



This project is funded by the European Union.  
Bu proje Avrupa Birliđi tarafından finanse edilmektedir.  
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 | 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.**



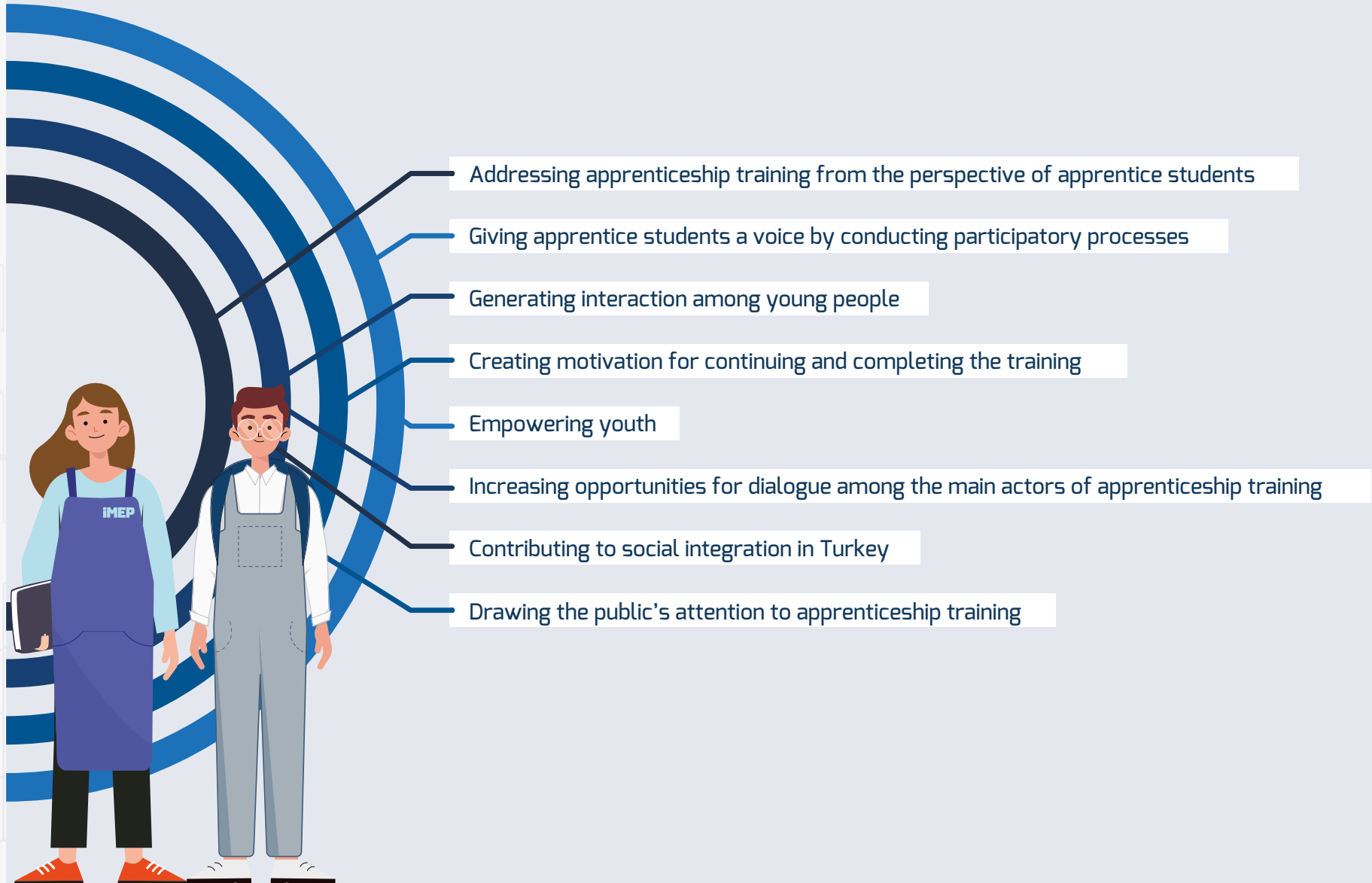
**T.C. MİLLÎ EĞİTİM  
BAKANLIđI**



**E** EXPERTISE  
FRANCE  
GROUPE AFD

**EDUSER**

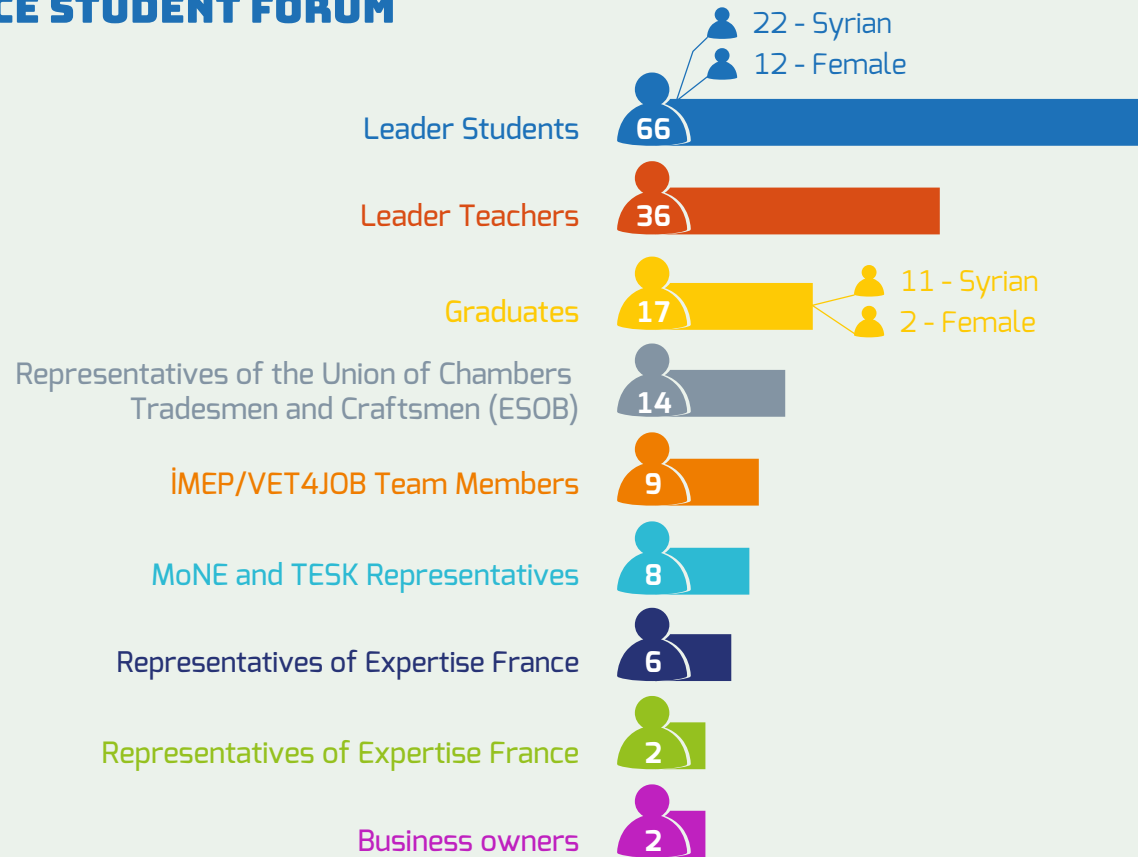
## The Purpose of Apprentice Student Forums



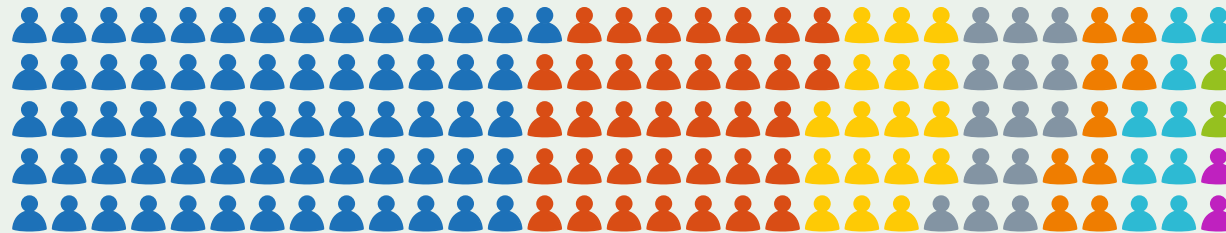


### 3. APPRENTICE STUDENT FORUM

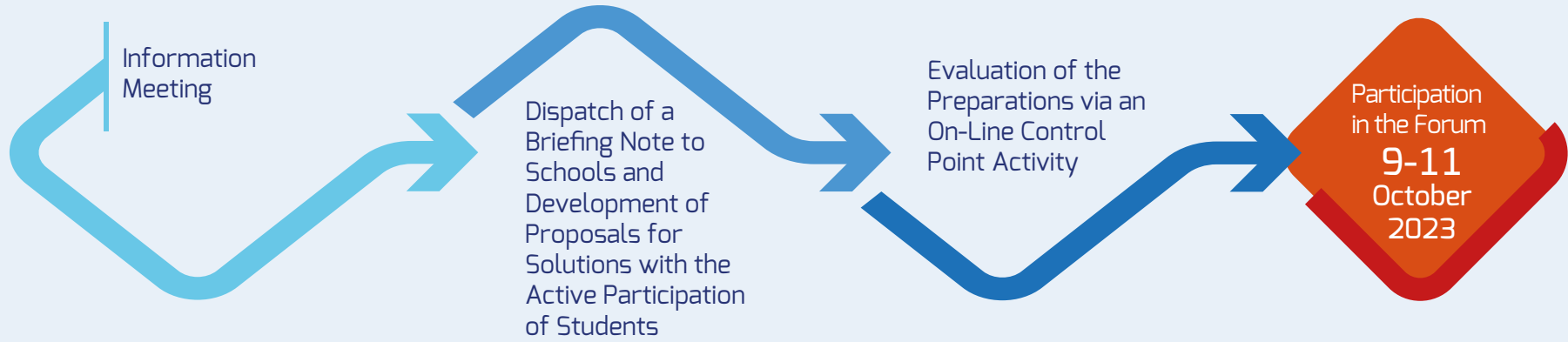
## Participants in the 3rd Apprentice Student Forum



**160**  
Participants



## Implementation Process for the 3rd Apprentice Students Forum



The 3rd Apprentice Student Forum took place in Antalya, utilizing a venue equipped with suitable facilities, including one main hall and six sub-halls for various activities. Furthermore, the communal areas of the venue were used for socializing purposes.



## 3. APPRENTICE STUDENT FORUM

Day 1

### Opening Speeches

Opening speeches were delivered by representatives of the Ministry of National Education (MoNE) General Directorate of Vocational Education and Technical Training, the Confederation of Tradesmen and Craftsmen of Turkey, and Expertise France.



### Introductions and Gathering of Expectations

In the main hall, participants engaged in interactive games within six circles, fostering introductions and discussions regarding forum expectations.



## 3. APPRENTICE STUDENT FORUM

Day 2

### Intra-group Acquaintance and Teamwork

In the sub-halls, participants, divided into groups, engaged in interactive activities aimed at promoting acquaintance, including the “Win As Much As You Can” negotiation training simulation.



### Persuasion and Negotiation Training

The groups came to the realization that prioritizing individual gains could result in collective loss, leading them to adopt a new perspective: when everyone’s interests are considered, the community as a whole benefits more.

### Sessions on Possible Challenges in Solution Processes and Advanced Inclusive Solution Proposals

The challenges in meeting the demands raised in previous forums were evaluated from the perspective of all stakeholders. Local discussion groups were formed to cultivate inclusive solutions and enhance dialogue.





## 3. APPRENTICE STUDENT FORUM

Day 3

### Campaigning and Advocacy Training

Campaigning and advocacy issues were introduced on the forum theatre, while training sessions covered the concepts and processes of rights-based advocacy.

### Dialogue for the Network Process until the 4th Forum

The significance of campaigning and advocacy in implementing solutions were discussed, and the initial steps of the dialogue for the network process were taken.

### Evaluation

Oral evaluations and surveys were conducted to assess the progress of the three-day forum.

### Presentation of the Declaration and Wrap-Up

The Apprentice Student Declaration was read aloud by elected student representatives chosen from among the lead apprentice students. Representatives from the Directorate General of Vocational Education and Training of the Ministry of National Education, the Confederation of Turkish Tradesmen and Craftsmen, the Delegation of the European Union to Türkiye, and Expertise France, as solution parties and decision-makers, shared their remarks on the Apprentice Student Declaration.





### 3. APPRENTICE STUDENT FORUM

## Inclusive Solution Proposals

One solution could involve increasing the number of apprentice students in enterprises and implementing a rotational schedule for students to attend school. Enterprises can receive increased support to accommodate the growing number of students.

School schedules can be adapted to accommodate the peak periods of businesses.

Graduation can be made more flexible by implementing a credit system for apprentice students, allowing them to select their school attendance days based on their schedules.

We can access online educational opportunities that offer rich content to prepare us for life and our professions.

When school facilities are insufficient, we can utilize the spaces of other educational institutions and stakeholders.

We can fulfill the need for additional teachers through collaboration with other educational institutions.

Workplace inspections can be coordinated with other relevant regulatory bodies overseeing labour affairs in Türkiye and the transparency of inspection processes can be enhanced.

A mechanism can be established for apprentice students to provide evaluations of their workplaces as well.

Grievance mechanisms can be developed for apprentice students. Additionally, legal support can be provided to students experiencing rights violations in the workplace.

### Common Approaches

Proposed solutions should consider local realities.

Proposed solutions should account for differences across sectors.

Proposed solutions should prioritize collaboration among stakeholders and agencies.





### 3. APPRENTICE STUDENT FORUM

## Messages from the Representatives of MoNE, TESK, EU Delegation to Türkiye and EF



Bertand Commelin, Director of Human Capital and Social Development Department, Expertise France



“During the implementation of the Vocational Training Programme for Employment, we encountered both the challenges posed by the pandemic and the earthquake disaster. I would like to express my gratitude to the entire implementation team for their efforts in executing the VET4JOB despite facing these challenges. I would also like to extend my appreciation to the young students for their invaluable contributions in making the forum a reality. Their commitment to improving their future brings together all stakeholders. This process is highly intricate due to the involvement of numerous stakeholders in vocational training and apprenticeship training: businesses, schools, various sectors, students, and teachers. Having to collaborate and maintain unity while working towards a shared objective adds complexity to this process. It is fair to say that in France, the collaboration between schools and businesses has improved, although it has been a gradual process to reach this point. I'm thrilled about the progress we are making today, and I extend my gratitude to everyone involved on behalf of Expertise France.”



Laurent Guirkinger, Head of Humanitarian and Social Development Section, EU Delegation to Türkiye



“The apprentice student forum offers a distinctive chance for the youth to connect and engage with peers from diverse provinces, fostering discussions on future career paths and sharing perspectives on the education system. In their declaration, we heard the voices of apprentice students advocating for increased time in the school environment, requesting access to sports, arts, and foreign language classes, and urging for greater investment in their schools. As the European Union, we stand prepared to collaborate closely with all relevant stakeholders to forge a brighter future for refugees and host communities, fostering an environment conducive to their integration into a skilled workforce. The economic situation following the crisis of the pandemic and earthquake disaster unequivocally underscores the vital necessity of investing in knowledge transfer and human capital to drive social, economic, and educational recovery. Apprenticeship training serves as a crucial tool in combating social exclusion, empowering students to access improved employment prospects and approach the future with optimism.”



### 3. APPRENTICE STUDENT FORUM

## Messages from the Representatives of MoNE, TESK, EU Delegation to Türkiye and EF



Mustafa Günay, Head of Social Partners and Projects Department, Directorate General of Vocational Education and Training, Ministry of National Education



“At the Ministry of National Education, we believe that the insightful and pragmatic solution proposals arising from the 3rd Apprentice Student Forum will significantly enhance the advancement of apprenticeship training. As the foremost advocate for our apprentice students, I want to emphasize our proactive efforts in implementing several of the proposed solutions while also carefully considering and addressing other requests. I extend my sincere gratitude to the Delegation of the European Union to Türkiye and all other stakeholders, as well as everyone involved in bringing our program activities to fruition, and our invaluable apprentice students.”



Serdar Dalmaz, European Union and Foreign Affairs Representative, Confederation of Turkish Tradesmen and Craftsmen



“As the sole representative of the ‘ahi’ culture, nurturing apprentice students, journeymen, and masters today, we take great joy and pride in making the apprentice student forums a reality. We see these gatherings as a manifestation of the ‘yaren’ tradition, an integral part of this culture. We place significant value on activities that cultivate apprentice students’ abilities in project development, problem-solving, cooperation, and solidarity. We believe that the declaration presented by our apprentice students offers valuable insights that will benefit all stakeholders and beneficiaries involved. At TESK, we fully recognize our mission to support our apprentice students, who dedicate 80 percent of their educational journey to practical training in the enterprises and workplaces affiliated with our confederation.”



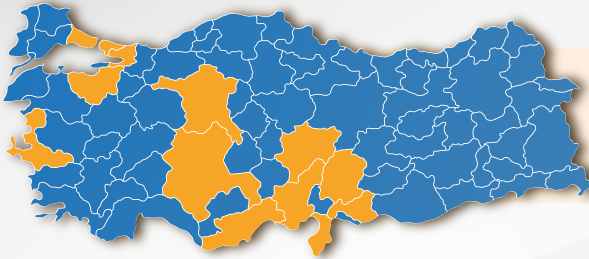


This project is funded by the European Union.  
Bu proje Avrupa Birliği tarafından finanse edilmektedir.  
هذا المشروع تم تمويله من قبل الاتحاد الأوروبي



## 3. APPRENTICE STUDENT FORUM

### DECLARATION



*We are 72 Leader Apprentice Students from 36 schools in 12 provinces of Turkey, who have come together within the scope of the Vocational Training Programme for Employment (VET4JOB).*

*Now we are addressing you from the 3rd Apprentice Student Forum held in Antalya on October 09-11, 2023.*



3. APPRENTICE STUDENT FORUM

09 - 11

OCTOBER

2023

*We still stand by the demands we declared in the second forum. However, we are also aware of the difficulties that these demands will pose for different stakeholders.*



*We analysed these challenges and worked to develop comprehensive solution proposals in the third forum. The suggestions you will soon hear are the collective voice of not only us as students but also of our leader teachers, our master trainers and sector representatives.*

For the full text of the declaration, please click [HERE](#).

For the video of the reading of the Declaration by the students and the messages expressed by the decision-makers in response, please click [HERE](#).



### 3. APPRENTICE STUDENT FORUM

## End-of-Forum Participant Evaluations

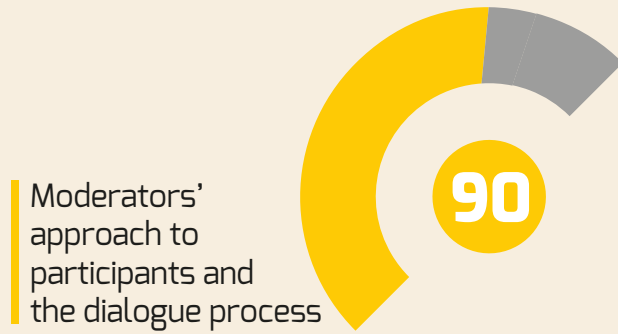
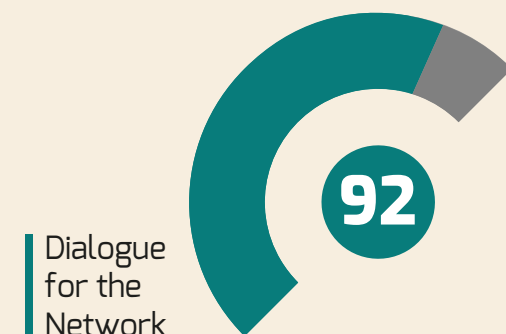
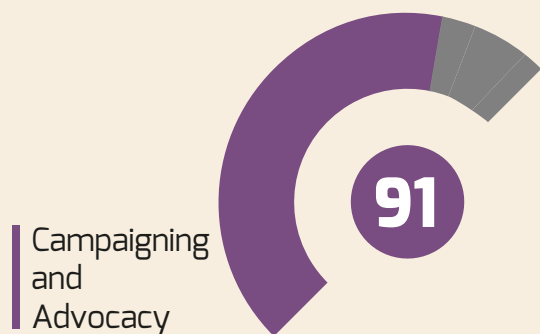
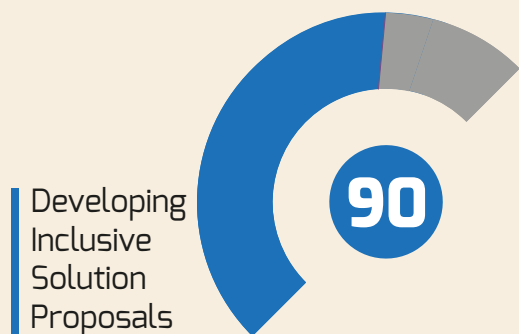
- The gathering of students, teachers, and ESOB representatives proved to be highly productive. I've had the opportunity to witness diverse perspectives and practices across various provinces. There was a notable synergy that bodes well for fostering enhanced cooperation opportunities within my city.
- We gained deeper insights into our rights, and I personally feel more adept at advocating for and defending them.
- It was enriching, enjoyable, fun, fulfilling, and satisfying; most importantly, it made us feel very valuable...
- I am very happy and proud to be part of the forum.
- I gained a deeper appreciation for the significance of unity. Receiving extensive training on dialogue building, advocacy, and other skills was incredibly gratifying, making me feel good and supported.
- It was an exceptional event filled with enjoyment, warmth, and a vibrant atmosphere. It was enriching to exchange ideas.
- Here in the field, I truly grasped the essence of solidarity, friendship, and trust. We had an incredible time together.
- We exchanged experiences with both our colleagues and students. We were provided with informative content.
- Upon returning to the school, I plan to reassess various ideas from multiple perspectives.





### 3. APPRENTICE STUDENT FORUM

## Evaluations of Participants (Rated out of 100 points)



**iMEP**

İstihdam İçin Mesleki Eğitim Programı

**VET4JOB**

Vocational Training Programme for Employment



## 3. APPRENTICE STUDENT FORUM

