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BUILDING COLLABORATIONS FOR IMPROVEMENTS IN VOCATIONAL EDUCATION

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Introduction-Some Facts

- ✓ Often the demographic structure of Turkey is shown as a major strength of the economy.
- ✓ The unemployment rate among the young population is 19,1%, twice as high as the general unemployment rate (TUİK, 2014).
- ✓ Unemployment rate of people with an undergraduate degree or vocational education is above the average unemployment rate.
- ✓ One of the reasons for this unexpected result is the education and skills mismatch with the labor market requirements (Çınar, Döngel, & Söğütlü, 2009).

EDUCATION * * * LABOR MARKET



Introduction

- ✓ In Turkey the education is found to be ill adopted to the labor market needs and the business world is unable to find the required skills and knowledge in the graduates (İçli, 2001).
- ✓ In this instance rather than continuing to provide the same type of education to more people it would be feasible to better understand the gap with the labor market and direct the investments accordingly (Winterton, 2006).

**EFFECTIVE VOCATIONAL and TECHNICAL
EDUCATION PLANNING**



Introduction

Turkey's 10th five-year Economic Development Plan (2014-2018) has put forward the Vocational Education Development Plan (T.C. Kalkınma Bakanlığı, 2013, p.186).

- ✓ The assessment of labor market needs and youth competencies
- ✓ Strengthening of partnerships with the labor market through internship programs,
- ✓ An efficient monitoring and performance evaluation system,
- ✓ The planning of education made through needs analysis.



European Union and Turkey

- 1) SVET (Strengthening Vocational Education and Training) Project,
- 2) MVET (Modernization of Vocational Education and Training in Turkey) Project,
- 3) CEDEFOP (The European Centre for the Development of Vocational Training) Project.



The Vocational Education Projects in Turkey

- Human Resources Development through Vocational Education and Training Project 2011-2012 (İKMEP),
- Improving the Quality of Vocational Education and Training in Turkey (METEK) 2012-2014
- Strengthening of the Vocational Qualifications Authority and National Qualifications System starting in 2010.



The Instrument for Pre-Accession Assistance (IPA)

- **IPA** is the means by which the **EU** supports reforms in the 'enlargement countries' with financial and technical help. IPA II (2014-2020).
- In Turkey Ministry of Labour and Social Security uses these funds to further develop Human Resources Development Structure.
- Through this partnership during 2014-2015 the Ministry is following the program titled «**Improving the Quality of Vocational Education and Training in Turkey (IQ VET)**».



Purpose

This research reports on the collaboration processes of a vocational education quality improvement project in Turkey.

Some Key Findings of the Literature

There is a decline of student interest for vocational education. Many good students will not choose vocational education.

In order to reverse this trend

- awareness raising activities should be planned,
- internship opportunities should be created,
- career days should be organized,
- successful careers should be shared with students.

(Göktürk, Aktaş, & Göktürk, 2013).



Some Key Findings of the Literature

- **The Mismatch Between Labor Market Needs and Graduate Attributes**
- There is a need for establishing partnerships and **social dialogue** between stakeholders (İçli G. E., 2007; Sağlam, Özüdoğru, & Çıray, 2011).
- This recommended model has not been established yet in Turkey (Winterton, 2006).



Partnerships....

- The United Nations Conference on the Environment and Development (UNCTED) declared that **partnerships** are key to sustainable development.
- As a result of collaboration partners can have benefits in the form of:

access to new knowledge, expertise, or networks,

increased financial or technological resources;

improved legitimacy, reputation, and name recognition;

improved stakeholder relations;

reduced environmental impact;

and increased consumer patronage

(Murphy, Arenas, & Batista, 2014).



Partnerships....

Austin & Seitanidi (2012a, p.3) define
collaborative value as

“the transitory and enduring benefits relative to the costs that are generated due to the interaction of the collaborators and that accrue to organizations, individuals, and society”.



Thrace Region and Tourism



Project Criteria

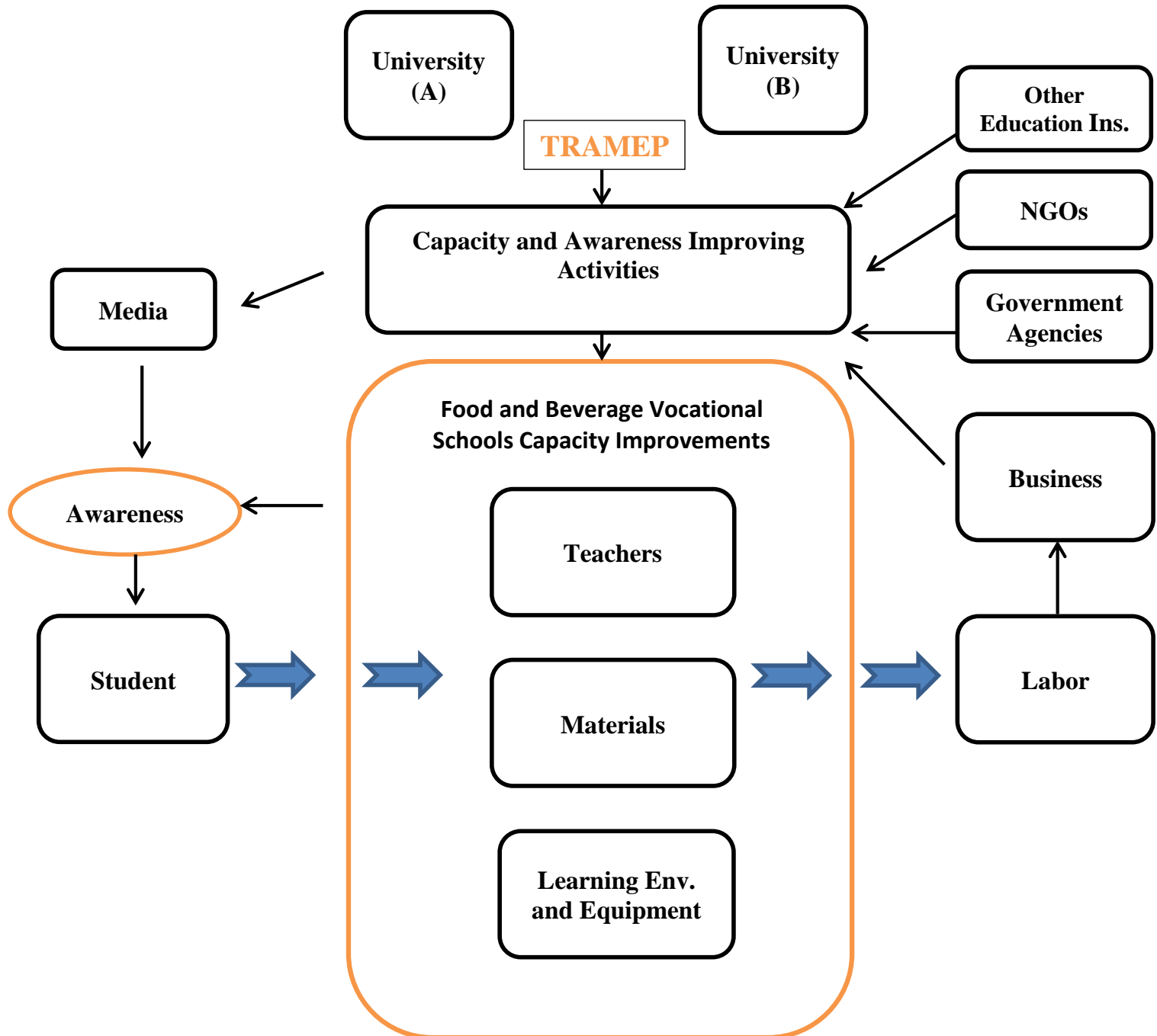
- ✓ In light of sustainability principles encouraging **partnership building** with local partners
- ✓ **Awareness raising** activities for students and families
- ✓ **Capacity improvement** for teachers and educators
- ✓ **Learning environment** modernization
- ✓ Quality improvements in **teaching materials**
- ✓ Use of **local products** and **traditional methods**
- ✓ Encouraging **entrepreneurship** and **innovation**
- ✓ Building **partnerships** with the business world



Activities

1. 8 textbooks
2. E-learning website
(www.tramep.boun.edu.tr)
3. Learning Kitchen at Pinarhisar Vocational School
4. Career Days at 3 Universities
5. Thrace Region Gastronomy Festival
6. Training of the trainers
7. Thrace Region Culinary Book
8. Pilot Trainings for Disadvantaged Groups





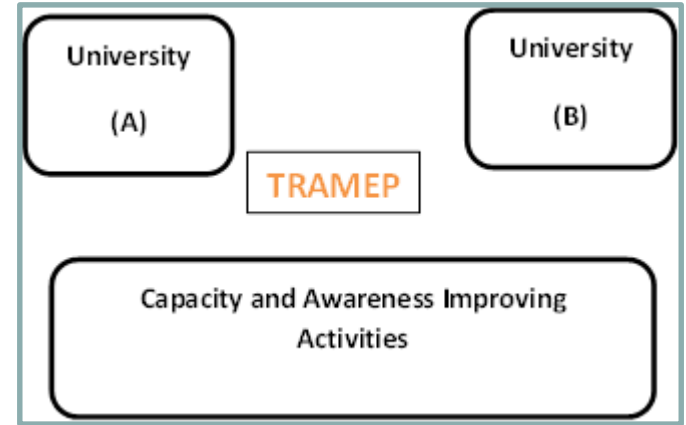
Value Creation Through Partnerships

How is Value Defined for TRAMEP Project?

Development of Human Capital in the Region



Boğaziçi University
and Kırklareli University
collaborating for
the TRAMEP project.



Types of Value Created

Associational ⇄ Transferred Resource ⇄ Interaction ⇄ Synergistic

Synergistic value combining partners' resources enables them to accomplish more together than they could have separately.

**Bogazici
University**



**Kırklareli
University**

Experience: Project Management,
Stakeholder Dialogue Building,
Coordination

Knowledge: Tourism Management,
Sustainability,

Network: National and International
Reputation

Experience:, Festival Organization,
Trainings.

Knowledge: Food and Beverage
Education

Network: Local Network

**Collaborative
Value**



Activities

- Writing of the Textbooks
- Career Days at Three Universities
- Thrace Gastronomy Festival
- Training of Trainees

How do we measure our Value Creation?

Career Days at Three Universities

Namik Kemal University (Tekirdag):	165
Kirklareli University:	148
<u>Trakya University (Edirne):</u>	<u>104</u>
Total:	417

Food and Beverage education is valuable	92%
There are career opportunities for youth in F&B	24%
It is important to protect and use traditional products	98%
I am planning to work in the tourism sector	46%



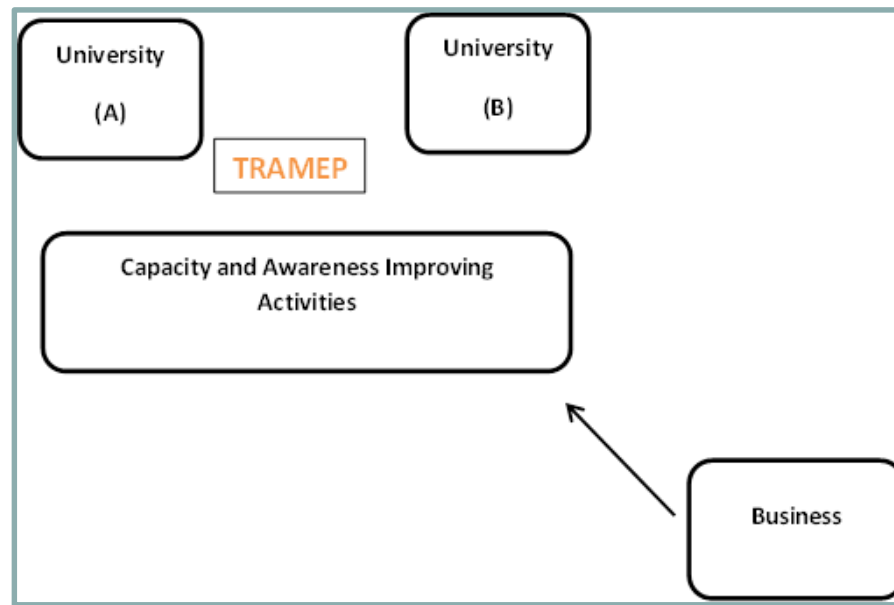
Student Quotes

«I did not know that F&B educations was this significant for tourism».

«We need to better know and protect our traditional products».

«As a result of the seminar I like and respect my profession much more than before ».





Partnership with Metro Cash and Carry, Tesco Kipa, Le Meridien Hotels, Arcadia Hotels

- Sponsorships through providing products
- Knowledge transfer through speakers
- Training opportunities
- Internship and job opportunities

Discussion

This study explains the contributing factors to both internal and external value creation. During the collaborative value creation processes the project owners are found to be faced with multiples challenges.

- Understanding the motives and expectations of the partners becomes a key to starting up the partnerships.
- An assessment of the fit between the partners is found to be a critical factor in value creation.
- The design of the partnership and the operationalization of the processes are determinants of successful project outcomes.
- The findings of the study are of importance to education program designers, trainers, lecturers as well as the education institutions.



Thank you for listening

Questions?



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