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

Türkiye'de Kaliteli Çıraklık ve Mesleki Eğitim Yoluyla
Suriyeli ve Ev Sahibi Toplulukların İstihdam Erişimlerinin Kolaylaştırılması Programı

برنامج تمويل تدريب السوريين والمجتمعات المضيفة من خلال التدريب والتعليم المهني
لطلاب المهنة في تركيا

IMEP
İstihdam için Mesleki Eğitim Programı

VET4JOB
Vocational Training Programme for Employment

CEVHER HIDDEN GEM

VET4JOB BIENNIAL NEWSLETTER

Vocational Training Programme for Employment (VET4JOB)

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WHAT HAVE WE DONE SO FAR?

- We launched our social media accounts
- We published the VET4JOB website
- We conducted a communication campaign to support 2020-2021 school enrolment period
- We identified our implementation provinces
- We organised VET4JOB introduction and information meetings
- We realised the 1st VET4JOB Steering Committee Meeting on September 29th
- We organised our official launching event online on December 16th
- We conducted a research on COVID-19's impact on the apprenticeship training

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FOREWORD

« We will continue to do our best to keep the team spirit alive to achieve our objectives. »

JÉRÔME HEITZ, HEAD OF DEPARTMENT, PEACE, STABILITY, SECURITY, EXPERTISE FRANCE

The fact alone that Turkey is hosting more refugees than any other country in the world is presenting a challenging situation. These challenges have been compounded with the spread of the pandemic. On the other hand, the “Improving the employment prospects for the Syrian refugees and host communities by high-quality VET and apprenticeship in Turkey Programme (Vocational Training Programme for Employment-VET4JOB)” is confident to reach its goals of strengthening the resilience of Syrian and Turkish youth and adults by means of providing vocational and apprenticeship trainings and supporting employment prospects. We could not have realized the programme without the cooperation and the support of the Ministry of National Education and the Confederation of Turkish Tradesmen and Craftsmen (TESK). Getting our strength from the dedication of our partners and the synergy existed between the stakeholders, as program implementers, we, Expertise France and EDUSER Consultancy, will continue to do our best by working intensely and keep the team spirit alive in order to achieve our objectives. I wish a very successful implementation period ahead on behalf of Expertise France and our implementing partner EDUSER Consultancy.

With this first issue of our bulletin, we would like to share with you what we have achieved so far and the programme activities that we will be carrying out with excitement in the upcoming period. Enjoy reading.

« Within the scope of VET4JOB, we invite all young persons in our country, including the Syrians, who want to learn a profession, to take this training. »

AIŞE AKPINAR, PROGRAMME COORDINATOR, EDUSER CONSULTANCY

Apprenticeship training is a type of vocational education based on the principle of learning the theory at school, and getting hold of the practice by seeing and doing at the workplace. In this respect, apprenticeship training is widely recognized both in our country and worldwide, as an education model which prepares the youth for employment in the fastest and most guaranteed way. For this reason, within the scope of VET4JOB, we invite all young persons in our country, including the Syrians, who want to learn a profession, to take this training. While we aim at encouraging the youth toward taking the apprenticeship training, we also wish to develop and/or improve the skill sets of the adults in their families with a view to giving them better chances to access labour market. Moreover, in the framework of VET4JOB, joint activities will be organized to improve social cohesion skills of both Syrian and Turkish youth and adults in vocational training centres and enterprises. The strength of VET4JOB is in bringing together two responsible parties representing the business and education world, namely the Ministry of National Education and TESK, to contribute toward the same objective with the financial contribution of the European Union. This valuable partnership will bear its fruits thanks to the vast experience and technical support capacities of Expertise France and EDUSER.

« VET4JOB is an important opportunity for youth to acquire not only technical knowledge but also behavioural patterns that will facilitate their involvement in the labour market. »

LIBOR CHLAD, HEAD OF SECTION, THE EUROPEAN UNION DELEGATION TO TURKEY, FRIT SECTION

VET4JOB is implemented within the framework of the 2nd phase of the European Union (EU) Facility for Refugees in Turkey Programme. We know that many among the youth have been pursuing their hopes and looking for the right opportunities. We consider vocational and technical education as a good beginning for the youth and as well as adults. VET4JOB offers an important opportunity for young people to acquire not only technical knowledge but also behavioural patterns that will facilitate their involvement in the labour market. We believe that this programme is meaningful in the sense that it helps the adults reconnect with the business world after they complete a successful vocational education. All of us have been negatively affected by what we have gone through last year. However, we can use this period to improve our plans and get prepared, and when circumstances allow, we can begin to implement those plans and reach concrete results in line with our objectives. Along this line, by means of our strong partnerships, we will continue to offer new opportunities as part of sustainable socio-economic supports.

« We aim at raising the standard of vocational education on solid foundations by also training our masters as part of the programme. »

ÇETİN DEMİRKAZIK, ACTING GENERAL SECRETARY, CONFEDERATION OF TURKISH TRADESMEN AND CRAFTSMEN (TESK)

As the representative of a strong community of 1 million 987 thousand members, including 338 thousand of women entrepreneurs, we are proud to be a stakeholder of this programme. It has been a great pleasure for us to implement a programme which has been precisely drafted for our children and our country in partnership with the Ministry of National Education. When it comes to vocational education, TESK is one of the most prominent institutions in Turkey. We are contemporary representatives of the long-established Akhi culture, which involves a process where the apprentice becomes a journeyman and then eventually a master. To that end, we think that we can look toward our future with greater hopes with VET4JOB. We aim at raising vocational education on solid foundations by also training our masters as part of the programme. It's extremely important for Turkey's competence on a global scale to have qualified vocational and technical education whilst raising human resources. Today, developing and implementing policies for vocational education to increase the quality of human resources in developed and developing countries alike has become a main priority. Therefore, we believe that we will play a very important role in shaping the future of the business world in line with the activities that we will carry out over the next three years within the framework of VET4JOB.

« With VET4JOB, implemented in cooperation with TESK, we aim to facilitate the access of refugees and host communities to sustainable livelihoods and employment. »

PROF. DR. KEMAL VARIN NUMANOĞLU, GENERAL DIRECTOR, MINISTRY OF NATIONAL EDUCATION DIRECTORATE GENERAL OF VOCATIONAL EDUCATION AND TRAINING

The Turkish nation, by maintaining an ancient tradition it has inherited and by presenting a rare example to the world; continues to host millions of Syrians who have fled the war and have been struggling to survive; and help them to recuperate. As the Ministry of National Education, we have been spending considerable time working on both planning and conducting routine activities by taking Syrians into consideration and solving their educational problems through various projects specially tailored for them. The apprenticeship training allows young individuals who are out of the education system for any reason to continue their education and also to contribute to their family income by participating in formal employment. With VET4JOB, implemented in cooperation with TESK, we aim to improve access of refugees and host communities to sustainable livelihoods and employment. The development-oriented approach to humanitarian crises can only be successful if supported by activities in areas such as education, health, entrepreneurship, social and cultural cohesion through long-term planning, collaboration with local partners and concrete projects.



ABOUT THE VET4JOB

Turkey has been hosting 3,594,981 Syrian refugees as of June 25th, 2020, according to figures from the Directorate General of Migration Management in Turkey. As of the same date, the population of young Syrians in the 15-24 age group was 752,617, making up 20.9% of the total Syrian population. Of the Syrian youth population, 56.4% are men and 43.6% women. By the end of 2019, the youth population in Turkey makes up 15.6% of the total population.

Considering education system, figures from the Directorate General of Lifelong Learning of the Ministry of National Education (MoNE) reveal that as of January 2020 the proportion of Syrian children in the 10-13 age group going to middle school (lower secondary education) was 70.1%, while the proportion of Syrian children in the 14-17 year age group going to high school (upper secondary education) was 32.5%. According to data revealed from the Formal Education Statistics of MoNE for the 2019-2020, this proportion in Turkish students is %95.9 for children in the 10-13 age group and 85% for the children in the 14-17 age group.

According to the Situation and Needs Analysis Study Report for the Development of Support Mechanisms for Young Refugees in Turkey published with the support of the United Nations Population Fund (UNFPA) in June 2020, "being obliged to work" is the main factor causing young refugees to abandon their education by 30.2%. The same report indicates that 46% of the refugees are neither in education nor in employment. This same ratio of young Turkish persons is %27.9 according to the data from the Turkish Statistical Institute (TurkStat) Labour Force Statistics for March 2020.

The fact remains that in addition to the increase in youth employment in Turkey to 25.4% in 2019 and despite the existing vacancies for about 400,000 workers in the Turkish labour market, employers having difficulties to find qualified personnel among adults as well clearly reveals the bottlenecks in the labour market in Turkey. That situation is similar amongst Syrian entrepreneurs. A study focusing on Syrian enterprises, conducted by the European Bank for Reconstruction and Development (EBRD) and the Economic Policy Research Foundation of Turkey (TEPAV) in 2018, clearly shows that 46% of the enterprises regarded the lack of a sufficiently qualified labour force as a problem.



This entire data and identified bottlenecks are causing the circle of inadequate vocational qualifications and poverty to persist, informal employment to increase, and the gains made in the struggle against child labour to be eroded. In this sense, it's clear that strong apprenticeship and vocational training options become crucial more than ever.

The improved services of the apprenticeship training provided by the Improving the Employment Prospects for the Syrian Refugees and Host Communities by High-Quality VET and Apprenticeship in Turkey Programme (Vocational Training Programme for Employment-VET4JOB), as an education model based on a partnership between the school and the enterprise, give the opportunity to the apprentice students to continue their education on one hand and to learn a valid occupation through practical training on the other. The apprenticeship training also provides access to a source of income and public insurance against occupational diseases, accidents at work and illness. That way, it provides an integrated solution capacity to the above-mentioned issues.

VET4JOB is implemented in 12 cities, Adana, Ankara, Bursa, Gaziantep, Hatay, İstanbul, İzmir, Kahramanmaraş, Kayseri, Kocaeli, Konya Mersin, with the cooperation of MoNE and the TESK and coordinated by Expertise France and EDUSER. The overall objective of the programme is to improve sustainable livelihoods and employment prospects for Syrians and host communities, by supporting their vocational skills development through apprenticeship and VET (Vocational Education and Training) in line with labour market needs.

FUNDING INSTITUTION	European Union Facility for Refugees in Turkey
OFFICIAL NAME OF THE PROGRAMME	Improving the employment prospects for the Syrian refugees and host communities by high-quality VET and apprenticeship in Turkey
BENEFICIARY INSTITUTIONS	<ul style="list-style-type: none"> Ministry of National Education (MoNE) Directorate General of Vocational Education and Training Confederation of Turkish Tradesmen and Craftsmen (TESK), affiliated unions ve chambers
DURATION	48 months
START DATE	01.01.2020
BUDGET	30 million Euros
IMPLEMENTING PARTNERS	<ul style="list-style-type: none"> Expertise France (The French public agency for international technical assistance) EDUSER Consultancy
TARGET GROUPS	<ul style="list-style-type: none"> Syrian and Turkish youth between 14-17 age group and not attending formal education Syrian and Turkish adults between 18-45 age group who cannot reach registered employment opportunities due to insufficient vocational qualifications Syrians receiving cash assistance through Emergency Social Safety Net SMEs, particularly tradesmen and craftsmen enterprises that train apprentice students and eligible to train apprentice students
TARGET INSTITUTIONS	<ul style="list-style-type: none"> 35 vocational training institutions providing apprenticeship and vocational training for young people and adults, sub organisations of TESK in programme provinces, chambers in related fields and enterprises which train apprentice students or eligible to train apprentice students
PROGRAMME PROVINCES	Adana, Ankara, Bursa, Gaziantep, Hatay, İstanbul, İzmir, Kahramanmaraş, Kayseri, Kocaeli, Konya, Mersin

What is the "Apprenticeship Training"?

Apprenticeship training is one of the types of formal education that young people can attend after secondary school to complete their compulsory education. The duration of apprenticeship training offered by vocational training centres is four years. By the end of this period, students will also have completed 12 years of compulsory education. During the trainings, students attend a theoretical training at vocational training centres once or twice a week and a practical training in their workplaces four or five days a week.

To reach this overall objective, VET4JOB has also set three specific objectives. In this scope, the programme makes an effort to refer the children, who have to work even though they are in compulsory education age, to formal apprenticeship training under state protection and to support them to better prepare for employment by obtaining vocational education and combat with child labour through this method by ensuring their school continuation.

According to its second specific objective, VET4JOB aims at raising awareness of the public, particularly families, children and enterprises about apprenticeship and vocational education, to inform them about the advantages of apprenticeship training and to strengthen the value of vocational education in the eyes of the society.

VET4JOB plans to support strengthening of social and economic cohesion between Turkish people and Syrians and aims at reaching 60% Syrian and 40% Turkish people ratio through its provided services. In this scope, the programme sets another specific objective to facilitate Syrian and Turkish adults to access formal employment opportunities by providing them vocational qualifications through vocational education particularly towards families of children who are referred to formal apprenticeship training within the framework of the programme.

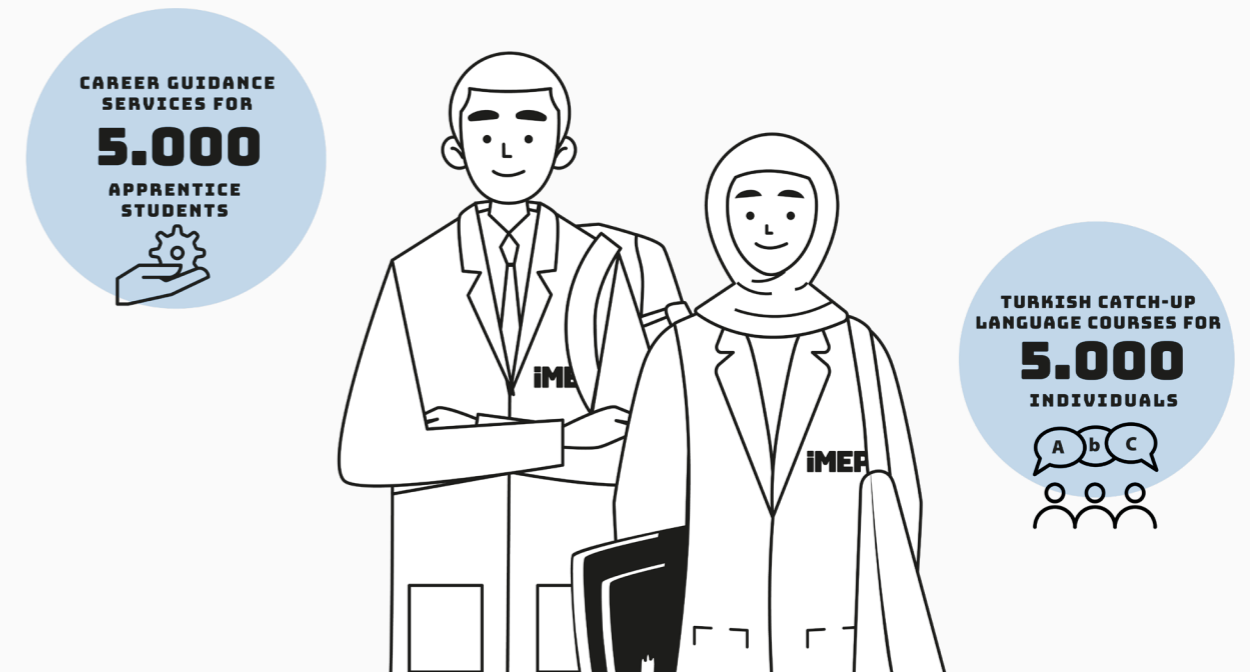
Through the trainings provided during the programme, 36,800 Turkish and Syrian beneficiaries will frequently come together in educational and working environments, and will have the opportunity to learn from each other, exchange ideas and socialize together through activities aimed to improve their social cohesion skills. By means of the programme activities, it is expected to achieve permanent systematic improvements in the apprenticeship and vocational training system. By drawing attention to the advantages of apprenticeship and vocational training, more young people and adults are expected to acquire vocational skills that will enable them to access sustainable livelihoods.



Additionally, VET4JOB will provide training activities for representatives of local advisory and decision-making bodies, Turkish speech and language training for Syrian youth and adults, career development courses, registration to İŞKUR, certification of prior learning, mentorship and support services for business establishment. Enterprises are also supported by provision of small-scale construction works and training equipments to improve the educational environment of apprentice students.

VET4JOB puts emphasis on child participation. In this regard, four different apprentice student forums where apprentice students will make their voices heard, three vocational skill contests and one business start-up contest for apprentice students will be realised. Moreover, a nation-wide communication campaign on the benefits of apprenticeship training and vocational education options and negative consequences of the child labour are aimed to be organised.

Within the framework of the programme, awareness raising activities will be carried out for small and medium size enterprises, especially tradesmen and craftsmen enterprises that can train apprentice students as well as families to enable them to guide their children.



However, the negative impacts of the COVID-19 pandemic that affected the year 2020 regarding the access to education and livelihoods continue to trigger problems and make vulnerable communities even more vulnerable. In this context, assuming that the COVID-19 pandemic will bring about a significant and prolonged global economy shrinkage, it can be indicated that the services to be offered to youth and adults through VET4JOB become even more important.



STORIES THAT MADE US

In this section, individuals, whose apprenticeship stories are included, share their own apprenticeship training experiences in order to set an example for activities to be carried out within the scope of VET4JOB.



"My name is Kardelen (after 'snowdrop'). Just like my name, I chose to succeed the hard way, and I'll keep on doing so."

Kardelen Rahime Kılınc, Student at Ahi Evran Vocational Training Centre / Font Foundry LC

Having studied at the Foundry Department of Ahi Evran Vocational Education Centre, Kardelen is proud of what she has achieved so far and makes her family proud. She wants to continue the tradition of passing on what she learned from her master trainer at the workplace where she received practical training to her apprentice students in the future.

Within the scope of VET4JOB, 14,400 new apprentice student enrolments are aimed at helping host communities and Syrian youth to gain vocational skills and economic empowerment through apprenticeship training.

Duygu, who works as a Metallurgy and Materials Engineer at Font Foundry LC, argues that apprentice students who are trained in the workplace make positive contributions to the business. She states that there are customers congratulating them in this sense, and that raising apprentice students is an incentive for all enterprises.



"Apprentice students, first of all, learn to stand on their own feet. By starting as an apprentice they acquire a profession, a golden bracelet, which they'll always possess."

Duygu Kanoğlu, Metallurgy and Material Engineer – Master Trainer/ Font Foundry LC

As part of VET4JOB, it is aimed to carry out capacity development activities regarding apprenticeship training for 5,000 masters, master trainers and managers who provide practical training service to apprenticeship students. In this direction, it is intended to contribute to the raising of the medium-skilled workforce that our country needs, and to support the fight against child labour and informal employment.



"School made my life easier. I became more confident. I started to be more friendly with the customers. I'm so happy to have a profession in my hands today."

Nouri Jawish, Student at Siteker Vocational Education Centre/ Muhsin Men's Hairdresser

Nouri, continues to the Ankara Siteker Vocational Training Centre where he came from Syria 8 years ago. Here he received the journeyman's certificate in men's hairdressing field. Still studying, he plans to get the mastership certificate within a year. He wants to be a great master in the future and open his own shop to practice his profession and to set an example for new apprentice students by teaching his skills.

VET4JOB plans to provide trainings on topics such as principles of skills-based assessment and how to meet the needs of Syrian students to 200 examination committee members, thus pays attention to the needs of Syrians throughout the examination and certification processes. Thus, it is aimed to support journeyman and mastership exam processes in a way that involves Syrians.

Who is a "Journeyman"?

This refers to a person who has acquired the knowledge, skills and work habits required by a profession and can perform the work and activities related to this profession at acceptable standards under the supervision of a master.

Who is a "Master Trainer"?

This refers to a person who has acquired the competence of a master, is responsible for the workplace training of candidate apprentices, apprentices, journeymen and students of vocational and technical education schools and institutions and knows and applies apprenticeship and vocational training techniques.

Satılmış puts an effort to teach a profession to his Syrian apprentice student Nouri at the men's hairdresser business in Ankara. He tries to show the importance of exchanging feelings with customers and honesty to his apprentice student. He cares about providing his apprentice students with the knowledge and skills required by the profession, as well as attitude, manners and professional ethics.



"It's a great feeling to train the masters of the future. Their success gives you pleasure and makes you want to train more of them."

Satılmış Tüfekçigil, Master Trainer and Employer / Muhsin Men's Hairdresser

In the scope of VET4JOB, in order to develop social cohesion skills and bind the persons together, it is aimed to organise mixed events for 36,800 Syrian and Turkish young people and adults.



İsmail, student at Erkunt Vocational Training Centre's Machinery Department, chose this profession because he likes to shape pieces. He says that the practical training consolidates the theoretical knowledge resulting in permanent learning experiences.

"My advice to the young people like me would be to concentrate on the professions they love and keep working on them."

İsmail Aktaş, Student at Erkunt Vocational Training Centre / Hidromek Inc.

Through VET4JOB, small-scale infrastructure improvements as well as educational equipment and material support will be provided to 35 Vocational Training Institutions. In order to contribute to the improvement of the quality and capacity of training environments in the enterprises giving practical trainings to apprentice students, it's planned to give small-scale construction support and provide educational materials to 350 enterprises.

Aytekin continues to work as a managing partner of the company, Kozanoğlu Kozmaksan LC, where he entered as an apprentice student in 1983. He is currently training six apprentice students and proudly continues the tradition of apprenticeship.

İMEP/VET4JOB plans to prepare educational content for master trainers, based in occupational pedagogy, on the topics of adolescent psychology, "understanding generation Z" and "Workplace Practical Training Implementation and Monitoring Plans", and to deliver this training to the master trainers.

Who is a "Master"?

This refers to a person who has acquired the knowledge, skills and work habits required by a profession, can apply them at standards acceptable in working life in the production of goods and services, and plan the production process, solve problems that may be encountered during production, explain their thoughts in writing, verbally and by drawing, and make practical calculations related to production.



"My company and I will continue to train apprentices. As long as this system exists we'll stand behind it. I hope we'll sell goods to the world faster and provide a faster service thanks to the new apprentice students."

Aytekin Kılınç, Master Trainer and Employer / Kozanoğlu Kozmaksan LC



"Participating in the trainings at Ahi Evran Vocational Training Centre was one of the best actions in our lives. If you want to do your job properly, no matter what your age is, if you are trained in that job and you are disciplined and hardworking, you will surely do your best."

Ayşin Sayan and Arzum Bayraktar, Master Trainer and Employer / Plume Art Club Beauty Salon

Ayşin and Arzum received their certificates by participating first in journeyman then mastership training and finally the master trainer training that they had always dreamed of, in Ankara Ahi Evran Vocational Training Centre. Today, they offer beauty services, provide employment and train their own staff at Plume Art Club Beauty Salon.

Within the scope of VET4JOB, the practical training provided in the workplace will be linked to the theoretical education systematically through the preparation of Workplace Practical Training Implementation and Monitoring Plans.

What is an "Enterprise"?

This refers to public and private institutions and workplaces that have signed contracts with the parents/guardians of students at VTCs and produce goods and services for which students receive practical training within the framework of the legislation.

Ogün, 23, had to quit his education in order to work in his family business, which is baking. However, he strived to continue his education to learn his favourite profession. Ogün completed his apprenticeship training in Erkunt Vocational Training Centre. He was employed in the enterprise where he received practical training right after his graduation and as a result of his experience, he still continues to work as a workshop master at the State Hydraulic Works (DSI) Central Maintenance Facilities.

VET4JOB aims at providing support and guidance in the areas of job-seeking, Turkish Employment Agency (İŞKUR) registration, recognition of prior learnings and business start-up to 3,400 individuals.

What is an "Adult Training"?

Adult training (non-formal training) in Turkey covers any learning activity that individuals who are currently at any stage of formal education or left or completed such stage attend to improve their personal, social and employment-related knowledge, skills and competencies within the scope of the lifelong learning understanding.



"With the apprenticeship training, I learned the job on the job, in the factory environment. I learned the working system and discipline in my apprenticeship. I have achieved success in my business life by transferring what I have learned to my profession."

Ogün Aysoy, Workshop Master / State Hydraulic Works 26th District Office Central Maintenance Facilities



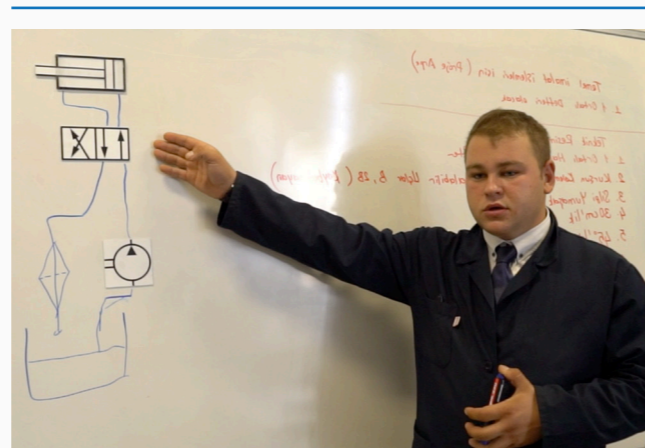
The parents Nazik and Salim Mermer are delighted to encourage two of their four children when they wanted to get apprenticeship training of their own free will. They say that the wage given to the apprenticeship students teaches the children to spend and save earnings, thus increases their self-confidence. Their children started their professional life at Hidromek Inc. as a technical draftsman and an assistant designer and now they stand on their own feet.

"Ahmet and Mehmet felt like they weren't children anymore and that they are individuals. I recommend this training to my neighbours. I tell them all about my experience. We've been rewarded for our efforts."

Nazik and Salim Mermer, Parents of Apprenticeship Training Graduates Ahmet and Mehmet Mermer

Within the scope of VET4JOB, awareness raising activities regarding benefits of apprenticeship training, vocational education options and negative impact of child labour will be organised for 80,000 individuals. In this way, Syrian and Turkish families and young people will be informed about the advantages of continuing to the VTCs as enrolled apprentice students.

Mustafa, who started his apprenticeship training in Erkunt Vocational Training Centre in 2015, is today working at the same Centre as an educator where he started his education by first obtaining his journeyman and mastership certificates, then vocational high school diploma and later master trainer certificate. Mustafa is happy to train the masters of the future and states that he has realised his dream.



"With the apprenticeship training, children turn into individuals who can think and produce by themselves."

Mustafa Dilek, Master Trainer, Erkunt Vocational Training Centre

By promoting apprenticeship training and improving its service provision capacity, VET4JOB refers children, at the age of compulsory education who cannot continue their education and have to work, to formal apprenticeship training, and ensures that they continue their education under state supervision. Thus, it contributes to efforts to fight against child labour by preparing them better for formal employment opportunities.



Emphasising the importance of formal apprenticeship training designed by the orientation of the children according to their skills, interests, abilities or characters in early stages, Numanoğlu believes that both Turkish and Syrian youth continuing their education and being equipped with vocational skills will remove the barriers limiting the access to formal labour market.

"As in the modern world, it is our responsibility to orientate our children to vocational fields from high school age, to provide them their academic foundation, but more importantly, to ensure that they have a professional golden bracelet on their arms when they finish school."

Prof. Dr. Kemal Varin Numanoğlu, Ministry of National Education, General Director of Vocational Education and Training

In the scope of VET4JOB, it is aimed at reaching out to 8,000 adults to provide them vocational education and skill development courses, and also to 5,000 apprentice students to provide them career guidance services. The programme also plans to give priority to modelling and piloting activities in fields such as construction technology and agriculture where apprenticeship training has structural bottlenecks and the number of students is currently very low.

Palandöken thinks that individuals should perform professions that matches their abilities. He points out that there is a convenience for the ones who've become masters or journeymen in terms of finding jobs thanks to the apprenticeship training under the circumstances where over three million young people still seeking jobs. According to Palandöken, with this system, young people are able to support their families and find the opportunity to start their careers early on.



"The most important factors for raising one's living standards never change: a good upbringing, an inclination towards business, the ability to find a job in the international market and sought-after qualifications."

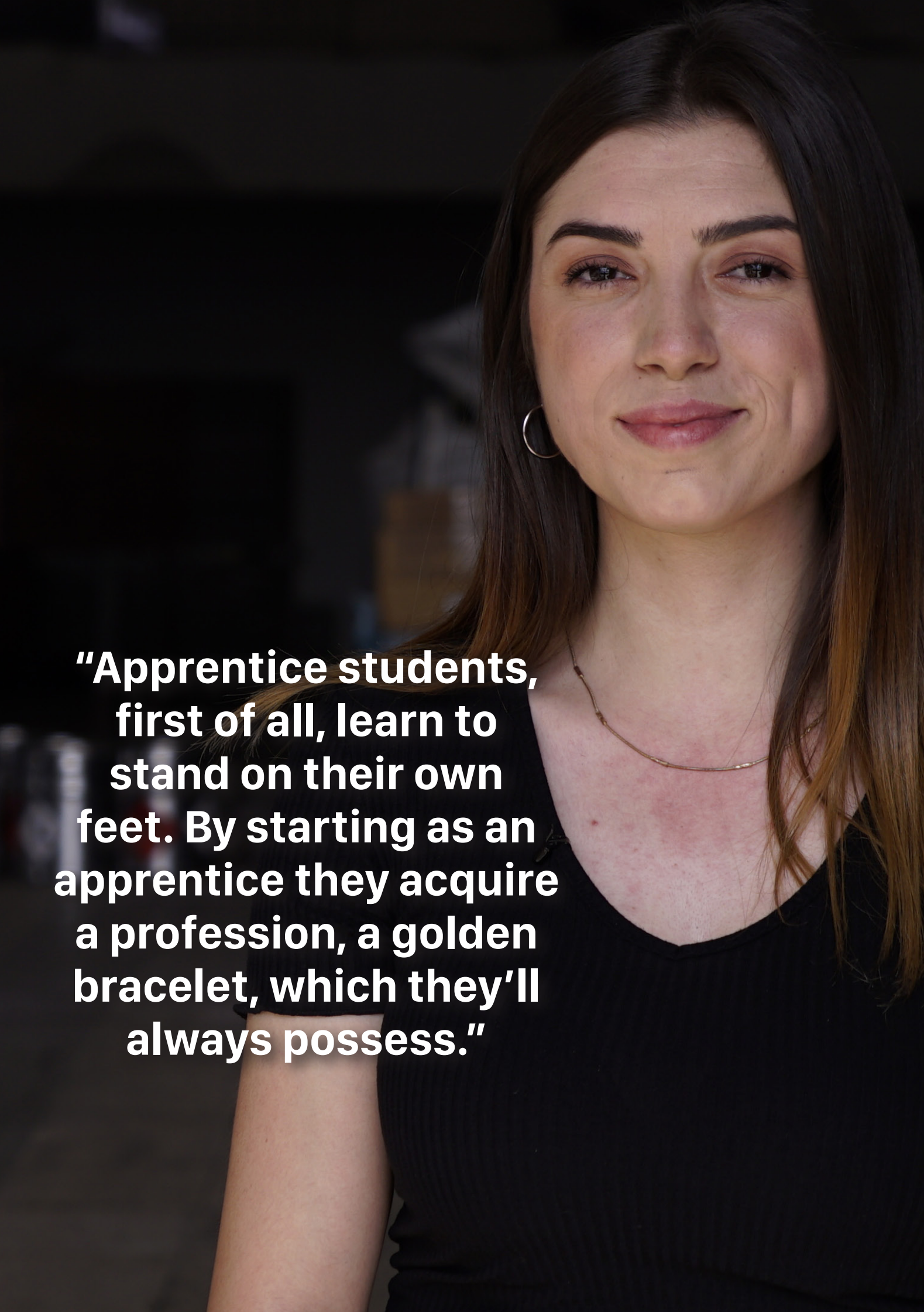
Bendevi Palandöken, President of the Confederation of Turkish Tradesmen and Craftsmen

VET4JOB aims at supporting the social and economic cohesion between the host community members and Syrians by providing Turkish speaking and language courses to 5,000 Syrian youth and adults. The programme also aims at organising vocational courses for Syrian women in professions suitable for home production. In addition, special emphasis is placed on vocational courses for adults that can contribute to Syrian women's access to formal employment. Moreover, the programme plans to improve the opportunities of VTCs regarding social activities to provide higher-quality services to larger numbers of Syrian and Turkish students.

Who is an "Apprentice"?

According to the principles of the apprenticeship agreement, an apprentice is a person who has developed the knowledge, skills and work habits required by a profession and continues their education. Candidate apprentices and apprentices qualify as a student and benefit from all kinds of student rights. Therefore, they are not included in the number of workers working in a workplace. Candidate apprentice and apprentice students do their practical training in their workplaces and theoretical training in VTCs. In apprenticeship training, theoretical and practical training are planned and carried out to complement each other.

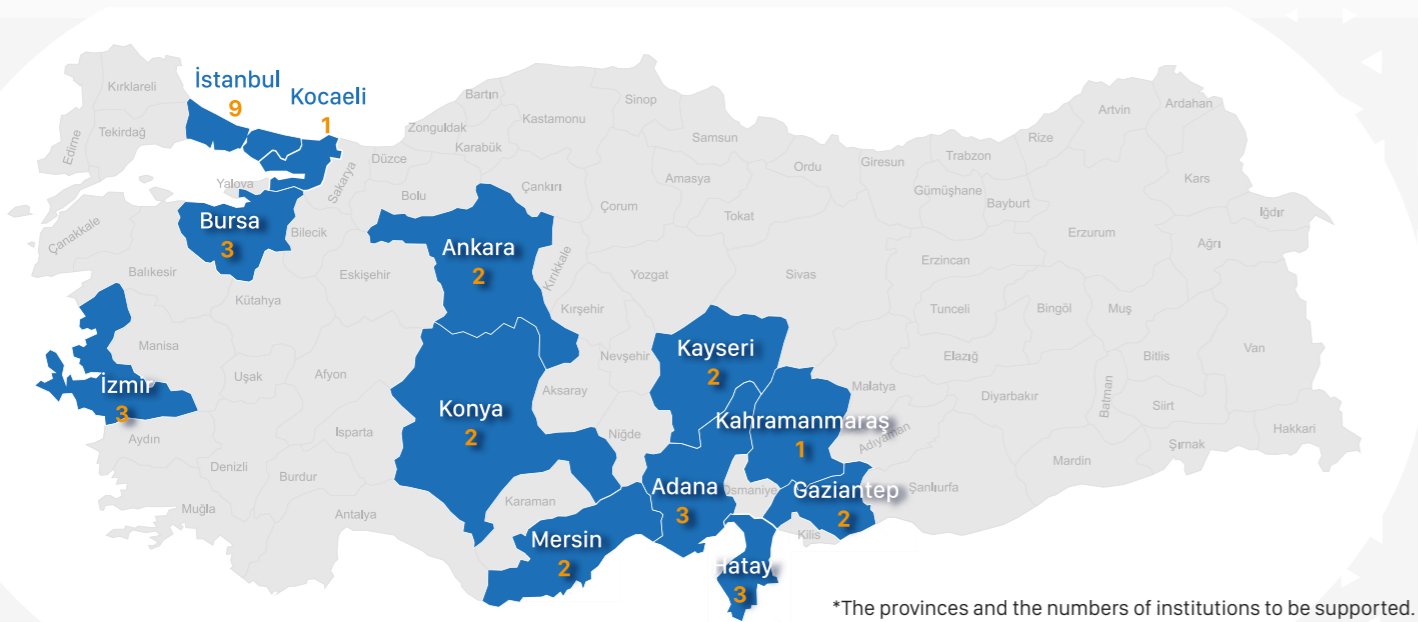
In the scope of VET4JOB, it is aimed to reach 14,400 new apprentice students and to support host communities and Syrian youth to gain vocational skills and economic empowerment through apprenticeship training.



"Apprentice students, first of all, learn to stand on their own feet. By starting as an apprentice they acquire a profession, a golden bracelet, which they'll always possess."

OUR IMPLEMENTATION PROVINCES

As VET4JOB, we conducted a two-stage research between March and August 2020 to determine the provinces, educational institutions, and professional fields to be included in the implementation.



The first step of the research, the desk review, is about the collation and analysis of the open-source data according to 18 criteria grouped under four categories. The study consists of compilation of many data such as population and schooling rates, education, employment and socioeconomic development trends, the number of students, workers and enterprises under the categories of socioeconomic status, apprenticeship training supply and demand capacity, and the balance between the supply and demand.

As a result of the desk review, it was decided to include a total of 13 provinces, 48 districts and 49 VTCs and vocational and technical Anatolian high schools (VTAHs) to the labour market analysis stage of the research.

The labour market analysis consisting of 54 focus group and 126 individual interviews conducted in 13 provinces, provided data that determined the scope of VET4JOB.

VET4JOB attained remarkable findings as a result of the research. According to some of them;

- ✓ No apprenticeship training is available in 5 of the 10 sectors which employ the most workers in Turkey.
- ✓ Despite the COVID-19 pandemic, the demands for qualified employees and apprentice students continues.
- ✓ Apprentice students are not always able to find workplaces for their practical training.
- ✓ High labour turnover in micro-enterprises using low technology exacerbates informal employment.
- ✓ Improved educational equipment help the students to better understand the theoretical topics.
- ✓ There is a need to strengthen the communication between VTCs and the enterprises.
- ✓ Many enterprises are unable to take on apprentice students because they do not have master trainer certificates.
- ✓ There are inter-generational conflicts between masters/master trainers and students.
- ✓ Enterprises need guidance and assistance to improve the quality of the practical training which apprentice students receive in the workplace.
- ✓ Within the scope of adult education, special activities should be carried out to support the participation of Syrian women in the workforce.

Based on the results of the desk review and labour market analysis, it has been decided to implement VET4JOB in 33 vocational training institutions (31 VTCs and two vocational and technical Anatolian high schools with VTC programmes) located across 12 provinces. It is planned to provide apprenticeship and vocational training courses for adults in these selected institutions as well as in other VTCs belongs to public or private sector to be determined in the course of the process. The target audience to whom the programme aims to reach is equivalent to 19.3% of the Turkish population and 43.9% of the Syrian population.

There are currently about 29,000 students receiving training at the 33 vocational training institutions included within the scope of the Programme. VET4JOB aims to increase the student capacities of these institutions by approximately 50% (14,400 students). Young Syrian students will make up 60% of this target (about 9,000 individuals).

Finally, in the light of the findings of the labour market analysis, VET4JOB decided to prioritize support for the following 10 professional fields:

1. Electrical and Electronic Technology
2. Motor Vehicle Technology
3. Clothing Manufacturing Technology/
Fashion Design Technologies
4. Metals Technology
5. Machine Technology
6. Furniture and Interior Design
7. Food Beverages Services
8. Footwear and Leather Goods Technology
9. Agriculture
10. Construction Technology

Three of the 5 sectors employing the most workers, Clothing Manufacturing Technology/Fashion Design Technologies, Food Beverages Services and Construction Technology, are included among the priority professional fields to be supported by VET4JOB.

The full text of the programme scope research summary can be accessed via the following link <http://imep.org/EN/index.php/yayinlarimiz/>

What is a "Vocational Training Centre"?

These are educational institutions that operate under the General Directorate of Vocational and Technical Education of the Ministry of National Education and are responsible for the theoretical part of formal apprenticeship training.

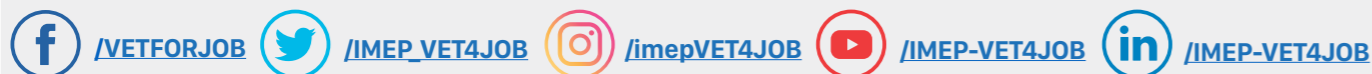
The findings of the research were analysed under four categories:



NEWS FROM US

WE LAUNCHED OUR SOCIAL MEDIA ACCOUNTS

You may reach our social media accounts through the following links.



WE PUBLISHED THE VET4JOB WEBSITE

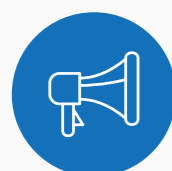
VET4JOB published all of its written and visual content produced on a single website.

The VET4JOB website contains detailed information about the programme and it is possible to reach all published communication materials, the reports of the studies and researches conducted so far.

VET4JOB, aiming at raising awareness for 80,000 people on the benefits of apprenticeship training, apprenticeship and vocational training options, negative consequences of child labour, and conducting a nationwide communication campaign since its kick-off on January 1, 2020, has been sharing success stories through its website. Answers to the frequently asked questions about apprenticeship training and VET4JOB implementation areas can also be found on the website.



For more information please visit <http://imep.org/EN/>

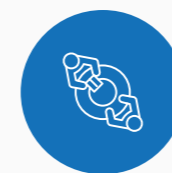


WE CONDUCTED A COMMUNICATION CAMPAIGN TO SUPPORT 2020-2021 STUDENT ENROLMENTS

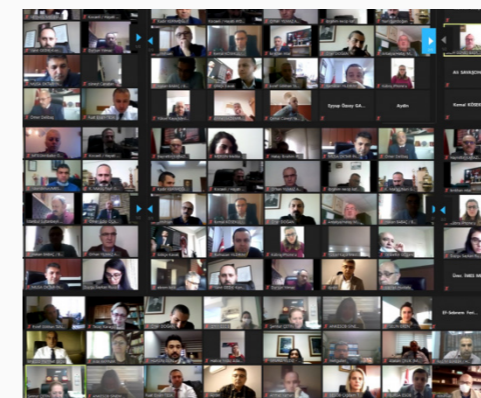
With an objective to enroll 14,400 new apprentice students throughout the programme, VET4JOB, conducted a communication campaign between August-September 2020, to help young people between the ages of 14-17 and their families to get to know the apprenticeship training more closely, to meet the information needs of enterprises for training apprentices and to support the new student enrolment efforts carried out by VTCs.

Within the scope of the campaign, nearly 90 thousand brochures, 17 thousand posters and more than 400 banners were prepared with different contents for Syrian and host community families, youth and employers. The communication materials distributed to 111 VTCs in 13 provinces. The communication campaign was also supported with audio-visual materials in Arabic and Turkish languages shared on the VET4JOB website and social media accounts.

All our communication campaign materials can be found under the following link <http://imep.org/EN/index.php/yayinlarimiz/>



WE ORGANISED VET4JOB INTRODUCTION AND INFORMATION MEETINGS



Introduction and information meetings were held on November 9, 2020 with the representatives of the Ministry of National Education Directorates of 12 provinces where VET4JOB activities will be carried out as well as the managers of vocational training institutions that are program partners, and on November 11, 2020 with the representatives of the Union of Chambers of Tradesmen and Craftsmen. The meetings started with the opening speeches of Şennur Çetin, Head of the Department of Social Partners and Projects at the General Directorate of Vocational and Technical Training at MoNE; Süleyman Akgül, Head of the Department of Workplace-Based Vocational Training at the General Directorate of Vocational and Technical Training at MoNE; and Yasemin Ertekin, Deputy Secretary General at the TESK. The opening speeches were followed by discussions on future steps to be taken in upcoming periods as part of VET4JOB.



WE REALISED THE 1ST VET4JOB STEERING COMMITTEE MEETING ON SEPTEMBER 29TH

The 1st Steering Committee Meeting of VET4JOB was held online on September 29, 2020. With the participation of the representatives of the respected institutions and organizations, the current studies and the planning of the next 6 months within the scope of VET4JOB were shared with the participants.

Moreover, the findings of the comprehensive research conducted by the programme (Desk Review, Labour Market Analysis and the Impact of COVID-19 Pandemic on Apprenticeship Training) were presented during the meeting which ended with the contribution and exchange of all participants in the question-and-answer section.

VET4JOB Steering Committee meetings are held twice a year, under the co-chairmanship of MoNE General Directorate of Vocational Education and Training and TESK with the participation of representatives of relevant government agencies, professional organizations, social partners, European Union Delegation to Turkey and implementing organisations of the projects and programmes focusing on education and employment of the Syrians which are funded by the Facility for Refugees in Turkey. The meetings are organized through the secretariat of Expertise France.



WE ORGANISED OUR OFFICIAL LAUNCHING EVENT ONLINE ON DECEMBER 16TH

The official launching event of VET4JOB was held online on 16 December, 2020 with the attendance of 143 participants. The event has started with general informational and promotional videos and followed by the opening speeches by the representatives of Expertise France, the European Union Delegation to Turkey, the TESK, the MoNE and the Vice Presidency.

In the speeches and presentations, it was emphasised that by courtesy of being the most holistic apprenticeship and vocational training programme funded by the European Union and its provision of a strong system, VET4JOB will facilitate the transition of 22,400 Syrian and Turkish youth and adults to the formal employment.

During the opening speeches Mr. Halil Afşarata, Vice Presidency FRIT Office Coordinator, underlined the importance of the programme activities reaching out the target groups as earliest as possible.


HOW DID COVID-19 AFFECT THE APPRENTICESHIP TRAINING?

VET4JOB carried out a research on the impact of the COVID-19 pandemic on the apprenticeship training between 15 March – 1 June 2020. The research is conducted through online surveys in 41 VTCs in 13 provinces with the participation of a total of 1,187 persons consisting of 432 enterprises, 245 Chambers of Tradesmen and Craftsmen representatives, 378 VTC teachers, 124 VTC managers and 8 Union of Chambers of Tradesmen and Craftsmen representatives.

COVID-19 deeply affected the education sector and small businesses and has occupied the agendas as the most important topic of 2020. The “Research on the Impact of COVID-19 Pandemic on Apprenticeship Training” conducted by VET4JOB revealed the dimensions of this impact. The research found out that Turkish and Syrian apprentice students were affected by pandemic at a similar level. Also research findings demonstrated the followings: the interruption of the theoretical and practical training components of apprenticeship training, the negative economic and psychological conditions of apprentice students, and the fact that some of the apprentice students had to be shifted to informal employment.

Impacts of the Pandemic on Apprentice Students

- Theoretical and practical education components of apprenticeship training were disrupted
- Economic contribution provided by apprentice students to their family income has decreased
- Psychological states of apprentice students were negatively affected
- Some of the apprentice students were forced to work in informal employment
- Exams were postponed, graduations and certifications were delayed



Apprentice students were negatively affected from the pandemic

According to the quantitative data of the research, only 39% of the apprentice students could participate in theoretical distance education provided by VTCs with their own means and the distance theoretical education was provided at a limited level. During this period, the practical training at enterprises was halted and found insufficient by 22% and partly sufficient by 58% of the participants. It was observed that most of the VTCs exchanged information and experience about distance education at teacher level.

83%

The rate of VTCs which exchanged information and experience about distance education at teacher level

54%

The rate of VTCs which exchanged information and experience about distance education at school level

15%

The rate of VTCs which exchanged information and experience about distance education at international platform level

Finally, it was determined that the negative effects of the pandemic are expected to continue in an increasing trend on apprentice students in the coming 6 months and 55% of the VTCs were prepared for unexpected situations. On the other hand, the finding indicating that the outbreak has not changed the current approach of most enterprises to train apprentice students stood out as promising despite all the negativities of the pandemic.

The report of the research results can be found under the following link <http://imep.org/EN/index.php/yayinlarimiz/>



“My name is Kardelen (after ‘snowdrop’). Just like my name, I chose to succeed the hard way, and I’ll keep on doing so.”

OUR AGENDA FOR THE UPCOMING PERIOD

Outreach strategy and guideline

We'll start to train teams who will be mobilised to apply outreach strategy in field within the framework of the Guideline and initiate workplace and household visits under suitable circumstances (Trainings for Syrian teachers working at VTCs).

Needs analysis

We'll conduct needs analysis studies to improve the workplace personnel and their practical training environments, vocational training centre personnel and their theoretical training environments.

Incentives

In case schools are opened, we will start to provide supports such as lunch, stationery, Turkish speaking support to students who continue their apprenticeship training in selected institutions. In case schools are not opened, we will provide these supports through enterprises where students receive practical training.

Working Groups

We'll establish a Working Group for improving the structure and functioning of Workplace Inspection and Guidance Groups (WIGGs).

Enhancing child labour eradication

We'll initiate activities to develop the strategy of the national communication campaign for combating child labour and conduct Knowledge Attitude Practice Survey to be basis for the campaign.

Communication and visibility materials

We'll produce and disseminate information materials related to the programme that will attract children, families and enterprises to the apprenticeship training.

Social cohesion

We'll organise social cohesion activities under the suitable circumstances

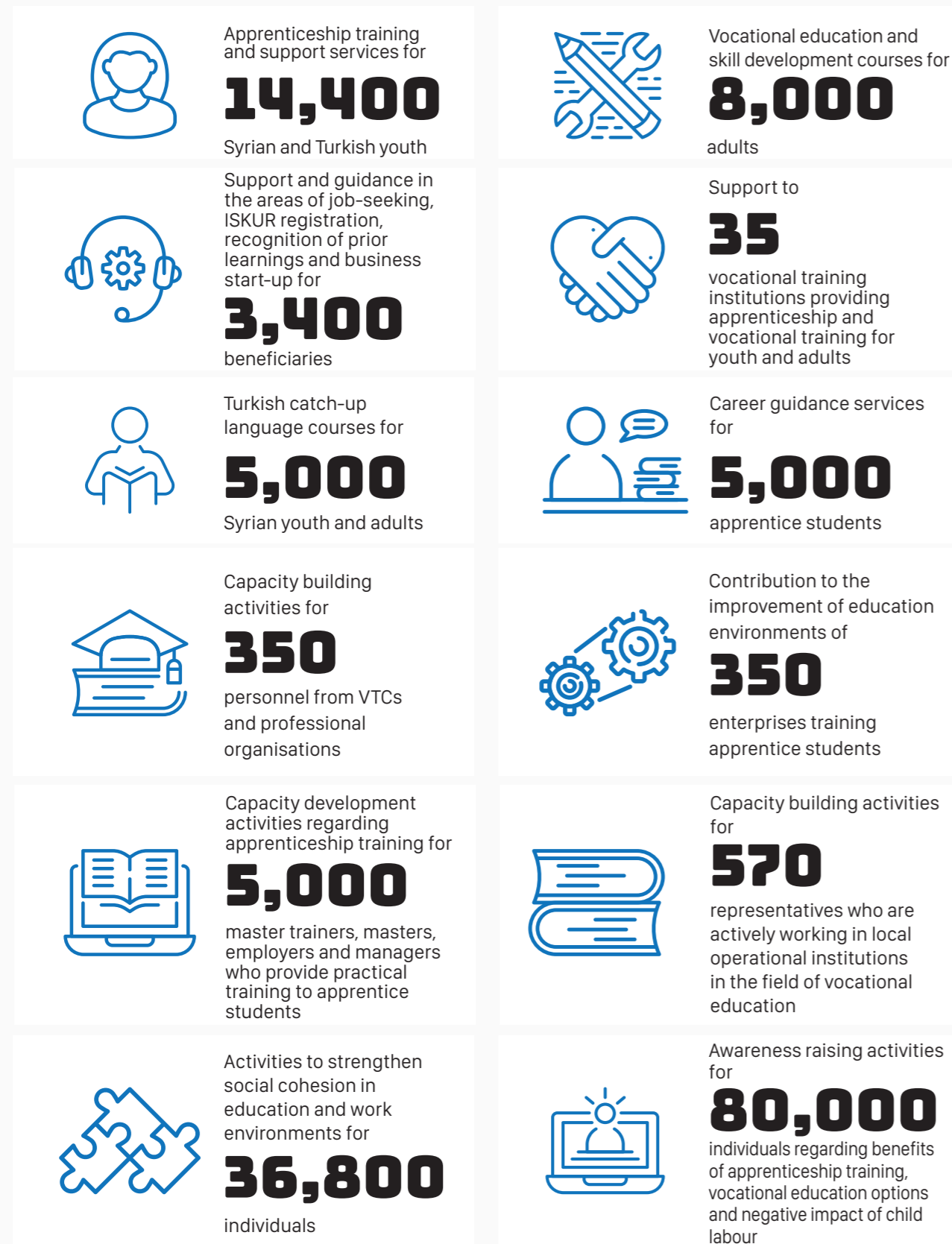
Apprentice students forums

We'll speed up our preparations for the first "Apprentice Student Forum", where apprentice students' voices will be heard and they can exchange ideas.

Preparations for face-to-face education

To support the transition of the schools in the scope of VET4JOB to face-to-face education, we'll provide materials to facilitate the obtainment of the My Clean School certificate.

VET4JOB IN FIGURES



Who is a "Candidate Apprentice"?

An apprentice is a person who has not completed the age of becoming a student, who is introduced to the workplace environment before the apprenticeship training period, and who has received the preliminary information about their art and profession.

In apprenticeship training, it's not only the children who are secured by the state; it's the employers as well. After all, their future is our future.

DO YOU KNOW?

Although they are forced to be worked in various job areas, not all work performed by children is child labour. Whether a job could be considered as child labour or not depends on various criteria such as the age of the child, the work environment and conditions, the type of work performed, the working hours, and its effect on the education of the child as well as the policies and legal regulations set by countries in this field.

Work Performed by Children	Children's Participation in Work	Child Labour
<ul style="list-style-type: none"> To earn pocket money Only on holidays or without interfering with their schooling For short working working hours At family business 	<ul style="list-style-type: none"> Minimum working age 15 or over As part of apprenticeship and vocational training or to earn wages In line with conditions and for durations set by laws At jobs fit for their age 	<ul style="list-style-type: none"> Under the minimum working age Jobs mentally, physically, socially or morally dangerous and harmful for children, no matter what their age is At jobs and under conditions that are not fit for their age At jobs qualifying as the worst form of child labour

BASIC CONCEPTS OF CHILD LABOUR

Children's Participation in Work

Children's participation in work covers the work that provides children with skills and experience, contributes to children's development and to the welfare of their families, and allows them to be protected and looked after while working. Some work is not considered as child labour due to their structure, nature, and special conditions. According to the International Labour Organization, activities such as helping out parents around the household, assisting in a family business or earning pocket money outside school hours and during school holidays can be considered useful and even necessary, as they will improve children's practical knowledge and skills.

Child Labour

Many children and young people around the world work under unsuitable conditions in jobs that are harmful to their health, violate their safety, interferes with their education, and take long hours. The International Labour Organization (ILO) considers this type of work as a major violation of children's rights. Child labour is the act of employing children in jobs that prevent them from exercising their rights, primarily their right to education, and harm their health as well as their physical and psycho-social development.

Preventing Child Labour

The concept of prevention can be defined as the set of actions taken to prevent an event from occurring. It is also defined as an activity carried out to stop and prevent a present or potential danger. Preventing child labour before children start working or before the problem arises at all is the first critical step in combating child labour.

According to the Article 71 of the Labour Law No. 4857, it is forbidden to employ children who have not completed the age of 15.

However, children who have completed the age of 14 as well as compulsory primary education may be employed in light jobs that will not hinder their physical, mental, social and moral development nor interfere with their schooling if they are attending a school. Children who have not completed the age of 14 may be employed in artistic, cultural and advertising activities that will not hinder their physical, mental, social and moral development nor interfere with their schooling if they are attending a school, provided that a written contract is made and a separate permission is obtained for each activity.

THE WORST FORMS OF CHILD LABOUR

In 1999, the International Labour Organization (ILO) drafted and adopted the Convention No. 182 "Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour" and the related Recommendation No. 190. For the purposes of this Convention, the term "child" applies to anyone under the age of 18.

For the purposes of this Convention, the term "worst forms of child labour" covers the following: all forms of slavery or practices similar to slavery, such as the sale and trafficking of children; the use of a child for prostitution or pornography; the use of a child for illicit activities, in particular for the production and trafficking of drugs; work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Turkey ratified the ILO Convention No. 182 on August 2, 2001 and revised its national legislation in line with the provisions of the Convention. The worst forms of child labour in Turkey are as follows: Street working, working in heavy and dangerous jobs in small and medium-sized businesses, working in mobile and temporary agricultural work for wages, except family work in agriculture.



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Ankara, Turkey 2021

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

Türkiye'de Kaliteli Çıraklık ve Mesleki Eğitim Yoluyla
Suriyeli ve Ev Sahibi Topulukların İstihdama Erişimlerinin Kolaylaştırılması Programı

برنامج تسهيل توظيف السوريين والمجتمعات المضيفة من خلال التدريب والتعليم المهني
لطلاب المهنة في تركيا

IMEP
İstihdam için Mesleki Eğitim Programı

VET4JOB
Vocational Training Programme for Employment

CEVHER HIDDEN GEM

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