

## The Problem of Structuring Turkish Vocational Education System and Toward a New Design for Turkey

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### ABSTRACT

Nowadays, "unemployment" is assumed as an important social problem all over the world. One of the major reasons of unemployment is considered that unemployed individuals do not have the minimum professional skills to find a job. Vocational education system gains in importance while eliminating the skill gap and fighting unemployment. In the World, vocational education is carried out within the framework of three commonly accepted models which are school model, market model and dual system model. In Turkey, vocational education is carried out by both government and private sector organizations, and also could be in the form of formal and non-formal education. However, while the role of the private sector is rather limited, the traditional dominance of the Government vocational educational institutions draws attention in Turkey. Stated dominance of the Government educational institutions is often criticized as the major cause of the structural problems of vocational education in Turkey and it has been argued that social partners in the vocational training system such as chambers of commerce and trade associations need to be more involved on planning and conducting vocational training.

The aim of this study is to evaluate of structural problems in vocational education system in Turkey and to offer a model for Turkey. While trying to determine the strengths and weaknesses of the vocational education system in Turkey, educational programs are evaluated within the classification of being carried out by government or private sector. Through a literature review and comparative analysis, this study shows that (i) Turkey's social policy model is similar to the continental model, which has been successfully applied in Germany, (ii) in the terms of demographic features as having high population and high labour force Turkey has significant potential for economic development, however Turkey should train the labour force in accordance with the latest technological developments and to achieve this social partners should be main actors in the vocational education system, (iv) due to sectoral social relations and inter-institutional coordination have not been successfully developed, Turkey struggles structural problems in vocational education system, (v) German dual vocational training system by the participation of the social partners exemplifies many countries in the World. Overall, the findings show that adapting of German dual vocational education system to Turkish vocational education model is better suited to overcome most of the structural problems in vocational training in Turkey.

**Keywords:** Employability, dual vocational education model, qualified labourforce.

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