



Insurance education in universities of Turkey

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Abstract

The instinct of preservation of life caused the concept of insurance to be created. This has developed and kept its existence since the very first ages to our present day. The insurance sector, which is related with the level of the welfare of the society, has presented the importance of conceptual and applied science in terms of determining the risks and examining and detecting the damage that may come out. It is an unavoidable necessity to develop the quantity and quality of the insurance education parallel to the developments in the sector. The employment is divided into five sub-groups in the insurance sector. These sub-groups are: technical staff, expert, actuary, broker and company staff. More than 55000 employees have active duty in these sub-groups and one quarter of them are needed to be educated directly on insurance, risk and actuarial. Therefore, the importance of the insurance education is very clear when these factors are taken into account. Insurance education is provided as formal education in vocational high schools, 2 year junior technical colleges, 4 year colleges, bachelor and graduate schools in our country. The service education of insurance is provided by Insurance Education Center (SEGEM), which was founded in October 2008 in accordance with Law 5684, Item 31. In this study, education programs in the field of insurance in Turkey will be examined and "Course Plan" comparison will be made among each other.

Keywords: Education, Insurance, Risk

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1. Introduction

The instinct of providing assurance for people's lives has led to the formation of insurance concept, which started in the first ages of humanity and has developed until today. Insurance sector that is associated with the welfare of the society has demonstrated the importance of theoretical and practical knowledge in the way of determination, checking and detecting damages caused by risks. Parallel to the sector's development, insurance education has become an inevitable necessity to be developed in terms of quality and quantity (Celikol & Dalkilic, 2010).

The rapid change in today's world, which has appeared as a result of ever-evolving information society, has made it inevitable to produce, use and transfer the information as the most important problem of educators within the society as it is the case in all areas as well as in the insurance sector. This process has to be performed with new techniques, new products and new legislation (Genc and Eryaman, 2008).

The training provided by corporations on insurance is an unavoidable fact in taking into consideration the features of becoming information society in the age we live in. The way of becoming information society is known in different forms by educators. The generally accepted opinion is in line with the continuity of education. Knowledge will be the main power as main capital, but it is not a purpose, it is only a tool. Another concern of educators is in line with associating the course contents with real life (Findikci, 1998; Hesapcioglu, 2001).

The development of insurance sector is connected to human labor force that is qualified and well-educated. In this context, knowing the needs of the sector is extremely important.

A center dealing with insurance and actuarial education and conducting exams under the name of Insurance Education Center (SEGEM) was established in Turkey for the insurance sector with the Law 5684. This center conducted a workshop in April 2011, and examined the insurance and actuarial educations that are given at Universities. The reports created by the working group in this workshop examined the current situation in the country. The employment group in the workshop mostly included sector representatives and revealed the expectations from the education institutions until 2016 (SEGEM, 2011).

Insurance education in Turkey is carried out in vocational high schools, two-year vocational colleges of universities, undergraduate and associate degree programs, master and PhD programs and educations within the service provided by the sector.

In this study, the lecture plans of the vocational high schools, two-year vocational colleges and undergraduate and master programs that provide insurance education have been examined for 2014-2015 academic year. The data obtained have been compared with the insurance and actuarial education workshop report results (given education within the service, actuarial education, master education were excluded from the study.). And also, with another study, the needs and suggestions for improvement are identified and ideal education programs are planned in line with the expectations of the insurance industry workforce.

In our country the insurance education is given with total 844 individual student capacity, 16 programs in 13 Universities in undergraduate and master degrees; and with total 12463 individual student capacity, 224 programs in 88 Universities in associate degree programs (<http://www.basarisiralamalari.com>).

Having 244 programs in associate degrees and the programs of 9 universities which have associate degrees have been selected taking into consideration the YGS basis points and the geographical area criteria.

2. Insurance Education that is Provided by Formal Education Institutions in Turkey

2.1. Insurance Education Provided by Vocational High Schools

All vocational schools are assembled under the name of “Vocational and Technical Education Anatolian High Schools” in accordance with the circular letter 2014/8 by Ministry of National Education in 2014-2015 academic year in Turkey. Students are able to choose from 52 different areas when passing the 10th grade in Vocational and Technical Education Anatolian High Schools. One of them is marketing and retail. The sum of domain courses is 14 hours per week. The courses within the marketing and retail are basic subjects related to computer, law and trade. And in 11th grade, students may choose insurance domain which is of the branches of marketing and retail. The sum of branch courses is 15 hours per week. The courses that a student takes in full time at 11th grade and 2 days of 12th grade about insurance are; Risk in Insurance, Life and Good Insurances, Damage, Responsibility Insurances, Daily Process in Insurance and some package programs about insurance. Students fulfill the obligatory internship duty three days per week in order to develop technical skills in 12th grade. The vocational high school graduates who choose insurance branch are later trained in order to receive intermediate level training. By the end of 2013, 11,2% of employers in insurance and reinsurance companies were high school and equivalent school graduates (Ankara Vocational and Technical Education Anatolian High School Program, TSRSB, 2013, Employment Tables).

2.2. Insurance Education That is Provided by 2 Year Junior Technical Collages

Associate degree level insurance education is provided in 88 universities with 224 programs and by 12463 individual student capacities in Turkey (Table 1).

Table 1. Associate Degree Level Insurance Education in Turkey

Num.	Name of the Program	State	Number of Program	Capacity	
				Total	General Total
1	Banking and Insurance	Government University	113	6315	7285
2		Foundation University	20	970	
3	Banking and Insurance (English)	Foundation University	3	105	105
4	Banking and Insurance (Night School)	Government University	83	4530	4883
5		Foundation University	3	353	
6	Banking and Insurance (Remote Education)	Government University	2	190	190

Source: <http://www.basarisiralamalari.com/bankacilik-ve-sigortacilik-bolumu-taban-puanlari-2014-2015-2-yillik/>

Percentages of the applied courses and course plan comparisons of associate degree insurance education that are chosen by sampling from 224 programs are given in Table 2.

It may be observed that “Insurance Courses” take place by 14% - 41%; “Auxiliary Courses” by 34% - 62%; “Self Development” by 9% - 23%. “Applied Courses” are not included in some programs and limited between 4% - 10% where they exist.

Table 2. Associate Degree Level Course Plan Comparison and Course Rates in Turkey (Vocational School)

Courses	Uludag University Social Sciences	Kastamonu University Taskopru	Istanbul		Ankara University Bepazari	Izmir University of Economics	Akdeniz University Social Sciences	Harran University Suruc	Tunceli University Cemiskezek
			Aydin University Anatolian Sciences	Trakya University Havsa					
Banking	13%	11%	13%	15%	13%	17%	5%	-	7%
Insurance courses	37%	14%	21%	23%	30%	40%	41%	28%	14%
Auxiliary courses	38%	62%	44%	47%	46%	34%	37%	49%	61%
Math and statistics	7%	8%	7%	7%	7%	6%	4%	7%	6%
Finance and economy	9%	13%	8%	9%	7%	14%	7%	7%	19%
Accounting	8%	17%	14%	12%	11%	8%	7%	13%	13%
Business administration	7%	16%	4%	10%	13%	-	9%	10%	14%
Law	7%	8%	11%	9%	8%	6%	10%	12%	9%
Self-development courses	12%	13%	22%	15%	11%	9%	17%	23%	18%
Rates of applied courses	7%	-	10%	-	10%	7%	8%	7%	4%

Source:

<http://www.uludag.edu.tr/Bologna/dereceler/dt/21/dl/tr/b/11/p/1014>,<http://taskopru.kastamonu.edu.tr/index.php/tr/menu/bankacilikvesigortacilik-dersprogrami-tr>
<http://www.ebs.aydin.edu.tr/index.iau?Page=BolumDersleri&BK=50&DersTuru=0&In=tr>
<http://bys.trakya.edu.tr/file/open/39734356>,http://bemyo.ankara.edu.tr/?page_id=239,<http://ects.ieu.edu.tr/new/akademik.php?sid=course>,
<http://alanyameslek.akdeniz.edu.tr/dinamik/51/259.pdf>,<http://web.harran.edu.tr/suruc/tr/ders-mufredati-ve-akts/bankacilik-ve-sigortacilik-akts/>,<http://www.tunceli.edu.tr/akademikbrm/yuksekokullar/cemisgezek/download/dersmufredati/Bankacilik%20ve%20Sigortacilik-ers%20Mufredati-Turkce.pdf>

1.1. Insurance Education in 4-Year Colleges and Graduate Schools

In Turkey, Bachelor's Degree insurance education is provided in 16 programs at 13 universities with 844 total capacities. The relevant data are given in Table 3.

Table 3. Bachelor's Degree and Equivalent Insurance Education in Turkey

Num.	Name of the Program	State	Number of Program	Capacity	
				Total	General Total
1	Insurance and Risk Management	Government University	2	129	164
		Foundation University	1	35	
2	Insurance and Risk Management (Night School)	Government University	1	67	67
3	Insurance and Risk Management (English)	Foundation University	1	40	40
4	Insurance	Government University	2	98	98
5	Insurance and Social Security	Government University	1	62	112
		Foundation University	1	50	
6	Banking and Insurance	Government University	2	124	214
		Foundation University	2	90	
7	Banking and Insurance (Night School)	Government University	2	124	124
8	Banking and Insurance (English)	Foundation University	1	25	25

Source:<http://www.basarisiralamalari.com/bankacilik-ve-sigortacilik-bolumu-basari-siralamasi-taban-puanlari-2014-2015/>,
<http://www.basarisiralamalari.com/sigortacilik-bolumu-basari-siralamasi-taban-puanlari-2014-2015/>,
<http://www.basarisiralamalari.com/sigortacilik-ve-risk-yonetimi-bolumu-basari-siralamasi-taban-puanlari-2014-2015/>,
<http://www.basarisiralamalari.com/sigortacilik-ve-sosyal-guvenlik-bolumu-basari-siralamasi-taban-puanlari-2014-2015/>

During the examination of the programs which provide 4-year Bachelor’s Degree, 4-year obligatory and optional course contents are taken from the web sites of the universities that have graduates in 2014-2015 academic year. Course plan comparisons and applied course percentages of these programs that provide Bachelor’s Degree insurance education is shown in Table 4. It is observed that “Insurance Courses” take place by 15% - 37%; “Auxiliary Courses” take place by 41% - 60%; “Self-Development Courses” take place by 9% - 20% and “Applied Courses” take place by 5% - 17% in Bachelor’s Degree. The relevant data are given in Table 4

Table 4. Course Plan Comparison and Course Percentages in Bachelor’s Degree Level of the Universities in Turkey

Courses	Insurance and Risk Management		Banking and Insurance		Insurance and Social Security	Insurance
	Baskent University(B U)	Dumlupinar University(D U)	Kadir Has University(KH U)	Trakya University(T U)	KTO Karatay University(KTO U)	Marmara University(M U)
Banking	-	4%	17%	13%	-	-
Social security	-	-	-	-	16%	-
Insurance	37%	35%	15%	18%	26%	31%
Auxiliary courses	49%	51%	56%	49%	41%	60%
Math and statistics	16%	18%	15%	9%	9%	21%
Finance and economy	9%	6%	15%	18%	11%	17%
Accounting	9%	8%	8%	10%	5%	10%
Business administration	5%	12%	16%	5%	8%	6%
Law	10%	7%	2%	7%	8%	6%
Self-development	14%	10%	12%	20%	17%	9%
Applied courses	17%	11%	5%	8%	13%	6%

Source:<http://angora.baskent.edu.tr/bilgipaketi/?dil=TR&menu=akademik&inner=katalog&birim=475>,
<http://bologna.khas.edu.tr/lisans/135/plan>,
http://tueobs.trakya.edu.tr/PresentationLayer/root/program/prog_navigator.aspx?path=2_3&f=93&s=3&b=01&l=TR,
<http://iibfssb.karatay.edu.tr/dersMufredat.aspx?SiteId=2009>,<http://bse.marmara.edu.tr/bolumler/sigortacilik-anabilim-dali/tezli-yukseklisans/>,
http://birimler.dpu.edu.tr/app/views/panel/ckfinder/userfiles/13/files/SRY_ders_icerikleri.pdf

Percentages of the sum of auxiliary courses are shown in Table 5. Mathematics and statistics courses have the most percentage (by 21%) in Marmara University Insurance Department; and the least percentage (9%) is in Trakya University, Banking and Insurance Department, and in KTO Karatay University, Insurance and Social Security Department. Total distribution of the percentages of courses such as mathematics and statistics, finance and economy, accounting which are categorized as numerical courses, and law, business administration and self-development are given in Figure 1.

Table 5. Percentage Distribution of the Courses in Auxiliary Group

	BU. Insurance and Risk Management	DU. Insurance and Risk Management	MU. Insurance	KH. Banking and Insurance	TU. Banking and Insurance	KTOU. Insurance and Social Security
Numerical Courses	34%	32%	48%	38%	37%	25%
Law and Administration	15%	19%	12%	18%	12%	16%
Self-Development	14%	10%	9%	12%	20%	17%

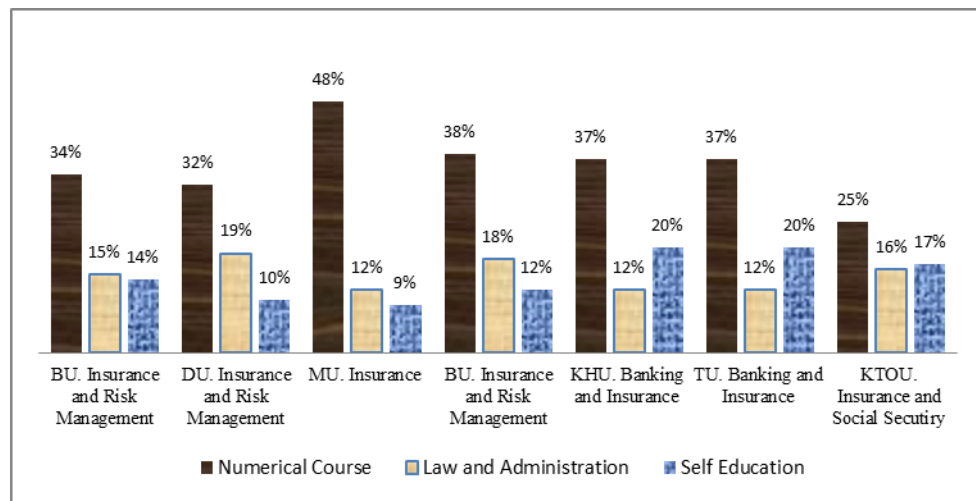


Figure 1. Percentage Distribution of the Courses except Insurance Domain, Such as Numerical Courses, Law and Administration and Self-Development

According to Figure 1, it may be suggested that there is no significant difference between course group distributions of various universities, and some courses have a little more percentage according to the specifications of some departments.

In this study, the reflection of the workshop made by SEGEM in April 2011 about Insurance and Actuarial Education and the structure of insurance education by 2015 including associate and Bachelor’s Degree programs were handled and examined as it was mentioned in the introduction section.

It is mentioned that there is the need for educational programs that can respond to the ever-changing and dynamic needs of the sector in the Results and Suggestions Part of SEGEM workshop report. It is not possible to change the structure and process of the educational programs in institutions which provide Bachelor’s Degree level education. But it was chosen to differentiate the optional courses and their contents in order to fulfill the needs of the sector. The percentage of the optional courses in course syllabus confirms that idea (SEGEM, 2011-d).

In 2011 workshop report, the importance of applied courses and internship was pointed out, and two types of additions suggested are given place (SEGEM, 2011-d). Applied course and internship programs percentage distribution at universities are: 17% in Baskent University, 11% in Dumlupınar University, 6% in Marmara University, 5% in Kadir Has University, 8% in Trakya University and 13% in KTO Karatay University.

2. Conclusion

In this study, insurance educations in vocational schools, two-year vocational collages, undergraduate and master programs have been examined. Discussing the Master and PhD programs and discussing the programs provided abroad will be handled in another study.

The education was excluded from the program of vocational schools in 2011 SEGEM workshop. The importance of the education to be given to this group which forms the interim workforce employed and eases the transition to the two-year vocational colleges cannot be denied. Our opinion in this point is providing education with related developments and innovations in the sector and preparing the necessary documents both in written and in computer medium, then putting them into service by SEGEM, which undertake in-service education about insurance.

It is observed that there are programs given under the name of Bank and Insurance in two-year vocational colleges. The education given as a single program under the name of Bank and Insurance limits the graduated students with the qualifications required by the sector regarding insurance; this is why the separation of the programs was proposed in 2011 SEGEM workshop. Over the past four years, it is observed that, this proposal referred in workshop has not been realized (SEGEM, 2011-c).

As it observed in Table 2, "Practical Course Rates" has never been in some programs and in programs where it exists, it remains limited between 4% - 10%. As a result of the specified Table, proposing "opening two-year vocational colleges in the areas where practices and trainings cannot be provided would not be inconvenient in terms of professional developments" will not be wrong.

In SEGEM 2011 workshop reports, the opinion "updating the course program and the contents of the higher education institutions; providing the content compatibility and having a common plan about basic topics" is adopted. In this context, if the opinions as training the faculty members and using the common language are not supported in the same report, it is doomed to remain a discourse and as a mere wish (SEGEM, 2011-c).

Providing insurance education in Universities and higher education programs and in the regions where the insurance sector is more intensive provide advantages in cooperation with the sector. They could make arrangements according to 3rd Group reports of SEGEM 2011 workshop about the implementation and training. Başkent University in Ankara seems the University that takes the most of the time for training. Institutions that provide education under the name of Insurance and Risk Management and Insurance in terms of program seems close to SEGEM 2011 workshop report results (SEGEM, 2011-d).

The common issue at all levels of the insurance education is the lack of lecturers. This situation still continues. This field, which develops and specifies the increase of its share in the coming years in finance sector, is going to feel the deficit of the need for trained staff, who is going to work in the sector and who is going to work as academicians. The most important issue in this field is to educate experts. This requires long time and investments in education. Solving the issues should be followed as preparing the long-term and stable programs. Priority initiatives to be made in this context start with training academicians. Master programs cannot be found in Insurance and risk Management and in Insurance branch, and cannot provide education sufficiently. The biggest dilemma of academicians, who starts academic life on this topic, is not to have associate professors of science about Insurance. Taking direction to PhD in another field for experts, who wants to continue their life as academicians, is an inevitable consequence. The important thing is a report created by the cooperation between institutions that provide insurance education and companies in the sector that are made to solve the discussed issues is presented to Intercollegiate Board. It was requested to open up branches in departments about insurance and provide assets for staff who can keep on being academician on this subject. These requests are being discussed in Intercollegiate Board, but no decisions have been made yet. Acceptance of these suggestions will be actualizing the suggestions made in SEGEM report (SEGEM, 2011-d).

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