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هذا المشروع تم تمويله من قبل الاتحاد الأوروبي

Improving the Employment Prospects for the Syrian Refugees and
Host Communities by Providing High-Quality VET and Apprenticeship in Turkey Programme

VET4JOB
APPRENTICE
STUDENT FORUMS
GIVE APPRENTICE
STUDENTS
A VOICE!



**İMEP I VET4JOB IS HOLDING FOUR DIFFERENT APPRENTICE STUDENT FORUMS WITH
THE CONTRIBUTIONS OF 36 VOCATIONAL TRAINING INSTITUTIONS AND
CHAMBERS OF TRADESMEN AND CRAFTSMEN FROM 12 PROVINCES.**

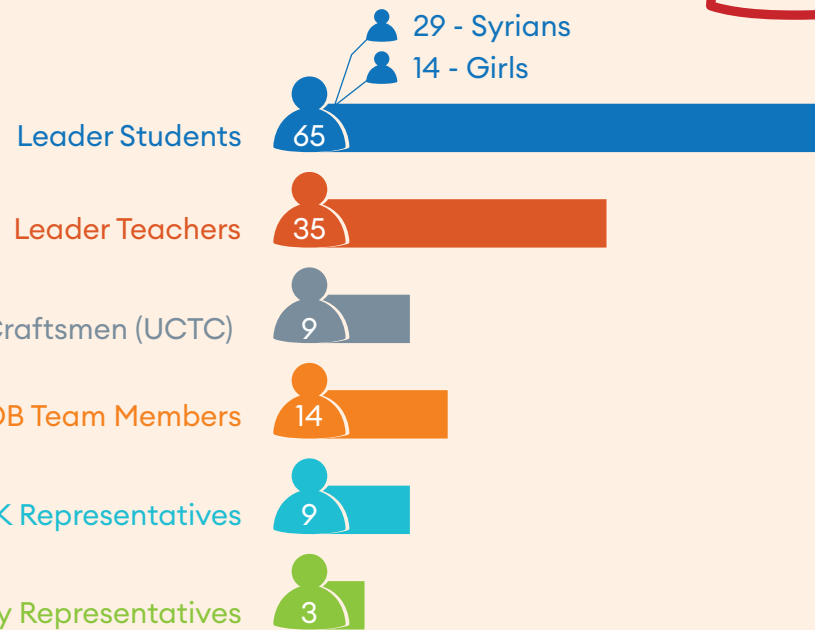
The Purpose of Apprentice Student Forums





1ST APPRENTICE STUDENT FORUM

Participants in the 1st Apprentice Student Forum



29 - Syrians
14 - Girls

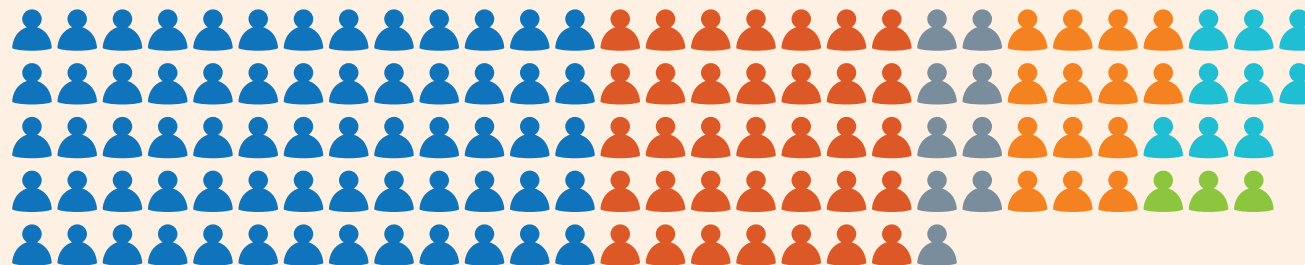
Representatives of the Union of Chambers of Tradesmen and Craftsmen (UCTC)

İMEP | VET4JOB Team Members

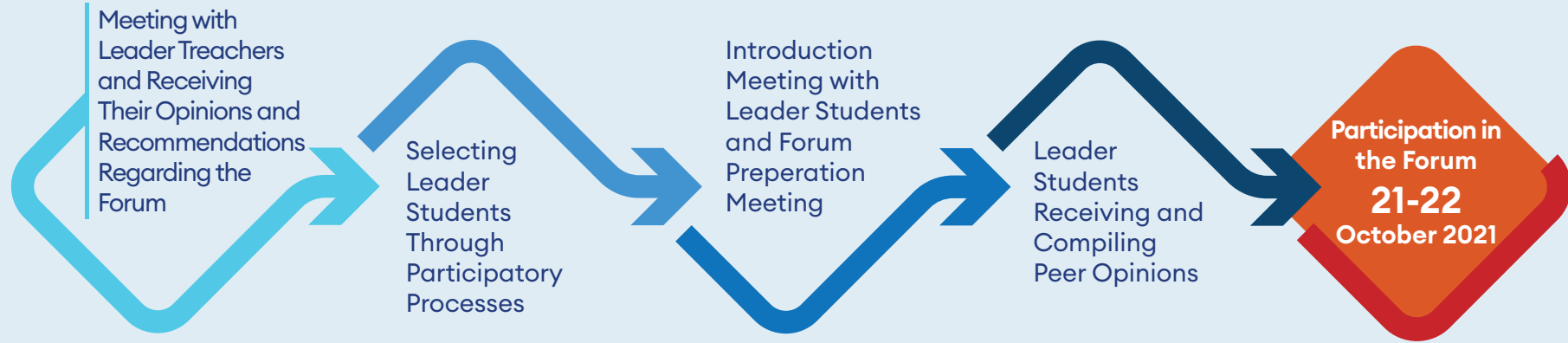
MoNE and TESK Representatives

EU Delegation to Turkey Representatives

135
Participants



Implementation Process for the 1st Apprentice Student Forum



The first forum was held digitally due to the pandemic. Subsequent forums are currently planned as face-to-face events.



1ST APPRENTICE STUDENT FORUM

Programme First Day

Opening Speeches

Ministry of National Education General Directorate of Vocational and Technical Training, Confederation of Turkish Tradesmen and Craftsmen, Delegation of the EU to Turkey and Expertise France representatives gave opening speeches.

Inspiring Stories

Fatma Aslihan Tunçer, who is a graduate of apprenticeship training and has been progressing confidently in her career, and Aytekin Kılıç, who became a partner in the workplace where he received training as an apprentice student, told their stories.



The Rights of Apprentice Students

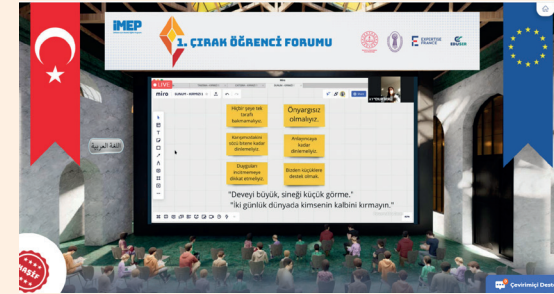
The rights of apprentice students and the responsibilities of schools, enterprises and students were discussed.

What Have We Done Up to Now?

A summary of the preparatory work for the 1st Apprentice Student Forum was presented.

Conflict Management and Communication Training

Potential conflict situations related to the forum processes were addressed, and potential basic principles for use in engaging in effective communication during these processes were discussed.



Wristband Workshop

İMEP | VET4JOB forum wristbands were designed with the participants.

Evaluation

Every participant summarised the day in three words as a way of evaluating the first day and a word cloud was created at the end of the evaluation.



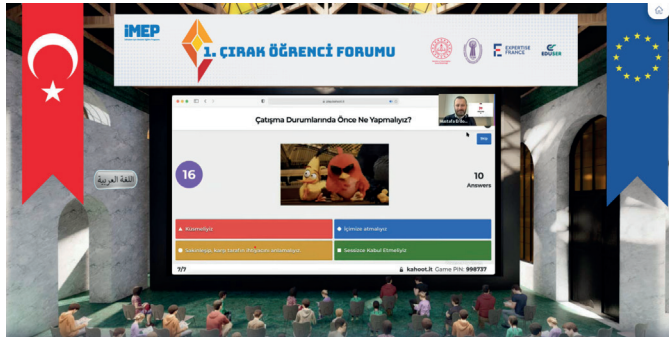
Programme Second Day

Summary of the First Day

A brief summary of the work conducted on the first day was presented.

Competition Time

A Kahoot! competition was held covering the topics discussed on the first day.



Difficulties of Apprenticeship Training

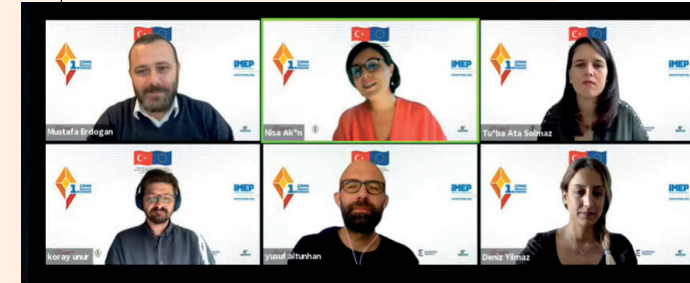
The difficulties of apprenticeship training were discussed with the apprentice students under the headings “school”, “workplace” and “social life”.

Opportunities Offered by Apprenticeship Training

The opportunities offered by apprenticeship training were discussed.

Next Steps and Creating an Action Plan

Possible means of ensuring that apprentice students in schools actively participate in the forum processes were discussed with all participants.



Evaluation

A survey was conducted to evaluate the two-day forum process.

Closing

The tasks to be accomplished by the time of the next forum were explained and the 1st Apprentice Student Forum was closed.

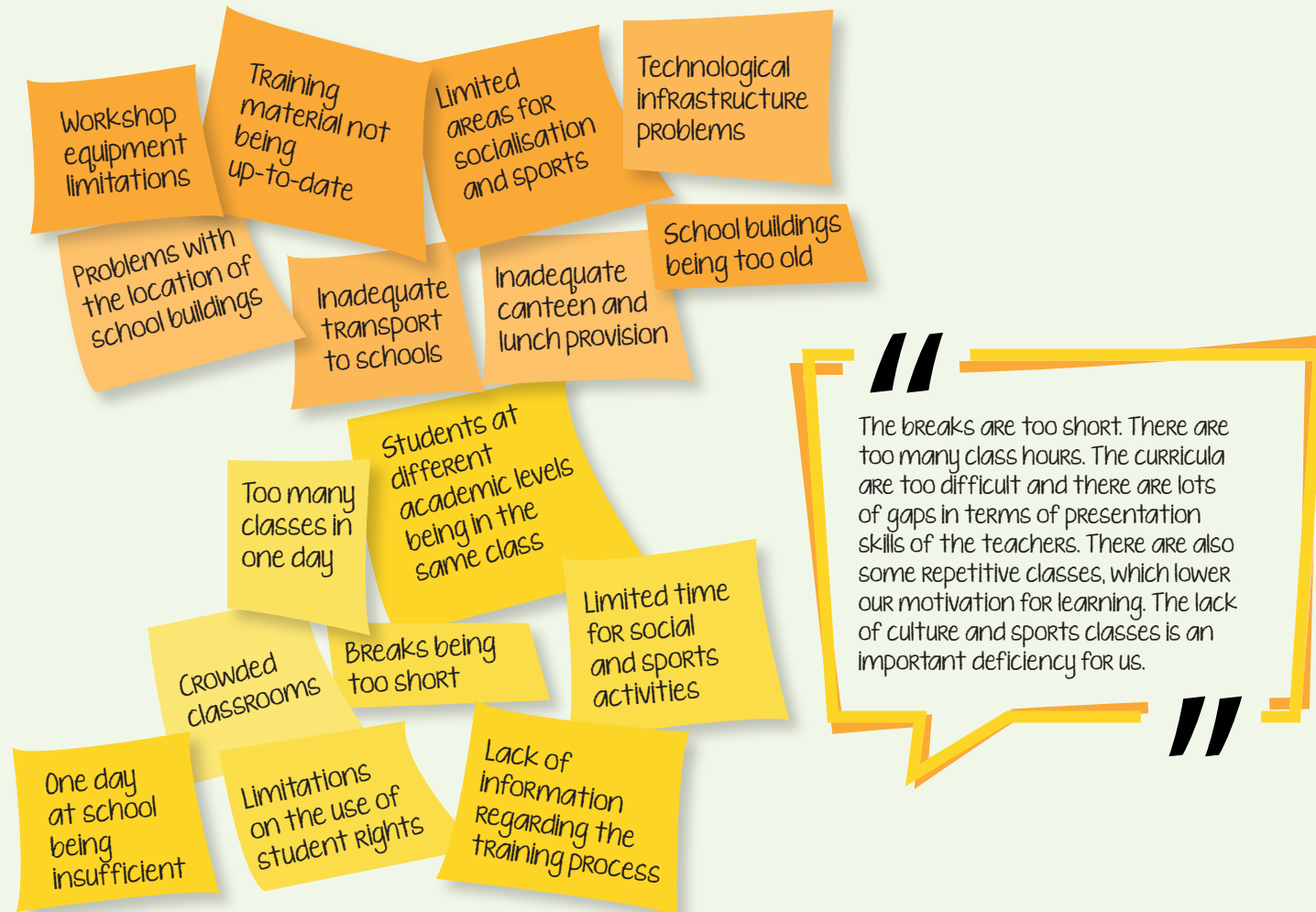
Difficulties of Apprenticeship Training

The leader apprentice students worked in small groups and addressed the difficulties encountered during apprenticeship training. An interactive problem analysis was conducted by holding discussions under three main headings: **school**, **workplace** and **social life**.



Difficulties Experienced in Schools

During the discussion of the difficulties experienced by apprentice students in schools, the students mentioned problems such as excessive class hours, short breaks, problems related to the content of the subjects along with the infrastructure of the workshops, and issues regarding transport to the schools.



Difficulties Experienced in Workplaces

In this part of the discussion, the main problem areas turned out to be the tendency for apprentice students to be seen as unskilled workers rather than students during their applied training in workplaces, violations of the rights of apprentice students and inadequate communication between the school and the workplace.



“
 The long working hours is a serious problem. Most of us work overtime. In some workplaces, they have us perform tasks that are not in our job description due to insufficient number of workers. In the workplace, they don't see us as children but as workers. The issue of weekly and annual leave is a subject that wears us all out. We can't use our right to rest.
 ”

Difficulties Experienced in Social Life

It emerged that students are unable to spare time for social life due to their long working hours and the weekly work schedule; there are limited time and space for students to rest and socialise in the schools and workplaces.

Long working hours do not allow for any social life

Lack of space and time for recreation and socialisation in schools

Lack of space and time for recreation and socialisation in workplace

Missing out on childhood and youth due to having to live as an adult

“

We can't have a social life because we only have Sundays off. We're constantly between home, work and school. We can't spend enough time with our friends or family. Sometimes we even forget that we're humans. School is the best place for us to spend time with our friends. Even if it's only for one day, it would be great to have places where we can spend time playing football or basketball.

”

As a result of the discussions held during the forum, we reached the conclusion that there are difficulties in establishing a complementary and holistic relationship between the theoretical training and the applied training. It was also observed that there are areas open to improvement when it comes to apprentice students' access to their rights in terms of their developmental needs as humans, children/young people and students.

Opportunities Offered by Apprenticeship Training

During the forum, the leader apprentice students also discussed the opportunities offered by apprenticeship training. The participants discussed the opportunities offered by apprenticeship training in small groups, focusing on the following three main questions:



In which areas do we gain more skills compared to our peers?
What advantages can the knowledge and experience we gain at this age offer us in future?
What benefits does apprenticeship training provide to the society we live in?



According to the apprentice students, being able to obtain a formal education on the one hand while learning a profession on the other is an important advantage. They stated that apprenticeship training provides students with significant benefits such as practical experience in the profession for which they are being trained, guaranteed employment, the opportunity to stand on their own feet thanks to the monthly wage, the contributions which engagement in working life makes to their responsibility skills, and the opportunity to communicate with people from different walks of life.

Apprentice students believe that, during the course of the applied training, they acquire a professional network, learn how to communicate effectively and gain knowledge of entrepreneurship. They consider it important that they have the opportunity to start a business after graduation and believe that apprenticeship training improves their self-confidence in general.

Apprentice students state that apprenticeship training is special because it raises the qualified, highly-conscious masters required by society. They say that they are making significant contributions to society and sustainability because they are involved in high-quality manufacturing and service sectors.



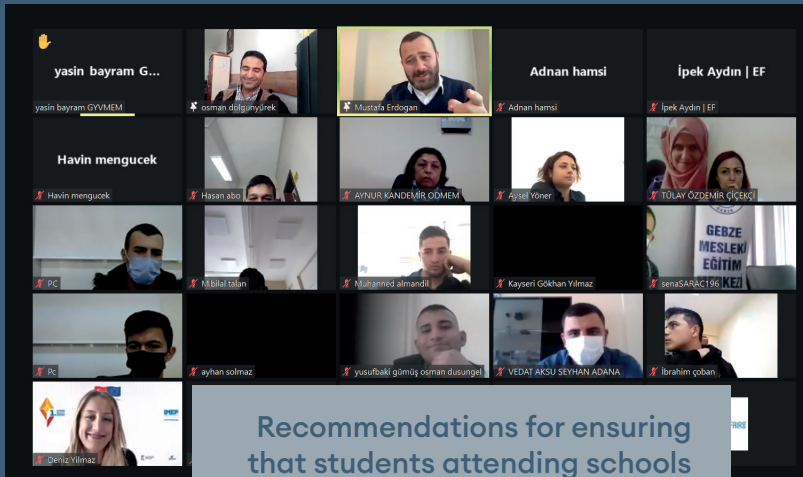
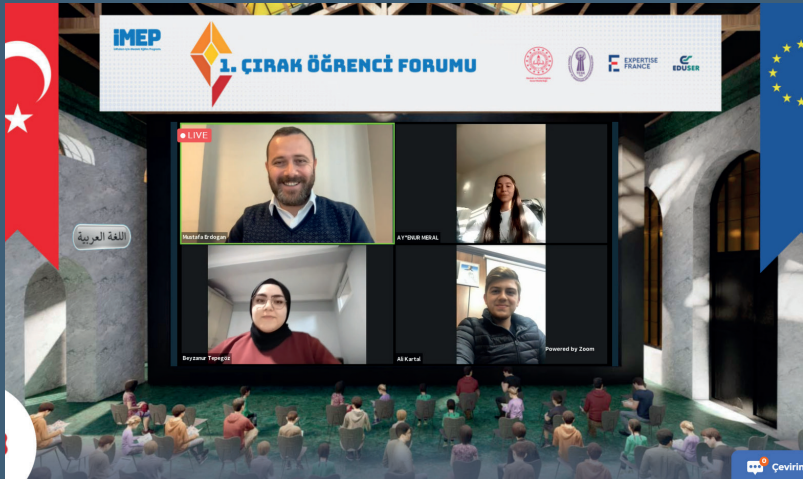
Group Moderators' Perspectives on the 1st Apprentice Student Forum

“

- The forum showed that active participation is quite important. We need to create active opportunities for interaction, guided by experience, to encourage active participation.
- We realised the importance of dialogue once again. We emphasised the need to create opportunities for solution-oriented dialogue between all the stakeholders in apprenticeship training.
- We noted the importance of creating a space where communication and dialogue can take place. We saw that we need to enter a process of constructing both a physical space and a social space built around trust, common understanding and a common language.
- Social events that strengthen teacher-student relations offer significant opportunities for increasing the sense of belonging to the school.
- We noticed that apprentice students are prone to be defined by their social and cultural characteristics as well as by their profession.
- We became aware of our shortcomings in terms of the rights of apprentice students and concluded that it would be meaningful to increase our awareness and knowledge as well as to be more forceful in our requests for the relevant actors to focus on this issue.
- We touched on how to strengthen the qualifications of coordinator teachers and their bonds with the students. We underlined the importance of family involvement and support.
- We emphasised that more space and time should be made available for sociocultural interaction.
- We noticed that there are similar problems in different parts of Turkey.
- We emphasised that studentship of the apprentice students should be repeatedly reminded. We have developed a recommendation that work should be carried out to refresh the image of apprentice studentship.

”

Next Steps and Creating an Action Plan



Recommendations for ensuring that students attending schools providing apprenticeship training participate actively in the forum process:

- Conveying the topics discussed during the forum to other students,
- Developing visual designs such as infographics, and disseminating this content through social media and communication channels,
- Organising monthly Zoom meetings, holding meetings with all stakeholders to exchange information, and collecting opinions through surveys,
- Giving responsibilities to students other than leader students,
- Providing information and conducting seminars to employers on the rights of apprentice students,
- Carrying out activities to increase the awareness of students and others about the particular opportunities that apprenticeship training has provide,
- Collaborating with counsellor teachers working in other schools to promote apprenticeship training,
- Broadcasting advertisements and public service broadcasts promoting apprenticeship training on national TV channels, preparing promotional leaflets and making effective use of social media platforms,
- Creating a digital platform for apprenticeship training.

Please summarise the first day of the forum in three words.



It made me proud. Together with our friends, we articulated all the problems we have not been able to voice in the past. Our students made their voice heard for the first time on a platform where they felt free. It became clear that we need to defend the rights of our students better and act jointly to solve the problems with the workplaces. It was a fun, educative forum where everyone freely expressed their thoughts. We learned that these problems are not unique to our school, which means there will be a solution. The happiness of my students was worth all that effort. The students and I acquired information on topics we had limited knowledge. I'm very grateful not only to have spoken for myself but also to have been the voice of other students



Scoring (Out of 100)

