



Improving Proximity Responses for the Adaptation of Vocational Education and Training

2015-1-ES01-KA202-015976

**CASE STUDY – Golbasi District Directorate Of
National Education, Gölbaşı/ANKARA, Turkey**



Coordinator	Golbasi District Directorate Of National Education
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CASE STUDY DATA

Territory: City of Gölbaşı/ANKARA

Country: Turkey

Promoter / Leading organization: Golbasi District Directorate of National Education

A. THE CONTEXT

Introducing Gölbaşı

Gölbaşı District Special Environmental Protection Zone ". In 1991, the Municipality of Gölbaşı was taken into the borders of the Metropolitan Municipality. Today, the Gölbaşı district is a district of Ankara Metropolitan Municipality with a population of 115,924 and a surface area of 1300 km².

Gölbaşı is 20 km from Ankara city center. It is a district with an altitude of 970 meters and an area of approximately 1,650 km² on the Central Anatolian Plateau.

The Gölbaşı district is the lakes district of Ankara, as the name implies. There are Mogan and Eymir Lakes in the region. In Gölbaşı Special Environmental Protection Area, a total of 488 plant species are available, of which 476 are species, 6 are subspecies and 6 are varieties. Sevgi Çiçeği (Centuarea Tchihatcheffii), one of the values that symbolize Gölbaşı, is one of the 179 Centaurea species that grows in our country and is an endemic growing only in Golbasi around Lake Mogan and Hacı Hasan Mahallesi. The flowering of the Sevgi Çiçeği starts from the last week of April and continues until the first week of July.

Demographic Status: The population of Gölbaşı is 123.681. Bu population, 63.513 males and 60.168 females according to the year of 2016. As for the region: 51.35% male, 48.65% females. unemployment rate: Labor Force Statistics, August 2017, Turkish Statistical Institute data: Unemployment rate realized at 10.6% Turkey's unemployment rate was at 10.6% with a decrease of 0.7 points in 15 years of age and over. The employment rate was 48% and the employment rate was 48% with an increase of 1.3 percentage points. Labor force participation rate was 53.7% while the labor force participation rate increased by 1.1 points to 53.7%

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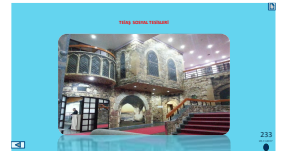
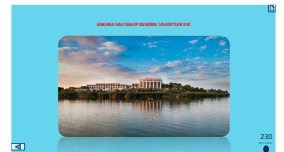
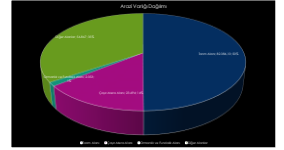
Economic Sectors: We have 6 factories and factories in our production (Dağ Makine, Buldaç Makine, Yavuz Engineering, Elimko Ltd. Şti., Arıkazan, Özmaç and Mekon Panel) and 22 different production areas. If you order them; Güriş, Erg Construction, Pi Machinery, Neru Uzay Çatı Construction, Tepe Construction, Dapak Wood Works, Original Matbaa, Prekons, Pimaksan, Kiska Building, Dalsan Plaster, Ankara Plaster, ABS Plaster, Ata Building Plaster Industry, Fernas Al Plaster, Knauf Mine Plaster Plant, Consultant Tree Works, Gülermak Inc., Üner Matbaa, Inta Space Systems, Ayan Group Ltd. Ltd., Üzümcüler Medical Material Factory, FNSS NuroI Armored Units Tank Factory, ASELSAN A.Ş. and Marconi Kominikasyon A.Ş. These are the main factories that manufacture communication devices connected to the Defense Industry.

Apart from that, there are 26 factories, 4 workshops and 5 hand operations related to andesite stone. The industry in the province was developed and various factories were established after 1970's. Many of these factories and institutions are country-based institutions, and they produce high-quality jobs and earn significant employment.

There are also many small businesses in the district. Soil resources: The total area of the province is 1650 km²; 50% of this is in the area of agriculture, 14% in the meadow and pasture, 1% in the forest-fern and 35% in the other areas. From agricultural areas; 47,441,40 hectares of field crops, 340,40 hectares of vegetables, 1,966,40 hectares of fruit are produced, 32,637,90 hectares of arable land.

Our district; cultural assets, environmental protection areas, Eymir and Mogan lakes and cultural and natural tourism. Yağlıpınar and Ahiboz regions, which are especially suitable for water sports, sailing competitions, natural caves and shelters in the city, as well as paragliding sports, are among the tourism riches of our counties, especially in Eymir and Mogan lakes

Mehmet Akif Ersoy Culture and Congress Center, the "Vilayet House", "Court House Facilities", "Gazi University Social Facilities", "Social Facilities of Youth and Sports Foundation", "Petrol Ofisi Social Facilities", "Millî Lottery Administration Social Facilities ". "Ziraat Bank Social Facilities", "Teiaş Gölbaşı Social Facilities" and numerous private social facilities. Activities for meetings, seminars and conferences are held for the majority of the groups in the premises



<http://www.ankaragoibasi.bel.tr/>

<http://www.ankaragoibasi.gov.tr/>

Golbasi District Directorate Nationale Education)

Gölbaşı District Directorate of National Education is a local authority and a public institution responsible for education affiliated to the Ministry of National Education. The tasks, powers and responsibilities of the Gölbaşı District Directorate of National Education are stated in the Regulation on the National Education Directorates of the Ministry of National Education published in the Official Gazette on November 18, 2012 with the number 28471. (<http://www.resmigazete.gov.tr/eskiler/2012/11/20121118-2.htm>)

Accordingly, it conducts joint services for basic education, secondary education, vocational and technical education, religious education, special education and guidance and lifelong learning. These services coordinate the work of schools and other institutions affiliated to our institution.

Gölbaşı District National Education Directorate attached to the official and private;

- 11 Kindergarten:
- 38 Primary school:
- 36 Middle School:
- 16 Anatolian / Science / Basic High School
- 3 Imam Hatip High School:
- 10 Vocational and Technical Anatolian High School:
 - 1 Gölbaşı Special Education Application School
 - 1 Vocational Training Center: Public Education Center.
 - 1 Guidance and Research Center:
 - 1 Teachers' House and Evening Art School.

A total of 33.331 students are in training and 2997 teachers and administrators are in charge.

The purpose of the project and the duties of our administration related to vocational and technical education are interrelated. In this context, services related to vocational and technical education are given below (Article 12 of the Regulation).

- a) Providing and improving the vocational and technical education-employment relationship locally,
- b) To carry out work and transactions related to apprenticeship training within the scope of Vocational Education Law dated 5/6/1986 and numbered 3308,
- c) To ensure that vocational and technical education conforms to local needs.



<https://golbasi06.me.b.gov.tr/www/ilcemizde-mesleki-egitim-tanitim-fuar-acildi/icerik/509>

<https://golbasi06.me.b.gov.tr/>



In this project, our institution has a certain experience in vocational and technical education. These duties are fulfilled through Vocational and Technical Anatolian High Schools and Vocational Training Center.

There are the following sections in the Vocational and Technical Anatolian High School affiliated to the Directorate. These departments are organized in the fields of Accommodation and Travel Services, Information Technologies, Electrical and Electronics Technology Area, Health Care Technician, Assistive Nursing, Assisted Midwifery, Furniture and Interior Design, Child Development and Education, Graphics and Photography, Welding, Accounting and Finance, Clothing Manufacturing Technologies, Beauty and Hair Care, Aviation, Food and Beverage Services, Public Relations and Organization, Food Technologies, Metal Technologies.

In these sections, students studying in the 12th class are being educated in businesses. In this context, we are in close cooperation with our labor market. The students who are studying in the enterprises can be employed in the enterprises after they graduate.

The Vocational Training Center provides apprenticeship training in the fields of Beauty and Hair Care Services, Electric and Electronic Technologies, Motor Vehicle Technologies and Food and Beverage Services to enable individuals who are out of formal education to continue their education. At the same time, it organizes the utilitarian and walk-through courses for the people who work in a workplace.

10 schools and 1 vocational training center affiliated to the project were local partners.

Therefore, our institution coordinates the fulfillment of educational services under IVET and CVET.



<https://golbasi06.me>
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The VET system in Turkey

The National Education Basic Law numbered 1739 constituted the Turkish national education system under two main sections: formal and non-formal education. When higher education is excluded, vocational education in our country is provided through formal vocational and technical education, non-formal education and apprenticeship training. The law does not have a separate regulation on informal learning, and such learning is evaluated in non-formal education. Vocational education is given by 4 year vocational and technical high schools, vocational training centers affiliated to Ministry of National Education (MEB) and 2 year vocational colleges affiliated to universities within the scope of secondary education.

IVET is implemented under the Vocational Education Act. It is in the scope of compulsory education and it takes place as vocational middle education and apprenticeship education. In addition, vocational colleges with two-year undergraduate education are also included.

Occupational high school students and apprenticeship students are doing internship at the enterprises.

Non-formal education; private lessons, seminars organized by organizations such as classrooms, non-governmental organizations, trade unions, chambers. The most basic and predominant part of non-formal education is vocational and technical education. C-VET can be evaluated in non-formal education in our country. Our country is provided by Public Education Centers, NGOs, chambers, private courses, İŞKUR, universities and businesses (public and private sector).

<https://mtegm.meb.gov.tr/www/6764-sayili-kanunun-uygulanmasi-hususunda-sik-sorulan-sorular-ve-cevaplari/icerik/1530>

https://mtegm.meb.gov.tr/meb_iys_dosyalar/2017_01/19152752_Mevzuat_2017.01.18.pdf

<http://www.iskur.gov.tr/tr-tr/kurumsalbilgi/protokoller.aspx>

Cooperation Protocol on the Implementation of Active Labor Force Services has been signed between the General Directorate of the Turkish Employment Agency and the Ministry of National Education, General Directorate of Lifelong Learning and the General Directorate of Vocational and Technical Education, and professional development courses have been given within the scope of this cooperation and documents have been issued.

B. THE EXPERIENCE

Introduction to the experience

Pilot implementation started in March 2017 and ends in September 2017. Within the scope of the application, the model (4) was partially applied according to the four caretakers and the vehicle set was used. Implementation was carried out in Gölbaşı region.

A meeting was held to establish a local partnership within the scope of implementation. In the first place, the vocational high school principals, workshop directors, public education center, vocational education center managers attended the meeting. Presentation of the project was held in the meeting.

Later, he talked about the need for labor market education need analysis.

After the meeting the Labor Market Education Needs Survey was prepared. Questionnaires were distributed and collected by public institutions and companies where students interned with the workshop chiefs of vocational high schools. According to the evaluation of the results of the analysis, communication with the institutions indicating the need for education was reached. Some of the trainings were conducted with some institutions through the Vocational Training Center, the Public Training Center and the Gölbaşı District National Education Directorate on topics that indicated the training needs of the interviewees before the questionnaire was applied. These trainings were held on topics such as Occupational Health Safety, Hygiene, Personal Development, Project Preparation Methods and Applications Course, Acquisition of Mastership Certificate. Evaluation questionnaires were applied before and after the training. Questionnaires were applied to the trainees before and after the training.

In order to ensure sustainability within the scope of the project, communication with the labor market will be continued through protocols and partnership, and the necessary trainings will continue to be provided by the Directorate, the Public Education Center and the enterprises themselves.

B.1. Phase 1. Partnership

The process

A local partnership was formed and the meetings were held within the scope of the protocol signed between the Directorate's vocational schools and labor market protocols and the Ministry of Labor and Social Security, Ministry of National Education and Employment Agency (İŞKUR). The project partnership is provided through these protocols. Cooperation Protocol on the Implementation of Active Labor Force Services has been signed between the General Directorate of the Turkish Employment Agency and the Ministry of National Education General Directorate of Lifelong Learning and the General Directorate of Vocational and Technical Education, and the professional development courses required by the labor market are provided under this cooperation.

The meeting was held on 22.03.2017 for the task sharing of local partners within the scope of implementation. In the first place, the vocational high school principals, workshop directors, public education center, vocational education center managers attended the meeting. Presentation of the project was held in the meeting. Later, he talked about the need for labor market education need analysis. It was decided to implement the questionnaire about the questionnaires which was previously implemented by İŞKUR and the Ministry of National Education.

It was decided that the surveys should be implemented in the enterprises where vocational high school students interned in Gölbaşı. It was decided that schools would be distributed and collected by the workshop chiefs. It was decided that the results of the survey should be analyzed by the Gölbaşı District National Education Directorate. According to the results of the survey, it was decided that the trainings for the skill needs should be given by the Public Education Center, Vocational Education Center and Gölbaşı District National Education Directorate. It was stated that the next meetings could be achieved by one-on-one meetings. According to the distribution of tasks, contacts were established with local partners in the implementation process. Needs and problems were identified. The problems encountered will be addressed in other chapters. A SWOT analysis was conducted at the face-to-face meeting with local partners. According to the results of the analysis, it is found out that qualified human power is inadequate in the enterprises, the personnel are not willing to receive training, and the manager of the company does not give enough importance to the training of the personnel.

Tools used

Some parts of the guide-SWOT analysis

Agents involved

Employment Agency
 Public Education Center
 Vocational Education Center
 Chamber of artisans
 Vocational Education High School
 Assosiations



The process

It has been said that the studies to be carried out related to the studies have to make educational plans related to the subjects they need, especially the welders in the vocational high school departments in the enterprises can not find the welder and painter who are closed. PIMAKINA and FNSS Defense Industry are among the problems that this skillful staff needs but does not demand. In addition, firms reported that they had trained the personnel they had provided in their pre-occupation training, but that they had left their businesses when they found a job in another business. Large enterprises state that they plan their training in accordance with their skill needs through the human resources department and that training is done from time to time.



Lessons learnt and important tips

- It is important to establish a local partnership in determining the workforce skills needs. The local partnership will ensure that planned steps are taken to meet the needs of the region and meet its needs. While sharing the duties of the partners within the scope of the local partnership, assigning the duties related to their expertise will provide a healthy walk of the work to be done. It is necessary to devote time to work on the local partnership, but it may not be possible to come together at the same time with each partner, so it makes some work as a partner but takes the view of other partners so that they can walk easily. If the business knows that such partnership is available, the personnel who need it when they are working for their own business can easily say the training. If there is an open job position, the partnership will be informed about the unemployed people of this region and the unemployed people will find employment and contribution to employment.ortant tips

Results and products

- Meeting ivitatio
- Presentations and photos from the meeting

B.2. Phase 2. Labour Market Needs Analysis

The process

It was decided at the meeting held on 21.03.2017 for the implementation of the questionnaire which was previously implemented by İŞKUR and the Ministry of National Education.

The polls have been updated.

The following questions were included in the questionnaires:

Identification

Number of employees

Occupations required

Has the institution been trained? How many people were educated, which subjects were educated, whether they were educational institutions or outsiders.

Do employees need training? If so, which of the following topics do you need training?

In general, the answers were searched.

Vocational high school students in Gölbaşı where internships were determined. The workshop conductors were distributed and collected in April and May. 25 public and private sector filled surveys were collected. The questionnaires from these companies were analyzed by Gölbaşı District Directorate of National Education.

According to the results of the analysis, it was seen that the companies with high number of staffs did not specify their skill needs in their own institutions or they provided them with educational support from outside or with institutional trainers.

In face-to-face meetings, large enterprises also report that they are planning their training in accordance with their skill needs through the human resources department and that training from time to time is being made.

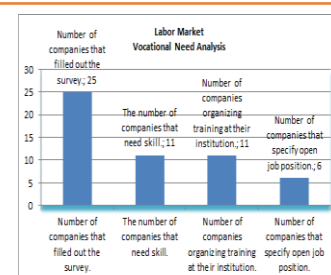
It has been seen that the requests related to the Vocational Training needs appeared mostly in public institutions. These institutions are State Hospital, Social Security Institution, Nursery and Day Care Houses and Gölbaşı District National Education Directorate.

Tools used

How-to-Guide Labour Market Needs Analysis and the tools mentioned therein and explained in the toolkit

Agents involved

- Gölbaşı District Directorate of National Education
- Vocational Education Center
- Vocational High Schools



Training topics specified in need

- Social and communication skills
- Computer and information technology skills
- Governance
- Basic and basic skills
- Foreign language
- Mastery document
- Occupational health and Safety
- Hygiene, School cleaning
- Project Preparation Methods and Applications Course
- Trading and Sales skills



Lessons learnt and important tips

If local statistics are not reached, questionnaires can be filled in by face to face interviews or electronic media using short questions and guides. From time to time, training needs can be received from businesses through telephone, face-to-face, monthly email notifications, and feedback can be received from C-VET companies, particularly those companies whose training needs are not provided by their organization



Results and products

Needs analysis report

B.3. Phase 3. VET Programming

The process

According to the needs identified under the needs analysis, training is planned in the How to Build in the Vocational Education and Training Program Guideline.

Trainings were conducted taking into consideration the Guidance Preparation, Implementation and Monitoring steps.

According to the needs analysis, it was seen that the requests related to education mostly appeared in public institutions. These institutions are State Hospital, Social Security Institution, Nursery and Day Care Houses and Gölbaşı District National Education Directorate.

According to the evaluation of the analysis results, these institutions which communicate the need for education have been communicated. Since there was a problem between some institutions and the implementation time, training was given to the personnel working at the schools and institutions affiliated to our school by the Directorate and the staff working as a cleaning officer was trained in the disadvantaged 90% women 's schools hired by İŞKUR. The trainings were given in accordance with the education program in the National Education Education modules. Participant's National Education Approved certificate was issued. Educational subjects:

- Occupational Safety Course 2 days
- Project Preparation Methods and Applications Course 4 days
- Hygiene and School Cleaning 2 days
- Personal Development 2 days

There was 1 training officer in each training. The materials needed for the trainings were provided by the public education center and the Gölbaşı County National Education Directorate. Trainings took place in the classrooms, which are conference halls of schools and intelligent boards. Trainings are arranged free of charge.

The Occupational Health and Safety Course was held with a total of 180 participants in 4 trainings for two days on 12-13 / 14-15 / 19-20 / 21-22 June 2017. The Project Preparation Methods and Applications Course was held with a total of 24 participants (24 hours) on 19-23 June 2017 with 24 participants. Hygiene and School Cleaning training was held on 20/27 May 2017 with 60 participants. Personal Development training was held on 03/10 Haziran 2017 with 60 participants. Two separate training sessions were given to İŞKUR staff (59 persons) (Hygiene and Personal Development)

Tools used

How-to-Guide on VET Programming- The vocational training plan example in the toolkit, the program example

Agents involved

Gölbaşı District Directorate of National Education, Public Education Center and Vocational Education Center



The process

24 teachers participated in the Project Preparation Methods and Applications course, all of them were willing and took the form of training workshop. Group work was done Each group prepared a project. A curriculum that is constantly included in the training plan contributes to the . improvement of the institutional capacities of the institutions.

The Occupational Health and Safety Course is an important course and a course that is constantly included in the training plan for every employee who needs to take a course. Training was provided by the Occupational Health and Safety Unit specialist.



Lessons learnt and important tips

- It is important to plan for training and it is important to prepare the materials to be used in the plan.
- Preparation of the technical subjects required for training before the training, hall, internet, computer, signature schedules, evaluation questionnaires etc.



Results and products

- Detailed training program for the r-training
- Materials to be used during the training
- Sign-in sheets, assessment sheets, certificates, pictures of the training

B.4. Phase 4. Impact Assessment

The process

We used the pre- and post-training questionnaires in the toolkit to assess the effectiveness of the training, as outlined in the Impacting Guide.

We discussed the impact assessment on trained individuals due to the limited duration of the project. Prior to the start of the training, the group was asked whether they had previously participated in such an education.

Pre-training questionnaire was applied. Immediately after the training, the training evaluation questionnaire was completed. In general, participants are very satisfied with the training.

They said there was a lot they did not know. Hygiene and Occupational Health They have learned a lot about safety. In the Project Preparation Methods and Applications course, they indicate that they are willing to prepare the project and they want to do the project together. Some participants state that they want to see more examples of projects.

All participants will indicate to their colleagues or colleagues that they will recommend it and that the practical training is much more permanent with the theoretical training.

In order to be able to see the medium-term effect, we plan to repeat the training assessments from the participants six months after the training.

After the training, İŞKUR stated that they gave importance to school cleanliness according to the information we received from school and institution managers about the staff, and they were satisfied with the education that they were aware of their duties. In the September issue of the Occupational Health Safety Course and the Project

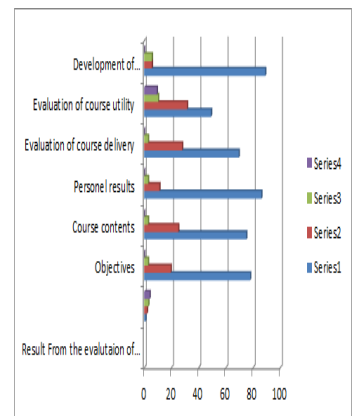
Preparation Methods and Applications Course, which were given to the school principals related to other trainings, the teachers stated that they were trying to be more conscious about occupational health and safety issues in the course of the project preparation courses. they are more willing.

Tools used

- Pre training individual test questionnaire
 - Post training individual questionnaire
 - Post training managers questionnaire (some questions used directly after the training during oral discussions with the companies)
- (all these tools can be found in the ImproVET Toolkit)

Agents involved

Education evaluation was carried out by Gölbaşı District Directorate of National Education and Public Education Center. The participants Gölbaşı Teachers and administrators of public schools, İŞKUR staff





Lessons learnt and important tips

- Pre- and post-evaluation will provide better planning for the next training. For that reason, educational evaluation must be done.
- Time should be given for participant evaluation before evaluation



Results and products

- Filled in evaluation questionnaires by training participants
- Results from discussions with companies
- Draft evaluation report with the results available up to now