conclusion, when the situation of current vocational educational system is categorized in Turkey; Ministry of National Education is being a monopoly in secondary vocational education and public universities are being monopoly in vocational schools of higher education. There is no space for private sector regarding to this issue. Vocational education activities that aim to teach an occupation before employment, is provided by Institutes of Ministry of National Education. Providing and financing the universal vocational education is seemed as responsibility of the state. There is also no space for private sector here. Constant universal education during the process of employment is left for private sector, businesses, vocational institutes and social parties. Public sector has not taken any responsibility with regards to this. It is aimed to change this situation with Vocational Employment Strategy<sup>28</sup>.

### **3. MOBILITY OF VOCATIONAL LABOR AND MUTUAL RECOGNITION OF VOCATIONAL QUALIFICATIONS (CONVERTIBILITY)**

The concept of globalization contains; trade and finance, communication and informatics, international travel, creation of global societies, linguistic-cultural and ideological entities and creation of common symbols and images<sup>29</sup>. Countries need to send their man power outside due to increase in population, economic development, improvement of new technologies and demand for increase in living standards. On the other hand; differences between countries' level of development is reflected to their education system.

<sup>28</sup> Kenar, N. (2012). “Ulusal İstihdam Stratejisinin Özel Sektörün Mesleki Eğitim Sistemindeki Rolüne Muhtemel Etkileri”.

<sup>29</sup> Marginson, S.; After Globalization: Emerging Politics of Education, Journal of Education Policy, 14(1), 14-31, 1999.

Various occupations concentrate on some countries. For instance; glass craftsmen of Czech Republic and computer engineers and technicians of India.

For the mobility of vocational labor, countries generally stipulate qualified man power. In order for Turkish citizens' vocational qualifications to be recognized; it is required to divide the countries into two groups such as; EU countries and others.

### 3.1 Recognition of Vocational Qualifications and Mobility of Vocational Labor in EU Countries

Occupational standards are classifications and they are the definition of all occupations that people perform. In accordance with the logic of employment; these standards emphasize on what and how people should perform their occupations<sup>30</sup>. These are expressed as "competences"<sup>31</sup> and written as "learning outcomes"<sup>32</sup>. All countries have vocational standards; every country has its own style and format. ISCO (International Standard Classification of Occupations) which is supported by ILO (International Labor Organization) is the most accepted standard in the world. Occupational standards serve as a bridge between education system and labor market. Education standards are developed through occupational standards. (Curriculum and Pedagogy)

Providing freedom of movement for individuals between Turkey and European Union is a process that is projected in Ankara Agreement<sup>33</sup>. Unfortunately there has not been any significant improvement between parties with regards to this process up until today.

"Freedom of movement for workers" is a policy chapter which in one of the milestones of European integration; meaning member state citizens are free to travel any other member country for living, applying for job or perform their occupations without any limitations or prohibitions.

The policy of freedom of movement for persons provides EU citizens to benefit from the same rights that the member country they travel provide for its own citizens. According to this, there are three elements of freedom of movement:

<sup>30</sup> Borat, O., Mesleki Eğitim Stratejilerini Etkileyen - Yön Veren Kurumlar ve Kuruluşlar, Mesleki ve Teknik Eğitim Çalıştayı, Millî Eğitim Bakanlığı, Antalya, 2012.

<sup>31</sup> Competence: It means in working or learning; in vocational and personal development; the ability that is proven to be useful in social, personal and mythological skills. Within the context of European Competence Framework; it is defined with regards to competence, responsibility and autonomy.

<sup>32</sup> Learning Outcomes: When a learning process completed; learning outcomes are what learner knows, what he/she understands and can do. They are defined with regards to knowledge, skill and competence.

<sup>33</sup> It was published in 11858 Official Gazette on 17.11.1964.

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- 🌐 Employment Opportunity: EU citizens have right to seek job and work in another member state.
- 🌐 Right to Reside: Workers have right to reside and bring their families with them to the countries that they work.
- 🌐 Equal Treatment: Prohibition of discrimination based upon citizenship<sup>34</sup>.

“Freedom of movement for workers” is the most difficult policy chapter for EU member states to carry out. This policy chapter is crucially important for countries like Turkey, Malta etc which have high level of unemployment; because European Union gives priority to new member states’ citizens over workers who come from non-EU member states<sup>35</sup>.

Accession Negotiations between candidate countries and EU member countries with regards to Freedom of movement for persons policy chapter is divided into 6 sub-titles<sup>36</sup>.

These are:

- 1) Mutual Recognition of Vocational Qualification,
- 2) Right to Reside,
- 3) European Union Citizenship and Right to Vote,
- 4) Visa,
- 5) Freedom of Movement for workers,
- 6) Coordination of Social Security,

The issue of freedom of movement for workers; has began to include students, retirees, workers and family members within time. Therefore this sub-title has transformed into “Freedom of Movement for persons”.

<sup>34</sup> Accession Period Negotiation Chapters, General Secretariat of EU, No: 7, www.ab.gov.tr, Accessed: 11 Nisan 2013.

<sup>35</sup> Ayhan, S., Avrupa Birliğinde Kişilerin Serbest Dolaşımı ve Türkiye İçin Müzakere Süreci, AB Genel Sekreterliği Uzmanlık Tezi, syf. 10, Mayıs 2004, Ankara.

<sup>36</sup> <http://europa.eu.int/comm/enlargement/negotiations/chapters/chap2/index.htm>.

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In order to provide the mutual recognition of vocational qualifications; minimum educational conditions which are adopted by European Union should be carried out in occupations like pharmaceuticals, architecture, medicine, nursing and veterinary.<sup>7</sup>

Besides these occupations, there are two European Community directives in the current “general system”.

The first directive **89/48/AT** regulates the vocational qualifications which are obtained after graduating from a 3 year old college. On the other hand **92/51/AT** regulates the vocational qualifications which are obtained after graduating from a college that provides education less than 3 years.

However as it was mentioned above; a directive draft which currently being prepared by European Community is aimed to put “a single directive” into effect for all occupations except lawyers.<sup>7</sup>

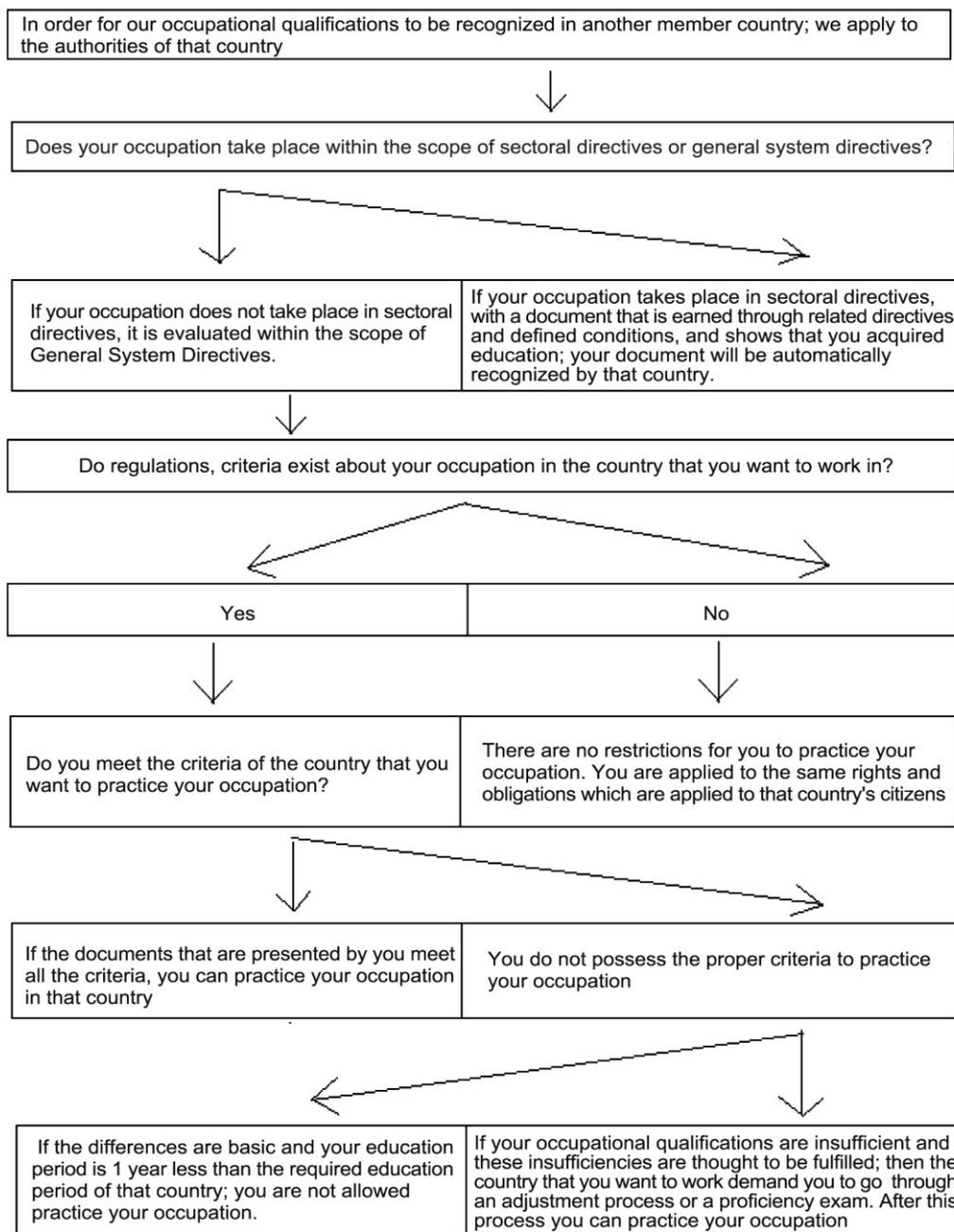
The mutual recognition of vocational qualification system is run like this (Table 1):

A member state citizen who wants to work in another member state applies to the authorities of that country. If his/her occupation is under the sectoral directives, he/she presents the document that proves he/she has earned occupational qualification and after that his/her occupation is automatically recognized.<sup>37</sup>

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<sup>37</sup> Communication From The Commission, Free Movement of Workers – Achieving the Full Benefits and Potential, Brussels, 11.12.2002, COM(2002) 694 final.

**Table 1. The procedure of Recognition of Vocational Qualifications by EU Countries**



If the occupation of the individual is not regulated through a sectoral directive, the applicant can apply within the framework of "General System". If the occupation that the applicant wants to apply is not regulated with any legislation; He/she can perform his/her occupation without any restrictions<sup>42</sup>.

If the applicant's occupation is regulated through legislation in that country, the authorities compare their national regulations with the applicant's document that show the vocational qualifications of the applicant<sup>42</sup>.

After the examination; if there is a huge difference (like if applicants education period is 1 year less than the required education period of that country), the applicant is not allowed to work. If the applicant's occupational qualifications are insufficient and these insufficiencies are thought to be fulfilled; applicant can obtain work permit through an adjustment process or proficiency exam.

### 3.2 Recognition of Vocational Qualifications and Mobility of Vocational Labor in Countries outside of EU

According to research results; besides 11 countries Turkish citizens' vocational qualifications are not valid and there are no labor agreements with regards to mobility of labor. Turkey has signed labor agreements with 5 EU and 6 non-EU countries (Table 2)<sup>43</sup>.

**Table 2. Countries that have signed Labor Agreements with Republic of Turkey**

Germany *
Austria *
Belgium *
France *
Netherlands *
Sweden *
Australia
TRNC
Qatar
Libya
Jordan

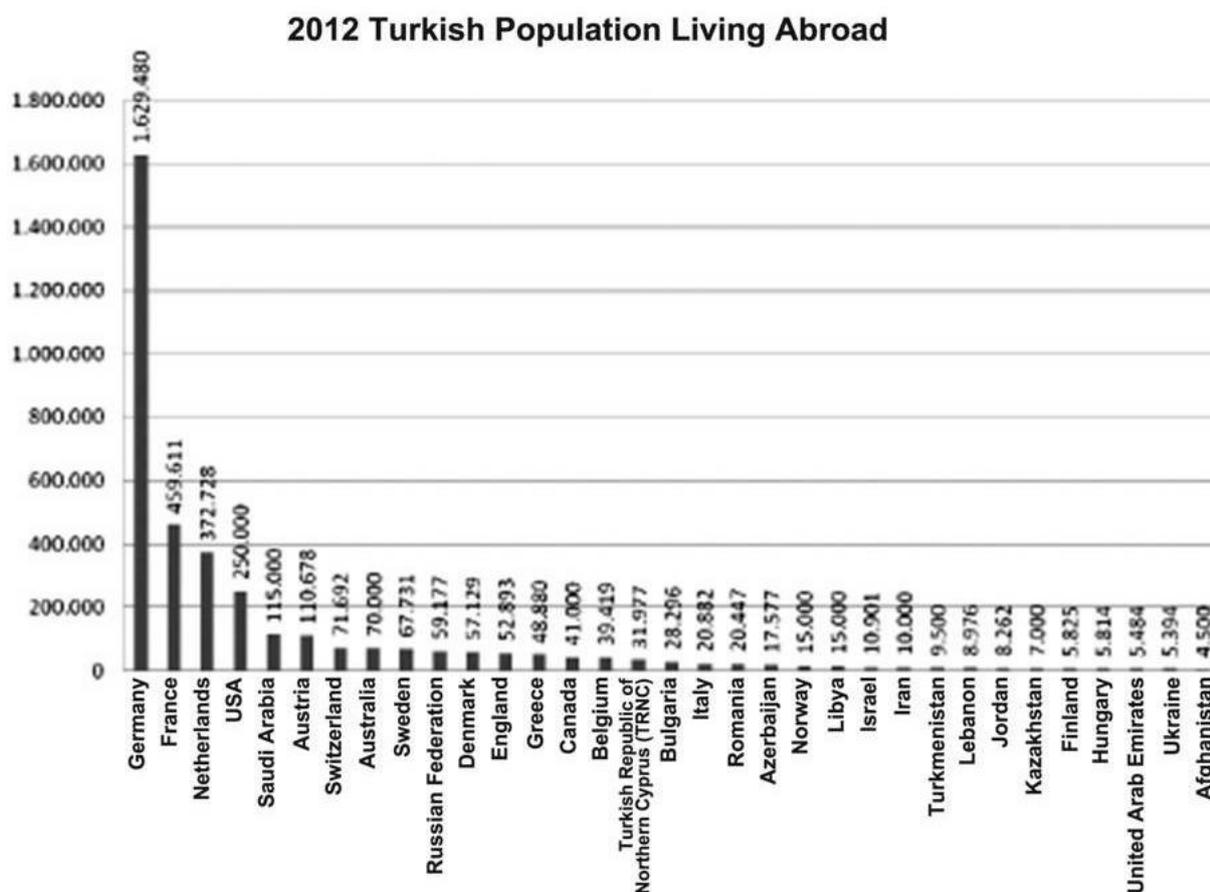
\* EU Country

The number of Turkish citizens who live abroad as long-term residents is 3,765,175 by 2012. 98% of this number is shown according to 33 countries that they live in at Table 3<sup>43</sup>.

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Turkey has not signed any labor agreements with countries such as; USA, Saudi Arabia, Russia, Denmark, England, Greece, Canada, Bulgaria, Italy, Romania, Azerbaijan, Norway, Israel, Iran, Turkmenistan, Lebanon and Kazakhstan where there is huge Turkish presence. However Turkey has signed social security agreements with Denmark, England, Canada, Romania, Azerbaijan, and Norway. Also there is no data with regards to occupational distribution of Turkish citizens working in EU or other countries.

**Table 3. 2012 Turkish Population Living Abroad**



As it can be seen from the Table 4; in order to preserve the rights of its citizens; Republic of Turkey has signed social security agreements with 11 EU and 11 non-EU countries<sup>38</sup>.

**Table 4. Countries that have signed Social Security Agreements with Republic of Turkey**

Germany *	Austria *	Belgium *
Czech Republic *	Denmark	France *
Netherlands *	England *	Sweden *
Luxemburg *	Romania *	Albania
Azerbaijan	Bosnia and Herzegovina	Georgia
Switzerland	T.R.N.C	Canada
Quebec	Libya	Macedonia
Norway		

\* EU country

The occupations that are not allowed to be performed by non-Turkish citizens in Turkey are shown at Table 5.<sup>39</sup>

**Table 5. Occupations that are now allowed to be performed by non-Turkish Citizens in Turkey**

1. Dentistry, Midwifery, Nursing (Law regarding Medicine and Medical Sciences)
2. Pharmaceuticals (Law regarding Pharmacists and Pharmacies)
3. Veterinary (Law regarding Veterinary Unions and Chambers)
4. Management in Private Hospitals (Law regarding Private Hospitals)
5. Attorneyship (Law regarding Attorneyship )
6. Notary (Law regarding Notary)
7. Security Stuff in Public and Private Institutions (Law regarding Providing Security for some Institutions)
8. Exportation of Fish, Oyster, Mussel, Sponge, Pearl, Coral within territorial waters; also diving, pilotage, captaincy, clerkship, etc. (Cabotage Law)
9. Customs Consultancy. (227 <sup>th</sup> article of Custom's law no.4458)

<sup>38</sup> Ministry of Labor and Social Security (2013),  
[http://www.csgb.gov.tr/csgbPortal/yabancilar.portal?page=sosyal\\_guvenlik](http://www.csgb.gov.tr/csgbPortal/yabancilar.portal?page=sosyal_guvenlik).

<sup>39</sup> Ministry of Labor and Social Security (2013), <http://www.csgb.gov.tr/csgbPortal>.

## CONCLUSION AND SUGGESTIONS

### 4. SUGGESTIONS WITH REGARDS TO OPENING UP VOCATIONAL EDUCATION INTO COMPETITION AND MOBILITY OF VOCATIONAL LABOR

#### 4.1. Suggestions with regards to Opening up Vocational Education into National-International Competition and Certification

- 🌐 First of all; studies of “City Employment Map Analysis” should be conducted. Turkey-based data with regards to city labor distribution would directly affect the investment decisions of international and national investors. In this way; it would be clear that vocational schools of higher education and secondary technical and vocational schools and academies, would meet the needs on city basis. Therefore labor market’s needs analysis should be conducted and city-based vocational labor’s needs should be mapped.
- 🌐 Studies should be made in order to get rid of the basic educational differences in primary and secondary schools which are the basis of vocational schools’ human resources. Universal and Formal Education institutions should be provided with same standards and qualifications.
- 🌐 Regulations that prevent vocational education to be opened up into national-international competition; should be investigated and fixed. All vocational and technical education documents (certificates, certificates of course completion, etc) should be standardized and written in both Turkish and English showing all the credits that are taken.
- 🌐 In order to open up vocational education into national-international competition; investments should be made attractive for investors and financiers. Investors should be allowed to benefit from tax deduction, free property, at least 5 year term loan, deduction in social security premiums, etc.
- 🌐 State support for private vocational school building should not be limited in industrial park areas. Private vocational high-schools which are supported by investors and financiers should be allowed to benefit from tax deduction, free property, at least 5 year term loan, deduction in social security premiums, etc.

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- 🌐 A competence based education model should be created and diplomas should be given based upon skill-oriented exams.
- 🌐 All vocational schools at every level should be opened to public’s inspection and observation. Schools’ inspection reports which are prepared by authorities; should be publicized on the internet in order for families to help their children to choose schools. This system will create a competition among schools.
- 🌐 Families should be informed about the vocational and technical schools, national-international vocational competition and mobility of vocational labor through various platforms. (public spots, internet, newspaper advertisements)
- 🌐 During the process of vocational education, the notion of “work place education” should be structured more effectively; a “Vocational Education Industry Cooperation Monitoring and Directing Commission” should be established. Learning through workplace and skills that are gained through learning should be credited.
- 🌐 In order to publicize all of these suggestions, a workshop should be held where universities, NGOs, institutions and individuals that have problems about mobility of vocational labor or opening up vocational education into national-international competition and represent Turkish labor and want to invest on vocational education; would attend. The outcomes of this workshop should be shared with the public.
- 🌐 Currently; in the job advertisements of private sector which seek qualified personnel; the standards of the Institute of Vocational Competence (MYK) are not taken into consideration. The structure of MYK which only focuses on creating occupational standards should be changed and vocational standards should be attracted to private sector and all of these should be broadcasted through media.
- 🌐 There are no common education standards in institutions that provide vocational and technical education (Technical and Vocational High Schools, Municipality Technical Education Courses, Turkey Employment Agency, Istanbul Metropolitan Municipality Vocational Education Courses).

It is necessary to evaluate these institutions in unity and unproductive ones should be closed and structured under one vocational and technical education roof. Vocational schools should be transformed into vocational education development centers. Individuals who want to get

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vocational education; should be educated mostly in vocational education subjects. The obstacles should be removed with regards to students who want lateral transfer to universities.

- 🌐 The education standards should be defined among vocational education institutions. “Developing Human Resources through Vocational Education Project” can be benefited from.
- 🌐 It has not been decided which model should be used in vocational and technical education in Turkey. German Dual system is being used in secondary vocational schools and American system is being used in vocational schools of higher education in Turkey. Establishing a national competence system would resolve any contradiction and would unify all goals.
- 🌐 According to European Competence Framework; Vocational Schools of Higher Education that provide 5<sup>th</sup> level of education; should accept students through not central exams but exams that measure skills.
- 🌐 Career counseling system should be established; electronic student portfolios should be prepared and monitored constantly. Students should be provided with this service from 8th grade by their professional career advisers.
- 🌐 In order to increase the demand for vocational education; the prestige of vocational and technical education should be improved. Graduates from vocational schools of higher education should be given the opportunity to serve in the military for a short term.
- 🌐 Sectoral satisfaction should be taken into consideration while evaluating the graduates from vocational and technical educations institutions. In order to measure this sectoral satisfaction, all sectors should establish state-funded assessment and evaluation centers within their body.
- 🌐 The regulations of The Institute of Vocational Competence, Board of Higher Education, and Ministry of National Education with regards to vocational and technical education should be unified and a general vocational and technical strategy should be established.
- 🌐 In order for private sector to invest in vocational education; a system of values is required. This value system should be built not just regarding to social responsibility but commercially and innovative business models.

## 4.2. Suggestions with regards to Mobility of Vocational Labor [Convertibility]

- 🌐 The law no. 3795 which is “Giving Titles to Graduates from High and Secondary Schools and Faculties” was published in 1992. Basis and Procedures are enforced by law regarding the authority and responsibilities of technical teachers, high technicians and technicians; have been began to be made through the opinions of Ministry of Environment and City Planning, Ministry of Transportation, Ministry of Industry and Commerce and Board of Higher Education. The basis and procedures have been conducted by Ministry of National Education for 21 years with at least 5 meetings but they are not defined due to prevention of Union of Chambers of Turkish Engineers and Architects. The reflection of expulsion of regulations with regards to law; into Turkish industry is that the qualifications of qualified personnel have not been defined and there has been decrease in productivity.
- 🌐 The free movement of Turkish Labor in EU countries can only be possible with Turkey’s accession to European Union. Therefore labor and social security agreements should be signed with regards to tenders that are gained by Turkish businesses in EU countries.
- 🌐 Republic of Turkey should sign labor agreements with countries such as USA, Saudi Arabia, Russia, Denmark, England, Greece, Canada, Bulgaria, Italy, Romania, Azerbaijan, Norway, Israel, Iran, Turkmenistan, Lebanon and Kazakhstan. Turkey should also sign social security agreements with countries such as USA, Saudi Arabia, Switzerland, Russia, Greece, Bulgaria, Italy, Israel, Iran, Turkmenistan, Lebanon and Kazakhstan where there is huge Turkish presence.
- 🌐 On the subject of mobility of labor; in the first phase, the mobility of occupations that are certified by The Institute of Vocational Competence (MYK); should be provided. Therefore; if the number of occupations that is certified by MYK reaches to a sufficient level; the mobility of work force will accelerate.
- 🌐 Turkey Competence Framework as a policy document which is based on European Competence Framework was accepted by Turkish Cabinet. Likewise the law no. 665 was accepted on 2<sup>nd</sup> of November 2011 which is about quality insurance with regards to competences by Minister of National Education, Board of Higher Education and The Institute of Vocational education. The acceptance of this law by the Cabinet in 2013 is also expected to be an important development. The recognition of competences (diplomas, certificates and documents) with regards to both academic and vocational labor can be insured so that the mobility of labor can be conducted.

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- 🌐 Within the framework of Higher Education Competences; all occupations' competences were defined but the competences with regards to technical teachers has not been defined yet.

Although Technical Education Faculties were closed and the need for technical teachers is provided from the graduates of Technology Faculties; the definition of competences of technical teachers is a necessity. Current legislation has not provided any solutions for 72,000 technical teachers. Technical teachers are mostly working in the business world and possess various skills due to their education in vocational, technical and technological schools. The activities which will be conducted through the recognition of previous education will be beneficial for technical teachers. The academic staff who conducts these activities, should measure the competences (knowledge and skills) with regards to engineering.

- 🌐 In order to provide mobility for all occupations, individuals should be encouraged to learn foreign languages based upon European Language Passport.
- 🌐 National and International Levels should be compatible and terminological integrity should be provided.
- 🌐 Vocational Education Credit Transfer System (ECVET) should be immediately carried out.
- 🌐 Details of the applications with regards to vocational education certifications of other countries should be analyzed and reported comparatively.
- 🌐 New markets should be searched as Turkey is opening up through exportation and education should be formed according to this. Workforce should be provided with skills according to needs of these new markets. (The support of Union of Exporters can be received)

## CONCLUDING NOTE

In order for opening up vocational education into national-international competition, providing mobility of labor and certification to be successful; regulations should be conducted by the authorities, but the participation and contribution of vocational institutions and NGOs to this process is crucially important at this point.

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