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## INTERNATIONALIZATION OF TOURISM SPECIALISTS' VOCATIONAL TRAINING IN TURKEY AND UKRAINE

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*The article highlights the urgency of internationalization processes in vocational training of tourism specialists in Turkey and Ukraine. The structure of national education systems and the peculiarities of tourism specialists' vocational training in vocational education institutions of Turkey and Ukraine have been presented. It has been revealed that the Turkish national education system is divided into formal and informal. It has been pointed out that Turkish schools for commerce and tourism are similar to the Ukrainian higher vocational schools of tourism. It has been indicated that vocational training of tourism and hospitality specialists in Ukraine is carried out in vocational schools, technical schools, colleges, higher education institutions. It has been revealed that on the way to international integration and promotion of a positive image of tourism industry in the world, both Turkey and Ukraine have faced the need to improve the system of vocational training of tourism and hospitality specialists on the basis of studying internationalization processes and their influence on development of the national education systems. The international documents on the tourism development regulation in Turkey have been analyzed; the intergovernmental agreements of Ukraine aimed at establishing effective cooperation in the field of vocational training of tourism specialists have been considered. The perspective tasks related to approximation of the quality of tourism specialists' vocational training in Ukraine to the international requirements of the tourism industry have been outlined. They are as follows: to achieve correspondence of relevant syllabi and training programmes to international standards; to ensure multidisciplinary of syllabi and training programmes, integration of international elements into curricula; to form individual mobility of the subjects of learning; to promote institutional partnership; to involve domestic (national) and foreign (international) investments in order to create an effective, cross-border system of vocational training of future tourism specialists.*

*Key words: tourism, Ukraine, Turkey, internationalization, international integration, the system of tourism specialists' vocational training.*

### **Introduction**

The tourism industry development under the conditions of globalization and European integration necessitates qualitative changes in the system of professional training of tourism and hospitality specialists. Such changes are oriented toward approximation of national education systems to a qualitatively new level of specialists' vocational training in the international educational space.



At present, perspective of reforming processes in the existing tourism education systems of candidate countries to the European Union (EU) is determined by specificity of the international tourism, and the result of ongoing transformations for improving forms and methods for achieving international integration is determined by the processes of internationalization, which are carried out in different countries in accordance with economic, social and cultural trends.

Understanding education internationalization as «the process of implementing an international component of research, educational and administrative functions of education» [4], we admit that special changes should also take place in the system of vocational training of tourism specialists and, in particular, those that will ensure an optimum correspondence between formed cultural traditions and new ideas on the organization of tourism; competitiveness of the hospitality and tourism industry in Ukrainian and international services markets; competitiveness of hospitality and tourism specialists based on adjustment of their professional functions to international qualifications systems, etc.

First of all, it should be emphasized that the processes of education systems internationalization, both in Turkey and Ukraine, are interlinked with institutional systems of education management. In particular, the Turkish national education system is divided into formal and informal (Table 1) and operates on the basis of the legislative framework for education and training (the Constitution (1982), the Basic Law on National Education (1973), the Law on Higher Education (1981), the Law on Schooling and Professional Training (1986), the Law on Establishment of Professional Qualifications Management (2006), the Decree on Non-Formal Education Institutions (2006), the Law on Establishment of the Space for Professional Education and Training (2001), the Law on Primary Education and Education Law (2012) etc.; the country development plans that determine the workforce needs for the country, financing of formal and informal education aimed at improving the quality of education, etc.; state programmes that are defined and implemented within the framework of strategies for the national education; recommendations of the national educational councils, etc.

Table 1

### The Turkish National System of Education

1.	<i>Formal education</i>	preschool education	
		primary education	
		secondary education	general upper secondary education
		higher education	vocational and technical upper secondary education
2.	<i>Non-formal education</i>	public education, apprenticeship training, distance education, open higher education	



After the Primary Education and Education Law was adopted in March 2012, the priorities for secondary education modernization were identified. According to the Law, four-year secondary education in the country can be of two types: 1) general upper secondary education (general high schools, high schools with intensive foreign language courses, Anatolian high schools, science high schools, social sciences high schools, Anatolian teacher training high schools, Anatolian fine arts schools, sport high schools) and vocational and technical secondary education (technical high schools for boys, technical high schools for girls, schools for commerce and tourism, health high schools, multi-programme high schools).

In our opinion, Turkish schools for commerce and tourism are similar to the Ukrainian higher vocational schools of tourism.

The peculiarities of vocational training in such institutions in Turkey consist in implementing formal education through theoretical (at vocational schools) and practical training (at enterprises). In addition, non-formal (courses, trainings, short-term educational and career programmes) and informal education is provided outside the curriculum. Non-formal education is systemic, purposeful (outlined aim, outcome, duration), when informal education is spontaneous, unprogrammed (everyday life, workplace, family, friends, spare time) and largely depends on activity and motivation of the learner (reading, visiting theaters, museums, exhibition halls, etc.) [8].

In Ukraine, vocational training of tourism specialists is regulated by the Decree of the President of Ukraine on the National Strategy for Education Development in Ukraine up to 2021 (2013), the Law of Ukraine on Vocational Education (1998), the Concept for Vocational Education Development in Ukraine (2004), the Regulation of the Cabinet of Ministers of Ukraine on Adoption of the National Framework of Qualifications (2011), the Order of the Ministry of Education and Science of Ukraine on Adoption of the Regulations on Organization of the Educational Production Process in Vocational Education Institutions (2015), etc. Among the legislative acts directing vocational training of future tourism specialists in accordance with the requirements of the tourism industry, we define the Law of Ukraine on Tourism, the Strategy for Development of Tourism and Resorts in Ukraine up to 2022, etc.

Vocational training of tourism and hospitality specialists in Ukraine is carried out in vocational schools, technical schools, colleges, higher education institutions in compliance with the list of occupations of the State Classifier of Occupations (2010). Vocational education includes such occupations as a travel agent, a tour guide, a floor attendant (at a hotel, camping), a hotel service specialist, etc. [5]. Higher education (junior specialists, bachelors, masters) provides training in hotel and restaurant management, tourism [6]. In 2016, they updated the list of specializations for 015 Professional Education speciality and added 015.16 Service Sector specialization.

On the way to international integration and promotion of a positive image of tourism industry in the world, both Turkey and Ukraine have faced the need to improve the system of vocational training of tourism and hospitality specialists based on close cooperation with the EU countries in the field of education and science, which determines the relevance of studying internationalization processes and their influence on development of national education systems.



The aim of the study is to analyze internationalization processes of tourism specialists' vocational training in Turkey and Ukraine and outline perspective tasks in order to approximate the quality of tourism specialists' vocational training in Ukraine to the international requirements of the tourism industry.

Results. Turkish experience of education internationalization is evidenced by the country's participation in international projects, including «EVive – European Values in Vocational Education» focused on implementation of the European strategy for lifelong learning and achievement of mutual rapprochement and interaction with project partners: seven vocational education institutions of Germany, the UK, Romania, France, Bulgaria and Turkey. The prognosis of the project implies significant changes in the system of vocational education and training (VET), namely, formation of links between VET and the labour market; development of occupational standards and training standards in perspective; elaboration of VET curricula based on competencies, modularity and learning outcomes; strengthening of social partnership in vocational education; improvement of quality performance of teaching and managerial staff working in vocational education institutions; compliance with the requirements of the European Qualifications Framework; justification and implementation of the concept of lifelong learning; support for the Vocational Qualifications Agency; promotion of VET significance; enhancement of public awareness of VET; development of occupational information systems [9].

In order to adhere to key principles of the European Commission Memorandum on Lifelong Learning, Turkish government is implementing the Long-Term Strategy (2001–2023) aimed at increasing stability and competitiveness of Turkey on a global scale; informatizing society; completing the processes of «aligning» education systems to the level required for EU membership [11].

Long-term plans for human capital development have been specified in clear political and social programmes of Turkey: the Turkish Government's Vision 2023, the Tenth Development Plan (2014–2018), Turkey's Vocational and Technical Education Strategy Paper and Action Plan (2014–2018), etc., which outline precise goals and road maps related to the strategy for international integration.

It should be noted that internationalization of the system of vocational education management in Turkey is systematically analyzed by the international organizations of the Turin process. To illustrate, every two years the European Training Foundation (ETF) analyzes policy priorities and progress in the context of legislative changes to improve the education system in Turkey, assesses their external and internal efficiency, governance and financing [10].

The development of post-industrial, informational society, the expansion of the scope of intercultural cooperation are those factors that determine Ukraine's activity in implementing internationalization processes aimed at shaping modern globalistic thinking of the younger generation, including future tourism specialists. In this regard, cooperation between the Department of Tourism and Resorts of the Ministry of Economic Development and Trade of Ukraine and more than 50 countries, including Turkey, is important for increasing the image of tourism industry in the international arena and progressive development of the national tourism in line with the trends of global tourism industry. Recognizing tourism



significance not only for the national economy development, but also for mutual friendly relations, agreements and memoranda of cooperation between Ukraine and 50 partner countries have been signed [3].

It is worth pointing out that in 2011, during the Third Meeting of the Conference of the Parties to the Carpathian Convention, Ukraine, Slovakia, the Czech Republic, Poland, Hungary and Romania signed the Protocol on Sustainable Tourism to the Framework Convention for the Protection and Sustainable Development of the Carpathians, ratified by the Law of Ukraine (№ 1905-VIII as of February 22, 2017). In Art. 19, para. 5 of the Protocol, it is stated about the regulation of cooperation between countries as for development of joint educational and training schemes in the areas related to development of sustainable tourism in the Carpathians and its management as well as promotion and support of the expert network development for exchange of relevant experience, skills and information [7].

Internationalization processes in Ukraine were rather strengthened after the Department of Tourism and Resorts declared 2017 the Year of Tourism Development in Ukraine. Guided by the UN resolution, Ukraine shares importance of tourism in the mutual understanding between peoples of the world, perception of the values of different cultures and its role in strengthening peace worldwide. The objectives of measures for the national tourism development are as follows: to study new aspects of tourism, to share knowledge and information, to attract more guests. According to the UN data, nearly one billion people travel abroad annually (with no regard to domestic tourism). The share of tourism accounts for 10% of global GDP and 6% of global exports. Also the UN resolution contains an interesting remark that the tourism industry contributes to reducing the burden of poverty [1].

### **Conclusions**

Thus, realization of strategic plans of both Ukraine and Turkey for international integration in the field of tourism requires an appropriate updating of the system of vocational training of future tourism specialists, capable in the long term to ensure its sustainable development and global recognition.

In practical terms, internationalization of the system of future tourism specialists' vocational training in Ukraine includes:

- creation of favourable opportunities for development and improvement of the education process and training of tourism specialists (in the member countries of the United Nations World Tourism Organization);
- provision of leadership and initiatives in tourism education;
- development of necessary strategies by educational institutions of tourist profile in order to achieve education quality and efficiency;
- creation of a high quality tourism product with modern features with the help of competitive highly developed strategies;
- development of strategic guidelines for education modernization as well as upgradation of vocational education in the field of tourism to the level of the highest achievements of world science, technology and progressive experience;
- development of educational and training programs in accordance with the needs of the labour market, establishment of programmes for teaching modern foreign languages;



- improvement of structure of the consecutive system of vocational education in tourism: creation of international standards for tourism education, nomenclature of new occupations, modern programmes of textbooks and study aids;
- development of the regulatory framework for new types of vocational tourism education institutions [2];
- development of a strategy for lifelong learning for tourism based on the experience of other countries, etc.

At the level of a vocational school, the promising tasks regarding approximation of quality of tourism specialists' vocational training in Ukraine to international requirements of the tourism industry are to achieve correspondence of relevant syllabi and training programmes to international standards; to ensure multidisciplinary of syllabi and training programmes, integration of international elements into curricula; to form individual mobility of the subjects of learning; to promote institutional partnership: to involve domestic (national) and foreign (international) investments in order to create an effective, cross-border system of vocational training of future tourism specialists.

Thus, the conducted analysis of internationalization processes related to tourism in Turkey and, in this context, the outline of perspective tasks to adjust vocational training of tourism specialists in Ukraine to international requirements of the tourism industry leads to identification of organizational, methodological and content peculiarities of tourism and hospitality specialists' vocational training in schools for commerce and tourism in Turkey with subsequent justification of the ways how to creatively use progressive ideas of this experience under the conditions of education internationalization in Ukraine.

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