Importance of Identifing and Embedding Core and Entrepreneurial Skills For The Development of Tve Standarts in Higher Education

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ABSTRACT

Core and entrepreneurial skills are the basic reference in the TVE (Technical and Vocational Education) program design. On the basis of the competencies, the programs are being structured, implemented, evaluated and amended when necessary. Competency based development of TVE standards aims to train instructors in accordance with the task requirements. Sustainability of activities for the development of competencies and curricula is required for the qualitative improvement of the TVE systems. On the other hand, Competencies would function as a basis for the development of the National Qualifications System. A National Qualifications System is important for the recognition of diplomas and certificates in other countries. Competencies can be used as criteria for internal and external assessments of the institutions. In this study, suggestions, arrangements and solutions for this matter has been presented in detail for future reference in the view of Turkish Tertiary Education.

Keywords:

INTRODUCTION AND BACKGROUND

The idea of core or entrepreneurial skills is not new (M. Brockmanna, L. Clarkea , C. Winchb, 2008). People involved in TVE have long realized that narrow, specific technical training fails to equip people for changes in both the economy and in occupations.

Across the industrialized and developing world, economic growth is increasingly linked to skill formation to raise labors productivity and average living standards. The twin forces of global integration and technical change have increased the focus on and importance of education and training in the competitive process (B. Jacklinga, P. Langeb, 2009). The role of the education and training system in this process is becoming increasingly important. The researchers discuss that the consensus if deficient in four general ways. First, it is incorrect to assume a linear and automatic connection between skill formation and economic performance. In this study we examine a range of theoretical perspectives on this connection. The most important finding is that the link between skills and performance has to be seen in its social context. And the major macroeconomic developments across the world, and considers econometric and other evidence for convergence of national economic systems.

There are many different versions of core skills. If we say that core skills are all the skills which are not specific technical or occupational skills, there are many different ways in which they can be described (M. Ari, M. C. Taplamacioglu, 2011). First of all there are different categories. Some of them are given in the below.

basic skills

broad skills

common learning outcomes

common skills

core skills

employment (or employability) skills

enterprise skills

life skills

non-technical skills

personal competences

personal effectiveness

personal skills

process skills

process independent skills

entrepreneurial skills	soft skills
extra functional skills	social competence
generic skills	social and life skills
key qualifications	transferable skills

EXPECTATION OF TVE STANDARDS

Education and training is the key to making people employable, thus allowing them to gain access to suitable work and to escape poverty (B. Jacklinga, P. Langeb, 2009). To compete in today's global economy, workers and employers need to be especially well trained in information and communication technology, new forms of business organization, and the workings of the international market. Societies aiming to reach full employment and sustained economic growth therefore need to invest in education and human resources development. By providing basic education, core work skills, and lifelong learning opportunities for their entire working population, countries can help ensure that workers can maintain and improve their employability, resulting in a more skilled and productive workforce. Nevertheless, gaps in education and access to information technology continue between countries and within countries. TVE standards encourage the countries to develop well qualified human resources and training policies which are beneficial to all the social partners.

Training benefits not only the individual technical person, but by increasing her or his productivity and skill level, the industrial needs provides as well.

The TVE have to works with member States to reform and strengthen their national skills policies and improve their training systems. Experience shows that an enabling framework linking skills development to productivity, employment, development and suitable work targets three main objectives:

- matching training to demand for core or entrepreneurial skills for industry;
- helping technical graduates and enterprises adjust to technological or market changes, making it easier to move from declining or low productivity activities to growing and higher productivity activities through re-skilling and lifelong learning;
- building and sustaining competencies for future industrial needs,

focusing on the strategic role of education and training policies in triggering and continuously fuelling innovation, enterprise development, technological change and competitiveness (W. J. Mathis, 2010).

Coordinated efforts on TVE system are needed to promote skills development for the industry. New technologies and climate are changing day by day. And to integrate skills development into national and sector development strategies are becoming more important. Turkish Higher Authority have to study in this area supports mechanisms, institutions, and social dialogue that can sustain inter-ministerial coordination and improve the early identification of skill needs and reduction of skill gaps. This authority research agenda must focuses on sustainable forward looking frameworks for skills development; country experiences worldwide in developing and implementing national qualifications frameworks; improving informal apprenticeship systems and meeting the training needs created by economic upper programmers and emerging jobs.

1. Improving the Communication between Business and Industry and TV

In order to identifying and embedding core and entrepreneurial skills standards to impact TVE there should be a national vision and national direction. Yet the most relevant communication for TVE should be at the state and local levels (W. J. Nijhof, 1998). Strengthening business and industry and education partnerships at all levels will take time. Building partnerships at national, state, and local levels provides a mechanism for broad industry and education acceptance of the standards. Better communication avenues must be opened and dialogue within and among all partners must be strengthened.

According to industry Lack of communication has been a major problem, and the development of skill standards has become an effective way to address the need for communication among business, industry, and education. Effective communication can help educators understand what needs to be done. According to universities, educators get highly creative once they have an understanding of what is expected of them and their programs (B. Jacklinga, P. Langeb, 2009). This will enable students to make the connection between the skills being taught and relate them to work.

2. How can We Make the Curriculum Content More Relevant ?

The curriculum had been rewritten to meet the needs of business and industry, and teachers had an understanding of what was expected of them, then there would be the desired effectiveness. To make the curriculum content more relevant to the needs of business, TVE authority can determine the curriculum and an accepted performance level for the standards, produce an improved teaching and learning process, provide the additional training and work experiences for instructors so they can teach effectively. Technical and vocational educators must be held accountable to make the necessary changes and meet the criteria established by the skill standards.

3. How should the Connection between University and Industry be?

Technical university educators would use core and entrepreneurial skills standards to assist students in securing employment, to give students portable skills, to determine graduation requirements, to build student profiles, to strengthen the value of the graduation diploma, to define what students need to learn, and to get students into the industry. The goal should be to help the student become a fully competent, contributing, self-motivating and self-fulfilling member of society (Arjen Vos, 2006). The connection between teaching and learning the standards and meeting the needs of business by helping students make that connection will be a positive impact. According to some industrial area, an impact of the effectiveness of skill standards would be that educators could better place their students because they can show industry what the students know the teacher and the students become more responsive to industry. Some of them believed the skill standards would make vocational educators more effective, It makes the process and the education of the students more applicable to today's business environment so that they are theoretically better educated. They have a better experience because it's a realistic situation, and it's based on fact and not something that doesn't carry any resemblance to the industry (M. Ari, M.C. Taplamacioglu, 2012).

ADOPTING THE STANDARDS, WHICH WILL IMPROVE THE TEACHING AND LEARNING PROCESS, AND MAKE TVE EDUCATORS MORE ACCOUNTABLE.

Suggestions

- Skill standards could have an effective impact on technical and vocational by helping TVE educators become more accountable as a result of incorporating skill standards into the teacher training programs. TVE education needs to take the initiative to educate teachers in an understanding of skill standards and workplace skills, In other words, educators acceptance is needed to effectively impact the adoption of skill standards (Arjen Vos, 2006).
- Teacher training must be continuous and on going. This is education's responsibility.
- Industry must be responsible for a work based component of teacher training and preparation for teaching skill standards.
- TVE educators need a minimum of two years experience in business and industry before being certified to teach.
- The responsibility of accepting the standards, promoting the standards, and training in the adopted skills should begin with the educational system.
- Improvement of communication between business and industry and education creates a better direction for teaching and learning. Thus, educators have an understanding of what needs to be done. The development of business partnerships, strengthening advisory committees and industry based teacher training are further indicators. TVE educators should keep current in incorporating skill standards into their daily teaching activities (Qualifications and Curriculum Authority, UK, 2003).
- Overcoming resistance to change and having the ability to teach the standards would impact the effectiveness of how TVE educators adopt the standards and improve educators' accountability. In regard to accountability, one industrial manager indicated that: I could get a student in here and I start showing him things, and he says, "I've never heard of that. I've never seen that." and the person is intelligent. I know that he's telling me the truth. I know that the opportunity wasn't afforded him to learn this. Then I'm going to hold that educator responsible. I'm going to say, "You told me this boy went through a ...certified course, and he did not." I'm not going to deal with those people again (M. Ari, M. C. Taplamacioglu, 2011).
- In addressing accountability there was a definite thought that TVE educators would become more accountable as a result of incorporating skill standards into teacher training and vocational programs.
- Improving communication among all partners and development of related skill standards could help make the curriculum more relevant to the needs of industry, make TVE educators more accountable to the needs of business and industry, make students better prepared to enter the workforce, and make business and industry more efficient and productive.

DISCUSSIONS AND RECOMMENDATIONS

Continued dialogues among business and industry and TVE in Higher Education are important. This dialogue could provide occasions for representatives of labor and business and industry to develop a common language. In addition, continued communication provides the opportunity for industry to "sell" the standards to those employers who do not see the need to develop the high performance engineers and technologist. Communication can also strengthen the support of university administrators.

One implication of this study is that the skill standards should be used to develop relevant curriculum for TVE programs at the higher technical education. Training programs need to be developed for retraining, updating of skills, and retraining instructors. This training could be provided by industry trainers, private training facilities, and continuing education programs in higher education. This is an area where employers and educators must work closely so that the instructor's education curriculum provides the tools for teaching the skills. A result of appropriate curricula would be that students could acquire the skills for particular jobs or occupations. A relevant curriculum would mean that pertinent learning would take place because educators would know and focus on the needs of industry. Additional research could provide mechanisms for technical instructors to enhance employer partnerships for curriculum development, teacher training and updating of skills, and researching equipment and tools.

CONCLUSION

In this study we are trying to give importance of the establishing, identifying and embedding core and entrepreneurial skills for the development of TVE standards in Turkish Higher Education. We saw that improved communication and stronger partnerships between business and industry and education can help establish more relevant with TVE curricula. Coordinated efforts on TVE system are needed to promote skills development for the industry. New technologies and climate are changing day by day. And to integrate skills development into national and sector development strategies are becoming more important. Turkish Higher Authority have to study in this area supports mechanisms, institutions, and social dialogue that can sustain inter-ministerial coordination and improve the early identification of skill needs and reduction of skill gaps. This authority research agenda must focuses on sustainable forward looking frameworks for skills development; country experiences worldwide in developing and implementing national qualifications frameworks; improving informal apprenticeship systems and meeting the training needs created by economic upper programmer and emerging jobs.

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