

TÜRKİYE'DE MESLEKİ TURİZM EĞİTİMİ ÇALIŞMALARI

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ÖZ

Turizm eğitiminin gerekliliği ve önemi henüz Cumhuriyetin ilk dönemlerinde fark edilen bir vakadır. Turizm eğitiminin amacı; nitelikli işgücü ihtiyacını karşılayarak turizm sektörünün geliştirilmesine katkı sağlamaktır. Turizm alanında gerekli bilgi birikime sahip bireyler ve nitelikli turizm eğitmenleri Türk turizminin hızla kalkınmasında önemli bir yere sahiptir. Böylelikle turizm sektöründe çalışanlara mesleki bir yeterlilik kazandırılabilir. Turizm eğitiminde düzenli bir plan ve proje istenilen verimin alınabilmesi için önem arz etmektedir.

Türkiye'de mesleki turizm eğitiminin tarihi üzerine yapılan bu çalışmada birçok arşiv ve kütüphanede araştırma yapıldı. Araştırma konumuzla ilgili olarak yayınlanmış resmi yayın ve kaynaklardan faydalandı. Turizmle ilgili gelişmeler aktarıldı. Yeri geldikçe elektronik kaynaklara da ulaşılarak araştırmaya derinlik kazandırılmaya çalışıldı. Osmanlı Devleti'nde 29 Ekim 1890'da hazırlanan “*Seyyahlara Tercümanlık Edenler Hakkında 190 Sayılı Nizamname*” turizm eğitimi alanında yapılan ilk çalışmadır. Bu sayede yabancı dil bilenler serbest meslek olarak tercümanlık yapabilecekti. 1927'de “*Ecnebi Seyyahlara Tercümanlık ve Rehberlik Edecekler Hakkında Kararname*” yayınlandı. 1955'te İstanbul'da, 1960'da İzmir'de “*Turist Rehberliği*” kursları açıldı. 1962'de “*İktisadi ve Ticari İlimler Akademileri Kanunu*” gereği turizm bölümleri kuruldu ve Ankara Otelcilik Okulu açıldı. Bu okul turizm ve otelcilik alanında lise düzeyindeki ilk mesleki okuldur.

1965'te Ankara Ticaret Yüksek Öğretmen Okulu'na turizm bölümü ilave edildi. Yapılan bu düzenlemeyle Ankara Ticaret ve Turizm Yüksek Öğretmen Okulu kuruldu. Üniversite düzeyinde turizm eğitimi ilk olarak burada verilmeye başlandı. Bu bölüm 1982'de Gazi Üniversitesi bünyesine alındı. 1992'den sonra Gazi Ticaret ve Turizm Fakültesi oldu.

Bu çalışmada amaç turizmde nitelikli personel ihtiyacının karşılanmasında mesleki turizm eğitiminin önemini vurgulamaktır. Aynı zamanda Türkiye'deki turizm eğitiminin hangi süreçlerden geçerek bu aşamaya geldiği kronolojik olarak anlatılmaktadır. Araştırma sonucunda, Türkiye'de turizm eğitimi alan öğrenci sayısında ve mesleki turizm eğitim veren okul sayısında her geçen yıl artış gözlemlendiği sayısal verilerle belirtilmektedir. Bunun sonucunda fiziki alan, akademik yeterlilik, yabancı dil, staj eğitiminde yeterli imkânların sağlanamaması ve istihdam gibi pek çok alanda çeşitli sorunların yaşandığını ortaya konulmaktadır.

Anahtar Kelimeler: Turizm, Turizm Eğitimi, Mesleki Eğitim

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VOCATIONAL TOURISM EDUCATION STUDIES IN TURKEY

ABSTRACT

The necessity and importance of tourism education is a case that has yet to be noticed in the early periods of the Turkish Republic. The purpose of tourism education is to contribute to the development of the tourism sector by meeting the need for qualified workforce. Individuals with the necessary knowledge in the field of tourism and qualified tourism instructors have an important place in the rapid development of Turkish tourism. A professional qualification can be gained for those who work in the tourism sector. A regular plan and project in tourism education is important for achieving the desired efficiency.

"Regulation No. 190 on Interpreters of Travelers" prepared in the Ottoman Empire on October 29, 1890 is the first study in the field of tourism education. It allows foreign speakers to be able to interpret as self-employed. In 1927, "*Decree on Interpreting and Guiding Foreign Travelers*" was published. In 1962, tourism departments were established in accordance with the "*Academies of Economics and Commercial Sciences Law*" and Ankara Hotel Management school was opened. This school is the first vocational school at the high school level in the field of tourism and hotel management.

In 1965, a tourism department was added to the Ankara Commercial Higher Teacher School. With this arrangement, Ankara High School of Commerce and Tourism was established. Tourism education at the university level was first given here. This department was incorporated into Gazi University in 1982. After 1992, Gazi University opened a Faculty of Commerce and Tourism.

The aim of this study is to emphasize the importance of vocational tourism education in meeting the need for qualified personnel in tourism. At the same time, it is explained chronologically through which processes tourism education in Turkey has reached this stage. As a result of the research, it is stated with numerical data that the number of students receiving tourism education in Turkey and the number of schools providing vocational tourism education increase every year. For this reason, physical, academic appreciation, foreign language, not being able to get enough people in education and not being employed are the people who dress the schools coming from too many regions.

Keywords: Tourism, Tourism Education, Vocational Education

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INTRODUCTION

Tourism is accepted as an economic activity of global importance in our age. Interest in tourism by the relevant institutions and organizations is increasing in the process. The "Tourism Industry", which is one of the "lifebloods" of the economies of developed and developing countries, is of great importance in Turkey.

Tourism is one of the largest, fastest growing economic sectors in the world, generally dependent on climate. (Wall, 2007:5). Tourism plays an important role in economic development in Turkey. In addition to the extraordinary increase in the number of tourists and the increase in tourism revenues over the last two decades, the contribution of the tourism industry to the Turkish economy has increased significantly (Koç and Altınay, 2007: 227).

Education is the sum of processes in which the individual develops his or her ability and other positive forms of behaviour in the society in which he lives (Tezcan, 1996: 3). In addition, it is considered as an important and indispensable element that increases the number of intellectuals in society, develops its characters and ensures national unity. In the world tourism market, there is great competition. It is a case in which the professional and technical knowledge of developing countries is inadequate. Providing services below the desired standards in tourism services negatively affects tourism and travel activities (Ataklı, 1992: 64). Vocational education in whole is all kinds of planning, research and development activities in the national education system together with the industry, agriculture and service sectors. (Olali,1982: 63).

In this study on the history of vocational tourism education in Turkey, many archives and libraries were researched. Official publications and sources related to our research topic were used. Developments related to tourism were conveyed. When necessary, electronic resources were also accessed and an attempt was made to gain depth in the research. Ministry of National Education, Ministry of Culture and Tourism, Higher Education Institution statistics and national reports and research secondary data sources were scanned and obtained from these sources data has been compiled.

This study touches base on the positive effects of vocational tourism education in Turkish tourism. In this study, a number of regulations were mentioned in order to prevent defamatory propaganda in tourism promotion activities carried out by foreign travelers in the Ottoman Empire and in the early periods of the Republic. The dissemination of tourism education should be one of the priority targets in order to transfer professional and technical information based on the positive results of the studies carried out and to achieve the high standard of service in tourism. In this study, the Purpose, History, General Problems, Arrangements and Statistical Data of Vocational Tourism Education are mentioned.

1. VOCATIONAL TOURISM TRAINING IN TURKEY

1.1 Purpose of Vocational Tourism Education

Tourism industry is an important element in the economic development of developing countries. In the development plans made in this area, education is of great importance as well as topics like transportation, zoning and economy (Sezgin and Acar, 1998: 291).

The purpose of tourism education; to meet the need for a qualified workforce, to contribute to the development of the tourism sector, to train individuals with the necessary knowledge for tourism enterprises, to train qualified tourism instructors and to give a professional qualification to those working in the tourism sector (Bayer, 1998: 145). In order to obtain the desired efficiency from tourism education, these studies must be carried out in line with a regular plan and project. The main purpose of tourism education, which is included in vocational education, is to bring tourism awareness to the trainees by passing the personnel who will work in the tourism sector through basic training (Atay and Yıldırım, 2008: 395).

General tourism education is carried out in two headings as widespread and formal tourism education. The aim of widespread tourism is to create social tourism awareness. Formal education, it is aimed to train knowledgeable, skilled, talented, efficient and conscious employees in different fields in the tourism sector (İbicioğlu vd. 2003: 5).

The purpose of tourists is to get to know and understand the country or region they are visiting. In order to increase the attraction, the residents of the tourist area should be in a suitable attitude to these needs. This is possible with a planned and implementable education on tourism (Famous, 1993: 498).

1.2 History of Vocational Tourism Education

"Regulation No. 190 on Interpreters of Pilgrims" in the Ottoman Empire on October 29, 1890 (Türkiye Cumhuriyeti Cumhurbaşkanlığı Devlet Arşivleri Başkanlığı Osmanlı Arşivi (BOA), BEO.744.55775; BOA, BEO.592.44392; BOA, İ.HUS.12.56). This regulation is the first study in the field of tourism education (BOA, ŞD.2555.33). And those who spoke the language were given the opportunity to interpret as self-employed (Famous, 1993:498). Regulation translated into different languages sent to administrative units, guesthouses and hotels (BOA, HR. İD.178.43; BOA, HR.İD.178.44; BOA, BEO.744.55775; BOA, DH.MKT.1819.46; BOA, BEO.592.44332).

Almost all of the interpreters were Levantens and minorities (Türkiye Cumhuriyeti Cumhurbaşkanlığı Devlet Arşivleri Başkanlığı Cumhuriyet Arşivi (BCA) 30.18.1.1/16.70.5). In 1925, to prevent these people who had no historical knowledge and engaged in harmful propaganda activities. "Decree no. 1730 on Traveler Interpreters" it's been removed (Nutcu, 2019: 208).

The inadequacy of the municipalities in line with the tourism studies prevented the study from having healthy results. That's why in 1927 *"Decree on Interpreting and Guiding*

Foreign Travelers" (Official Gazette, P.2730, (08/11/1927), p.5). published. Turing and Automobile Corporation of Turkey (TTOK) carried out the studies specified in this decree. Archaeologists also took part in educational activities. Language courses have been opened. The activities of foreign guides engaged in propaganda activities against Turkey have been banned. Certificates were issued to those who successfully completed the course (BCA, 30.18.1.2/273.77.19).

Important educational experts such as John Dewey, Alfred Kühne and Omer Buyse have been invited to Turkey to promote vocational education and improve the national economy. Reports were prepared in line with the studies carried out (Alkan et al., 2001: 97). In line with John Dewey's report prepared between 19 July and 10 September 1924, the General Directorate of Vocational and Technical Education was created (Sezgin, 1983: 48). As a result of the tourism guidance studies carried out, "*TTOK Belleteni*" was issued in 1930. (Falcon, 2006: 137). An publication on international traffic signs was published in the journal published in Turkey (BCA, 490.1.0.0/600.77.1).

Vedat Nedim (Tör) (Yaman, 2017:16) and his colleagues agreed on the publication of a magazine that would be distributed free of charge in Europe. The magazine would be called "La Turquie Kemaliste". Published in French, German and English, it was Turkey's first propaganda magazine (Akçura, 2013: 36).

In 1953, tourism training in accordance with the legislation started in Turkey. During this period, tourism vocational courses were opened in Ankara and İzmir commercial high schools in cooperation with the Ministry of Youth and Sports of National Education and the Ministry of Culture and Tourism. In the same year, the course activities of tourism associations also accelerated (Aksu and Bucak, 2012: 7) "*Tourist Guidance*" courses were opened in Istanbul in 1955 and İzmir in 1960. In 1962, "Academies of Economics and Commercial Sciences Act" (Official Gazette, P.7334, (11/07/1962), p.16) tourism departments were established and Ankara Hotel Management School was opened. This school is the first vocational school at the high school level in the field of tourism and hotel management (Kozak, 2012: 64).

In 1965, a tourism department was added to the Ankara Commercial Higher Teacher School. Thus, Ankara Trade and Tourism High Teacher School was established. Tourism education at the university level was first given here. This department was incorporated into Gazi University in 1982. After 1992, Gazi became a Faculty of Commerce and Tourism, it became a tourism faculty in 2009 (Kozak, 2012: 64).

Hotel schools were opened in Istanbul in 1967 and Kusadasi in 1975. In 1976, these schools were renamed Hotel and Tourism Vocational High School. In 1979, the number of schools providing tourism education reached seventeen. Some courses were taught in foreign languages in these schools. Ege University in 1969, Hacettepe University in 1974, Bursa Academy of Economics and Commercial Sciences in 1975, Adana Academy of Economics and Commercial Sciences in 1980 and Erciyes University in 1982 started tourism education. Anatolian Hospitality and Tourism Vocational High Schools were opened in

1984. Over time, reception, service, floor services, kitchen, and travel agency departments were opened in these schools and training was given in related subjects. In addition, a foreign language-trained preparatory class was opened for one year, and the duration of the training was increased to four years (Somuncu, 2019: 208).

The regulation of the tourism education policy to meet the needs of the country and the development of tourism statistics were included in the fourth five-year development program. In the Eighth Five-Year Development Program, the issue of establishing a certification system in tourism education and quality was discussed (Gök, Birol and Aydın, 2018: 1378).

2. GENERAL PROBLEMS OF TOURISM TRAINING

Vocational and technical education is obliged to train qualified workforce. In the planning, there are objectives such as increasing employment and improving the quality of service. However, while all these developments are happening, it should be taken into account how to train qualified personnel to serve in these enterprises. Uncontrolled and unplanned growth causes many problems. These problems include inadequacies in tourism education policy and planning, lack of coordination between employment areas and tourism education institutions, integration and coordination, legal assurance problem of trained personnel, lack of applied curriculums, tools and equipment used, advanced foreign language education and physical environment for students (Timur, 1992: 50). In order to achieve quality standards in tourism, besides providing a good tourism education to the workforce to be employed in the tourism sector, widespread tourism awareness should be created in all segments of the society (Hitchcock, 1997:98).

The existence and continuity of qualified manpower in tourism enterprises is of great importance in order to ensure and develop the continuity of the tourism sector (Solmaz and Erdoğan, 2013:558). The development of tourism movements depends on the support and assistance of the public, as well as effective vocational tourism training. Educating the community in the field of tourism will provide a great advantage both in terms of approaching and serving tourists and in making that region a center of attraction (Akoglu, 1971: 82).

At least two foreign language education should be given in schools where vocational tourism education is given. The lack of equipment in these schools should be addressed. At certain times of the year, teachers who teach here should be allowed to participate in international tourism activities. The Higher Education Council should also provide the relevant faculties and colleges with the opportunity to conduct "Practice and Applied Education" first. Applied hotel service to the opened faculties will improve the quality of education. Tourism education should be supported by intensive practical training (Olali,1982: 267-268).

2.1. Regulatory and Statistical Data

Since 2005, "modular framework curriculums based on proficiency" have been implemented in vocational schools providing tourism education at the secondary level. Aimed at reducing school diversity The Ministry of National Education (MNE) issued a declaration on 4 December 2008. Anatolian Hospitality and Tourism Vocational High Schools have been renamed Hotel and Tourism Vocational High Schools (Nutcu, 2019: 208).

According to the declaration sent by MNE on May 1, 2014 with the number 20880154/10.06/1736074, the name of vocational and technical secondary education institutions is Vocational Technical Anatolian High School or Multi-Program Anatolian High School. Tourism Vocational and Culinary Vocational High Schools included in this regulation (Özdemir, 2016: 68). Vocational tourism education, formal tourism education and widespread tourism education in Turkey are divided into two parts. Formal tourism education is run by MNE-affiliated schools and Universities affiliated with the High Education Board (HEB) (Erdogan, 2005: 9).

Formal education in MNE-affiliated schools is more controlled and planned than formal education in universities. This is due to the predetermination of the curriculum by the ministry. However, the content of the courses to be given in universities may vary according to the program of the management (Aksu and Bucak, 2012: 7). Common Education is the training applied to those who do not benefit from formal education opportunities, those who leave school, and those who want to acquire skills in the professions" (Yeşiltaş, Öztürk and Hemmington, 2010: 55). Non-formal education activities that complement formal education are provided by the Ministry of National Education, Universities, Directorate of Religious Affairs, National Defense, Health and Social Aid, Agriculture and Forestry, Justice, Culture, Tourism, Ministry of Labor, and a number of private and voluntary organizations (Pelit and Güçer, 2006: 139). The widespread educational activities that complement formal education are given by the Ministry of National Education, Universities, Directorate of Religious Affairs, National Defense, Health and Social Assistance, Agriculture and Forestry, Justice, Culture, Tourism, Ministry of Labor and a number of private/voluntary organizations (Pelit and Güçer, 2006: 139). According to 2020 data, the number of students studying tourism within MNE is 65,258. 11,507 of these students are in the field of accommodation and travel services; 53,751 are trained in food and beverage services 100,000 (İstihdam Garantisiyle Açılan Okulların Sayısı 200'e Çıkacak, Retrieved: March 08, 2021, <https://www.meb.gov.tr/istihdamgarantisiyleacilanokullarinsayisi200ecikacak/haber/19377/tr>).

The number of schools providing Tourism Vocational Education in 71 provinces is 134. "Cooperation Protocol for Improving Vocational and Technical Education" was signed on September 23, 2019 by Minister of National Education Ziya Selçuk and Minister of Culture and Tourism Mehmet Nuri Ersoy in order to improve the quality of education. In 2023, when eleven Tourism Vocational High Schools

will be converted into colleges, the target is two hundred, the statement said (Anadolu Ajansı, (2019, September 23), MEB'den Kültür ve Turizm Bakanlığı ile turizm işbirliği, *Hürriyet*, 2).

The Number of formal and open education programs providing Vocational Tourism Education in heb-affiliated universities is as follows:

Table-1. Number of Formal and Open Education Programs Providing Vocational Tourism Education

	Associate degree	License
Cultural Heritage and Tourism	Formal:2 Open Education:2	No Program
Health Tourism Management	Formal:9	No Program
Tourism Animation	Formal:8	No Program
Tourism Travel Services	Formal: 47	No Program
Tourism and Hotel Management	Formal:158 Open Education:2	Formal:2
Travel Management and Tourism Guidance	No Program	Formal:2
Tourism Management	No Program	Faculty:63 College:8
Tourism Guidance	No Program	Faculty:37 College:11

<https://yokatlas.yok.gov.tr/lisans-bolum.php?b=20085/E.T:08.03.2021>.

CONCLUSIONS

Tourism plays an important role in the economy of countries. For this reason, it is characterized as an industry without chimneys. Vocational education is of great importance among the plans to be made in such an important sector. In Turkish tourism education, urgent solutions to ongoing problems should be implemented, the steps taken in world tourism education technology and the developments that occur should be closely monitored.

On October 29, 1890, the preparation of "Regulation No. 190 on Interpreters for Travelers" by Ottoman rulers was considered an important step, but it was also the case that was not enough. The invitation of renowned education experts such as John Dewey, Alfred Kühne and Omer Buyse and the

partial implementation of the training plans prepared by the same people contributed greatly to the professional education of the Republican period.

Many initiatives have been made such as focusing on applied tourism training, ensuring year-round employment of personnel, and regulating tourism education policy to meet the country's needs.

In 1953, the introduction of tourism training in accordance with the legislation, led to the rapid opening of new educational institutions. In 1965, there was a faster development with the addition of a tourism department to Ankara commercial higher teacher school.

The number of places providing vocational tourism education is increasing. Although this is seen as a positive development for the development of tourism, it brings with it some negatives. The opening of many universities and the increase in the number of graduates of the faculties providing vocational tourism education there reveals the employment problem. These problems include lack of coordination between employment areas and tourism education institutions, integration and coordination, legal assurance problem of trained personnel, inadequate practical curriculums, tools and equipment used, advanced foreign language education and physical environment for students.

Foreign language plays a key role in tourism, which has an international structure in world trade and history. Considering these realities, it is necessary to eliminate the deficiencies and improve foreign language education. Undoubtedly, it is possible to talk about some limitations in this research, as in every scientific research. Because the research has been prepared only by making use of the documents and the results of other researches.

Field research on internships, foreign languages and physical environments will provide clearer information. Large-scale and long-term studies should be conducted on how many of the graduates can be employed in the tourism sector. Thus, it can contribute to education policies with healthier data. In addition, it should be investigated why students who receive tourism education tend to different fields after graduation.

Perhaps it can be communicated to a tourist's personalities from the appropriate people to make use of the space to be realized in such a way as to be designed in accordance with the tourist's personalities, from one of the appropriate people to those who can evaluate their perspectives. The perspectives of those who will encounter a candidate and those who voted so that they cannot be selected can be better compared to the sector and their projects in the sector.

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