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CEVHER HIDDEN GEM

VET4JOB NEWSLETTER



ISSUE 2

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FOREWORD

“With İMEP/VET4JOB, we aim to raise awareness of the opportunities offered by vocational training centres and to strengthen social cohesion.”



İMEP/VET4JOB, which is being implemented with the European Union’s Facility for Refugees in Turkey (FRIT) funding, is being run in close cooperation by Expertise France and EDUSER, who follow the principle of working closely with the central administration and local units of the Ministry of National Education and the Confederation of Tradesmen and Craftsmen of Turkey. İMEP/VET4JOB is the most integrated apprenticeship and vocational training programme supported by European Union funds in Turkey and intends to increase the demand for apprenticeship and vocational training. We believe that we will contribute to bolstering the public image of apprenticeship training, especially for families, young people and businesses and give it a better standing.

In keeping with the Sustainable Development Goals, Expertise France designs and implements projects aimed at contributing to the development of countries. Turkey’s more significant needs in the context of sustainable development are improving SME business efficiency through raising a qualified workforce, developing an integrated approach for ensuring resource efficiency in production and consumption as well as increasing the employment of women and young people. İMEP/VET4JOB also aims at improving the access to employment of a qualified workforce which has developed vocational skills thanks to high-quality apprenticeship and vocational training, raising awareness for combating child labour and improving the social and economic cohesion of Turkish citizens and Syrians.

Despite the negative circumstances brought about by the pandemic, we have covered significant ground over the past two years for providing high-quality activities to the beneficiaries of İMEP/VET4JOB. You will get to read what we have done until today as part of Programme activities in the second issue of the İMEP/VET4JOB newsletter Cevher-Hidden Gem. We hope you enjoy reading Cevher-Hidden Gem.

Laurent MARION,
**Expertise France, Head of
Stabilisation and Resilience Unit**

FOREWORD

“From tradition to the future: Apprenticeship training at vocational training centres”



Apprenticeship training, which is implemented in many countries around the world and referred to with this or a different name is a type of training that has special and historical connotations for Turkey. Apprenticeship training, which is implemented today with the active participation of relevant professionals' organisations and businesses are being provided at schools affiliated with the Ministry of National Education, has a long history that stretches back to the Ahi traditions and values of the 13th century.

Many professions that meet the goods and services needs of individuals and society within economic life survive by being passed on to the younger generation through masters of the craft who practice it. While apprentice students gain the theoretical knowledge necessary for their vocation at school, they also get to learn how the vocation is practised in an actual business, business management, product and services processes, customer relations, marketing produced goods and services profitability and efficiency from personal experience by working with the guidance of a master under state supervision. Apprenticeship training provided at vocational training centres raises a qualified workforce for businesses and in fact lays down the groundwork for these young people to establish their own businesses and become entrepreneurs. This system is a fundamental component for national economic development. It is not possible to achieve production without businesses, and it is not possible to achieve national or societal development without production.

İMEP/VET4JOB supports the promotion of apprenticeship training, as a very significant and permanent form of education to Turkish and Syrian young people, informs them and their families of the advantages of this formal education opportunity, prepares these young people to pick a profession, helps them to plan their careers and prepares for employment by earning a profession.

Aïşe AKPINAR,
EDUSER Consultancy,
Programme Coordinator

FOREWORD

“We will continue supporting Turkey in developing vocational and technical education.”



Turkey is the country that hosts the largest refugee community in the world, and the European Union (EU) provides financial assistance to support Turkey’s efforts. Half of Syrians Under Temporary Protection in Turkey are under the age of 25 and many are of school age. Therefore, education is a continuous priority for us. Vocational education and training in particular have the potential to ensure young people acquire the professions they dream of and to provide skills that could help them establish their own businesses. Economic independence secured through stronger vocational education and training will allow for young people to become independent individuals regain self-confidence, stand on their own feet and support their families.

This EU-funded special project offers a unique opportunity in by providing apprenticeship training in actual businesses where young people can apply their skills in real life gain applied experience and healthy working practices, and prove themselves. Experience shows that apprenticeship training leads to employment and therefore young people have the potential to reshape their life-cycle to their advantage. For employers, training apprentice students is a significant opportunity for meeting potential future employees and to develop young people’s skills in line with the requirements of the job. The vocational training centres, or apprenticeship training programme, appears to be an investment that is mutually beneficial and that forms relationships of respect and loyalty.

At the macro level, we see that vocational and technical education facilitates employment and sustainable growth. It especially important to invest in education and to increase employment opportunities in these challenging times. The European Union stands by its promise to focus on benefits for the younger generations and to support Turkey in developing vocational and technical education.

Ambassador Nikolaus MEYER-LANDRUT,
**Head of the European Union
Delegation to Turkey**

FOREWORD

“We continue, as always, to train the masters of the future in the Ahi tradition.”



Vocational training has deep roots going back 800 years in the educational history of Turkey. The historical tradesmen’s and craftsmen’s organisations, known as Ahi or lodges, were structures that includes tradesmen, masters, journeymen and apprentices, along with solidarity among these people, promotes the honest and conscientious practice of trades and raises the next generations as masters of craft.

It is our priority as the Confederation of Tradesmen and Craftsmen of Turkey (TESK) to develop the vocational training of tradesmen and craftsmen and to undertake the necessary initiatives with national and international bodies and organisations to provide solutions to their problems.

The Vocational Training for Employment Programme (İMEP/VET4JOB), that was initiated in 2020 is a significant programme for facilitating access to the necessary qualified workforce for the continuation of production in Turkey, through theoretical and applied apprenticeship training.

As a beneficiary partner of İMEP/VET4JOB, we believe that the programme will significantly contribute to raising a qualified human resource, a requirement for competitiveness at the global level, from the young people who are trained at the vocational training centres. These young people are our primary source of wealth. Investment in human resources is the most valuable investment.

I would like to once more underline that as the representative of the Ahi culture, TESK and all of its sub-organisations will continue to imbue students enrolling at vocational training centres with this culture and to continue to train the masters of tomorrow integrally with the Ahi tradition.

Bendeve PALANDÖKEN,
**President, Confederation of Tradesmen and
Craftsmen of Turkey (TESK)**

FOREWORD

“We are improving the vocational and technical education system with a development focused approach.”



In line with the Ministry of National Education’s vocational education and training targets, we are working with particular focus on developing apprenticeship training provided at the vocational training centres.

To this end:

Apprentice students can now take the required elective courses at their schools and thereby obtain a vocational high school diploma following the amendment to the Regulation on Secondary Education Institutions.

23 vocational training centres were established in penal institutions affiliated to the Directorate General of Prisons and Detention Houses with a protocol signed between the Ministry of National Education and the Ministry of Justice.

Thanks to the cooperation between the Ministry of National Education and the Ministry of Industry and Technology, Vocational Training Centres Liaison Offices started operating at 255 Organised Industrial Zones following a ceremony attended by the President Mr. Erdoğan.

Through amendments to the Law 3308 on Vocational Education, we ensured that students in years 9, 10 and 11 at vocational training centres will be paid at least 30% of the minimum wage and students in year 12 will be paid at least 50%. We also increased state subsidies for businesses training apprentice students and interns to these levels.

Through publicity and referral work undertaken to increase the number of apprentice students in order to meet businesses’ needs for qualified personnel, the number of apprentice students increased from 74,203 in January 2017 to 429,083 as of April 8th 2022. We continue to undertake the necessary work to increase the number further.

Our aim is for vocational and technical education to be managed with a participatory approach, a qualified workforce and graduates to be raised so that they are ready to join production; the programmes implemented are updated according to the needs of the labour market; training is integrated to society and sectors; the vocational and technical education system is constantly developed to improve its quality, and higher level skills, business ethics and entrepreneurship are imparted to students in addition to basic skills.

As the Ministry of National Education, we are pleased to be a beneficiary partner of İMEP/VET4JOB, which covers Turkish citizens and Syrians and supports their education and vocation processes and we attach significance to the approach that extends a hand to the population that has been excluded from the education system for various reasons to ensure they continue with their education and facilitate their employment.

Nazan ŞENER,
**Director General of Vocational and Technical
Education, Ministry of National Education**

OUTREACH ACTIVITIES

Defined as a tool and method used to establish a connection between education, healthcare and other public services and those who are unable to benefit from these services, outreach is important for allowing institutions to surpass their traditional boundaries and increasing individuals' level of benefiting from services by facilitating their access to them.

Outreach activities carried out by İMEP/VET4JOB aim to reach apprentice student candidates to be referred to apprenticeship training and adults to be referred to vocational courses through family and business visits and community-based activities. The aim is to identify Syrians Under Temporary Protection (UTP) and Turkish children and adults who do not have access to education, inform them about formal apprenticeship training, vocational courses and certification bodies by conducting interviews and guiding them to participate in education and vocational courses.

İMEP/VET4JOB aims to bring 14,400 young people, of whom 60 per cent will be Syrians UTP and 40 per cent will be Turkish children, into apprenticeship training. Since reaching Turkish young people to achieve this objective has not been difficult, outreach activities have focused on reaching and convincing Syrian young people.

İMEP/VET4JOB outreach activities were based on three main outreach strategies, namely family visits, business visits and community-based activities to swiftly, effectively, aim-appropriately and successfully carry out activities to reach the target group. To this end, outreach teams were formed in 36 cooperating educational institutions to ensure effective and efficient outreach to families and businesses.

Despite all disadvantages and restrictions arising from the COVID-19 pandemic, the pilot implementation period of İMEP/VET4JOB outreach activities was implemented between April and August 2021 and 353 people actively took part in 161 teams formed in education institutions. The outcome of activities carried out during the pilot implementation period became visible as an increase in the number of people registering during September and October 2021, which are the busy registration months at vocational training centres. Thanks to past and continuing outreach activities, adults with limited vocational skills have also been reached to introduce vocational courses and recognition of past learning along with reaching young people and their families to inform them on apprenticeship training.

Since outreach activities were initially carried out under severe and restrictive physical, economic, social and psychological effects of the pandemic, the number of family visits was kept low. Nevertheless, family visits proved effective. The training registration rates of those who were referred through business visits shows that business visits were less successful than anticipated. We think this was a result of the pressure on enterprises due to the severe economic circumstances in Turkey and the impact of the shrinking and even halting economic activity on employment.

The differing Syrian potential, work dynamics and requirements of provinces was seen to play a determinant role in outreach activities. This was evaluated as indicating a need for province-specific creative and innovative means and methods in outreach methods and tools. As of

the end of October 2021, after approximately one third of people (765 out of 2500) who were referred by outreach teams completed their registration, significant revisions were made to the strategies to be followed in outreach activities to achieve programme goals. These changes will allow for flexibility in the field and will make it easier to take initiative.

Problems Encountered in Outreach Activities

The most prominent problems encountered in outreach activities are as follows:

- Concerns for the future and financial difficulties of Syrians, the primary target group of the programme, causing hesitation regarding apprenticeship training, which is a four-year formal educational option;
- A significant number of Syrians refraining from registration requirements, such as at school and workplaces, due to not living in provinces where they were registered as residents,
- Some families having second thoughts and refraining from registering at vocational training centres, despite outreach teams constantly clarifying that any social assistance they receive would not be cut off;
- Obstacles resulting from enterprises, families and young people not having adequate knowledge of the advantages of apprenticeship training and/or having incorrect information;
- The low societal image of apprenticeship training at the family and individual level;
- Some enterprises not having staff with master trainer certificates, despite wishing to train apprentice students;
- Programme/project fatigue and lack of interest in the target group.



Despite the pandemic and the pressing effects of socio-economic conditions Turkey is going through, the İMEP/VET4JOB family continues to work to have an impact on many young people and adults such as Memnun Emin, who shared his photograph.

62%

Thanks to the outreach teams currently working in 36 vocational training institutions, a total of 22,957 people were reached through 10,583 business visits, 3,649 family visits and 57 community-based activities as of the end of February 2022. Consequently, as of the end of February 2022, progress of 62 per cent was made towards the target of reaching 36,800 people through outreach activities that is listed in İMEP/VET4JOB's quantitative achievement indicators.

58%

There was a significant success in new apprentice student registrations as a result of outreach activities.

As of the end of February 2022, progress of 58 per cent was made towards İMEP/VET4JOB's targets of registering 8,640 new Syrian apprentice students, with 4,992 students registered.

As part of İMEP/VET4JOB outreach activities, child workers outside formal education are identified and referred to

66%

apprenticeship training or other formal education options according to their former education and age level. The programme made progress of 66 per cent towards its target of identifying and referring 2,800 children by identifying and referring 1,840 children.



Syrian apprentice student Memnun Emin, who saw the İMEP/VET4JOB poster at his workplace and reached out to us (Kahramanmaraş).

APPRENTICE STUDENT FORUMS

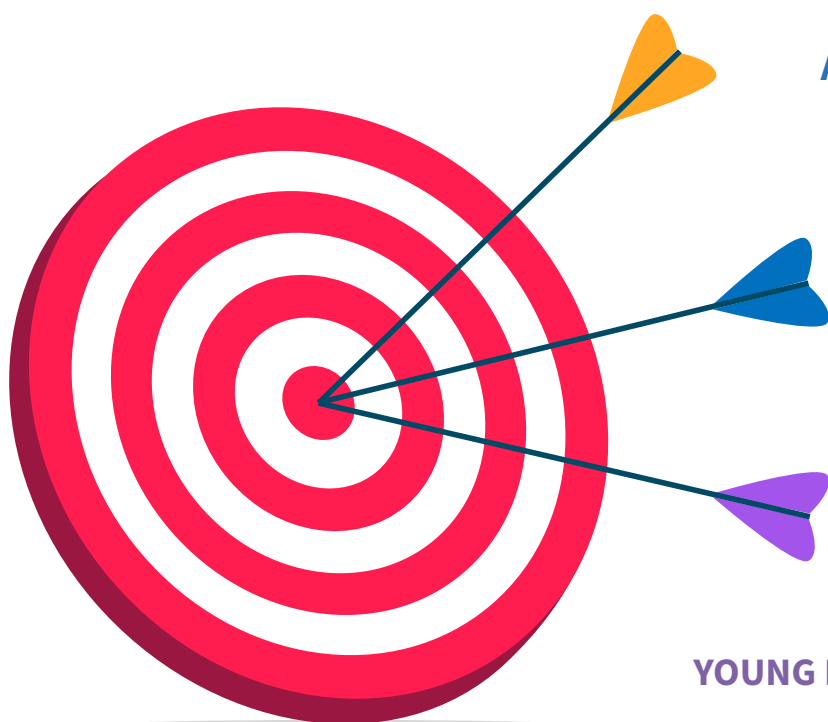
Apprentice Student Forums, where, for the first time in Turkey, subjects regarding apprenticeship training system are discussed with the participation of vocational training centre students, teachers, representatives from unions of chambers of tradesmen and craftsmen and the project team, are one of the key activities of İMEP/VET4JOB.



AIMS OF APPRENTICE STUDENT FORUMS

APPRENTICESHIP TRAINING

- Discussing apprenticeship training opportunities and bottlenecks from the perspective of apprentice students
- Building a platform for the promotion of apprenticeship training



APPRENTICE STUDENTS

- Allowing apprentice students to make their voices heard
- Supporting apprentice students in running participatory processes regarding the training system

YOUNG PEOPLE

- Creating a space for developing and strengthening young people's leadership skills
- Ensuring young people produce ideas together on shared matters
- Developing young people's self-advocacy skills
- Building motivation for young people to continue their education
- Increasing young people's interaction with each other and dialogue opportunities with stakeholders

Apprentice Students Make Their Voices Heard at the 1st Apprentice Student Forum

The 1st Apprentice Student Forum was carried out on October 21st-22nd 2021 on a specially created digital forum platform due to pandemic conditions. The motto of the first forum was "Take Initiative for the Apprentice Student Forum, Express Yourself, Cooperate!".

The 1st Apprentice Student Forum was attended by a total of 135 people of whom 65 were leader students and 35 were leader teachers from 36 vocational training institutions active in 12 provinces, 9 were representatives from the Union of Chambers of Tradesmen and Craftsmen, 9 were representatives from the Ministry of National Education and Tradesmen and Craftsmen Confederation of Turkey, 14 İMEP/VET4JOB team members and 3 were representatives from the EU Delegation to Turkey. Apprentice students, who participated in the digital forum platform online, discussed the challenges and opportunities in their training process, addressed fundamental principles of conflict management and communication accompanied by expert trainers, attended fun activities within the platform and formed an action plan for the future. During this process, capacity building activities for adult participants were also carried out to support participation processes of young people.

To access the report on the outcomes of the 1st Apprentice Student Forum [follow this link](#).

During the forum process:

- Inspiring Stories
- What Have We Done to This Day?
- The Rights of Apprentice Students
- Conflict Management and Communication Training
- Online Wristband Workshop
- Contest Time
- Difficulties of Apprenticeship Training Processes
- Opportunities of Apprenticeship Training
- Next Steps and Forming an Action Plan
- Evaluation

sessions were carried out.





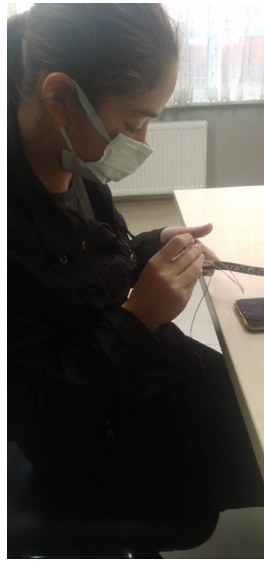
During the forum, leader apprentice students discussed difficulties in apprenticeship training processes in groups. The discussions were carried out under three headings; “the school”, “the workplace” and “social life” and an interactive problem analysis was conducted.

Under the difficulties at school heading, apprentice students complained about long lesson hours, short recesses, the difficult curriculum and emphasised that issues with infrastructure were causing some problems.

Apprentice students stated that in the applied training process carried out at workplaces, which constitutes an important component of apprenticeship training, they were seen as workers instead of students, that their rights as apprentice students were violated by some employers and that they experienced problems due to lack of communication between the school and the workplace.

Apprentice students also expressed that they could not find time for social life due to long working hours and the weekly working schedule, and that there were time and space limits to resting and socialising in schools and workplaces.





Opportunities Offered by Apprentice Training

During the forum, leader apprentice students also discussed and tried to answer the following questions: “Which areas do we gain more skills in compared to our peers?”, “What advantages could the knowledge and experience we gain at our current age offer us in future?” and “What benefits does apprenticeship training provide to the society we live in?”.

The training we receive also has an important effect on our social development. We go through many steps to start from the bottom and arrive at the top, so we become more qualified. We are highly motivated for learning. We believe that all this has a positive impact on social transformation and our country.

Sticky notes include:

- Financially standing on one's own feet
- Assisting one's immediate circle and family
- Learning repair and maintenance skills that prevent overconsumption
- Meeting the needs of enterprises
- Option to receive a high-school diploma at graduation
- Passing on the profession to others after graduation
- Putting one's life in order
- Contributions to personality growth
- Being able to hold professional conversations
- Serving society
- Getting to learn real-life up close
- Discovering one's own talents
- Working with more satisfaction as one learns the profession
- The real-life value of what is learned
- Learning a profession better through practice
- Developing self-confidence
- Being a student and learning a profession simultaneously
- Building a business circle and network
- Developing a sense of responsibility
- Opportunity to start a business after graduation
- Contribution to responsibility skills
- Faster career progression
- Learning work discipline
- Becoming masters with high awareness
- Meeting with people from different walks of life
- Gaining practical experience
- Gaining entrepreneurship skills
- Acquiring a profession at an early age
- Guaranteed employment after graduation
- Meeting the needs of enterprises

A word cloud of the feedback from participants of the 1st Apprentice Student Forum:



In a survey conducted at the end of the forum, participants stated that the process had been fulfilling, informative and entertaining, that they had got the opportunity to express issues they could not express before and that they had realised these issues were not specific to their schools, which meant they could be resolved.

A total of four forums will be carried out under İMEP/VET4JOB. The primary aim of these forums is to support apprentice students in carrying out participatory processes regarding the formal education system they are a part of. In addition, all activities to be carried out as part of the forums focus on creating processes where students feel valued and learn as well as have fun together. As platforms bringing Syrian and Turkish students together, the forums also intend to contribute to social cohesion.



SUCCESS STORY

Fatma Aslihan Tunçer, Vocational Training Centre Graduate



As of April 2021, the number of active apprentice students in Turkey reached 429,083. Approximately 24 per cent of these students are girls.

One of the main goals of İMEP/VET4JOB is to increase the participation of girls and women in formal employment by providing them with high-quality vocational education and training. To this end, one of the most significant aims of İMEP/VET4JOB is ensuring that individuals are registered to vocational training centres regardless of their gender and based on their skills, interests and wishes.

Fatma Aslihan Tunçer, aged 25, who shared her personal experience and story about apprenticeship training with Cevher-Hidden Gem, is a graduate of Electric and Electronics Technology at the Erkunt Vocational Training Centre. Fatma Aslihan Tunçer, who graduated at the top of her class at the school where she was the only girl student, told Cevher-Hidden Gem that she overcame her doubts with the support of her mother who told her, “You can do it, I trust my daughter!”

Thanks to experiences gained at school and the work experience provided by apprenticeship training, Fatma Aslihan Tunçer immediately found a job upon graduation and she is currently working as an assembly expert.

Fatma Aslihan Tunçer shared her story with joy in her eyes and said, “I’m so glad I graduated from the vocational training centre, I’m so glad I was an apprentice student!”. [Click here to](#) watch Tunçer’s entire story, where she explains her achievements at school and the apprenticeship training process which prepared her for business life.

DEVELOPMENTS AT İMEP/VET4JOB

Vocational Training Activities for Adults

İMEP/VET4JOB prepares vocational courses and courses for strengthening vocational skills to enhance the employability of adults, especially the families of apprentice students. As of the end of February 2022, 461 trainees benefited from the courses provided as part of the programme.



Province	Course Name	Duration (Hours)	Number of Trainees
Mersin	Cook Apprentice	178	100
Kahramanmaraş	Wooden Crib Making	300	19
Kahramanmaraş	Basic Make-up Techniques	176	22
Gaziantep	Oxy-Gas Welding	272	20
Gaziantep	Leather Straight Stitch Mechanic	328	20
İstanbul	Matting	69	100
Hatay	Cook Apprentice Course	178	15
Adana	Mig/Mag Inert-Gas Welding	218	17
Adana	Blow-drying	234	15
Adana	Basic Processes in Clothing Production	140	35
Adana	Cake Making	214	15
Hatay	Artistic Mosaic	275	15
Hatay	Jewellery Designer	216	15
Hatay	Engraving	248	15
Hatay	Decorative Home Accessories Preparation	226	15
Gaziantep	Automotive Tire Repair	128	14

Total: 461 trainees

Approximately 70 per cent of trainees at the courses were Syrians and 30 were Turkish. While 78 per cent of trainees were women, 22 per cent were men. While some courses are ongoing and others are newly opening, the number of persons who completed the courses and received certificates has reached 379. İMEP/VET4JOB aims to hand vocational training certificates to 3,500 adults. With progress of 11 per cent has been made in this activity, İMEP/VET4JOB aims to continue the to attain its goals by the end of the Programme.

11%



Attempts to Increase the Capacity of Applied Training Provided in Workplaces

İMEP/VET4JOB has prepared a training programme to strengthen applied training provided in workplaces and to ensure healthy communication between managers/masters/master trainers and apprentice students. The training programme covers the aim, scope, principles as well as implementation and code of practices of apprenticeship training, the position and role of enterprises in apprenticeship training, combating child labour, Generation Z in business life and monitoring applied training in the workplace, cooperation between coordinators and master trainers as well as the vocational training student work file developed by İMEP/VET4JOB.

To this end, a trainer group of 72 people attended a 3-day session of training of trainers. This group will provide training to 5,000 managers/masters/master trainers in 12 provinces. As of the end of February 2022, 716 people benefited from these training programmes of which 137 were women. Chambers and unions affiliated with TESK made significant contributions to the implementation of the training programmes. Progress of 14 per cent was made in this activity, which will be made widespread and continue until the end of the İMEP/VET4JOB Programme.

14%





Capacity-Building Activities for Apprenticeship Training Provided to Young People and Vocational Courses Provided to Adults

Capacity-building activities were carried out for managers, coordinator teachers, general subjects teachers and counselling teachers working at institutions providing apprenticeship training under İMEP/VET4JOB

to strengthen the qualities of apprenticeship training and vocational courses for adults. To this end, 3-day training programmes were held in Bursa, Izmir and Hatay in August, September and October 2021 with the participation of school administrators and teachers.

During these wide-scope training sessions, school administrators and teachers were provided with information on recent developments in apprenticeship training and the legislation, cooperation with stakeholders and understanding business life, cooperation with families in apprenticeship training, the e-MESEM programme and its use, adolescent psychology and Generation Z, strengthening social cohesion, social inclusion in education, distance learning, use of innovative tools and materials in apprenticeship training, presentation preparation and techniques, target group outreach and persuasion methods, individual interview techniques and İMEP/VET4JOB's vocational training student work file in enterprises, developed to contribute to the monitoring of applied training processes. In addition, training programmes were provided to strengthen the capacities of 23 counsellor teachers as part of psycho-social support activities for apprentice students.



Another capacity-building training was carried out in Ankara on December 21st-23rd 2021 for 19 TESK Secretary-Generals working in 12 provinces. During the training, implementation principles related to Law 5362 on Tradesmen and Craftsmen Professional Organisations were discussed, information on combating child labour and rights and obligations of employers in apprenticeship training was provided. The three-day training addressed subjects including cooperation models and protocols with professional organisations, the effects of the Paris Climate Agreement on tradesmen and craftsmen, digitalisation, data analysis, presentation techniques and the learning characteristics of adults.

By providing a total of 336 people with capacity-building services, progress of 96 per cent was made towards the programme objective, which will be achieved with the delivery of another training activity to TESK members in 2022.

96%

Activities to Improve the Training Circumstances at Vocational Training Institutions

While providing employment skills to Syrians and host communities, İMEP/VET4JOB also provides support for improving conditions and creating additional capacity at 36 vocational training institutions providing services in 12 provinces. While this form of support may take the shape of training the personnel and providing lunch support for apprentice students, it also covers supporting the training circumstances at institutions, providing small-scale construction work and



procuring educational materials and tools. As shown in the table below, İMEP/VET4JOB has contributed to obtaining the “My School is Clean” certificate during the pandemic, small-scale maintenance, repair and construction work were undertaken and educational materials, tools and equipment were procured for some institutions which were evaluated to be in urgent need of these materials or when the achievement of programme goals would be positively impacted by the provision of such materials.



Number of Beneficiary Institutions	Support Type	Goods/Services Procured
15 vocational training institutions in 8 provinces	Small-scale repairs	Renovation work as per identified needs, construction of additional classrooms, renewal of dining halls and social areas, renewal of food and beverages workshops, etc.
6 vocational training institutions in 4 provinces	Educational materials and equipment	Classroom equipment, industrial-scale kitchen equipment, equipment for apprentice students to engage in social and sports activities
26 vocational training institutions in 12 provinces	My School is Clean	Necessary equipment for My School is Clean certificates
26 vocational training institutions in 12 provinces	My School is Clean	Purchase of visibility materials to contribute to obtaining My School is Clean certificates
25 vocational training institutions in 12 provinces	Machines and equipment	94 projector machines and screens
32 vocational training institutions in 12 provinces	Machines and equipment	Student desks for 121 classrooms (2324 items), chairs (2324 items), teacher desks (121 items), chairs (121 items) and white boards (98 items)
12 vocational training institutions in 9 provinces	Digital classes	Equipment provision (65” smart touch-screen panels, virtual reality sets, multi-function colour printers)



Capacity-Building Activities for Turkish Language Learning

İMEP/VET4JOB reaches target groups in need of developing Turkish language skills using three methods: (1) the Turkish Speaking Support Programme, (2) Turkish Language Courses, (3) Framework Turkish Language Education Programme. 1,101 people were reached as of the end of February 2022 with these three methods that continue to be implemented. Progress of 22 per cent was made towards the programme target of reaching 5,000 people.

22%

Turkish Speaking Support Programme

With the purpose of eliminating the language barrier in education and participation in employment, İMEP/VET4JOB has prepared the “Turkish Speaking Support Programme” to support daily and professional speaking skills of apprentice students and adults whose Turkish language skills are inadequate. To this end, Turkish and Turkish Language and Literature teachers working at institutions covered by İMEP/VET4JOB were trained as trainers. The Turkish Speaking Support Programme started to be widely implemented in institutions as of 2022.

Turkish Language Courses

İMEP/VET4JOB has initiated A1 (136 hours) and A2 (160 hours) level language courses for Syrian target groups to assist them to receive the A2 certificate, which is a prerequisite for acceptance to apprenticeship training. The first people to complete the courses have graduated.

Framework Turkish Language Education Programme

Within the context of the changes introduced by the Directorate General of Vocational and Technical Education of the Ministry of National Education, A1 and A2 courses were switched with framework Turkish language education programme conducted in tandem with applied training in workplaces. The language education programme consists of 180-hour intensive language education



provided in the first term of apprenticeship training in vocational training institutions. As of the end of February 2022, Framework Turkish Language Education Programme courses started in Adana and Mersin for a total of 626 people.

Activities to Strengthen the Operational Capacity of Apprenticeship Training

İMEP/VET4JOB aims to strengthen the operational capacity of apprenticeship training by ensuring all actors/stakeholders in provinces to participate in meetings of the high-level Provincial Employment and Vocational Education Board chaired by the governor/deputy governor of the province. The board was formed to discuss employment as well vocational education and training matters and make decisions, by providing support by various means to Workplace Inspection and Guidance Groups and by ensuring examination commissions are sensitive towards the needs of Syrian apprentice students. Activities to this end aim to reach 570 people. As of February 2022, 62 people were reached through İMEP/VET4JOB activities and progress of 11 per cent was made towards the objective for this activity.

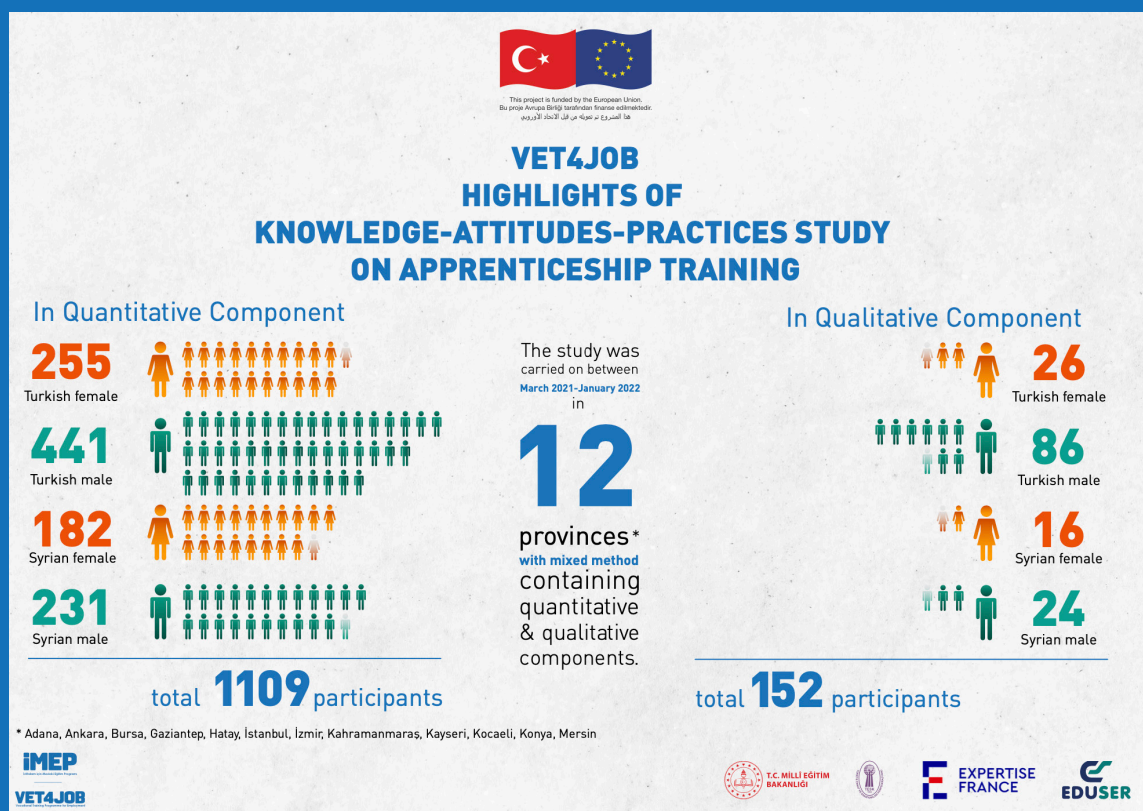
11%

Support Provided to Young People and Adults

İMEP/VET4JOB provides assistance to support the vocational training processes of apprentice students and adult trainees in vocational education and training as well as to help them focus on their education. Apprentice students registered under İMEP/VET4JOB are provided with a support package containing a bag with stationery and food cards in which a specific amount of cash is deposited monthly. In addition, those who participate in vocational training activities for adults are provided with practice equipment and allowances for lunch and inner-city transport to support their participation in and completion of courses.

KNOWLEDGE-ATTITUDES-PRACTICES STUDY

As part of Improving the Employment Prospects for the Syrian Refugees and Host Communities by Providing High-Quality Apprenticeship and Vocational Training in Turkey (Vocational Training Programme for Employment – İMEP/VET4JOB), carried out with the European Union funding in partnership by Expertise France and EDUSER and in cooperation with the Ministry of National Education Directorate General of Vocational and Technical Education and the Confederation of Turkish Tradesmen and Craftsmen, a Knowledge-Attitudes-Practices (KAP) study was conducted on training provided at vocational training centres, i.e. apprenticeship training. The study consisted of two, quantitative and qualitative, components. The 12 provinces (Adana, Ankara, Bursa, Gaziantep, Hatay, Istanbul, Izmir, Kahramanmaraş, Kayseri, Kocaeli, Konya, Mersin) where İMEP/VET4JOB is implemented made up the geographical scope of the KAP study.



[CLICK HERE FOR THE HIGHLIGHTS OF STUDY.](#)

İMEP
İstihdam İçin Mesleki Eğitim Programı

VET4JOB
Vocational Training Programme for Employment



IN FOCUS

Vocational training centres (apprenticeship training) are a type of formal education institutions where young people may go on to complete their compulsory education after secondary school and young people registered at these institutions are students.

Apprentice students are under the state's supervision and protection.

Apprentice students enjoy all rights granted to students. Apprenticeship training helps young people learn all aspects of a profession and become strong individuals who are self-sufficient, productive and benefit society.

With apprenticeship training:

- Opportunity to receive education in 184 different professional fields based on the interests and skills of individuals
- Opportunity to learn the theoretical aspects of the profession from subject teachers at vocational training centres
- Opportunity to learn the profession by applying it at the workplace under the supervision of experienced master trainers
- Opportunity to receive monthly pay that is at least 30 per cent of the minimum wage for year 9, 10 and 11 students and at least 50 per cent of the minimum wage for year 12 students
- State insurance which covers workplace accidents, occupational diseases and other illnesses
- Opportunity to obtain a vocational high school diploma for those who complete the diploma programme
- Opportunity to receive a mastership certificate for those who successfully complete apprenticeship training
- Opportunity to start a workshop with the mastership certificate or to work as a master
- Employment opportunities after graduation
- Opportunity to benefit from incentives that the Small and Medium Enterprises Development Organisation of Turkey (KOSGEB) provides for those who wish to start their own business

A trained workforce means high quality in goods and services as well as an advantage over the competition.

The state supports enterprises that train apprentice students registered at vocational training centres!

- Enterprises can recover the monthly pay that is at least 30 per cent of the minimum wage for year 9, 10 and 11 students and at least 50 per cent of the minimum wage for year 12 students in government subsidies.
- The state pays for the insurance of apprentice students, which covers workplace accidents, occupational diseases and other health insurance premiums.
- The pay for apprentice students is exempt from all forms of taxation.
- Vocational training centres provide theoretical training at least once a week to strengthen the applied training apprentice students receive in enterprises, monitor the applied training at the enterprise and provide guidance to enterprises.

COMMUNICATION AND VISIBILITY MATERIALS

İMEP/VET4JOB makes a particular effort to create communication and visibility materials to support apprenticeship training for young people and vocational training for adults as well as to provide these materials to beneficiaries in the field.



As part of the visual identity of the programme, various materials were prepared and distributed to be used at schools and unions of chambers of tradesmen and craftsmen within the scope of İMEP/VET4JOB.

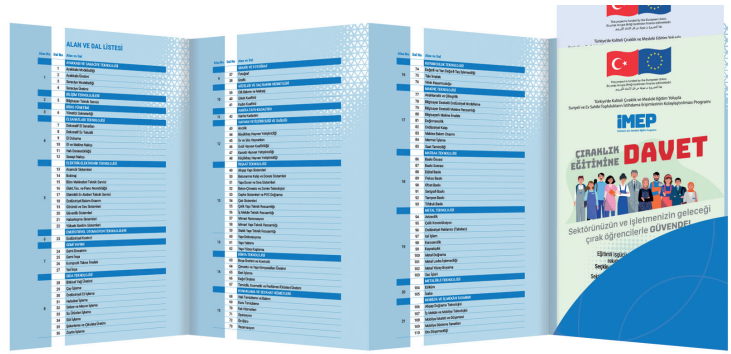
Various materials were prepared and distributed in the field to inform young people and their families about apprenticeship training and invite them to take part in this training and to inform enterprises and encourage them to take part in this formal education option by training apprentice students.

[Click to view the materials.](#)



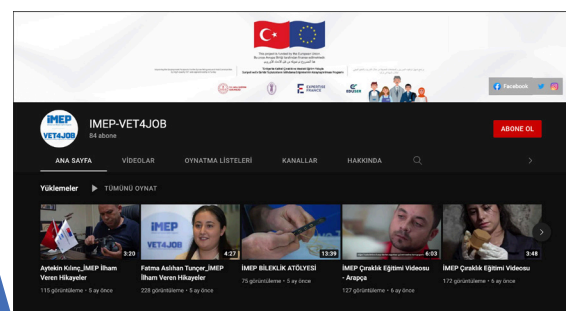
Outreach kits were prepared and made available to outreach teams to promote apprenticeship training and to strengthen İMEP/VET4JOB's efforts to recognise previous learning and to invite adults to vocational training courses for adults.

[Click to view the materials.](#)



Various videos were prepared and broadcasted on the Programme's YouTube channel to introduce İMEP/VET4JOB, convey what has been done as part of the Programme and to promote apprenticeship training for young people and vocational training for adults to the target group using success stories.

[Click to access İMEP/VET4JOB's YouTube channel.](#)



İMEP/VET4JOB NEWS

Meyer-Landrut, Head of the EU Delegation to Turkey, Visited Bursa İnegöl Vocational Training Centre of İMEP/VET4JOB

Meyer-Landrut, Head of the EU Delegation to Turkey, has paid a visit to Bursa İnegöl Vocational Training Centre, one of the institutions covered by İMEP/VET4JOB on June 25th 2021. Ambassador Meyer-Landrut and accompanying delegation were given information on Syrians' access to education and the current situation, activities to bring Syrians into the education system including apprenticeship training.

Ambassador Meyer-Landrut said, "We try to support efforts made by public authorities, officials, schools and the education system to strengthen Syrian refugees and host communities and their integration processes in Turkey. The education of Turkish and Syrian young people both in the EU and in Turkey is of utmost importance. I think the Ministry of National Education carries out crucial and exceptional work in terms of ensuring a very large number of Syrian children and young people are integrated in the education system. All this work also prepares these children to have a profession in the future and to earn their own living. It is therefore a process that lends young people a perspective on the future."





Meeting on Changes to the E-MESEM System and Information for İMEP/VET4JOB Institutions Held in Ankara

School principals and vice principals working at 36 vocational training institutions covered by İMEP/VET4JOB, İMEP/VET4JOB Headquarters Team and İMEP/VET4JOB Provincial Coordinators have held a meeting on changes to the E-MESEM system and information for İMEP/VET4JOB institutions on December 7th-9th 2021 in Ankara.

The three-day meeting provided information to the participants on İMEP/VET4JOB's general implementation framework, outreach activities carried out under the programme and student support, changes to the E-MESEM programme and its use in İMEP/VET4JOB as well as quality control, occupational health and safety related to maintenance and repair work of İMEP/VET4JOB. Nazan Şener, Director General of the Vocational and Technical Education of the Ministry of National Education met school administrators and exchanged opinions.

İMEP/VET4JOB 2nd and 3rd Steering Committee Meetings Held

İMEP/VET4JOB's 2nd and 3rd Steering Committee Meetings, attended by representatives of organisations and institutions related to the content of İMEP/VET4JOB activities, have been held online on May 26th 2021 and November 25th 2021. Both meetings provided information on the programme's progress and future planning. Current information on attempts to steer target groups towards apprenticeship training and outreach activities were shared as well as discussion on central and local cooperation opportunities with participant institutions in outreach activities was held at the 2nd Steering Committee Meeting. Participants at the 3rd Steering Committee Meeting were provided with information on work carried out during the 1st Apprentice Student Forum held on October 21st and 22nd under the heading "The Voice of Apprentice Students".



Members of the European Parliament Observed İMEP/VET4JOB's Work on Site

A delegation of members of the European Parliament led by Marie Arena, chairperson of the Subcommittee on Human Rights and accompanied by Libor Chlad, Head of FRIT and Feyhan Evitan Canbay, FRIT Programme Manager, was provided information on work carried out by paying field visits to various projects implemented with EU funding in Ankara and Istanbul. The delegation paid a visit to an enterprise providing applied training to apprentice students who are enrolled at the Esenyurt Vocational Training Centre (VTC), one of İMEP/VET4JOB implementation schools, on February 24th 2022 in Istanbul. The delegation also met the students during the visit.

The delegation toured the facility, received information on work being carried out by VTC principal Celalettin Gözen, İMEP/VET4JOB officials and enterprise manager Sema Çelebi,

and paid a visit to the classroom in the enterprise. The delegation conversed with students in the classroom on apprenticeship training. After visiting the staff dining hall and social activity areas on site, the delegation conducted an evaluation session with the participation of Syrian apprentice students and employers training apprentices representing various firms.

Syrian apprentice students expressed their satisfaction with being in the apprenticeship training system and stated that by this way, they were guaranteeing their future. Young people shared the opinion that apprenticeship training significantly contributed to their personal development and stated that if given another chance, they would prefer apprenticeship training again. Jeweller Yılmaz Tapar, who trains apprentice students stated, "Trusting and raising these young people is very important. To raise qualified masters, we should put our efforts into these young people from today and teach them the job as it should be taught."



SUCCESS STORY

İMEP/VET4JOB Makes Its Mark on the Orange Delights Contest at the Adana Orange Blossom Carnival

Nuran Gültekin, a graduate of the cake making course offered in cooperation by the Seyhan Vocational Training Centre and Adana Productive Women's Cooperative with the support of İMEP/VET4JOB, has participated in the Orange Delights Contest.

Nuran Gültekin is a former trainee of the cake making course carried in cooperation of Seyhan VTC and Adana Productive Women Cooperative with the support of İMEP/VET4JOB. Under the guidance of master trainer Pinar Kara, Nuran Gültekin came up with an entirely new recipe of an orange cake that does not require cooking. Gültekin participated in the Orange Delights Contest held as part of the Adana Orange Blossom Carnival with her unique recipe.

Nuran Gültekin, whose recipe was highly enjoyed, stated “I participated in a cake making course, which was a vocational course supported by İMEP/VET4JOB. I came up with a new orange cake recipe by using the information our teacher Pinar taught us. The greatest feature of this recipe is that it does not require cooking. I am glad that my product was enjoyed by everyone. Thanks to the guidance of my trainers and teachers, I participated in the Orange Delights Contest held at the Adana Sheraton Grand Hotel with my very own cake recipe. I thank my master trainer who supported me during this process and everyone who provided us with the opportunity to improve ourselves with this project”.



Pinar Kara, the master trainer who taught Nuran Gültekin stated, “Nuran was a very hardworking, enterprising and successful student. Her cake was greatly enjoyed by everyone. She followed the information provided to her during the training process with patience and diligence and by coming up with a new cake recipe, she made a difference. Nuran’s cake is prepared without cooking and is now a permanent option on the menu of the Adana Productive Women Cooperative’s cafeteria. Seeing our students succeed makes us proud and motivates us at the same time. I thank everyone who put an effort into this achievement, and İMEP/VET4JOB in particular for allowing us to realise this cake making course”.

The Adana Orange Blossom Carnival is held every year in April, when orange trees are in full blossom. The Orange Delights Contest aims to fuse citrus fruits, one of the most important agricultural products of the province, with Adana’s well-liked dishes.

İMEP/VET4JOB IN THE COMING PERIOD

Social Cohesion

Social cohesion activities initiated as part of İMEP/VET4JOB will continue with increased pace in the coming period. The aim is to contribute to increase social cohesion between Syrians and host communities by carrying out activities to be attended by both Turkish and Syrian young people and adults.

Vocational Services

Vocational will be p and Syrian adults who their vocati the aim of a professio interests, w

National Communication Campaign

İMEP/VET4JOB will carry out a nationwide and local communication campaign for target groups to raise awareness on the advantages of apprenticeship training and its effectiveness in combating child labour.

Personal Counselling

Counselling services provided to Turkish young people and those who wish to continue vocational education with the aim of helping them select a profession suitable to their interests and skills.

Experience Sharing Platforms

Partners who actively participate in the implementation of the Programme at the local and/or national levels will be supported to participate in platforms that serve to share knowledge and experiences among themselves or with different actors.

Improving the Workplace Training Environment

In this activity, which was initiated to contribute to the improvement of the training circumstances of apprentice students at workplaces, work such as improving occupational health and safety measures, improving hygiene conditions, creating physical environments where Turkish and Syrian apprentice students can spend time together and making the environment gender sensitive will be carried out.



Second and Third Apprentice Student Forums

The Second and Third Apprentice Student Forums to be held under İMEP/VET4JOB will take place full steam and effectively under the leadership of leader apprentice students, with the guidance of leader teachers and with participatory processes thanks to the support of the union of chambers of tradesmen and craftsmen liaison persons.

Apprentice Student Solidarity for Sustainability

During the programme, solidarity activities will be carried out with teams to be formed in İMEP/VET4JOB's vocational training institutions on the theme of sustainability, to allow apprentice students to take action to create social good. The results will be shared with the public.



I AM GETTING INFORMED

1. Which of the following is one of the rights of apprentice students?

- A) To attend theoretical training during the academic year at least once a week according to grade level of the student
- B) To receive monthly pay that is at least 30 per cent of the minimum wage for year 9, 10 and 11 students and at least 50 per cent of the minimum wage for year 12 students
- C) To be on paid leave on theoretical training days and official holidays
- D) To take paid leave for a total of 1 month each year during the semester and summer vacation and up to one month of unpaid leave with acceptable excuse.
- E) All of the above

2. Which of the following is not one of the responsibilities of schools?

- A) To follow students' attendance at and leave from the school and workplace
- B) To ensure that at least 12 hours of occupational health and safety training is provided to students in the first period of their vocational training at the enterprise
- C) To enact Personal Retirement Insurance for apprentice students
- D) To monitor the fulfilment of enterprises' duties and responsibilities to apprentice students
- E) To provide apprentice students with theoretical training

3. Which of the following is one of the responsibilities of enterprises?

- A) To carry out the insurance transactions of apprentice students
- B) To ensure apprentice students undergo start of work and periodical health examinations after their training starts
- C) To follow the school attendance of apprentice students
- D) To provide apprentice students with theoretical training
- E) To monitor whether the rights of apprentice students are protected during applied training

4. Which of the following is not one of the responsibilities of apprentice students?

- A) To keep the Vocational Training Student Work File in Enterprise
- B) To use personal protective equipment provided during training
- C) To abide by the teaching and learning order of the school and workplace
- D) To abide by precautions taken in occupational health and safety training provided by the school and the workplace during the vocational training process at the enterprise
- E) To regularly record enterprise expenditure

5. Which of the following should be consulted in order by apprentice students who may be having difficulties in accessing rights at the school?

- A) Classroom Teacher – Field Head – Counselling Teacher – Vice Principal – School Principal
- B) Master Trainer – Counselling Teacher – Coordinator Teacher – Coordinator Vice Principal – School Principal
- C) Counselling Teacher – Coordinator Teacher – Master Trainer – Vice Principal – School Principal
- D) Classroom Teacher – Field Head – School Principal – Employer – Master Trainer
- E) Master Trainer – Employer – Counselling Teacher – Coordinator Teacher – Coordinator Vice Principal



Answers: 1.E, 2.C, 3.B, 4.E, 5.A

IMPRINT

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İMEP - VET4JOB
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İMEP
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VET4JOB
Vocational Training Programme for Employment





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