

Executive Summary

The global economic crisis and rapid technological innovations, which lead to the renewal of the production systems in industrial sector, had a crucial impact on labor market. From a detailed perspective not only unemployed, but also employed individuals are in need to improve their technical skills and to keep up with new technologies, failing which will eventually nurture unemployment rate. Approaches to unemployment differ from region to region and create divergent remedies such as creating new job opportunities by increasing the dynamism of industries or supporting tourism and investing on vocational education to fulfill the demand of industrial sector. On account of the dynamism of Istanbul, the most tangible solution for the unemployment problem of Istanbul would be spreading vocational education.

As the most populated metropolis, Istanbul resembles the dynamic economy of Turkey and it generates 25% percent of national income. However, unemployment problem remains significant.

Concerns of Istanbul Special Provincial Administration, Istanbul Provincial Directorate for National Education and Istanbul Chamber of Commerce (ICOC) and realization of the communication problem of industry-school cooperation lead to the initialization of “Special Administration Vocational Training Courses (OZIMEK)” project in 2007

OZIMEK project comprises courses for everyone, who lost their right to education, who want to improve their professional quality, to change occupation or to acquire a new profession. In general, courses are open to everyone and they are free of charge. At the end of the course, trainees are obliged to pass an examination to complete the course and receive an official certificate.

Courses are determined according to the needs of the market and changes in the technologies. In 2010 the number of branches has been increased to 164 from 44 branches in 2007. The envisaged number of participants was exceeded by 40 times until 2010 and reached to 24.093.

As the number of graduates of these courses is increasing, another need of the trainees came forward. Lack of communication between businessmen and potential employers paved the way to the second step of OZIMEK project. Istanbul Provincial Directorate of Turkish Employment Agency (ISKUR) joined to the project in 2008.

Thanks to the inclusion of ISKUR to the project; the overall resources of the project increased, the chances to find new jobs for graduates raised as a result of the usage of ISKUR’s wide database and the coordination among vocational institutions was strengthened.

Furthermore, a final step was taken by ICOC which is the creation of a website called ‘Human Resources Database’. The aim was to encourage graduates to add the information on their experiences and specialization, so that the employees can enter to the job seeking database and search for potential personnel for their business. Currently 7062 trainees are registered to the website, 6809 of which have graduated.

During these 4 years, OZIMEK came a long way and set a precedent for prospective projects such as ‘Specialized Vocational Guidance Centers Project’, which is planned to be applicable Turkey wide.

The priority given to our responsibilities towards the society led us to the initialization of the OZIMEK project. As one of the most important Corporate Social Responsibility Project of

ICOC, peculiarities and especially the perfect partnership structure of this project and its latest results encouraged us to maintain, develop and spread OZIMEK project.

1. Origin of the project

In an interdependent economic system, a global economic crisis leads to deterioration to some extent in each country's economy. Prior to the 2009 crisis, Turkey's unemployment problem needed significant care, yet after the crisis unemployment became a deeper problem that should be resolved to support vulnerable sectors. On the other hand, presence of countless employers, who are in need of qualified personnel due to changing techniques and advancement in technology, especially in the industrial platforms constitutes a significant question mark. Lack of linkage between high unemployment rate and demand for qualified personnel comprise the basis of the "Special Administration Vocational Training Courses (OZIMEK)" project.

Definition of the necessity of qualified personnel highlights the importance of capacity of vocational high schools and their facilities. Insufficient number of graduates and presence of unqualified unemployed individuals lead to the remedy of using idle capacity of vocational high schools. As a result, utterly benefiting from the facilities of vocational high schools ranked as a secondary aim of OZIMEK project.

Moreover, it is crucial to underline the lack of communication between employers and qualified employees. If cooperation between industry and school can be achieved, the need of employers would shape the studies of vocational high schools and demand and supply in labor sector would be closer to the balance resulting in a significant decrease of unemployment rate.

To conclude, technological improvement and economic fluctuation influenced labor force directly by changing needs of industry or job positions' contents or creating new job positions. As a result, even if there is demand for qualified personnel;

- unemployed people are in need of guidance to keep up with ongoing improvements / changes,
- employed people need to acquire additional skills peculiarities parallel to the changes in technology and new economic approaches,
- employers are willing to rearrange their working system by either increasing their employees' qualifications or including new branches to their operations.

All of these necessities give shape to the future of Turkey and have an influence on its economy's strength. As the most populated city of Turkey, Istanbul resembles the dynamic economy of Turkey. As the heart and the leader of Turkish economy, Istanbul generates 25% of Turkey's national income. Additionally, its crucial position for Turkey was also approved by world's largest economy ranking. According to this ranking, among 151 cities of the world with largest economies, Istanbul ranked 34th largest economy by creating 183 billion \$ income in 2009, and in 2025 it is anticipated that Istanbul will be 28th largest economy with 367 billion \$ income according to the same research.

In parallel with its dynamic market, its divergent economic activity and its share in Turkish economy; Istanbul is the largest employment creating region of Turkey. 17.8% of Turkey's population lives in Istanbul as of the end of 2009 and therefore, it is identified as one of the world's greatest metropolises with its official population of about 13 million.

The enterprises based in Istanbul employ 38.8% of total active labor force as in 2009. However, this percentage is lower than overall employment rate of 41.2% in Turkey and

similarly unemployment rate in Istanbul (16,8%) is higher than Turkey's unemployment rate of 14,0%. From these comparisons, two deductions can be made:

Istanbul is a crucial economic region for Turkey to compare its position to overall Turkey. On the other hand with its significant potential, Istanbul is facing a deeper unemployment problem compared to Turkey's general unemployment problem. As a result, a decrease in the unemployment rate of Istanbul would have a direct positive effect on Turkey, which will lead to a significant decline in the overall rate.

In Istanbul's case, global economic crisis deepened especially the unemployment problem whose multiplier effect is much higher considering the families financially supported by unemployed or laid off people. Istanbul's unemployment rate was rising each year and reached 16.8% in 2009, and as mentioned above, this figure is higher than the average of 14% of Turkey. However, in 2005 and 2006 unemployment rates in Turkey were respectively 10.3% and 9.9% and in Istanbul parallel to current results, rates were higher than the overall unemployment rate: in 2005 it was 11.4% and in 2006, 11.2%. Including the impact of the global economic crisis, the number of unemployed people increased and according to latest research 753 thousand people are searching for a job to sustain their life in a metropolis like Istanbul.

Overall this picture clearly shows the importance of an adequate vocational education that matches the needs of the business world and will increase employability level of trainees.

Unemployment problem of Turkey since 2005, its reflection to Istanbul and a possible solution in the short term that includes industry-school cooperation paved the way to the initialization of OZIMEK Project by Istanbul Special Provincial Administration, Istanbul Provincial Directorate for National Education and Istanbul Chamber of Commerce (ICOC) in Istanbul, in 2007.

ICOC, with 315.140 thousand-strong membership is among the 5 largest chambers in the world and hosts one third of all companies in Turkey. Members of the ICOC produce 22% of Turkish GNP and contribute 44% of all tax revenues. Each year ICOC organizes national participation of Turkey to 5 international fairs and Turkish product exhibitions abroad, apart from 15 international fairs. Moreover, each year ICOC presents economic reports both in Turkish and English and organizes conferences, seminars and panels.

Being aware of its responsibilities towards the Turkish society, ICOC is working for the welfare of the society and use its full capacity to fulfil the needs of society. Therefore, in addition to other social responsibility services that include vocational training, ICOC became one of the initiators of OZIMEK Project.

OZIMEK brings together the government side that is represented by Istanbul Special Provincial Administration, the educational perspective by the participation of Istanbul Provincial Directorate for National Education and the business world as Istanbul Chamber of Commerce. Furthermore, in 2008 Istanbul Provincial Directorate of Turkish Employment Agency (ISKUR), which acts as the coordinator of actors of labor sector, joined OZIMEK to increase the efficiency of the project. Therefore, OZIMEK project is defined as the only project in Turkey that brings together all the stakeholders of labor sector.

2. Description of the project

Just like a communication platform between demand and supply groups of labor market; in cooperation with Istanbul Special Provincial Administration, Istanbul Provincial Directorate for National Education and Istanbul Provincial Directorate of Turkish Employment Agency, Istanbul Chamber of Commerce (ICOC) initiated OZIMEK project in Istanbul. Main objectives

of OZIMEK project are to preserve, develop, and increase employment and decrease unemployment by enabling individuals to benefit from vocational and technical education institutions.

OZIMEK project comprises courses for everyone, who lost their right to education, who want to improve their professional quality, to change occupation or to acquire a new profession. In general, courses are open to everyone and they are free of charge. At the end of the course, trainees are obliged to pass an examination to complete the course and receive a certificate.

OZIMEK Project

Eligibility:

Beneficiaries of the project are selected at first according to their education levels. Having a primary school education and being in good health conditions in accordance to the specified employment area are sufficient for enrollment in a course.

The eligibility criteria of OZIMEK underline the borders of the project and prove its openness to everyone, who is willing to work.

First Step: Courses

In OZIMEK project, vocational institutions mostly vocational high schools' classrooms, laboratories and ateliers are preferred to be used as physical places due to their facilities and suitability to the courses presented. On account of the usage of vocational institutions' facilities as course locations, courses are given after school hours; on Saturdays and after working hours on week days. That also enables employed people, who are willing to improve their skills and develop themselves professionally, to attend the courses. During week days, courses can be given for 4 hours and weekends 8 hours, yet these are arranged according to the availability of the institution.

Courses are given only in Istanbul and are chosen from the needed professions depending on the current market developments/needs as from industry, informatics and service sectors. Course programs are determined according to Ministry of National Education Legislations and include theoretical and practical activities. In addition, programs are defined as 85% technical and 15% socio-cultural.

Trainers of each course are determined by the project administration depending on their specialization and experiences. Each partner contributes on this side using the project using their networks. Until today, due to the experiences in teaching and their specializations, vocational high school teachers have been employed as trainers.

Each course can be opened, if at least 18 people applied for that training and each trainee has 260 hours of course, however this amount can be rearranged depending on the feature of the course. Moreover, in addition to basic vocational training books, notes are prepared to support courses and are presented to trainees.

Finally, each trainee is certificated by the Ministry of National Education at the end of the course.

As a result, OZIMEK project's graduates become qualified human resource for demanding sectors and trainings that are presented by OZIMEK ease employees' adaptation process to new technologies in their work.

Based on the research of the Istanbul Chamber of Commerce and Regional Directorate of Turkish Employment Agency, 44 branches were determined for initiating courses in July 2007. Due to the increasing demand, in July 2010 the number of branches has been increased to 164. Similarly, OZIMEK trainings were held in 25 schools in 2007, while today 83 schools provide physical space for OZIMEK trainings. All current information on courses is presented on Istanbul Provincial Directorate for National Education and Istanbul Chamber of Commerce's websites.

Process of Opening a New Course

OZIMEK project has two layered decision making system. All kinds of applications first get through a subcommittee that is made up of a group of experts on vocational education. These applications can be:

- From a vocational institution that are willing to open a course in their facility,
- From an individual to attend a course,
- From an individual to initiate a course on a specific profession,
- From an institution or a trainee about a necessity of a course,
- From an institution or a trainee an information about a problem in one of the courses or in the process of the project,
- From an institution or an individual a suggestion can be presented to improve the project.

These are handled by the subcommittee and sent to the Executive Council, if it is necessary. Executive Council consists of representatives of Istanbul Special Provincial Administration, Istanbul Provincial Directorate for National Education, Istanbul Provincial Directorate of Turkish Employment Agency, Istanbul Chamber of Commerce and selected vocational high school directors. Initialization of a new course and problems of the project and their remedies are discussed in Executive Council meetings that are held twice a month.

Volunteer vocational institutions can apply for opening courses by presenting to the subcommittee an intention letter. This demand will be addressed to the Executive Council after the initial research and recommendation of the subcommittee.

Following the final exam, successful trainees are awarded certificates. However, stemming from the experiences of first two years, it was understood that project did not constitute sufficient solid results, if the graduates are not guided to a specific direction, which lead us to the problem of lack of communication between industry and school.

Second Step: ISKUR as a Partner

A crucial step was taken to resolve this obstacle: Firstly, our fourth project partner, Istanbul Provincial Directorate of Turkish Employment Agency (ISKUR) joined us in 2008.

The presence of ISKUR increased overall resources of the project, ISKUR's thanks to ISKUR's wide database eased project graduates search in finding jobs and provided coordination among vocational institutions.

Third Step: Human Resources Database

Another step to bring together the demand and supply sides of labor sector was taken by ICOC and this initialized the third part of OZIMEK project in 2008.

As a bridge between the businessmen and potential employees, ICOC created a website called 'Human Resources Database'. That was done with the aim to encourage trainees to sign in to the website without any charge and to volunteer to add their information including training info, specialization and contact information. From this database, employers can freely search personnel to hire.

Website: <http://online.ito.org.tr/ITOInsanKaynaklariGenelWeb/genel/indeks.faces>

In addition to this website, ICOC is frequently contacting the businessmen, who are the members of ICOC Professional's Committees, in order to support OZIMEK graduates in finding new jobs.

As a result, a communication platform was created between employers and trainees as the latest step of OZIMEK project and currently 7062 trainees are registered to the website, 6809 of which have graduated.

Resources Invested:

OZIMEK project is a crucial activity for ICOC since 2007. In this regard;

- ICOC dedicated 5 staff from the SME Department of ICOC to maintain the project's dynamism and to extend the network of the project. Their responsibility is to assist the activities of OZIMEK project such as by preparing research papers for the courses, guiding and informing individuals about its activities or preparing information documents on the activities of the project etc.
- ICOC frequently organizes meetings in collaboration with Istanbul Special Provincial Administration, in order to discuss course related issues or to inform vocational high school directors.

Since the beginning of the project, ICOC is represented with high level attendance in the project's Executive Council meetings, which proves the importance that ICOC gives to OZIMEK project.

ICOC's contributions to the project are not limited to human resource, but ICOC provides resources to obtain know-how on specific professions or knowledge thanks to its network and the number of members.

From a financial point of view, ICOC and Istanbul Special Provincial Administration spare a crucial amount of budget to support project necessities. Istanbul Special Provincial Administration's budget for OZIMEK is 3 million TL and ICOC's is 1.5 million TL. In addition to providing financial support, ICOC also pays attention to schools' needs. For instance, apart from the budget mentioned above, if a vocational institution needs to improve its laboratories' material or its physical facilities in order to continue the training, ICOC helps the institution in providing those materials or renewing the courses' physical area.

Main Difficulties:

There have been divergent temporary problems that have been resolved in OZIMEK about the operation of the project due to the changes in vocational institutions' administration. However, until today OZIMEK's main difficulty was the attendance of the trainees. In order to encourage the participants to attend the courses, new conditions are set for the trainees:

- Trainees' nonattendance should not exceed 20% of the 260 hours course period. Participants, who do not fulfill this requirement, won't be able to take the final exam and therefore would lose the chance to receive the certificate.

- Dismissal of the course, if the participant number decreases under the number of 18. This condition leads willing participants to encourage the rest of the trainees.

Consequently, attendance problem, which had a great influence on the success of the project, is taken under control in collaboration with vocational institutions' directors.

Depending on the eligibility criteria, easy process of new course application, attainability of personnel that are responsible from the project and Executive Council members and finally ability to contribute in the project underlines the openness of OZIMEK project. Therefore, OZIMEK project would be sufficient to highlight ICOC's corporate responsibility activities and reflects ICOC sensibility of its responsibilities to the society.

3. Results and Influence of the project

Results:

As a result of the project's responsive and constructive partnership, OZIMEK project gives hope to individuals, who are trying to maintain their lives in a metropolis. The most obvious result of OZIMEK can be seen in the light and hope in the eyes of the trainees, due to a new job or higher salary.

The statistics on participants and increase in their number since 2007 show also a clear picture of solid results of the project:

OZIMEK's flexible peculiarities lead to the application of 24.093 people for training in total in 2010 which was highly above the expectations considering the graduate number was envisaged to be 500 in 2007, it exceeded this target by 40 times and reached the number of 22.112. This was the main indicator of the success of OZIMEK project. Significant increase in the number of participants underlines the success of the OZIMEK project in the short term.

On the other hand, OZIMEK project's long term impact can be defined by the beneficiaries' employment and position information:

Graduates were invited to a one-to-one survey and 11.288 graduates attended this survey, which resulted in following conclusions:

- 24,4% of unemployed participants found a job (2760 people),
- 15,1% of employed beneficiaries changed their jobs (1714 people),
- 39,6% of graduates' either titles were changed or salaries were increased (4471 people),
- 20,7% of graduates were looking for a job at the time of the survey (2343 people).

Taking global economic crisis into consideration, numbers attained from the survey proves the crucial impact of OZIMEK project on the relation between employers and unqualified individuals.

Influence:

OZIMEK project was initiated in 2007 and its evolution during 4 years set an example for other institutions:

For instance, 'Specialized Vocational Guidance Centers Project' (UMEM) has been initiated in Ankara in 2010 as a result of the cooperation of Ministry of Labor and Social Security, Ministry of National Education and The Union of Chambers and Commodity Exchanges of

Turkey. According to this project, 1 million unemployed people will be trained where their logistic expenses will be reimbursed from the project budget.

Stemming from the similar path of UMEM project, obviously OZIMEK project became the instance for future projects that will be held in different cities of Turkey.

4. Applicability of the project

Unemployment is a common problem for almost all countries, especially after global economic crisis, it is defined as a crucial problem. In the case of Turkey, unemployment problem has a long history, yet project based perspectives have been introduced just recently. Therefore, this project would be beneficial for most of the countries as long as the following conditions are provided.

- Demand for qualified labor force,
- Interest in vocational trainings,
- Presence of vocational institutions /high schools

Any Chamber can initialize this project, yet only requirement for success is the concordant institutional cooperation among actors of government, business and education.

Knowledge and financial resources of governmental institution, network and/or financial resources of business sector and coordination and know-how of educational institution ensure the future of the project. Any institution, which can fulfill these necessities with its potential, can join this cooperation. An institution that feels itself responsible towards its society, would find a way to be a part of this kind of a project.

A project administration team made up from participant institutions will be responsible for the coordination tasks.

Finally, expertise for the courses can be provided from universities, vocational schools, or from any vocational training institution.

The problem is deep; however the remedy simply relies on the cooperation and coordination of the participant institutions. Groups of trainees would be created by itself as long as the demand for qualified personnel continues.

5. OZIMEK as a Finalist

We strongly believe that this project should be a finalist in WCF 2011 due to its distinct characters mentioned below:

- OZIMEK's perspective to unemployment is significantly different from other suggested solutions for unemployment. Not only unemployed people are the side of the problem, the employers are also part of the solution. Demands stemming from employers as qualified personnel shape the basis of OZIMEK project. Therefore, we believe that OZIMEK's perspective would be beneficial for other institutions in other countries.
- OZIMEK project is also different from other vocational institutions, because of its cooperative peculiarity. Each vocational institution undertakes the responsibility of another course; however from a broader perspective collaboration of divergent institutions give shape to the project with their network and know-how.
- OZIMEK is not only a training project, but also guides its graduates afterwards. Inclusion of an additional partner (ISKUR) to ease the search of the graduates and creation of 'Human Resources Database' form a platform to bring together graduates and employers. And finally ICOC member network to create chances for graduates to

find new jobs constitutes another peculiarity of OZIMEK that finalizes its responsibility towards its graduates.

Thanks to all of these features and perfect partnership aimed to find a solution to unemployment, OZIMEK deserves to be selected as a finalist and presented at the 7th World Chamber Congress.

6. Supporting Documents

I. Participant: Seçkin Yalçın

I am an auto mechanic with a simple life. I learned this job as a prentice from my master, who had 30 years experience. I am an elementary school graduate. Therefore; in order to receive an official certificate of mechanic, I applied to the auto electromechanics course, which was holding in Gullubaglar IMKB Vocational High School.

As I continued to the courses, I realized with surprise that most of the things that I learned from my master were wrong. For example, “the measurements that I have done with compass were inaccurate”. Thanks to these courses, I realized that. I taught my master the new and accurate things that have learned from vocational course trainers and he thanked me. Therefore, I would like to thank you.

II. Trainer: Osman Nuri Süzen

Özimek started with 23 people’s participation to the CNC Lathe Programming. In our class, there were elementary, middle, high and vocational high school graduates between the ages of 21 and 31.

We tried to get to know our participants through class lists, official project documents and gradually by our conversations.

In general most of the participants continued to attend the classes without any problem, even if there were days several were absent. However, once we realized that one of the participants, Osman, was absent for four days. Therefore, I would like to talk to him the first day he comes.

When he came, I ask him the reason of his absence. Due to the overtime at his work, his employees did not let him to attend the classes. I told him that I can talk to his employees, yet he did not want me to talk to them and thanked me.

Following days he continued to attend classes and I guessed that he talked to his employees and resolve the problem. However, I wondered and asked. I understood that his employees did not want him to go to the courses, even if he was willing to come. Then, he told them he would resign, if they do not allow. By this way, they let him to attend the courses by providing the necessary permission.

Osman was participated the rest of the courses. By getting a high mark from the final test, he was qualified to receive the certificate.

ANNEX I

**T.C.
İSTANBUL VALİLİĞİ
İl Milli Eğitim Müdürlüğü**

Sayı :B.08.4.MEM.4.34.00.06. / 22 747
Konu :OZIMEK PROJECT

21./02/2011


TO WHOM IT MAY CONCERN

Istanbul Provincial Directorate for National Education is one of the most active institutions of Istanbul. Due to the greatness of Istanbul in terms of opportunities, population and economy our experts are specialized mostly on European Union projects, became a partner and carry out numerous projects at the same time.

Depending on such experiences, our aim is to reflect this knowledge through domestic projects. Therefore, OZIMEK is an important project for us, due to its scope and results regarding unemployed people. OZIMEK project's courses' programs are determined parallel to Turkish education system and therefore, our institution is responsible to maintain the project's courses' path along Turkish national education system.

OZIMEK project introduced a perspective that can be successful on the solution of the unemployment problem of Istanbul. Dialogue between partners is an important aspect of this success and as an important partner ICOC plays a crucial role in this project. ICOC's contributions to the project have been widening the scope of OZIMEK by reflecting the needs of business sector are reflected by ICOC and each request resulted in the initialization of a new course.

In addition, ICOC's positive approach to improve the project leads us to work harder on the procedures of the project. As a result of all these contributions, ICOC's presence as a partner of this project contributes to the sustainability and effectiveness of OZIMEK.


Mr. Erol DEMİR
Deputy Manager

ANNEX II



T.C.
EMPLOYMENT AGENCY OF TURKEY
Istanbul Provincial Directorate

Number: B.13.1.TİK.2.34.00.00-230.01/ 50427

21/02/2011

Subject: Reference Letter

TO WHOM IT MAY CONCERN

Istanbul's unemployment rate is exceeding the overall rate of Turkey; because of this reason Istanbul Provincial Directorate of Turkish Employment Agency undertakes a great responsibility towards the society. Our systematic operation introduced a new approach for regional projects. In addition, we are trying to support any attempt to decrease unemployment in Istanbul by becoming one of the partners of different projects.

'OZIMEK project' is one of the most important projects, because of its influence on society, which can be seen by the rise of participant number. As the latest partner of 'OZIMEK project', our institution coordinates the communication among vocational education institutions that eases the operation of the project and improves the project's network.

The importance of 'OZIMEK project' also relies on the partnership relation among project partners. Istanbul Special Provincial Administration, Istanbul Provincial Directorate for National Education and Istanbul Chamber of Commerce (ICOC) are representing different groups, who have an influence on business and labor market. Apart from partners' impact on the society, our impressive constructive partnership enables 'OZIMEK project' to improve itself.

Our responsibilities in the scope of 'OZIMEK project' are sustained by the creation of 'Human Resources Database' by ICOC. Our cooperation with ICOC on every platform results with a professional organization, successful participation rate and a fruitful activity reports. Therefore, we are glad to be partners also in such as successful project, which should be an example for vocational education based projects.


Muammer ÇOŞKUN
Provincial Director



Lüleçiler Cad No : 4 34420 Tophane / İSTANBUL
Tel : (0 212) 249 29 87-88-89
Fax: (0 212) 249 08 61

ANNEX III

T.C
İSTANBUL İL ÖZEL İDARESİ
Eğitim Kültür ve Sosyal Hizmetler Daire Başkanlığı

Number: M.34.0.İÖİ.0.00.03.01
Subject: OZİMEK Project

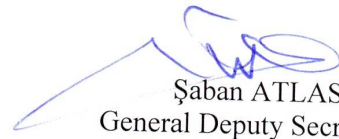
TO CONCERNED AUTHORITY

Because of its sense of social responsibility Istanbul Special Provincial Administration supports OZİMEK project to invest in people, to train qualified and equipped staff who keep up with changes and to give professional formation to them; to protect, increase and develop employment and to help reduce unemployment and organise vocational training, development and adaptation training, also contribute to enhance the level of quality and quantity of vocational technical education of working staff in the boundaries of Istanbul.

With the cooperation of Istanbul Special Provincial Administration, Istanbul Provincial Directorate of National Education, Istanbul Chamber of Commerce and Turkey Job Agency Istanbul Provincial Directorate, OZİMEK Project started on 16 June 2007, while the aim was 500 beneficiaries in 44 branches in 25 schools for 2007, as a result of confidence in these great institutions and the need for this issue of Istanbul, courses were started in 88 different schools. As of January 2011, the courses started in 143 branches, 86 of them are active in 32 schools. During this period, it was reached to 26.669 beneficiaries and 24.688 of them were graduated.

As Istanbul Special Provincial Administration, we will continue to work for organising vocational and technical education courses which are for the training of employed people who the businessmen in the industrial sector need and support Istanbul's and Turkey's needs in the field of this area.

For your information.


Şaban ATLAS
General Deputy Secretary