FASHION DESIGN EDUCATION IN TERMS OF THE CONTRIBUTION TO THE WORKFORCE

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Abstract- Today clothing industry, with its heavy presence in production and employment, is one of the leading industries of the country's economy. In the clothing industry which is the locomotive of our exports, the need for design and designer increase day by day as a parallel to the developments in the local and international markets. Therefore, plenty of firms, with the aim of producing value added products, had to add design into the production process and the need for trained fashion designer has become a current issue. But the issue of not employing considerably trained workforce until recently is one of the discussed topics. In this matter to increase industry awareness, educational institution should prepare educational programs to meet the expectations of the industry and the firms of the industry should provide their candidates to gain experience in the work environment by allocation some part of their education into hands on education in the firms. In one of the leading and continuously developing textile and clothing industries of the national economy, it was aimed to evaluate the participation of the individuals who underwent fashion design on the undergraduate associate diploma level to the workforce with the necessity of the importance of trained workforce in this study. In this study by analysing the data in the booklet of Tertiary Education Programs and Quotas which was published by Centre for Student Selection and Placement in 2013 was analysed in terms of quotas of undergraduate and associate programs which teach fashion design education. At the same time in this study a situation assessment was performed by taking into account the qualified workforce who work in the firms like in the cities of İstanbul, Ankara, İzmir, Bursa, Adana, Uşak, Gaziantep and Denizli which were affiliated with Union of Chambers and Commodity Exchanges of Turkey in 2014-2015 and it is aimed to emphasize the importance of the contribution to workforce of the individuals who underwent fashion design education.

Keywords- Workforce, Fashion, Textile and Manufacture, Design, Fashion Design Education

I. INTRODUCTION

Market approach which is based on contract manufacturing globally has transformed the efforts to create brands during this process with influence of the structural changes occured in the industries of ready made clothing and textile in the world. Today when qualified human resource is seen as the most important competitive edge, firms with competitive advantage need to produce technology, product and service on time to a market with no geographical bounds and suitable to quality standards. This situation, with the revealation of the need of qualified workforce in the industry of Turkish textile and ready made clothing, as an industry the efforts of producing desigs and selling these designs to the world has gathered pace in the competitive environment instead of doing contract manufacturing and imiating foreign designs.

II. LITERATURE REVIEW

The main features of a product is determined during design stage which constitute the basis of production process. The researches, estimations, and fashion projections increase the competitive and the chance to sell the product locally and in overseas markets. In the fashion industry which is the locomotive of our exports, the need for design and designer increase day by day as a parallel to the developments in the local and international markets [10]. Therefore, plenty of firms, with the aim of producing value added products, had to add design into the production process and the need for fashion designer has become a current issue. Therefore the industry has started to invest in important ventures which can direct the efforts of realising the importance qualified workforce and education, finance, advertising, research and development with the support of unions of ready made manufacturing and textile, goverment and industry.

In this process the number of higher education institutions which provide fashion design education increased rapidly. To feel the need of training qualified workforce to cater the needs and wishes of the industry and to answer positively to this wish by the industry improved school-industry cooperation by opening up to the fashion industry of the schools which provide fashion education. Especially in Turkey where unemployment is national issue, textile and ready made manufacturing which may provide a solution in terms of employment increase the importance of fashion design education [5].

According to Elias and Purcell ([2] "Even though some of the wonderful designers of the 20. century either had very little education formally or had no education, in this industry very few people can be successful without any preparation today and it is difficult to enter the industry without completing at least art faculty. So that the units at the higher education aim to teach and enhance the skills which are needed in the market, the researches in this area show that the graduates earn between 20% and 30% more than the people who don't have formal

education. However, the ratio of participation of the graduates who have fashion design training in Turkey in the industry which is not the expected ratio are among the disputed industrial issues.

When textile and clothing industry are evaluated together, they are among important industries in Turkey in terms of macro-economic indicators such as gross domestic product, production industry and share in industry production, exports, net foreign currency inflow which benefits the economy, employment and investment. Textile and clothing industry in Turkey provide nearly 7% of GDP (gross domestic product) and they are mainly export oriented industries. Current capacities of these exports are a lot more than domestic demand. Turkish clothing industry which is the 7th biggest in the world with 3,4% market share takes the second place after China in the textile and clothing exports to EU countries. Today clothing industry, with its heavy presence in production and employment, is one of the leading industries of the country's economy. Most of the firms in the industry are in the class of small and medium size businesses.

According to social security office statistics, in Turkey the operating number of textile and clothing firms are around 52.000. In these firms there are around 918.000 registered employees [3]. When we take into account the data and the graduates from the related educational institutions together with design training, the employment of trained workforce becomes an important matter and issue.

In one of the leading and continuously developing textile and clothing industries of the national economy, it was aimed to evaluate the participation of the individuals who underwent fashion design on the undergraduate associate diploma level to the workforce with the necessity of the importance of trained workforce in this study. With this purpose in mind the answers were sought for the following questions.

1. What are the number of placement of the graduate and associate diploma programs which give fashion design education in 2013?
2. What are the number of worforce in the cities where the research was done?
3. Is the participation of trained worforce enough in the industry's workforce?

III. METHODOLOGY

Screening model was used in this study where the evaluation of undergraduate and associate diploma level fashion design individuals' participation to the workforce of the industry was aimed. The nature of textile and clothing industry's sample survey is consisted with the textile-clothing firms in Istanbul, Bursa, Denizli, Ankara, İzmir, Gaziantep, Adana and Uşak. The choice of sample survey was done by taking into account the cities which had the highest annual production capacity.

In this research by utilising the data in higher education programs and quotas which OSYM [7] (Centre for Student Selection and Placement) prepared for the year 2013, associate diploma and undergraduate fashion design training programs were analysed interms of quotas. At the same time in this study workforce number who work in the firms in Istanbul, Bursa, Denizli, Ankara, Izmir, Gaziantep, Adana, and Uşak cities that are affiliated with TOBB [12] (Union of Chambers and Commodity Exchanges of Turkey) and are active in 2014 are taken into account in this research.

Additionally 13- textile goods production, 14- clothing goods production are the designated codes (the firms in clothing areas the codes are 14.13.14, 14.13.33, 14.13.34, and the firms in textile area the codes are 13.20.20, 13.20.31, 13.20.32,) are included in this study. (The ones which were chosen outside the codes for the research purposes are related with special production areas were omitted. Additionally it is possible that a firm can be in two different codes).

It was evaluated by presenting workforce numbers in the operating firms within the framework of designated codes with the student numbers. According to TOBB data since workforce education levels can't be determined, between the student numbers and workforce numbers in the researched fims were evaluated by using comparative interpretations.

IV. RESULTS AND DISCUSSION

Fashion design programs at the level of undergraduate diploma in Turkey are at various faculties of the universities such as Art and Design Faculty, Fine Arts and Design Faculty, Architecture and Design Faculty, Fine Arts Design and Architecture Faculty, and Fine Arts Faculty. Additionally there are a few programs at the higher education institutions even though they are four year courses.

Because of the high number, two year long vocational higher schools in various cities in the handbook weren't presented as a table. The student number in these schools seem to be quite high. The number of students in the two year educational institutions for the aim of training intermediate staff for the industry reached 2395.

The students who want to study in the area of fashion design, within the given conditions, gain the right of study if they are successful in the OSYM (Centre for Student Selection and Placement) exam or the special talent exams which are held by the departments of the faculties. According to central or special talent exam results, higher education programs which accept students on undergradute level are introduced in Table 1.

Table 1: According to Result of Central and Talent Based Examinations Higher Education Undergraduate Programs Which Accept Students (OSYM-2013)

Higher Education Programs Which Accept With OSYM		
University	Name Of The Program	General Quota
ANADOLU UNIVERSITY (ESKİŞEHİR) Faculty of Architecture and Design	Fashion Design	65
GAZİ UNIVERSITY (ANKARA) Faculty of Art and Design	Fashion Design (M.T.O.K.)	21
GİRESUN UNIVERSITY Şebinkarahisar Appl. Sc. Higher Sch.	Fashion Design + I.O	110
İSTANBUL KEMERBURGAZ UNIVERSITY Faculty of Fine Arts and Design	Fashion and Textile Design	40
OKAN UNIVERSITY (İSTANBUL) Faculty of Fine Arts	Fashion Design	30
Higher Education Programs Which Accept Students According To Talent Exam		
ATILIM UNIVERSITY (ANKARA) Faculty of Fine Arts, Design and Architecture	Fashion and Textile Design	20
BAŞKENT UNIVERSITY (ANKARA) Faculty of Fine Arts, Design and Architecture	Fashion and Textile Design	20
BEYKENT UNIVERSITY (İSTANBUL) Faculty of Fine Arts	Fashion and Textile Design	75
DOKUZ EYLÜL UNIVERSITY (İZMİR) Faculty of Fine Arts	Fashion Apparel Design	12
GAZİ UNIVERSITY (ANKARA) Faculty of Art and Design	Fashion Design	14
HALİÇ UNIVERSITY (İSTANBUL) Faculty of Fine Arts	Fashion and Textile Design	44
IŞIK UNIVERSITY (İSTANBUL) Faculty of Fine Arts	Fashion and Textile Design	30
İSTANBUL AREL UNIVERSITY Faculty of Fine Arts	Fashion and Textile Design	37
İSTANBUL AYDIN UNIVERSITY Faculty of Fine Arts	Fashion and Textile Design	50
İSTANBUL BİLGİ UNIVERSITY Applied Sciences Higher School	Fashion Design	40
İSTANBUL GELİŞİM UNIVERSITY Faculty of Fine Arts	Fashion and Textile Design	30
İSTANBUL TEKNİK UNIVERSITY Faculty of Textile Technolojies and Design	Fashion Design-UOLP-SUNY	30
İZMİR EKONOMİ UNIVERSITY Faculty of Fine Arts and Design	Fashion and Textile Design	40
MİMAR SİNAN GÜZEL SANATLAR UNIVERSITY (İSTANBUL) Faculty of Fine Arts	Fashion and Textile Design	20
NİŞANTAŞI UNIVERSITY (İSTANBUL) Faculty of Art and Design	Fashion and Textile Design	60
SÜLEYMAN DEMİREL UNIVERSITY (ISPARTA) Faculty of Fine Arts	Fashion and Textile Design	15
YEDİTEPE UNIVERSITY (İSTANBUL) Faculty of Fine Arts	Fashion and Textile Design	40
Total		843

Fashion design education which, combined various disciplines, involving many talents at the same time, and has became a popular career choice globally has to be multi faceted. During design based education process, industry focused education must establish the bases of these programs. When the employment opportunities it creates is taken into account, it is obvious to have the education in this field is an advantage. Opening new fashion design departments in the vocational higher schools of majority of universities is an important step for the institutions which train intermediate staff for the industry and important to contribute in terms of trained workforce.

According to Table 1 higher education institutions which teach on undergraduate level in fashion design area have the quota of 843 students. For the fashion design education the majority of students are chosen from the talent tests. In the OSYM booklet of higher education programs and student quotas. The number of public and private higher education institutes which teach fashion design on undergraduate and associate diploma level reach the number of 45. While on the basis of higher education institution and number of students Istanbul is seen to have most of them, Ankara takes the second place. Additionally when we take into account of the higher education institutions which are outside of this study. The level of the number of trained workforce can't be overlooked.

Even though "fashion design" and "fashion and textile design" programs are common at the higher education institutions which teach textile and clothing, depertments under a lot of various names can be seen in Table 1 as well. These carry various names such as textile technology, textile design, apparel production technology, ready made apparel. Even though the namings are different from each other, all of these

Table 2: The Distribution of Firms Which Produce Clothing According to Cities (Dress, skirt and pants skirt for women or girls) (14.13.34)

E:Engineer; T:Technician; C:Craftsman; W:Worker; A:Admin;
*If the number of regisrered is 3 and less production data isn't indicated
Totals of production capacity for the city can be in different unitsaccording to quality of product.

City	Registered Producer	Personnel Information						Production Capacity
		E	T	C	W	A	Total	Quantity
ADANA	12	2	14	31	877	63	987	402,305
ANKARA	39	8	24	115	2020	358	2525	1,553,429
BURSA	60	44	25	203	4756	406	5434	5,503,800
DENİZLİ	57	86	54	349	8592	1014	10095	2,842,427
GAZİANTEP	5	0	0	14	130	13	157	230,419
İSTANBUL	833	391	354	1828	39258	6219	48050	26,452,490
İZMİR	22	43	46	53	722	103	967	2,224,064
UŞAK	3	0	1	7	182	4	194	*
Total	1031	574	518	2600	56537	8180	68409	67,130,021

disciplines whose program contents aren't any different train the workforce who will be employed in the industry.

In Turkey in 2010, for the textile and clothing education for the quota of 9392 students was designated. This quantitative increase in the textile-clothing education causes the employment problems. Because it is clear that the industry don't need this number of new staff each year. Besides if this problem isn't solved, the number of faculty and higher schools which teach textile and clothing and the increase in the number of the students will increase the number of educated workforce but will increase the problems more in the area as well [4].

In Table 2 is the data about the workforce and production capacity of the analysed firms which produce in the area of clothing.

When Table 2 was studied, it is seen that the workforce in the firms are classified as engineers, technicians, craftsmen, workers and administrative staff. When we take into account of the candidates who graduate from fashion design discipline can work at the positions of technician, craftsman, worker and administration, the number of workforce who work in these positions were included in this study and those who work in engineering position left out of this study.

Within the framework of generally designed code (14.13.34), workforce number who work as technician in the outer garment production are countes as 518, 2600 craftsmen, 56537 workers, 8180 administration. Recorded producers in designated codes are in Istanbul in majority with 48050. Istanbul, in the fashion industry as in many other industries, is in the leading position in real introduction and awareness activities towards opening to the world and becoming a brand. It has become a preferred center and the hot topic with both fairs and art and fashion activities. In this sense, it is inevitable to have a great rate in terms of number of firms, employed workforce, and number of students.

As a consequence of these results, when especially the numbers which centred in Istanbul in Table 1 and the industry which employ trained workforce from the market rather than the formal trained workforce were taken into account, training and employment situation in this city is said to be not showing a paralel structure. It is also relevant to have the same comment for the other firms in other cities as it will be seen in many other studies about this topic.

When Table 3 is studied, it is seen that there are 493 technicians, 2368 craftsmen, 53383 worker and 7542 personnel in the top clothing (suits are also included) firms with 14.13.14. code. In this code, It is seen that there isn't a registered firm which showed production capacity in Uşak city. At the same time if the registered producer number is 3 or less, production capacity information is not given. As the registered producer number is 2 in Izmir city, there isn't capacity information.

It is seen that there isn't a change in the sequencing in terms of producer number and workforce employment in Table 3. The reason why there are a lot of firms in Istanbul is thought that the city has an important place in this industry and is the relation the majority of the fashion related educational institutions in this city.

Table 3: Distribution of the Firms in the Area of Clothing According to Cities (Suit, combined suit, jacket, blazer, dress, skirt, trousers, shorts and overalls for women and girls) (14.13.14)

City	Registered Producer	Personnel Information						Production Capacity
		E	T	C	W	A	Total	Quantity
ADANA	6	2	5	18	611	18	654	798,580
ANKARA	9	14	6	17	326	79	442	105,397
BURSA	55	51	30	175	5055	513	5824	3,898,479
DENİZLİ	36	80	81	204	5702	664	6731	2,096,467
GAZİANTEP	4	1	1	12	132	18	164	434,844
İSTANBUL	806	345	325	1932	41055	6155	49812	29,136,353
İZMİR	2	58	45	10	502	95	710	*
Total	918	551	493	2368	53383	7542	64337	36,470,120

It is natural to choose especially this city, and appropriate to assess, because of the reasons like the easy access of job training, workplace training, having most of the job opportunities after graduation compared to other cities and activities toward becoming “fashion capital”.

Even though Istanbul, Bursa, and Denizli take the first 3 places respectively in terms of production capacity, having the number of personel in Bursa less than Denizli draws our attention. Having no fashion design undergraduate program in Uludag University is a disadvantage in terms of the need of the firms in Bursa which produce a great deal of outer garments and it is thought that thay have to revise their programs by taking into account of industrial needs of their region.

When we take into account the number of fashion design quotas in 3 universities in Ankara (Table 1), being the last place in terms of production capacitities and workforce number of the firms in Ankara shows that it is necessary to develop the relationships between education and industry. By starting out with the fact that there is no necessity to employ graduate designers in Ankara, it is thought that they would be employed in various cities or their hometown. But we come face to face with the problems like to operate intensively in specific cities of the textile and clothing industry, not to accept completely the importance of trained workforce, and economic concerns of the firms in employing trained workforce.

In the firms which produce outer garment with 14. 13.31. code, there are 297 technicians, 1508 craftmen, 33582 workers and 4987 administrators. In this code there aren’t any registered producers in Denizli. As in two previous tables, It is seen in Table that firms and workforce number concentrate in Istanbul and Ankara and Bursa follow after Istanbul. Also Istanbul’s worldwide fame determines the preference and the reason of known status. Having a great deal of firms in Istanbul which operate in both national and international arena also provide different opportunities for graduates as well. Besides, in today’s life when competition conditions change direction, the firms which want to create awareness by producing design focused products started to understand the importance of creating unique designs with added value and competition doesn’t consist of producing qualitative products. Therefore together with working with people who have all the knowledge in the area is gaining importance, the rate of preferance rate of people who underwent fashion design will increase. Especially it is necessary to look for the condition of fashion design graduate for model and pattern departments. At this point, to regard this condition in firms personnel employments will partly solve employment problems of graduates.

There are 284 technicians, 1311 craftsmen, 30446 workers and 4432 administrators in the firms which produce jackets with 14.13.33 code number. In this code there isn’t registered producer in Denizli city. Besides because of the low number of registered firms in Adana, Gaziantep and Uşak cities, it is seen that there isn’t production capacity information.

In Tables 2-3 and other reviews are included the information of the firms which do production in the area of ready made clothing. The general panorama in these tables are that most of the registered producers and workforce number are in the direction of concentrating in Istanbul. But even though most of the registered producers are in Istanbul, it is impossible to employ all the fashion design and all other textile and clothing area graduates annually. Because graduate numbers are gradually increasing exponentially.

Another main reason to determine the importance and features of employment and unemployment problem in our country are the problems in education policy. To reduce and eradicate unemployment, develop productive employment is the main issue in agenda. To solve unemployment it is necessary to conduct joint projects with institutions like KOSGEB (Small and Medium Sized Enterprises Development and Support Administration), ISKUR (Turkish Labor Agency) to contribute solutions to these problems.

Table 4: Distribution of Firms Which Produce Textile Products According to Cities (Cotton woven cloth) (13.20.20)

City	Registered Producer	Personnel Information						Production Capacity
		E	T	C	W	A	Total	Squaremetre
ADANA	14	73	81	284	1375	230	2043	33,883,915
ANKARA	5	7	11	24	468	29	539	5,686,536
BURSA	30	276	77	82	3625	367	4427	95,419,503
DENİZLİ	195	210	433	950	12382	1457	15432	516,808,243
GAZİANTEP	4	16	2	26	740	41	825	10,425,153
İSTANBUL	7	0	0	0	74	5	79	1,241,390
İZMİR	4	2	6	7	136	35	186	58,246,384
UŞAK	52	2	8	55	738	80	883	54,578,206
Total	311	586	618	1428	19538	2244	24414	776,289,330

When Table 4 is studied, there are 618 technicians, 1428 craftsmen, 19538 workers and 2244 administrators in the textile firms which produce cotton cloth with 13.20.20 code number.

In Table 4 the firms which produce textile it is seen that there are more registered producers in Denizli and Bursa and Adana come behind. The operation area of the firms in general is the textile production in Denizli, Bursa, Izmir, Adana, Uşak, so it is necessary that graduate students should have training in the area of textile design.

Because first of all an effective design education will develop the understanding of creative, aesthetic, free and innovative approach for the students. “When fashion design combines with work and production knowledge, it has affects on innovation success” [9]. At this point one of the main targets of design education is to increase visual practice and provide to establish strong links between external world and awareness [8].

When Table 5 is studied, there are 324 technician1228 craftsmen, 12691 workers and 1569 administrators in the firms which produce woven fabric by synthetic and artificial filament threads with the13.20.31 code number.

In terms of worker number, it is seen that registered firms in Bursa take the first place, in Adana second place. Especiall Bursa has recently become a city of transformation and change with the work in the textile area and the emphasis on education by private enterprices and Bursa Trade and Industry Chamber. It is seen that employing trained workforce more by firms contribute positively to the developments.

There are 247 technicians, 995 craftsmen, 10716 workers and 1776 administrators in the firms which are in the area of synthetic weaving production with 13.20.32 code number. “International research and development project market summit in UTIB Turkish Textile and Clothing Industry” which was held by specifically (UTIB) Union of Uludağ Textile Exporters created a platform which determined the future of the industry with the projects from all around the world. This platform many created opportunities for fashion design graduates to participate into these projects and created job opportunities. In terms of both industry and graduate individuals in this discipline, to develop these kinds of projects will provide important benefits.

In general when we evaluate production capacity and workforce number, we can say that firms in Denizli in cotton weave production, and firms in Bursa in artificial and synthetic fabric production take the first place with the help of the results in Tables 4, 5 (and other tables) which belong to textile production firms. We can say that the workforce number regarding to production capacity is at a significant level.

Fashion now is not both local and national issue especially in terms of economic aspect. Fashion is an international language and a firm which exceeds ethnic and class limits [6]. In this sense, activities like events taking place in international level, diversifying educational activities, increasing government support, establishing legal infrastructure by adopting targets towards encouraging the industry, the birth of new organizations in professional area, together with the increase in interest and awareness in the recent years in the fashion design area. But in addition to these, it is necessary to present the policies which are supported by stakeholders and public to obtain the sustainable development and to become an industry which provide contribution to cultural and economic life nationally. In the area of education and research-development, it is an important step to include the innovations which aim to provide to develop innovative capacity and trained workforce [11].

Table 5: Distribution of the Firms Which Produce Textile According to Cities (Woven cloth from synthetic filament thread and artificial filament thread) (13.20.31)

City	Registered Producer	Personnel Information						Production Capacity	
		E	T	C	W	A	Total	Kilogram	Squaremetre
ADANA	24	169	135	418	3715	405	4842	16,996,547	46,461,629
ANKARA	1	0	1	4	13	4	22	*	*
BURSA	317	153	172	732	7899	1067	10023	27,875,552	246,451,734
DENİZLİ	2	0	0	2	7	1	10	*	*
GAZİANTEP	9	10	14	51	814	56	945	26,010,071	
İSTANBUL	11	0	1	8	143	16	168	235,008	3,515,852
İZMİR	1	1	0	5	24	12	42	*	*
UŞAK	5	0	1	8	76	8	93	2,999,357	
Total	370	333	324	1228	12691	1569	16145	74,116,535	296,429,215

The most important cause of structural unemployment in Turkey is that the high youth unemployment rate. One of the reasons of high youth unemployment rate is that trained individuals are having difficulty in passing from educational life into working life. This situation is the indication of weak relations of between education and employment in Turkey. In this sense, It is seen as a necessity to solve these problems by harmonizing the textile-clothing industry and education policies, creating appropriate policies for the needs of society and country's realities in both areas and by starting off from available trends, making a plan which adress the future of industry [4].

CONCLUSIONS

In this study which was aimed to evaluate the participation into workforce of individuals who underwent fashion design training on undergraduate and associate diploma level;

- There are 3238 students on undergraduta and associate diploma level in 2013 OSYM booklet,
- In sampling firms in Istanbul, Bursa, Denizli, Ankara, Izmir, Gaziantep, Adana and Uşak which are registered in TOBB, there are 336588 people working (the situation of a firm which is registered with TOBB that produce under two code numbers at the same time shows that the number of workforce is not the exact number but an approximate number),
- In clothing production industry, the number of firms and workforce are concentrated, as a paralel to this a lot of universities in this city have a considerable amount of student quotas (Table 1) in the area of fashion design,
- In synthetic and artificial fabric production industry, it is seen that the number of firms and workforce was concentrated in Bursa, and Adana takes the second place. As a paralel to this, we see that the higher education institution in these cities have programs of textile area but don't have fashion design programs on undergraduate level,
- It is seen that the number of firms and workforce concentrate in Denizli in cotton weaving industry, and Bursa takes the second place. In Denizli there is textile program on undergraduate level but not fashion design program,
- In the cities where weaving production firms are concentrated, there are also firms which produce clothing and these firms have low capacity of production and workforce and besides there aren't any fashion design programs on undergraduate level,
- It is evaluated that employment levels are not enough when the students who graduate from educational institutions are compared with the number of workforce proportionately, by taking into account the structure of known workforce in textile and clothing industry.

To be able to increase the participation of individuals who undertook fashion design training into industry's workforce, the following recommendations are developed in terms of both industry and educational institutions;

Today fashion and textile design education in rthe country and abroad has become a populer career choice. At this point, an important way to increase the employment of graduates is to include the interested parties into higher education processes such as emloyers, students and graduates. When we establish and develop higher education programs, the employers should know what kind of workforce they need to employ.

As Arlı [1] mentioned, program diversity, name differences, context confusions, differences in entrance exams in fashion design education cause distrust between the industry and education institutions. Programs are not sufficient enough in meeting the main expectations of the industry, following technologic developments. When the programs are prepared and developed what kind of abilities a designer should have are needed by employers should be researched. Especially it should'nt be forgotten that an effective design

education requires creative, aesthetic, independent, and innovative education.

It may create positive results for both parties in terms of their expectations by introducing students to industry, fashion designers and firms, additionally excursions, meetings, seminars, and career days should be held for the purposes of communicating and reflecting their abilities. Similiarly, seasonal workplace training and workplace education which will provide students to know work life closely and gain experience is thought to develop the viewpoint of producers positively towards educated workforce.

In the higher education institutions which are in the concentrated cities, there are undergraduate progragrams especially under the textile design or textile engineering and no fashion design programs. On the other hand the value of the product should be discussed of a person who has no knowledge of designing clothes from textiles or in contrast to this doesn't know the material which he designes. Therefore, when textile and fashion design are thought to be interlaced as two areas, opening fashion design programs in these cities is thought to have positive reflections for textile industry.

In training fashion designers it is necessary to provide the coordination between educational institutions and industry, and implement the joint planning of educational activities. We should establish what kind of qualities, where they work, how long did it take to join the workforce of the graduates from fashion design programs, the propositions relating to programs of graduates and employers should be taken into consideration. The information which was obtained from these coordinations should be taken into account in program development process and will contribute to increase employment of present and potential students. In this sense, fashion design program in educational institutions should be reorganised to adress the needs of fashion industry for qualified workforce and it is proposed to provide the coordination between university and industry.

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