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The Relationship Between Vocational Education And Employment Training Investigation Of Turkey On Information Society Perspective

(Bilgi Toplumu Perspektifinde Mesleki Eğitim ile İstihdam Arasındaki
İlişkinin Türkiye Özelinde İncelenmesi)

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Abstract

In today's World; the speed of access for information is increased global competition in the business world as in the case of many areas. So, it becomes more difficult to find constant and regular business for employers. For Countries to compete on international markets; it is only possible with well-trained workforce professional and technical competence. The global financial crisis which occurred over eight years ago, in 2008, the number of unemployed people still could not land on pre-crisis period. On the other hand, the demand of qualified labor-intensive businesses is not decline despite of the open job positions. On the one hand; the continuous increasing in the number of unemployment is occurred, on the other hand; demand for qualified labour force is increased. This status shows that there is a problem between vocational training and labour market. In this study; our country's vocational education and employment issues can be determined by examining the relationship between them. Also, the problem and the solutions for the field will be examined.

Keywords: Employment, Vocational Education, Aircraft Maintenance.

Özet

Günümüz dünyasında bilgiye erişim hızının artması; birçok alanda olduğu gibi iş dünyasında da küresel rekabeti artırmış, ülke nüfusunun sürekli ve düzenli iş bulmasını güçleştirmiştir. Ülkelerin uluslararası piyasalarda rekabet edebilmesi; çok iyi yetişmiş mesleki ve teknik yeterliliğe sahip işgücüyle mümkün olabilmektedir. Küresel piyasalarda 2008 krizinin üzerinden sekiz yıl geçmesine rağmen işsiz insan sayısı hala kriz öncesi döneme inememiştir. Diğer taraftan ise işletmeler nitelikli işgücüne yoğun bir talep göstermesine rağmen açık iş pozisyonunda bir düşüş olmamaktadır. Bir yandan işsiz sayısının devamlı artması, öte yandan nitelikli işgücüne artan talep; mesleki eğitim ile işgücü piyasası arasında eşgüdüm sorununun olduğunu ortaya koymaktadır. Bu çalışmada; bilgi toplumu olma yolunda çaba sarf etmesi gereken ülkemizin mesleki eğitim ve istihdam konuları incelenerek aralarındaki ilişki ifade edilecek, sorun sahalarına ilişkin çözüm yolları irdelenecektir.

Anahtar Kelimeler: Mesleki eğitim, İstihdam, İşgücü.

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Introduction

Increasing speed of access to information in today's world has increased global competition in the business world as it is in many areas, and has made it difficult for the population of the country to find permanent and regular jobs. The ability of countries to compete in international markets is possible with a well-trained workforce with professional and technical competence.

The fact that the quality of the workforce included in the production factors cannot be imitated and the difference that is revealed by the competitors cannot be covered by the competitors in a short period of time provides an advantage for the enterprises. In this respect, the place of vocational and technical education institutions is important in the quality of workforce in our country and in the world (Atik, 2016). Vocational education in general is stated as the process of acquiring the current knowledge and skills about a certain occupation, maturing the work habits and attitudes of the person, developing the physical, intellectual and behavioral abilities of the persons (Şencan, 2008).

One of the most critical issues in determining the basic work needs from labor planning, investment planning, incentive systems, human capital investment, and career planning to vocational training programs is the determination of labor market needs. The successful maintenance of vocational training practices determined in line with these needs also depends on coordination among effective institutions. For this reason, the issue has evolved not only from the study related to Ministry of National Education and the Council of Higher Education but also to the Turkish Employment Agency (İŞKUR), Vocational Qualifications Authority, EU center, Turkish Statistical Institute, various Ministries and Professional Chambers.

Many organizations representing the public and the private sector are constantly conducting research on the working life and related issues in our country and in the world, trying to identify problems and to produce joint solutions. In this context, the International Labor Organization (ILO) prepared a remarkable report on the year 2014. Accordingly, in 2014; The global unemployment figure will reach 201 million, which is 30 million more than the number of unemployed before the global crisis in 2008, from which the outlook on the global labor market is still unstable and fragile (ILO, 2015). When the details of the report are examined; it appears that unemployment remains a problem not only of the developed or developing countries but of the global economy.

When the employment structure in the world and our country is examined, 29.1 per cent of the people employed in the world in 2014 are in the agricultural sector, 13.3 per cent in the industrial sector, 8.6 per cent in the construction sector and 49 per cent in the services sector. According to the results of September 2016 Labor Force Survey released by Turkish Statistical Institute (TUIK) in our country; it is seen that 20.5 percent of the employed in agriculture, 19.1 percent of the industry, 7.7 percent of the construction and 52.7 percent of the employed sector work in the services sector, agricultural and industrial statistics are better than the world average (TUIK, 2016a). The structural transformation that started in the sectoral distribution of employment in the late 1990s, continued in recent years, while in 1998, 41.5 per cent of the employees were in the agriculture sector, compared to 25.5 per cent in 2005 and 21.1 per cent in 2014. The low labor productivity, especially in the agricultural sector, causes the labor force to shift over time to other sectors, causing many structural problems (World Bank, 2012).

In many field studies related to the Turkish labor market; the educational conditions of the employees and the unemployed, the negative effects of the low education level on the labor market, the educational conditions required for the difficulties in obtaining the staff, the inability to find the staff with the professional knowledge, skills and competence have been examined. In particular, vocational education focuses on a system based on theory and practice in the place of solution of these problems and vocational education mentality (İŞKUR, 2016). In this study; we will examine the issues of vocational education and employment of our country which should make an effort for becoming an information society and the relation between them will be expressed and the solutions for problem areas will be examined.

Workout Change In The Concept Of Globalization

The industrial revolution, which started with the use of steam power for mass production in England, caused other countries to increase their production in this way, resulting in a rapid industrialization of the whole world and a violent competition between countries according to the rules of capitalism.

At the beginning of the twentieth century, governments began to intervene and rule on the economy with the Keynesian economy understanding in order to support the defective aspects of this system. In the aftermath of the Second World War, the process started with the International Monetary Fund and the World Bank, followed by the World Trade Organization, Customs Tariffs and Trade General Agreement, while the process of capitalism is mainly developing, spreading and deepening, capital, production, service, trade and technological developments caused similar changes. While globalization has high technical equipments in developed countries and therefore added value is also high in labor force, developing countries have gained the ability to produce by transferring technology in developed countries and created low labor force with knowledge and equipment (Uyanık, 2008).

Global production has also caused countries to move in the same direction in terms of consumption, and cultural differences have moved away from being an obstacle to the "consumer craze" of having a new product on the market. Rapid consumption all over the world also fights competition. In this environment, developed countries transfer their capital and advanced technology to the manufacturing industry in developing countries, reducing the cost of labor-intensive manufacturing industry products and production process so that they can stand out internationally. This is because the technology and production force in international capital control constantly pressures the workforce of developing countries to lower wages in order to preserve their competitive position and prefer an even lower cost country in this area (Uyanık, 2008).

In the global economy, the protection and promotion of competition power depends on the effective use of the factors of production. In this context, having a qualified workforce that constantly improves knowledge, skills and competence is an important competitive element. The education systems, which have a significant share in the development of the workforce, have given more importance to training people with high communication skills, teamwork, critical and analytical thinking. In today's global competitive environment, many transnational actors and organizations have taken on a more prominent role in determining educational policies that are monopolized by the nation-state (Kalkınma Bakanlığı, 2014a). In this context, it is necessary to examine the relation between vocational education and employment with taking into consideration its sub-components. In the following section, this topic will be tried to be examined.

Professional Education And Employment Relationship

Vocational education is an education that gives individuals knowledge, skills and work habits related to a certain profession in business life and develops their skills in various ways (Özsoy, 2015). Positive values such as knowledge, skill, experience, and dynamism that people in today's working life have and that emphasize the quality of human beings in a real sense are accepted as human capital. These values allow for more efficient evaluation of the other factors used in production, as well as the development and rational use of new technologies

Increasing knowledge intensive activities in today's working life reveals the need for a qualified workforce to carry out these activities. The direction of labor, which is the contribution of labor to the economy, is shifting from physical labor to mental labor. This new form that changes shape of your emotions is the focus of competitive economies (Ekizceleroğlu, 2011).

In this context, considering the change of the human capital within the information society, the general situation of the labor market of our country, the participation of the employees in the labor force, the relationship between the education of the employed and the education of the unemployed and the education status of the unemployed and the open or hard to hire labor needs of the market created by İŞKUR will be examined.

Participation in the workforce

Participation in the workforce is examined on the basis of the population of the working age which constitutes the 15-64 age groups. Considering the recent history of our country and the world labor market in general; the number of people employed in the period 2007-2014 decreased by 0.9% in the EU 28, 2.2% in the Euro area and 1.2% in Japan. While it increased by 3.1% in the OECD, 4.7% in the UK, 9,1% in Korea and 11,7% in Mexico, it showed a 25% increase in Turkey in the same period (İŞKUR, 2016).

Looking at the numerical increase as well as the proportional increase, it is seen that 5 million 724 thousand additional jobs were created in Turkey in 2014 compared to 2007. Despite this positive development, when the participation statistics of the 15-64 age group are examined, it is estimated that participation in the workforce rates which are 63.5% worldwide, 59.8% in developed economies, 57.5% in EU 28, 70.8% in East Asia (ILO, 2015) is found to be 50.7% in our country (TÜİK, 2016b), and a significant part of the population in the working age is seen to be out of the labor market. When the main sections forming this group are examined; It is estimated that about 11 million of the population who are in the age of work and not participating in the workforce are busy with housework, 4.3 million are continuing their education and 4.1 million are inoperable (TÜİK, 2016c). This issue should not be regarded only as economic loss; it should also be seen as obstacles in reaching to the desired level in many fields from the competitiveness of our country to the informal economy, from tax income to income distribution.

Educational Status of the Employed

Qualified training of the workforce, high proportion of this workforce within the total and reflecting the training into the work is crucial for the development of countries. Having a skilled and educated workforce situation is quite high in developed countries (Durak and Kaya, 2014).

When the level of education of the labor force employed in our country is examined; The TÜİK statistics show that a significant portion of those employed in the 15-64 age group consist of the ones under secondary education level. A study made for this purpose for the year 2012 is included in Table 1. 61.46% of the total workforce in the 15-64 age group is in the under high school level and non-literate group (Kalkınma Bakanlığı, 2014b).

A significant portion of the workforce has a low level of education; and this causes the competitive power of our country to be limited, the production of products with high added value to be limited in our country, and technology-intensive production to be made less. Especially in the global financial crises, the low level of education workforce is among the first to lose jobs.

Table 1

Participation Rate of Workforce by Employment, Unemployment by Education Level in our Country (2012)

Education level	Labor Force	Employment (x1000)	Unemployment (x1000)	Labor Force Participation Rate
Illiterate	1.164	1.119	45	19,7
Under High School	15.640	14.277	1.363	47,6
High School	2.846	2.512	335	51,9
Vocational High School	2.692	2.420	272	64,6
College and higher	4.996	4.493	503	79,1
TOTAL	27.339	24.821	2.518	50,0

Source: Kalkınma Bakanlığı, (2014b).

In addition, when Table 1 is examined; it is seen that as the level of education increases, the tendency to participate in the workforce increases. Participation in the labor force is only 19.7% among the non-literate, while it is 64.6% in the vocational high school graduates and 79.1% in the vocational and higher education group (Kalkınma Bakanlığı, 2014b).

The Relationship between Wage and Education

When the statistics of Labor Force, Cost and Earnings made by TÜİK in our country are examined, it is seen that there is an accurate relationship between the level of education of the workforce and the monthly gross wage and it does not change with years (TÜİK, 2016c). In Table 2, the 2006-2014 period was classified into five sub-groups according to the level of education in Turkey's labor market, and their education levels and monthly gross wages were listed accordingly. It is another important feature of this table that vocational high school graduates earn higher wages than other high school graduates.

Table 2

*Monthly Average Gross Wage by Education Level **

Education level	2006	2010	2014
Illiterate	764	1032	1526
Under High School	760	1026	1514
High School	922	1280	1707
Vocational High School	1233	1593	2263
College and higher	2088	2663	3952
TOTAL			

Source: TÜİK, 2016c.

* Gross wage: It is the total of payments made by Employers to the employees on the reference month such as basic wage payments, overtime pay, shift work, payments made for night work and other regular payments in the form of wages.

Education Status of the Unemployed

While participation and wage level in the workforce increase as the level of education increases, the situation is different once the issue of unemployment is examined in terms of education level of the unemployed.

Usually; the unemployment rates of those who have under-high school education levels and higher education level are lower than average and those who have high school and equal education level above average (Durak and Kaya, 2014). This generalization was also made in the January 2016 Household Labor Force Statistics of the TÜİK. In the study done, the highest ratio of unemployed persons included in the labor force is 14.3% in general high school graduates, subsequently under high school education with 11.3%, vocational high school graduates 10.4% and higher education graduates 10.1% . The lowest rate is 8, 3% with non-literate (TİSK, 2016).

In this respect, the problem of high school graduates being unemployed is much higher than that of illiterate; it is related to the skills that you need rather than being related to your level of education. In reality, having a high school education does not give high qualifications to the educated in our country, but it brings the job expectations to the level of technicians instead of workmanship. In Turkey, this group is not able to attend the university on the one hand and has no special qualifications on the other hand, and this has an increasing effect on unemployment. The similar situation can be categorized as the reason why the unemployment rate is low in this group, the low wages due to the unreasonable nature, the proximity between the wage expectation and the offered wage, and the acceptance of the jobs requiring bodily force (Durak and Kaya, 2014).

Open Job Positions Declared to İŞKUR

It is of great importance that the changes and developments in the labor market are properly monitored to meet the expectations of the unemployed and employers and direct the right person to the right job. In this respect, the data on open jobs refer to the expectations of the labor market.

İŞKUR annually carries out the open work declared by the workplaces in the scope of the Labor Market Research which is carried out with the general consideration of the labor market, and the employer is actively taking steps to find a suitable candidate outside the workplace and is ready to take more steps (İŞKUR, 2016).

When all the workplaces in the scope of the research are examined; the open job rate of Turkey is 2.5 percent. Of the 100 staff 97 is full, 3 is empty. In the professions with the most open jobs, three

professions stand out. These are artisans and those working in related works, facilities and machine operators and installers, and service and sales elements. More than 60 percent of open jobs are in these three occupational groups. This is in line with the fact that most of the open jobs are in the Manufacturing and Wholesale and Retail Trade sectors. When the distribution of open jobs by occupation is examined; It seems that the highest share is in machinery (Sewing) occupation. Waitress and sales consultant, gas welder, cleaning assistant, marketer and pre-accountant occupations are relatively high occupations with a high share (ISKUR, 2016).

When the most sought-after skills in open jobs are examined; it appears to be sequenced as:

1. Physical and bodily competence,
2. Adequate vocational / technical knowledge and experience,
3. Communication and expression ability,
4. Teamwork,
5. Computer use,
6. Sales and marketing skills,
7. Solving problems and taking initiative,
8. Accountability (Analytic Skill),
9. Project-based work,
10. A foreign language (İŞKUR, 2016).

When open job positions are examined; It is expected that those who work in accordance with the general labor force structure of our country should have equipments compatible with the expectations of the labor intensive sectors. For this purpose, vocational training is the forefront of the need to have professional knowledge, skills and competence.

Labor Positions Hassled in Providing Declaration to İŞKUR

When the studies of the 2015 Labor Market Research, which was prepared to cover all of Turkey and all the branches of labor were examined, it was determined that 19,7 percent of the workplaces in Turkey had difficulties in providing their staff (İŞKUR, 2016).

The sector that has the most difficulties in procuring personnel is the manufacturing sector. 27.9 percent of the workplaces in the manufacturing sector have difficulty in providing staff. This sector is followed by the Other Service Activities sector and the Information and Communication sector. According to the results of the 2015 Labor Market Survey, the professions with the greatest difficulties in procuring are: Sales consultant, mechanic (sewing) and waitress.

When the causes of difficulties in working for these jobs are examined; The first order was "can not find the necessary skills / qualifications" with 75.3%, followed by "not having sufficient work experience" with 61.6%, 35.3% "not applying to work in this profession", 18% Less wages "and 16.8%" not favoring working conditions and conditions ".

As a result of the examination, it has been seen that the difficult job positions are also characteristic of the country's labor-intensive labor market.

Investigation of Vocational Training in Competitive Advantage of Labor Market for Our Country

As stated earlier in the study, developed countries in the global competitive environment prefer to develop labor-intensive manufacturing sector in developing countries and to use low-wage labor to gain competitive advantage, in accordance with their dominant position in technology-intensive industries.

From this point of view, when we examine the labor market of our country, We see that the labor-intensive sectors already constitute the basis of the market, that the education level of the workforce is

low, half of the population aged 15-64 participates in the working life, and approximately 8.5 million people are working unrecorded as of January 2016 (TİSK, 2016).

Many activities are being carried out at different levels in order to gain competitiveness of the labor force in our country, the participation of more people in the workforce and the responsibility of public and private sectors in these matters. In this section, the studies carried out in this subject will be expressed.

Institutional Studies for Vocational Training in Accordance with the Needs of Labor Markets

A number of institutional studies have been conducted on strengthening employment and vocational training relations in our country, taking into account the needs of the labor market. For this purpose, the first national professional standard was set up in 2009 that will lead to be made up inputs on vocational training. By being carried out a joint study between the Ministry of Labor and Social Security, the Ministry of National Education, the Ministry of Industry and Trade and the Council of Higher Education; It has been reached that workforce in our country has unqualified employees in terms of vocational quality, That formal and non-formal vocational training is not sufficient to meet market needs both in terms of quality and quantity, the development of active labor force programs appropriate for the labor market is required, the achievement of harmonization between vocational education and employment can be achieved as a result of the work of representatives of relevant government agencies, employers and workers (İstihdam ve Mesleki Eğitim İlişkisinin Güçlendirilmesi Eylem Planı, 2010).

In the Ninth Development Plan covering the years 2007-2013, for the relationship between vocational education and employment; It has been found out that the education level of our workforce is insufficient for global competition, the education system is inadequate to meet the needs of the labor market, the labor market is in need of intermediate staff and the unemployed who are vocational educators in the other hand, the vocational schools and vocational schools of the existing vocational schools are not able to provide the program integrity and are not updated according to the needs of the labor market and shipshape and qualified trainers remain incapable and in the vocational education system, by passing on to need-based education modular system, a flexible structure that can meet the needs of the market can be gained and being established of Vocational Qualifications Authority, Establishment of a certification system based on occupational standards is required and It has been aimed to work on these issues in the plan period (DPT, 2006).

Within this context, the decision of the Higher Education Council in 2008, the vocational higher education; The European Qualifications Framework for Lifelong Learning, the Bologna Process has begun to be restructured in line with the international standards, more flexible, dynamic and more responsive to labor market demands. In line with the professional standards approved by the Vocational Qualifications Authority, the implementation of trainings that are compatible with the vocational high school programs, which are sensitive to the demands from the modular, flexible and related sectors have been begun. In order to ensure that the students receive workplace education during one semester and not less than seventy days during the summer vacation period, a training program consisting of six semesters of education and school and workplace education over three semesters in associate degree programs can be organized. For this purpose, Vocational Education and Training (İstihdam ve Mesleki Eğitim İlişkisinin Güçlendirilmesi Eylem Planı, 2010) was initiated by the decision of the public and private sector to provide facilities for establishment of the workplace.

In the Tenth Development Plan (2014-2018), the aim was to acquire the skills and competencies required by business life by taking into consideration the lifelong learning of the harmony between the education system and the labor market (Resmi Gazete, 2013). And adoption of entrepreneurial culture has been aimed at strengthening the school-business relationship in vocational and technical education to take into account medium and long-term sector projections and recognition of prior learning, development of the certification system, vocational and technical education at the secondary and tertiary level, the provision of program integrity and the provision of practical training in the training of the qualified workforce has been set as the target (Resmi Gazete, 2013).

As mentioned above, a number of studies and reforms have been carried out in order to improve the education system in Turkey, and important studies have been carried out to improve the education

system. Increasing the rates of schooling, reducing the number of students and the number of pupils per teacher, improving the technological infrastructure of schools and curriculum and teaching methods are very important work that has been carried out on renewal. All these studies aimed to increase the quality of the education system; however, evaluations have shown that the performance of the Turkish education system is seriously problematic and that it does not provide the graduates with sufficient knowledge and skills both at national level and at the international level (Kalkınma Bakanlığı, 2014a).

Youth Population to Provide Advantage in Recruitment and Problems of Opening Vocational Training in Turkey

When the demographic structure of Turkey is examined it is seen that it has a very young population. When the data of "Number of Persons Registered in Population Registers and Number of Persons by Sex" published by the General Directorate of Population and Citizenship Affairs of the Ministry of Interior are taken into consideration as of December 31, 2015; While the individuals in the 0-14 age group represent 24% of the total population, the proportion of the population over 65 years is 8.2% (İçişleri Bakanlığı, 2016). The share of the population in the working age population (15-64 age group) in Turkey is 67.8% and according to calculations it will be the highest value with 68% in 2020(Köseleci,2012).

Although the population of the working age will begin to decline proportionally after 2020, the number will continue to increase until 2041, reaching 65 million. The "window of opportunity", defined as a situation in which the supply of labor is the rapid increase in the working population, continues to decline while the rate of population growth is falling during the demographic transition period, will enable Turkey to accelerate its economic development over the next 20 years (Köseleci, 2012). It has been demonstrated in a number of studies that this situation have greatly contributed to the "economic miracle" of East Asian countries with similar demographic profiles in the 1970s and 1980s In order for Turkey to make the "opportunity window" work in the field of economy, to expand access to quality education, modernization of the education system, the need to improve the quality of education and ensuring gender equality (Kavak, 2010).

When it comes to the labor force participation of the young population in Turkey, it is seen that there are difficulties. Young people have difficulty in finding jobs especially during periods of economic stagnation and it is expressed in studies done in Turkey and in other countries that crises negatively affect young people with less experience and seniority in the labor market (Ercan, 2011), (Yentürk, and Başlevent, 2007). Young people face with difficulties in terms of employment due to the education system as well as the market conditions. In the Participatory Labor Market Surveys conducted by the World Bank (World Bank, 2008), more than 40% of young people stated that inadequate preparation in education or unrelated education is the most important challenge in transitioning from school to work (EARGED, 2010). Also; Lack of experience in labor market, lack of guidance institutions and high expectation of wages are other problems encountered in youth employment (Yentürk and Başlevent, 2007). This is also evident in the evaluations of employers' professional qualifications of graduates working in their enterprises. In the occupational fields such as accounting, electricity, information technology, electrical and electronic technology, metal technology, furniture and decoration, machinery, metalworking, electronics and motor, most employers find that their occupational knowledge, skills, attitudes and work habits of vocational and technical secondary education graduates are inadequate (Köseleci, 2012).

Vocational education in our country is more expensive than general education and it is determined that expenditure per student per year for 2010 is 1.2 times higher than general secondary education. Nevertheless, when examining the quality of vocational education, especially international assessments, It is evaluated that primary school students do not acquire basic skills in Turkish, mathematics and science fields and that they have graduated from vocational secondary education institutions without finding the opportunity to correct these deficiencies. When the PISA 2009 results are examined; it is seen that vocational high school students have 35 to 45 points lower score than general high school students and that they have the lowest achievement in reading, mathematics and science skills compared to the average in Turkey and have the lowest achievement compared to other

high schools (Köseleci, 2012). Further, studies on vocational colleges show that almost 95% of graduates of vocational and technical secondary education institutions are inadequate in basic mathematical rules.

Failure of vocational education to graduate in a way that meets the needs of labor markets requires businesses to retrain graduates before employment, which is a major problem for small and medium-sized businesses, especially those who use new production technologies and need qualified staff. It is also stated that the education system is incompatible with the demands of the labor market. Within this scope, according to "e-graduate 2010 Yearly Report" only 27% of the graduates still work in a job, and 73% do not work (EARGED, 2010). The fact that vocational education is more expensive than general education and the fact that two thirds of the graduates are not employed is also thoughtful in terms of effective management of resources for our country. In the same report, 56% of employers say that they have difficulty in finding qualified staff, and this problem is also expressed in many other studies (EARGED, 2010). In addition, employers state that their education programs are not up-to-date and that there is a lack of coordination and communication between vocational schools and workplaces.

Joint Training Studies with the Labor Market

In our country's top policy documents, it is envisaged that a "new school management model" based on management including vocational education, local administrations and sector representatives will be established and cooperation with local administrations, professional organizations and the local sector will be increased.

In order to prepare sustainable cooperation environment with ministries, public institutions and private sector and joint action, to provide vocational and technical education in line with the needs of the labor market, to strengthen the education-employment relationship, to effectively apply active labor market policies and with the purpose of increasing employability of the workforce by eliminating the problem of vocational deprivation work on Strengthening the Employment and Vocational Education Relationship Action Plan (İstihdam ve Mesleki Eğitim İlişkisinin Güçlendirilmesi Eylem Planı, 2010) and the Vocational and Technical Education Strategy Document and Action Plan 2014-2018 (Kalkınma Bakanlığı, 2014c) were prepared and started to work.

Within this scope, "Protocol on Strengthening Vocational and Technical Education in Organized Industrial Zones" was held between the Ministry of Science, Industry and Technology and the Ministry of National Education in 2012. Thus, the development of the capacities of the vocational education schools in the Organized Industrial Zones, the rapid expansion of the establishment of new, private or official vocational schools and the theoretical and practical application of the qualified workforce in the required fields were carried out in the school-work partnership in the same curriculum.

In addition, education and training support payments to the students who have been educated in the private vocational and technical education schools that were opened within the Organized Industrial Zones since the academic year of 2012-2013 by the Ministry of National Education have started to be provided and this support has also been given to private vocational and technical education schools. A total of 26 special vocational fields, including rail systems, metallurgy, ceramics and glass, construction, jewelry, design, shipbuilding, aircraft maintenance and information technology were supported by the Ministry of National Education to encourage students to study in these fields. In addition, workshop and laboratory standards for the areas covered by the incentive have been developed. With this study, it is aimed to encourage the private sector to invest in vocational training and to bring the standards used in vocational education schools in industrial and technological countries, the standards used in workshops and laboratories to the country, and to train qualified intermediate personnel needed by business world. With the publishment of circular (<http://mevzuat.meb.gov.tr/html/okulsektor/genelge.pdf>) for the establishment of the "Vocational and Technical Education School Administrative Board" by the Ministry of National Education on November 22, 2016, it is decided that, the public and private sector in provinces, districts and the board of directors of their representatives will be members of the Board of Directors.

Conclusion and Suggestions

The "globalization" phenomenon that shaped economic formation as an important consequence of the industrial revolution; while uncovering the knowledgeable industry developed countries on the one hand, the developing countries that come to the forefront of industry efforts to adapt working conditions to the other side in the competition has created.

Labor market of the second group member countries, In accordance with the needs of the manufacturing industry to which the imported technology is applied, is very fragile with its low salary, open competition and the most affected by the global crises.

When the labor market of our country is examined from this direction;

- Manufacturing industry is predominant,
- According to official data, labor participation is very low
- The informal economy involves a large workforce,
- The educational status of the workforce is very low,
- It is understood that occupations that are difficult to open positions and supply are also related to the manufacturing sector,
- It is evaluated that the lack of competing vocationally trained workforce and that these training areas cannot meet market needs.

The formal and private sector legislative development and policy-making activities have gained momentum in recent years, and vocational training studies have been accelerated in accordance with these developments. In this scope, appropriate educational institutions were started to be opened especially in the organized industrial zones and the vocational education programs were renewed by the boards where the private sector representatives were present and the students studying at special education institutions were included in the scope of the incentive. Standards were developed in the workshops, laboratories and classrooms of the schools and internship applications were started.

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