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## COMPARISON OF ACTIVITIES BETWEEN POLAND AND TURKEY TO IMPROVE THE QUALITY OF UNIVERSITY EDUCATION

### ABSTRACT

Countries can ensure their economic and social development and take their place in the global competition, if they invest in people and make their workforce qualified. In order to use the resources allocated to education more efficiently, the education system should be qualified. This study contributes to the literature by analyzing and comparing the activities to improve the quality of university education between Poland and Turkey. As a result, we can say that, so many activities are done for increasing the quality of both education systems. It is important to point out that the systems of higher education in Turkey and in Poland need continual improvements in order to work more efficiently.

**Keywords:** Education, Quality, Poland, Turkey.

## ÜNİVERSİTE EĞİTİMİNİN KALİTESİNİ İYİLEŞTİRMEYE YÖNELİK FAALİYETLERİN POLONYA VE TÜRKİYE ARASINDA KARŞILAŞTIRILMASI

### ÖZET

Ülkeler insanlara yatırım yapar ve işgücünü nitelikli hale getirirlerse, ekonomik ve sosyal gelişimlerini sağlayabilmekte ve küresel rekabette yer alabilmektedirler. Eğitime ayrılan kaynakları daha verimli kullanabilmek için, eğitim sistemi kaliteli olmalıdır. Bu çalışma, Polonya ve Türkiye arasındaki üniversite eğitiminin kalitesini artırmaya yönelik faaliyetleri analiz ederek ve karşılaştırarak literature katkıda bulunmaktadır. Sonuç olarak şunu söyleyebiliriz ki, her iki eğitim sisteminin kalitesini artırmak için pek çok faaliyet yapılmaktadır. Türkiye ve Polonya'daki yükseköğretim sistemlerinin daha verimli çalışmalarını için sürekli iyileştirmelere ihtiyaç duyduğunu belirtmek önemlidir.

**Anahtar Kelimeler:** Eğitim, Kalite, Polonya, Türkiye

### 1. INTRODUCTION

One of the major problem areas is the incompatibility between the qualifications demanded by the labor market and the qualifications offered by the education system in the most developed labor market in both developed and developing countries. This mismatch between supply and demand causes the workforce to remain idle. It is important to save the high young population and labor force capacity of our country from becoming idle with efficient employment and education policies. Examples of countries where regular statistical data are available to show strong relationships between education and labor force participation rates. When looking at employment rates by education level in Turkey it is observed that the education level increases employment rates rise. Education is an important tool to increase the employability and productivity of labor. This situation also concerns the competitiveness of countries. For this purpose, it is necessary to make policies that will strengthen the relationship between education and employment (URL 10).

Investing in human capital is the priority to make the most of this evolving economic opportunity. Three types of skills are increasingly important in labor markets: advanced cognitive skills such as complex problem-solving, socio-behavioural skills such as teamwork, and skill combinations that are predictive of adaptabilities such as reasoning and self-efficacy. Building these skills requires strong human capital foundations and lifelong learning (URL 11).

In order to invest in people and prepare individuals for the future, it is necessary to direct individuals to areas where they will be effective and productive. For this reason, it is important to improve the quality of education and to establish an education-employment relationship. Supporting disadvantaged groups' participation in economic and social life is especially important to prevent discrimination in society (Yeşil, 2019: 776).

## **2. CONCEPTUAL FRAMEWORK**

### **2.1. Education and University Education**

The term “education” is a complex notion described in a multitude of ways as it was dealt with over the years by different scholars, academics from various disciplines like sociology and philosophy as well as researchers. Consequently, the concept should be studied profoundly in order to understand it properly. Most frequently “education” is referred to as an approach “of the development primarily of intellectual capacities within recognised areas of knowledge and understanding which are judged to be of value” (Heywood & White, 1998).

More specifically, education is considered as a process of deepening one's understanding of issues related to particular fields of study. Accordingly, John Dewey, one of the most known American educators of the twenty-first century, defined education as “the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities” (Dewey, 1916). Thus, the scholar stressed in his work that the individual should pay attention to improving these abilities which will prove useful in the future. What is essential to underline, however, is the fact that according to some scholars “education provides individuals with the skills and knowledge to foster the development of their autonomy or rationality, while others point to education’s role in developing important social traits such as citizenship” (Phillips, 2014).

Therefore, it is important to bear in mind that there are numerous functions appointed to this concept. As it may be clearly observed, the roles vary in terms of a scholar who studies a particular branch of science and perceives education in a certain way. When exploring the concept of education, it is also essential to note that there are different divisions of educational stages which vary from country to country even if, according to Borghi, “education should be seen as a unitary process and no internal division reflecting developmental stages in the growth of personality should be used to justify barriers between different levels and types of school” (Borghi, 2012).

Also, it is education that will ensure the development of countries. Education has many effects such as developing political and democratic social awareness, providing an understanding of complex problems, helping technological progress and discovering cultural talents. It also contributes to the development of the intellectual and advanced techniques of the skilled workforce that is more suited to the needs of the changing economy and prepares important foundations for social cohesion, economic growth and change. For these reasons, the idea of investing in education is important in terms of ensuring socio-economic and political development. At the same time, investment in education is an identical concept with investment in people (Gündüz, 2017). Thanks to the training activities, the knowledge, experience and skills of the employees are developing and the communication with their colleagues and managers is improving; responsibility increases and more accurate decisions can be made (Yeşil, 2018b).

Nevertheless, an educational stage which will be profoundly examined in a subsequent part of the paper is higher education, more precisely university education. A term “university” is referred to as “a community, or guild, of masters and scholars pursuing at a particular place the higher branches of learning” (Hill, 1962). In other words, it is an institution where people study a particular branch of science, deepen their knowledge and expertise by interacting with other students with similar interests (URL 1).

When examining higher education, it is reasonable to stress that a university is a place where students take advantage of help given by academic teachers who use various methods in order to improve the quality of education which will be elaborated later in further chapters of the research. Universities are institutions where science and academic development are important and that invest in the future. The task of universities is to train people who have a broad perspective, think creatively and have the ability to express their thoughts.

The aim of university education is to provide individuals with scientific thinking skills and skills to society by having a high level of teaching and research. In other words, the university; is a structure in which looking for truth with free-thinking, questions are asked, discussions are taught, the superiority of the mind is proved, and it is aimed to raise individuals with a sense of responsibility that will contribute to the society in this direction (Gökçe, 1990; Kahraman, Ertutar & Girgin, 2009).

According to Kaya (1984), the idea that universities should conduct studies on social problems has been gaining weight in recent years. Today, universities are not only regarded as institutions that produce and transfer information through scientific research but are also considered as institutions that have undertaken important tasks in raising community leaders who will successfully use their research findings in the creation of the social, economic and political future of the society (Baskan, 2001: 24).

### **3. THE IMPORTANCE OF UNIVERSITY EDUCATION**

Nowadays more and more people who decide to undertake a university education consider it a step toward better future devoid of problems and concerns of the past. Although an institution of the university does not guarantee a well-paid, challenging, demanding and yet satisfying job with good working conditions, numerous students make an effort to study as it gives them an opportunity to gradually achieve this goal. Nevertheless, among the previously mentioned profits, there are other various benefits of university education essential to take into account. According to Anuoluwapo and Osabuohien, university education “is central to development and democracy, [...] better health and longer lifespan [as well as] producing leaders in all areas of national life: government, business, innovation and invention” (Anuoluwapo & Osabuohien, 2019). Therefore, not only does completion of university education enhance employment opportunities, which is rather obvious, but it also improves development and even has a positive impact on health.

What is also necessary to bear in mind is the fact that universities are “involved not only in the basic skills needed in the profession but also in what can be called basic life skills – analysis, flexible thinking, communication, adaptation and innovation” (URL 2). Consequently, a graduate of a university has a wider variety of skills which very frequently prove useful in his or her future life. That is why, as mentioned before, people who successfully complete university education more often become prominent figures in different disciplines of life which require the ability of critical thinking, perseverance, creativity and open-mindedness. It is important to stress that all the qualities are taught at universities. As a result, “universities do not just train, they educate. [They] also enhance society through their contribution to our understanding of social issues and our achievement of social, economic and physical well-being” (URL 2). Thus, being educated at a university opens one’s mind and viewpoint to different perspectives and unlimited possibilities.

Also, higher education has an important role both for the student, as an individual, and also for the society in which he lives. Higher education represents an aid for the growth and the development of the students and a key for a better life. For society, higher education institutions can contribute to the creation of ideal citizens, who will help in keeping the society peaceful. In school, students very rarely get to experience life. When the students get enrolled in college, they are first of all away from their families, so this makes them independent, and thus, they learn how to be on their own (Pavel, 2012:122). In addition to this, university education needs to do more than produce a graduate who can get a job. It should also give graduates a sense of right and wrong. And it should instil graduates with an appreciation for other people’s development. Tertiary education should also give students opportunities, choices and a voice when it comes to workplace safety, job satisfaction, security, growth and dignity. Higher education is a space where they can learn to be critical. It must prepare them for participating in the economy and broader society (Mukwambo,2019).

The final link of the education that individuals will receive in their preferred professions is usually carried out by higher education institutions. If higher education institutions guide and educate young people correctly in their fields, individuals become more qualified and motivate their professions better. However, even for those who do not choose the right profession, even if they receive education at higher education institutions with the highest level of qualification, it is not possible to obtain the expected benefit from education (Arpat & Yeşil, 2018: 299).

The benefits of university education (URL 3):

- A university education will help your child succeed in today's workforce and establish an enjoyable career of their choice.
- University education exposes students to new research and technology.
- Studying at university encourages creative and independent thought.
- Students are given the chance to travel and experience life overseas through study abroad programs.
- University life exposes students to other cultures and backgrounds.
- Students conquer intellectual challenges and develop a sense of achievement.
- University builds initiative and leadership skills that can be used for life.

#### **4. THE IMPORTANCE OF QUALITY IN UNIVERSITY EDUCATION**

The world has realized that the economic success of the states is directly determined by the quality of their education systems and that the most effective factor of production is human capital expressed in knowledge, skills, creative abilities and moral qualities of individuals in society. The "learning society" denotes a range of issues and concerns including the followings (Pavel, 2012:120):

- The mass higher education became already a reality and it looks that in the new century will be the norm;
- Educated workers became crucial players in economic performance;
- More and more jobs demand high level skills and qualifications;
- Lifelong learning became an investment in personal learning and growth that is compatible with corporate investment and growth.

As a result; the application of quality activities in education is important in many respects. When many studies are analyzed, we can see the following common points (Yeşil, 2017):

- Becoming a qualified person,
- Ensuring continuous development and progress,
- Adapting easily to the changes and innovations,
- Leadership function should be supportive,
- Supporting training quality,
- Having enough knowledge for using new technology,
- Implementing suitable training system,
- Encouraging new ideas,
- Using the sources effectively,
- Motivating individuals.

#### **5. UNIVERSITY EDUCATION IN TURKEY**

According to the National Employment Strategy (2014-2023), Turkey has a great potential in terms of young people. However, this opportunity window is predicted to close in 2050. In Turkey to enter the aging trend of the population will be aging crisis began to take place, as in other European countries. Quality education for young people in Turkey will carry out a serious and longterm economic growth and also it will help to solve the unemployment problem (Yeşil, 2018a: 1957).

When we analyze higher education in Turkey, 4 years of University, or 2 years at Higher Vocational Schools. Some schools have an additional year of language study. Under normal circumstances, Master's study lasts 2 years; PhD 3-5 years. This category includes all educational institutions which will provide

post-secondary education. They are under the supervision of the Higher Educational Council (YOK) (URL 4).

The university system in Turkey is governed by the Higher Educational Council (YOK). Turkey has 104 state and 62 private universities (a total of 166 institutions of higher learning), 5 of which are located in the Turkish Republic of Northern Cyprus. Apart from the public and private universities, 8 foundations higher vocational schools serve the job market. Generally, undergraduate education takes 4 years at universities, but some fields such as medicine (6 years), dentistry (5 years), and veterinary science (5 years) take longer. Turkish high school graduates go directly into fields of study such as medicine, law, dentistry and so on. No tuition fee is charged at public schools (Devlet üniversitesi); students pay only a small basic fee. Students need to pass a nationwide University Entrance Exam (OSS) to enter a university. The graduates of 4-year programs are awarded a Bachelor's Degree (URL 4).

In Turkey, private foundations obtained the right in 1984 to establish and develop universities. They were established with the fundamental aim of creating a centre of excellence in higher education and research. Private universities take more active initiatives to form and to select international and global educational and research networks. The medium of instruction in most private universities is English. Almost all have one year of English study for those whose level of English is not found to be proficient upon entrance (URL 4).

## 6. UNIVERSITY EDUCATION IN POLAND

In many European countries, like in Poland, there are educational levels from 8-year primary school, 4-year upper secondary school or 5-year technical upper secondary school or stage one 3-year sectoral vocational school and stage two 2-year sectoral vocational school or 3-year special school preparing for employment to post-secondary schools like universities (defined as tertiary education) (URL 5).

When examining university education in Poland it is essential to bear in mind its long tradition of academic excellence tracing back the foundation of Jagiellonian University in Krakow which took place in 1364. The institution is the second-oldest central European university (after Prague's University). Hence, thanks to a rich history and tradition Poland becomes an increasingly popular destination for international students. As it was previously mentioned, tertiary education in Poland is divided into different programmes. The studies may be full-time or part-time and they are provided by public and non-public university types: the first cycle (Bachelor's degree) programmes, second cycle (Master's degree) or long cycle (Master's degree) programmes. Having completed the programmes above the student can continue studies on the third cycle or doctoral programmes as well as college programmes (Smoczyńska, 2014). Due to this three-stage education "modelled on Bachelor/Master/Doctoral studies as well as the European Credit Transfer System, both Polish students and international students studying in Poland stay fully mobile and can continue their education elsewhere in the European Union" (URL 6).

Moreover, owing to the Erasmus+ Programme, which lasts over 30 years, about 43,000 foreign students decided to study in Poland and almost 100,000 Polish students participated in studies in other countries within the European Union. It is also important to mention that due to "its association with higher skills, the steep increase in the enrolment in higher education [...] in Poland from the 1990s is a positive development" (Organisation for Economic Co-operation and Development [OECD], 2013). In addition, since the 1990s there have been observed many changes in the entire university system. According to Ujwary-Gil and Nalepka, it was a groundbreaking moment manifested by "increase in the number of universities, increase in the gross and net scholarisation ratio, increase in the number of university students [as well as] increase in the number of majors and specialisations at universities" (Ujwary-Gil & Nalepka, 2018).

Nevertheless, the greatest change which occurred within this field of education pertains to the quality of the provided teaching which constitutes the main issue of the paper. Notably, improving quality as a result of an effort of the academic community to adhere to existing educational systems in more developed Western countries and to obtain autonomy needed to introduce necessary changes. It is reasonable to point out that before the period regarded as a breakthrough in higher education in Poland, which is dated for the 1990s, the quality of teaching was rather low and disappointing. It was caused by



the fact that “higher education builds on a system developed during the communist regime, which was relatively unsuccessful in conveying high skills to students” (Ujwary-Gil & Nalepka, 2018).

More specifically, such low quality as a result of the situation during which all the higher education institutions were controlled by the communist party that imposed different detailed regulations and had an impact on almost every aspect of education, ranging from appointing rectors and professors to making changes in curriculum as well as setting research goals. Since the fall of the communism in Poland, however, the state “lost its moral legitimacy to govern higher education, so academic matters were handed over to the academic community, although with critically low resources to be allocated” (Deem & Eggins, 2017). Thus, from this moment on, all the matters concerning university education were dealt with by people from the academic environment. Such a change had a positive influence on the quality of the provided education as only professionals with suitable qualifications were able to handle the unfavorable situation. Moreover, after the communist regime was abolished higher education in Poland started to face political and economic pressures. There was a need to restructure many institutions so that they became international centres of learning and, as a result, Poland could be a member of the European community. For instance, during this period many private universities were allowed to be established and to charge fees for provided education.

Changing legislation is another factor which plays a crucial role in assuring quality in higher education. The most important new laws established after the abolishment of communism in Poland were Higher Education Act of 1990, the Law on Higher Vocational Institutions of 1997, the Higher Education Act of 2005 and amendment of the Higher Education Act of 2011 (Brada, Bienkowski & Stanley, 2012). The reform which took place in 2011 had an enormous influence on the quality of education as since the introduction of modifications “[r]esearch institutes became entitled to offer doctoral studies and postgraduate studies, to merge with other research institutes, units of the Polish Academy of Sciences and with higher education institutions” (Kwiek & Maassen, 2012).

Additionally, many research centres were developed to meet European standards and since then-doctoral, as well as postdoctoral stipends, were allocated by the National Research Council. The aim of the changes, among others, was to integrate research and higher education sectors. Other important transformations which came into existence as a result of the 2011 reforms were the introduction of “pro-quality funding mechanisms, the implementation of the National Qualifications Framework, the adjustment of study programmes to emergent labor market needs [...] and the promotion of lifelong learning and entrepreneurial culture in universities” (Kwiek & Maassen, 2012).

Consequently, the introduced changes strengthened the autonomy of higher education institutions in choosing their study programmes, gave rise to the differentiation of fields of study as well as led to the internationalisation of Polish higher education and research institutes. A further significant aspect concerning the quality of higher education in Poland is the Polish Accreditation Committee (PKA) established in 2011. The institution cooperates with the Ministry of Science and Higher Education in order to regularly evaluate study programmes and institutions of higher education (both public and private) applying objective and transparent criteria. It is important to point out that the decisions performed by the Polish Accreditation Committee have legally binding effect and the results of assessments are published in the form of reports available on Polish Accreditation Committee’s website. Such a practice motivates higher education institutions to take action and make necessary changes to meet the requirements demanded by the committee (URL 7).

## **7. RESEARCH**

### **7.1. Aim of the Study**

Aim of the study is analyzing and comparing the activities to improve the quality of university education between Poland and Turkey.

### **7.2. Importance of the Study**

Today, universities have a lot of duties to train qualified staff. Universities play an important role in the development of the country, so increasing the quality of universities is very important. This study contributes to the literature by analyzing and comparing the activities to improve the quality of

university education between Poland and Turkey by using content analysis method and compilation method with more details. This study is one of the rare studies comparing the quality of the education system between Poland and Turkey, so this study will make a major contribution to the literature.

### 7.3. Method of the Study

Method of the study is content analysis<sup>1</sup> and compilation<sup>2</sup> method. The data is analyzed which get from different primary and secondary sources and news. According to the data obtained, the necessary comments will be made by comparing the quality of the education system of the two countries.

## 8. CONCLUSION AND RESULTS

In many European countries, like in Poland, there are educational levels from 8-year primary school, 4-year upper secondary school or 5-year technical upper secondary school or stage one 3-year sectoral vocational school and stage two 2-year sectoral vocational school or 3-year special school preparing for employment to post-secondary schools like universities (defined as tertiary education) (URL 5). In Turkey, on the other hand, the levels of education are as follows: a 4-year primary school, a 4-year lower secondary school and a four-year upper secondary school (URL 1). Thus, it can be observed that given stages of education differ in Poland and Turkey, however, the differences are not so large as in both countries there is a division of educational process into primary school, secondary school and upper secondary school.

In addition, it should be mentioned that in Poland this educational stage leads to “licencjat” (an equivalent of Bachelor’s degree) or “inżynier” (also an equivalent of Bachelor’s degree). The programs of study last, respectively, 3-4 years and 3.5-4 years. Then, having earned one of the previously mentioned degrees, a student can continue his or her studies on Master’s degree program which lasts 4-6 years and after finishing this course he or she can take up a doctoral degree (URL 5). In Turkey, however, higher education “constitutes associate [a two-year study program], bachelor [a four-year course], master [a two-year program] and doctoral program [usually lasting 8 semesters], provided by the tertiary education institutions” (URL 1).

Today, many universities are revising their education programs and renewing their programs in line with the expectations of the market. In Turkey, when the curriculum is examined, the lessons are given theoretically and the practice is not included at the required levels. In order to improve the social dimensions of the students of our universities, technical and social content elective courses should definitely be included in the curriculum in order to focus on social issues. Meanwhile, in order for Turkish students to easily adapt to different cultures in different environments, emphasis should be placed on lessons and activities that will strengthen their social aspects. Foreign language is a very important window opening to the world. Lessons, seminars, conferences and international events that will improve their language skills and social aspects should be organized so that Turkish students can follow the current developments in the world and communicate with individuals from different nationalities (Bilgin, Suçin & Polat, 2013).

In Turkey especially, vocational education and employment relationship should be established. Students should focus on the areas they can specialize in. Also by the help of training activities and the aim of getting a good carrier, students can be more successful in their work life. Because of this situation, the students should be conscious while determining their carrier road. If the individuals have got carrier target, they will be happier in their work-life and work more dedicated (Yeşil & Arpat, 2018). Also as stated by Yeşil & Tokbaş (2018: 947), university education has a great influence on determining the career lifeline of the individual. The high level of motivation and expectations of the students in vocational education makes them a great contribution to their preparation as a skilled employee for a more effective and conscious level. For this reason, it is important to improve the quality of education for the development of individuals in universities. If countries do not invest in Individuals, they cannot

<sup>1</sup> Content analysis is a research technique used to make replicable and valid inferences by interpreting and coding textual material. By systematically evaluating texts (e.g., documents, oral communication and graphics), that have been gathered into a collection (URL 8).

<sup>2</sup> Compilation means a group of things (such as songs or pieces of writing) that have been gathered into a collection (URL 9).

develop. Despite the increasing use of technology in education in Turkey in recent years, the use of technology in education should be a sufficient level.

Similarly, learning foreign languages in Poland should be given more importance as nowadays university classes devoted to languages are not efficient enough for students to achieve skills needed in their future career. More specifically, during the classes students are taught various grammatical rules, spelling, pronunciation as well as thematic vocabulary. Simultaneously, activities aimed at developing and practising practical language skills like speaking and understanding are very frequently neglected by language teachers and learners. As a result, even if students acquire some useful theoretical knowledge concerning a chosen language, they lack speaking skills which are indispensable for communication and very helpful to find employment or get a promotion. What is more, there is little time dedicated to the above mentioned classes as they are chosen by the students' as additional and treated as "filler" subjects. Consequently, the significance of the subject is reduced.

As far as the issue of the relationship between the area of study and market expectations is concerned, higher education institutions offer studies which direct students towards particular branches of science. Acquisition of knowledge and skills from certain areas of science is needed to enter a specific profession. However, it is essential to bear in mind that although students are offered valuable information on the given subject, their education should be supported within the practice in order to provide them with more career opportunities.

These days the quality of the higher education in Poland has greatly improved thanks to positive and effective changes concerning teaching curriculum, evaluation and assessment framework as well as educational assets. Many universities are equipped with large libraries and modern IT devices. Very often they are connected with research centres of high quality which enable students to develop their skills. Nevertheless, the process of improving the quality of education still constitutes a difficult task and frequently poses numerous challenges owing to the fact that very frequently students are exposed to theoretical knowledge without any reference to practice. In consequence, such students are unable to check their understanding of the subject and decide which parts of the material need to be studied in more depth. Therefore, simultaneous teaching of both theoretical and practical knowledge is indispensable for students' future career development. Also, internship opportunities for students in Turkey should be increased and in addition to theoretical knowledge, necessary applications for the profession should be increased.

Also for increasing the qualities of universities in Turkey, it should be emphasized not only on whether communication and information technology products are used in schools, but on how they can be used in terms of educational purposes and principles, how they can be used, how they can be provided, how they will be distributed, what their usage and ethical principles will be monitored, and how they will be evaluated (Tuğlu, 2009).

As a result, we can say that; as there are more and more people interested in studying in higher education institutions, there is a growing need for improvement of the quality of education. More specifically, there arises a continuing demand for quality teaching, learning and research which, as a result, causes numerous changes with regard to teaching programmes, curriculum, evaluation and assessment process. It cannot be agreed, however, that all changes are positive as sometimes they adversely affect education. Thus, it should be borne in mind that introducing modifications requires a profound knowledge of the educational needs, the most thorough analysis in this field as well as reasonable judgement on the basis of available data and experience of an educational environment. What should be stressed at this point is the fact that both countries examined in this paper pay more attention to the issue of the quality in higher education than they used to in the past.

Another factor to which more attention should be paid in order to improve the quality of university education is observing students' progress, their career outcomes and graduate destinations. It is vital to "monitor not only student satisfaction but also the total student experience, which includes services provided by the higher education institution and assess the quality of higher education, encompassing teaching and learning, curriculum, student life, advising and mentoring" (OECD, 2013). Such actions could constitute an important first step to measure students' expectations regarding the quality of the



provided teaching. Moreover, they would make it easier to determine which teaching practices result in the best outcomes for which type of student.

Also as a result of globalisation, social development and enhancing academic standards Polish and Turkish students are enabled to study in different countries which belong to the EU under the Erasmus+ Programme. Accordingly, students' mobility across academic cultures not only gives them an opportunity to develop their skills thanks to accessing to new technologies offered by more developed countries but also broadens their mental horizons and exposes to new perspectives.

Nevertheless, it is important to point out that the systems of higher education in Turkey and in Poland need continual improvements in order to work more efficiently. As mentioned before, more focus should be put on practice-based learning processes as the real knowledge on the matter occurs only through a combination of theory with practice. Thus, students should be more frequently exposed to practical activities even if some of them may be extremely money and time consuming.

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