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# CEVHER HIDDEN GEM

## VET4JOB NEWSLETTER



ISSUE 3

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# FOREWORD

***“With apprenticeship training, I will become a master in the repair and maintenance of household electrical appliances. I will extend the working lives of these appliances and will contribute to the sustainability of our planet”***



When I was little, my elders would frequently ask me what I wanted to be when I grew up. My name means “wolf” in Arabic. They would ask me if I was going to be “a wolf or a sheep” and I wouldn’t understand. Of course, I had some possible jobs in mind, but my life was interrupted when I was still young. Then war broke out in Syria, as you know, and my family and I came to Hatay. I had to get used to a new language, house, home, city and country. And meanwhile, I still needed to prepare for the future. Both my family and I looked into the matter thoroughly. If I chose apprenticeship training, I would receive theoretical training at school and applied training in a workplace and earn a monthly income, so in that way I wouldn’t need to interrupt my education. It would make my life easier and at the same time enable me to acquire a profession. I registered for apprenticeship training with these thoughts in mind.

Now, when I remember the question they asked me when I was little, I say to myself, “I’m going to become a master”. It is not really important whether you are a wolf or a sheep. The most important thing is to be very good at your job. Still, there are times when I feel like “a wolf”. When I started to act as a leader student at İMEP/VET4JOB’s apprentice student forums, and talked about the difficulties we were having at the 2nd Apprentice Student Forum, and tried to find solutions for these problems with my friends, I felt really empowered. İMEP/VET4JOB supports me as an apprentice student and reminds me that I am powerful and that I am not alone and gives me the chance to make my voice heard. I get the same sense of support through the lunch cards and stationery sets İMEP/VET4JOB has provided for us.

As I make progress on the path towards becoming a master in the repair and maintenance of household electrical appliances, I feel special excitement at contributing to the sustainability of our resources. Maintaining and repairing household electrical appliances so as to extend their working lives is one of those jobs that can only be done by competent masters. In my fourth year at the vocational training centre, I will learn about the maintenance and repair of home appliances and successfully complete my courses. Then I will pass the examination and obtain my mastership certificate. My goal, once I have fully improved myself in maintenance and repair work, is to contribute to the training of new masters.

Dib Şireyki

# FOREWORD

***“İMEP/VET4JOB reminds me I’m not alone”***



One of the most important decisions a young person must make is his or her choice of profession. It is a decision that will shape his or her future and will to a great extent determine how he or she will sustain his or her life. You earn your income with your profession, and you spend many years of your life carrying out this profession. I have learnt from the people around me and from my own experience that the earlier you start learning a profession, the better you become at it. That is why, after I completed middle school, I decided to go into apprenticeship training and started to receive training in culinary in the field of Catering Services at the vocational training centre.

This is where I got to know about the İMEP/VET4JOB. İMEP/VET4JOB has benefited me in ways that go beyond having picked a profession. Since I started to participate the Apprentice Student Forums, my self-esteem has improved. I have started to making efforts to refine the system I am in, and I have realised that I am cared for and included. Moreover, thanks to the training İMEP/VET4JOB has provided to our master trainers and teachers, I have realised that our needs are better understood. I think these are among the greatest contributions that anyone can make to students.

We are apprentice students on our way towards becoming masters. We learn our professions by receiving on-site training and blending this training with the theoretical education we are given at school. I cannot say that our lives are easy: we are undergoing an intense learning process. However, knowing that there are mechanisms that empower and support us and provide us with spaces reminds us that we are not alone. As part of İMEP/VET4JOB, our school is getting repair and maintenance support. I would like to thank İMEP/VET4JOB for its contributions to apprenticeship training and for the work it is doing for apprentice students.

Ayşe Nur Meral

# FOREWORD

***“I am advancing in my profession with pride”***



In primary school, my teacher would always say, “Children, whatever you do, do your best”. I could not make sense of it back then. But now, I work very hard to be the best in my job. Thanks to apprenticeship training, I believe that I will be the best – that is, the master of my profession. Because I am combining the training I get with actual professional experience, I believe that my parents, my teachers and my masters will all be proud of me in the future. I am already proud of myself for what I have learnt and accomplished so far.

Since I have chosen a vocational training centre, I earn my own money. I am insured against occupational diseases and accidents. I feel secure both financially and against possible diseases and accidents at work. Thanks to the vocational training centre where I am a student, I have met many people. I have already built up my business contacts. I feel I have a command both of the challenges of my job and of its practical aspects.

After I started apprenticeship training, I began to tell the people around me about this educational option too, and recommending it to them. You have the opportunity to pick from 34 fields and 184 professions. Currently, I am receiving training in men’s hairdressing in the field of Beauty and Hair Care Services. My dream is to open my own business and make a name in the sector. I trust in myself in this and I am doing my best to make my family and teachers proud of me. I would like to thank İMEP/VET4JOB for the support it has lent to me and my peers during this journey.

İbrahim Balıkçı

# FOREWORD

## ***“I want to provide job opportunities for young people too”***



My life changed the moment I became acquainted with apprenticeship training. It opened up a brand-new window for me. At a moment when I had lost hope of acquiring a profession, the vocational training centre enabled me to start receiving training in women's hairdressing in the field of Beauty and Hair Care, a profession I like and believe I have a talent for. I now feel close to achieving my goals.

I am receiving training in a profession of my own choice and at the same time learning the finer points of the job from my elders – that is, my masters. I am a member of one big family both at the vocational training centre and at the workplace where I work as an apprentice student. I have a larger family now and every member of my family is making a great effort to support me. İMEP/VET4JOB is a part of this family too and is doing important work for the benefit of apprentice students both at school and in the workplace. I am trying to make these efforts worthwhile.

My greatest dream is to provide young people who are capable of carrying out this profession the way it should be done with job opportunities in my own hairdressing saloon. To make this possible, and to provide an example for young people, I want to learn foreign languages and open up to the world. I am working towards being able to pursue my profession properly wherever I go. Many thanks to İMEP/VET4JOB for supporting our efforts as apprentice students.

Sıla Şabanoğlu

# İMEP/VET4JOB SOCIAL COHESION ACTIVITIES CONTINUE

One of the essential outputs of İMEP/VET4JOB is to strengthen social cohesion among young people and adults in their educational and working lives. To this end, activities are being conducted in support of social cohesion.

The following principles take precedence in social cohesion activities:

- To create time and spaces for initiating and maintaining interactions
- To strengthen social relationships
- To strengthen self-confidence, skills and access to opportunities
- To acknowledge and accept differences
- To ensure voluntary participation and overcome any obstacles
- The importance of participation and feedback
- The importance of having fun together

İMEP/VET4JOB has carried out 205 social cohesion activities so far. It aims to reach 36,800 people in total. As of the end of August 2022, 6,994 participants had been reached and the rate of progress was 19 per cent. Of the participants, 27 per cent have been women and 35 per cent Syrians.

Although care is taken as far as possible to ensure that equal numbers of Syrian and Turkish participants in these activities, this has proved difficult to achieve it due to the relatively low numbers of Syrian apprentice students at the training institutions where İMEP/VET4JOB is being implemented. In order to expand the impact which social cohesion activities are intended to have, and to create a balance of nationalities, İMEP/VET4JOB has adopted the approach of including in these activities the families, employers, masters, master trainers and work colleagues of the Syrian and Turkish apprentice students and of

apprentice students and trainees participating in adult training courses, along with their teachers, representatives of the Union of Chambers of Tradesmen and Craftsmen (ESOB) and other apprentice students.

In addition, the psychosocial support activities and the preparatory work for the Apprentice Student Forums have been considered social cohesion activities because they are the activities that bring Syrian and Turkish apprentice students together and ensure their cooperation.

While schools were still open, the social cohesion activities were mostly organised at vocational training centres participating in İMEP/VET4JOB. During the summer holiday, many social cohesion activities were also arranged in out-of-school settings, particularly at the enterprises.

The social cohesion activities that have been carried out can be summarised as follows:

● **Psychosocial Support Activities:** Psychosocial support activities with titles like “All sides of me”, “Who am I?”, “Getting to know my friend”, “Bullying”, “Learning together” and “Our emotions-our reactions”

● **Sports Activities:** Sports activities, tournaments and competitions including football, volleyball, table tennis, darts, bowling, badminton and billiards.

● **Socio-Cultural Activities:** Activities such as trips (e.g.: visits to vocational fairs and museums, city and nature tours), picnics, artistic activities (movies, music concerts, musical activities from various cultures, etc.), celebrations and festivals (gatherings such as harvest festivals in the school yard or other areas of the school)

● **Apprentice Student Forums:** Activities involving large numbers of participants carried out in preparation for the forums and at the forums themselves

● **Other:**

- Role-model meet-ups hosting professional experts
- Informative meetings on various themes
- Competitions and debates in support of the training programmes
- Work carried out for the benefit of society (visits to nursing homes and child care institutions, hair/nail care for people with disabilities, cleaning of the environment, etc.)
- Collective efforts in support of schools, such as tidying the school yard or painting school walls

Expenses such as the costs of transport, meals and tickets that arise during these activities are covered by İMEP/VET4JOB. Support has been provided for the establishment of sports clubs at some schools included in İMEP/VET4JOB and for the procurement of necessary sports equipment at others. Over the past six months, İMEP/VET4JOB has observed that activities such as painting school walls, tidying school yards (planting flowers), harvest festivals during which trainees receiving greenhouse cultivation training display their produce, and activities such as sports tournaments that require prolonged periods of cooperation, are the most effective in strengthening social cohesion, and that both

the target groups and school administrators and teachers have embraced social cohesion activities and made time for them. Some participants stressed that they had taken part in some of these activities for the first time. Through these activities, İMEP/VET4JOB aims to contribute greatly to the improvement of social cohesion between the two communities.

In the coming months, İMEP/VET4JOB aims to develop and introduce institutions to more innovative and creative activities that will contribute to the improvement of social cohesion in the light of the experience gained so far.



# WORKPLACE TRAINING ENVIRONMENTS FOR APPRENTICE STUDENTS TO BE IMPROVED!

*Enterprises that train apprentice students are obliged to make the environments where they provide applied training suitable for the physical, mental, social and educational needs of the students.*

The Vocational Training Programme for Employment (İMEP/VET4JOB) supports improvements in the training areas of workplaces that centre on the needs of apprentice students. In this context, enterprises which are registered with unions and chambers affiliated with TESK and which train apprentice students studying at vocational training institutions will be provided with “Workplace Improvement Support”.

In this context, in-kind support will be provided in the areas exemplified below, with the procurement work conducted by İMEP/VET4JOB.

## Improving occupational health and safety measures (including the conduct of necessary measurements and inspections)

- Improving occupational health and safety measures at the workplace
- Improving the personal protective equipment used by apprentice students
- Making it safer to work with the machinery and equipment which apprentice students use

## Making the working environment of the workplace more suitable for training

- Organising the workplace in such a way as to serve the best interest of the apprentice student
- Efforts to ensure continuity in the implementation of hygiene rules

## Developing theoretical training environments in workplaces

- Work towards opening classrooms within enterprises for the theoretical training of apprentice students
- Work on improving the training environments where apprentice students are to receive theoretical training in workplaces
- Training/counselling activities, in line with the aim of the programme, in areas that will benefit students registered with vocational training centres and other personnel working at the enterprise

## Development of environments where Turkish and Syrian apprentice students can spend time together

- Efforts to create physical spaces where apprentice students can spend time together during breaks and lunch breaks and in their free time, thus contributing to their socialisation

Applications from enterprises will be carried out by Enterprise Support Boards to be established in all provinces. These boards are made up of the provincial ESOB representative, a representative of the provincial directorate of National Education and the İMEP/VET4JOB provincial coordinator. After applications considered appropriate have been approved, the procurement of goods, repairs and services foreseen in the applications will be done by İMEP/VET4JOB.

The improvements made to enterprises will be publicised using İMEP/VET4JOB communication platforms with a view to reaching broader audiences, particularly enterprises that wish to train apprentice students. Efforts will be made to use these examples to inspire enterprises with respect to the types of educational environment they need to establish for apprentice students.

**Click [HERE](#) for more information on Workplace Improvement Support.**



# APPRENTICE STUDENT FORUMS

İMEP/VET4JOB Apprentice Student Forums centre on the efforts of apprentice students to seek solutions to their problems and consist of activities directed towards making the students' voices heard. The forums are held with the participation of leader students, leader teachers, ESOB representatives and members of the İMEP/VET4JOB team.

Due to the pandemic, the 1st Apprentice Student Forum was carried out on a digital platform. This forum gathered people together to discuss the challenges and opportunities of apprenticeship training. During the course of the event, the fundamental principles of communication were explored through entertaining activities conducted with the participants. There were also activities on conflict resolution.



## The Second Forum Gave a Voice to Over 10,000 Students



During the preparatory phase of the 2nd Apprentice Student Forum, the leader apprentice students established a dialogue with 11,238 students under the guidance of their leader teachers, and proposed solutions were developed for the problems identified at the first forum. The students made sure that the preparatory meetings they held were attended by enterprise partners, sector experts, teachers and administrators as well as students.

The proposed solutions developed as a result of the above efforts focused on responses to

the questions, "What kind of solutions could be developed for the challenges experienced at school and in the workplace?" and "What kind of solutions could be developed to overcome the challenges of social life at school and in the workplace?" At the 2nd Apprentice Student Forum, the leader apprentice students once again discussed these proposed solutions on a joint platform.

At the closing ceremony of the 2nd Apprentice Student Forum, four representative leader students came together with decision-makers around the same table. Issuing strong messages,

the student representatives read out the forum declaration, which included proposed solutions for the development and improvement of apprenticeship training in Türkiye, the things which apprentice students needed to do in support of these solutions, and the students' expectations of the decision-makers. In this way, the apprentice students called on all the actors of apprenticeship training in Türkiye to act jointly to write a new success story.

Click [HERE](#) for the 2nd Apprentice Student Forum Declaration.

Click [HERE](#) for the 2nd Apprentice Student summary report

It was particularly meaningful that the 2nd Apprentice Student Forum took place just before the World Day Against Child Labour on June 12th. İMEP/VET4JOB conducts its activities with a perspective that focuses on combating child labour and upholding the best interest of the child. It contributes to the fight against child labour by highlighting the availability of apprenticeship training under state protection and supervision for young people who may be left outside of the education system and forced to turn towards child labour, and providing them with an option for a quality education and a career. Click [HERE](#) to view the video regarding this point.





## SUCCESS STORY

### Interview conducted during the 2nd Apprentice Student Forum with Beyzanur Tepegöz and Abdurrahman Dilli, Leader Apprentice Students for the İMEP/VET4JOB Apprentice Student Forums

Can you tell us about the goals of the İMEP/VET4JOB Apprentice Student Forums?



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**Beyzanur:** The İMEP Apprentice Student Forums aim to make a contribution to apprenticeship training. We try to bring out more comprehensive and forward-looking ideas and things that will benefit us more. During the forums, we make efforts to find solutions for the challenges we face. We come together not only for ourselves, but for all the apprentice students across Türkiye. Our main goal is to strengthen apprenticeship training in our country by empowering ourselves and our professions.

**Abdullah:** These forums are also organised to strengthen student rights. Our workplaces and schools have certain deficiencies. Our goal is to eliminate these difficulties by discussing them together and to put things in order. We aim to reach a wider audience by coming together at these forums.

How did you get involved in this process?

**Abdullah:** There were meetings about it at our school. I talked with my teachers and said I wanted to be a part of it. My teachers supported me and I was selected as a leader apprentice student.

**Beyzanur:** After I heard about İMEP/VET4JOB, I did a little research on it. I was very happy when my teachers at school recommended me, because getting involved in this process would mean being in an environment where I could make my voice heard better. I also believed that it would contribute a lot to me professionally as well. For these reasons, I was very eager to be included and now I am a part of this process.

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What kind of activities did you carry out at your school as part of this forum? What kind of contributions did your peers, teachers and administrators make to the forum process?

**Beyzanur:** First, we started with the people in our immediate circle – those we communicated with most frequently. Gradually, we widened this circle and reached more people. We conducted surveys and organised conferences at the school. My teachers supported me as a leader student. Thanks to this support, we had the opportunity to reach a much wider audience.

**Abdullah:** At first, we organised meetings. Then, we went round the classrooms to inform our friends. We were able to tell all the students about the forum and its contents by addressing them at school ceremony. Our teachers supported us a lot. We listened to the problems of our friends and made a solution box for these problems. Then they wrote out their proposed solutions and dropped them in the box. Our teachers and principals made big contributions. Without them, we would not have come this far and we would not be talking about these solutions.

What kind of work are you doing at the ongoing 2nd İMEP/VET4JOB Apprentice Student Forum?

**Abdullah:** During the first forum, we have talked about the challenges we faced. Now, we are talking about solutions. We are sharing our ideas among ourselves and with our teachers and elders. We are learning to make joint decisions. We aim to speak with one voice. In this way, we will try to attain the best possible results. We want to come up with clear and concise results and to establish proper communication both among ourselves and at the workplace and in school.

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**Beyzanur:** We have identified the difficulties we face and now we are discussing how to solve them. For example, what can we do with support from the state? Are there any things that we can do individually? Or who can we get support from and how? We are trying to look into these questions and go wherever they take us. We are doing this with all our friends. We are working as a team. We respect each other's ideas and we are learning very nice things from each other. As a result, we will learn to take action all together.

What do you think about the İMEP/VET4JOB Apprentice Student Forums? Do you think the İMEP/VET4JOB Apprentice Student Forums are important? Do you think they are necessary? Why?

**Beyzanur:** I think it is a beautiful thing. I hope, they [the forums] will continue. Frankly, I did not expect such a nice environment. It was so refreshing to be able to come together face-to-face and to see the

solidarity among us all. Moreover, I did not know that anybody cared for us this much. When I came here, the atmosphere was very different. Yes, we face many challenges, but we are raising our voices against these challenges. I am now aware that these challenges can be solved and I am proud to be a part of the solutions and to be taking on an active role.

**Abdullah:** I think they are very necessary. I truly believe that good things will happen. Aside from our own problems, I was happy to note that other friends of ours are experiencing similar difficulties and to set about seeking solutions with our teachers and trainers. These forums are important for apprentice students, teachers and employers alike. They are now aware that we are here and I believe that things will get better.



### Can you say something about the contributions which the İMEP/ VET4JOB Apprentice Student Forums have made to you and to other apprentice students? What are you learning from them? What kind of benefits do you get? How do the forums contribute to your personal development? What do you achieve during the forum process?

**Abdullah:** I feel more self-confident now that we made our voices heard. I would not have dared to speak in such a crowded place before, but now I feel I have that confidence in me. Moreover, thanks to this forum, we are learning more about our rights. All of this has benefited me very much. My next goal is to build further on what I have learnt and seen here.

**Beyzanur:** I have got to know myself better and at the same time, I have learnt to project myself better. It turns out I was not as shy as I thought. Speaking on behalf of everyone made me happy and excited; at the same time, it has made me much more courageous. I am proud of myself for having given my friends a voice to my friends and for being here on their behalf.

### How do you feel about learning, producing and having fun with students from other schools? Why?

**Beyzanur:** We sometimes have problems coming to an understanding since we do not know each other very well. However, this does not prevent us from forming a very good team. We have so much fun together. Frankly, being here, learning, producing and having fun with students from other schools has been really good for me. We are having fun and learning and contributing a lot to each other. I am very glad about this experience we have had.



**Abdullah:** I have made friends from different provinces and realised that we face similar challenges. I thought to myself 'So I am not alone after all'. I have learnt many new things from my friends, and shared many things with them. I would say that we are complete now.

### How does it make you feel to be with your peers for three days during the forum and to experience new things?

**Abdullah:** I feel very special and I think that I am an important person. I believe that I can do better things and I know that I can be better at the things that I do. I have had a completely new experience here. Traveling to another city and acting together was a really nice experience for me.

**Beyzanur:** First of all, during the forum all our trainers and all the participants are being very polite and inclusive. I feel that I belong to this community

and my friends are all very special to me. We have travelled from different parts of the country and we differ in our nationalities. So, the forum has at the same time created an environment for us to take part in cultural exchanges. I am grateful that we were given this opportunity too.

### What are your thoughts on Turkish and Syrian students socialising, learning and producing together and having fun?

**Beyzanur:** Here, everyone is very kind and thoughtful. We are in an unbiased and inclusive environment which is culturally diverse. We are very happy and we are enjoying ourselves a lot.

**Abdullah:** I think we are all one and the same here. I am originally from Syria. I never felt like an outsider. On the contrary, we got very close and had fun. I got to know new people and we socialised we did a lot of nice things.



**You are representing all the students at your school at the İMEP/VET4JOB Apprentice Student Forums, but especially the girls. What do you think about this? What does it mean for you to be a voice for girl apprentice students and to reflect their opinions at the forums?**

**Beyzanur:** Girl students are often not provided with this opportunity. We can face obstacles of different kinds. In this sense, the attention which İMEP/VET4JOB pays to girl students and the prominence it gives them is very meaningful. The participation of all students to these forums is important, but the participation of girls is especially important. Besides bringing our apprentice student rights to the fore here, we are also supporting gender equality and breaking prejudices about social norms. These forums are organised in a participatory way and I am very glad to be here on behalf of girl students.



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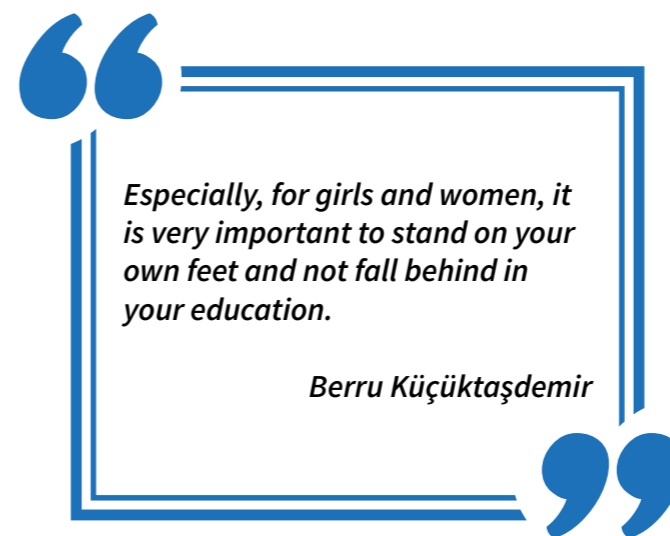
## THE MASTER'S PATH APPRENTICESHIP TRAINING VIDEOS

*Berru Küçüktaşdemir*

*Siteler Vocational Training Centre – Accounting Student*



A student of accounting in Siteler Vocational Training Centre, Berru Küçüktaşdemir is 16 years old. Berru tells us: “The moment my life changed was when I met Ms. Arzu (Vice Principal). When I heard about accounting as one of the service sectors, I felt all abuzz. I realised I was becoming more interested and I believed that I could succeed in that area. In apprenticeship training, I go to school once a week and to the workplace four times a week. I particularly enjoy the days I spend at school. While it is usually rather difficult to wake up and prepare for the day in the mornings, I don't feel this way on school days. Spending time with my friends, attending classes, speaking with my teachers... it all make me very happy”. Berru states that she is very pleased with the experience she is acquiring at the enterprise where she receives training as an apprentice student.



*Especially, for girls and women, it is very important to stand on your own feet and not fall behind in your education.*

*Berru Küçüktaşdemir*



Berru says that it is a very nice feeling to be able to work while continuing your education and to stand on your own feet. She adds, “I recommend apprenticeship training to everyone. Especially, for girls and women, it is very important to stand on your own feet and not fall behind in your education. A profession is a golden bracelet for all of us”.

**Arzu Avcı (Vice Principal)**

Arzu Avcı, Vice Principal of Siteler Vocational Training Centre, the centre which changed Berru's life, says that young people get a sense of the student life even when they attend school only once a week. Arzu Avcı adds that the students are in continuous communication with them and underlines that they can share their problems and joys both with their teachers and with the counselling department.

Arzu Avcı points out that apprenticeship training gives young people the opportunity to acquire a profession at an early age.



Click [HERE](#) to watch the video.

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**Burak Nergis****Adana Yüreğir Vocational Training Centre – Men's Hairdressing Student**

A student of men's hairdressing in Adana Yüreğir Vocational Training Centre, Burak Nergis tells us that he had difficulties when he graduated from middle school and started high school. He could not get along with his friends and teachers, and because of these adaptation problems he felt that he did not have a future at the school. Burak Nergis says that his life has changed when he got involved in apprenticeship training. "Thank you very much for this," says Burak Nergis, "I am very happy. I want people to think of me as a good person. I want them to think that I am a successful person".

**“** *I believe Burak will be successful in his profession. I thank to everyone who involved in this.* **”**  
Zeynep Nergis

**Ömer Gök (School Principal)**

Ömer Gök, Principal of Adana Yüreğir Vocational Training Centre, is extremely pleased with Burak's efforts and how much he has managed to achieve. Ömer Gök adds: "Burak was my student when I was the principal of a different school in Adana. At the previous school, he would often come to see me with a sad expression on his face. Here, he visits me frequently too. However, he is very happy and full of energy at this school".

**Zeynep Nergis (Burak's Mother)**

Ms. Zeynep is very pleased with Burak's current situation. Zeynep Nergis tells us that the difficulties Burak experienced in the past made both Burak and her very sad. "I believe Burak will be very successful in his job." she adds "I thank to everyone who involved in this".

**Niyazi Kurt (Business Owner/Master Trainer)**

Niyazi Kurt, the owner of the enterprise where Burak is receiving applied training, tells us that he believes that Burak will be a successful master. He says that he has improved himself a lot, takes care of the customers and is becoming more successful all the time.



Click [HERE](#) to watch the video.

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**Mehmet Servet Kılıç****Şehitkamil Vocational Training Centre – Car Bodywork Production Student**

Mehmet Servet Kılıç is 20 years old and lives in Gaziantep. He is receiving apprenticeship training in carbodywork production in the field of Metalwork at Şehitkamil Vocational Training Centre. There is something special about Servet that distinguishes him from the other apprentice students; his father is an important part of his training. In fact, his father is also his master trainer at the workplace where Servet combines theoretical education with applied training and is learning all the details of his profession.

**“** *My father becomes my master during working hours. We don't have a father-and-son relationship at the workplace. I'm treated no differently than any of my mates at work...* **”**  
Mehmet Servet Kılıç

**Zeki Kılıç (Business Owner/Master Trainer)**

Zeki Kılıç is a master trainer and the owner of an enterprise engaged in car bodywork production and repairs in Gaziantep. "Servet and I are father and son outside," he says, "but at the workplace, I am the master trainer and he is the apprentice student. As a master trainer, I step in when he experiences any difficulties. Servet does his work the way I tell him to and in line with all the procedures". Zeki Kılıç emphasises that he attaches great importance to apprenticeship training and believes that this programme is the future for his children. He says that İMEP/VET4JOB is a very successful programme.

**Yasemin Koç (Servet's Mother)**

Servet's mother Yasemin Koç is very pleased with the business relationship between Servet and his father. Yasemin Koç says that she will always support her son and adds, "I am very proud of him and I am sure that he will rise to high places".



Click [HERE](#) to watch the video.

**İMEP**  
İşsizden İçin Mesleki Eğitim Programı

**VET4JOB**  
Vocational Training Programme for Employment

**Cem Büyükkellecioğlu**  
Business Owner in Gastronomy



“I am glad the apprentice students are here,” says Cem Büyükkellecioğlu, business owner of Kiremithane Restaurant, emphasising the importance of apprentice students in the operations of Kiremithane Restaurant, which was planned as a gastronomical facility from the beginning. Büyükkellecioğlu says that they too are engaged in a learning process just like the apprentice students. “One of the greatest advantages of Kiremithane is that it also accommodates apprentice students,” he goes on. “I say this in good faith. If they were not here, I would feel uneasy. It was my good luck that to come across them in this establishment, because they are hardworking, ethical and well-mannered. They are responsible students”.

Büyükkellecioğlu says that in the course of time, most companies start to question the work they do. He states that the European Union supported İMEP/VET4JOB project will bring them a breath of fresh air. If businesses wish to be there in the long term, he concludes, they must definitely pay attention to the apprenticeship student project.

*The European Union supported İMEP/VET4JOB project will bring businesses a breath of fresh air.*

*Cem Büyükkellecioğlu*

**Meltem Özbay (Company Manager)**

Company Manager Meltem Özbay says that Kiremithane Restaurant is known for its French and Lebanese cuisine and adds, “We would not want our apprentice students to work in a boring environment where they would feel unhappy. This is very important for us. We provide all our apprentice students with opportunities both in front-of-house and in the kitchen. We want them to see the whole and then move on to the parts. Because the best place to learn anything is in the field”.



Click [HERE](#) to watch the video.

**Kosai Alesmaii**  
Ostim Vocational Training Centre – Construction Equipment Student



An apprentice student in the field of construction equipment at Ostim Vocational Training Centre, Kosai Alesmaii is 18 years old and comes from Syria. Kosai became a part of the project after his father received a call from the İMEP/VET4JOB team. He takes great pleasure in telling us about his education at the school and the activities he takes part in with his friends. Kosai Alesmaii adds that he spends quality time at the workplace too. “I recommend apprenticeship training to my friends, to young people – to everyone in fact,” he says.

*We need to act regularly to make young people a part of life. The way to do this is to love them and make them love their trade.*

*Arif Öksüz*

**Arif Öksüz (Company Owner)**

Arif Öksüz, the owner of the company where Kosai receives applied apprenticeship training, says that the theoretical education apprentice students receive at the school is very important. “It is our job to teach them the practice,” he says, “When you combine theoretical and applied training, you get excellent young people. We teach these children the specifics of the job and we also train them in an ethical sense and prepare them for life as the masters of the future”. Arif Öksüz tells us that we need to act regularly to make young people a part of life and that the way to do this is to love them and make them love their trade.



Click [HERE](#) to watch the video.

Filiz Yıldız

Company Owner in Vehicle Body Repairs



Filiz Yıldız tells us that women can do any job. She owns a company which deals with vehicle body repairs and is a master trainer. Master Filiz often meets up with parents and students who have reached the age of apprenticeship training and informs them about the training of new masters. At an informative meeting, Yıldız asked the audience, “Is there anyone here interested in becoming an auto-mechanic or an auto-electrician?”. Out of a crowd of 350 children, only one girl raised her hand. That was Deniz Arka, who is now receiving applied training at master Filiz’s company.

One of master Filiz’s aims is to train women masters. To this end, she is continuing her efforts to encourage young girls at vocational training centres to receive applied training, because she believes that one person can affect a thousand others.

*We women can do any job. We can succeed in any profession. Because professions have no gender.*

Filiz Yıldız

#### Deniz Arka (Automotive Electromechanics Student)

Deniz explains that master Filiz’s words influenced her, but that she was still a bit worried about whether she could do the job. She then decides that she can, after recalling a childhood memory. This job is a dream of hers.



Click [HERE](#) to watch the video.

**IMEP**  
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**VET4JOB**  
Vocational Training Programme for Employment

## IMEP/VET4JOB TO PROVIDE VOCATIONAL COUNSELLING AND CAREER GUIDANCE TO APPRENTICE STUDENTS AND ADULT TRAINEES

Vocational counselling and career guidance programmes are about to begin for apprentice students receiving training at vocational training institutions included in the İMEP/VET4JOB and for trainees attending adult education institutions. Through vocational counselling, İMEP/VET4JOB aims to help the target group to choose the profession that best suits their interests, wishes, skills and capabilities. The services provided will also help students to become aware of their learning obstacles and support their efforts to overcome them. This effort aims to increase students’ learning achievements and self-confidence and so to reduce school dropout ratios. The career guidance services have been planned to develop the employability skills of the target group. To this end, it is intended to provide İMEP/VET4JOB beneficiaries throughout their training with sessions to develop their skills for employability and finding employment. These may be provided within the existing programmes or in

addition to them. The group and individualised counselling services to be provided are intended to impart knowledge and skills on the following topics:

- Job-seeking channels
- How to prepare a résumé
- Filling out application forms
- Before and after a job interview
- Interview techniques and practices
- Entrepreneurship and coaching to start a business

These services will be delivered in two main stages:

- 1 At the first stage, the 150 teachers and experts who will be providing the services would receive three days of “Training of Trainers”.
- 2 At the second stage, the teachers/experts who have received the training will provide the vocational counselling and career guidance service to the target groups (trainees and apprentice students).



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The training of the first group of trainers, who will provide vocational counselling and career guidance for adults, took place with the participation of 55 people in Ankara on June 28th-30th 2022. The opening ceremony was attended by Mr. Korkut Koçak, the Head of the Department of Social Partners and Projects of the General Directorate of Vocational and Technical Training of the Ministry of National Education, as well as Programme Coordinator Ms. Balkır Özünlü, Mr. Fuat Elvan, Project Expert at the Directorate of the EU and Foreign Relations of TESK, and members of the İMEP Headquarters Team. The “Training of Trainers” offered the participants the competency to provide individual vocational counselling prior to the courses to be opened in their provinces and career guidance services after the courses. The training programme also provided practical information on the registration of trainees who are to start seeking jobs after completing their courses with the İŞKUR unemployment portal.

The model and the “Training of Trainers” programme for the vocational counselling and career guidance to be provided to apprentice students are at the design phase. Following the completion of these activities, a second “Training of Trainers” session will be held for teachers working at İMEP/VET4JOB implementation schools.



## İMEP/VET4JOB COMMUNICATION CAMPAIGN KICKS OFF

The opening ceremony of the İMEP/VET4JOB communication campaign took place at OSTİM Vocational Training Centre on May 26th. The campaign aims to increase the public’s awareness of, and participation in, vocational training, and to underline the active role of apprenticeship training in combating child labour.

The preparations for the opening ceremony of the İMEP/VET4JOB Communication Campaign were carried out with the active participation of apprentice students. These preparations aimed to provide detailed information about İMEP along with enjoyable activities for students. These activities, which it is also intended to organise in the other vocational training institutions included in İMEP, are designed to strengthen the elements of image and identity. They include a staircase painting and school wall graffiti workshop, a photo corner for apprenticeship training fields and branches, and a photo corner of apprentice students.

The opening ceremony of the campaign, which takes “On the Master’s Path: Apprenticeship Training” as its main theme, began with speeches by Mr. Korkut Koçak, the Head of the Department of Social Partners and Projects of the General Directorate of Vocational and Technical Training of the Ministry of National Education, TESK Deputy Secretary General Ms. Fatma Yasemin Ertekin, Ms. Feyhan Evitan Canbay, Programme Coordinator of Socio-Economic Development of the Delegation of the European Union to Turkey, Mr. Tanguy Denieul, Turkey Director of the French Development Agency (AFD), and Expertise France İMEP Team Leader Ms. Fatma Özdemir Uluç.



### Lively Scenes at the Opening



Following the opening speeches, the apprentice students and all the guests at the event moved on to the activity area where various games were available. The students, teachers and administrators and the officials from the European Union, MoNE, TESK, Expertise France and EDUSER all played games together, which resulted in some lively scenes.

Thanks to the opening ceremony of the İMEP Communication Campaign, the apprentice students bade farewell to the 2021-2022 academic year with a day of entertainment. They recorded these enjoyable moments by taking photographs of themselves alongside the banners carrying messages about vocational training and the posters representing their various fields and branches.



Click [HERE](#) to watch the video of the opening ceremony of the İMEP/VET4JOB Communication Campaign.



Click [HERE](#) to watch the video of the graffiti activity conducted during the İMEP/VET4JOB Communication Campaign.



This project is funded by the European Union.  
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## Programme for Improving the Employment Prospects for the Syrian Refugees and Host Communities by Providing High-Quality VET and Apprenticeship in Turkey

## VET4JOB COMMUNICATION CAMPAIGN

### Our Main Goal

Through the communication campaign to be conducted as part of the İMEP/VET4JOB being implemented in cooperation with the Ministry of National Education and the Confederation of Turkish Tradesmen and Craftsmen (TESK), and financed by the European Union under the Facility for Refugees in Turkey Programme, we aim to make the vocational training centres (VTCs) better known among the public through the medium of the teachers, apprentice students, families and employers, and so to increase participation in apprenticeship training, emphasise the effective role of apprenticeship training in combating child labour and in this way to shed light on the path that leads to mastership for Turkish and Syrian young people.

### Our Subsidiary Goals

- To increase knowledge and awareness of apprenticeship training by informing the public about the training provided in the vocational training centres and the advantages it offers,
- To invite the target population to the vocational education centres and support them in preparing themselves for formal employment by simultaneously receiving theoretical education at school and acquiring a profession in the workplace,
- To contribute to the efforts on combating child labour by promoting state protected and supervised apprenticeship training for children who are out of school and may have to join the child labour and providing them with an option for quality learning and a career,
- To strengthen the sense of belonging and identity of those involved in the apprenticeship training provided in vocational training centres and enterprises,
- To emphasise and create awareness about the harm done by child labour and the rights of apprentice students,
- To support the participation of girl students in apprenticeship training irrespective of gender roles,
- To support the development of the labour market by contributing to the training of a qualified workforce.







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### Activities for Creating an Institutional Identity and Sense of Belonging in Vocational Training Centres and Enterprises belonging to TESK which Provide Apprenticeship Training

Setting up **Information Points in Schools** to increase knowledge of the training provided in vocational training centres (VTCs)

Setting up **Apprenticeship Training Branches/Fields Photo Stands** providing information on the various fields and branches of apprenticeship training

Organising **Apprentice Students Photo Stand, School Wall Graffiti, Steps-Painting and Wristband Workshops** to contribute to the creation of an identity and sense of belonging among apprentice students

Producing **Orientation and Belonging Packs** to contribute to the attachment of apprentice students to their education and learning

Developing **Apprentice Student Manifesto and Communications Materials on the Harm Done by Child Labour** in workplaces and schools to highlight the rights of apprentice students and emphasise the role played by apprenticeship training in combating child labour

Holding **Apprentice Student Forums** to give apprentice students a voice and enable them to conduct participatory processes

Carrying out **Apprentice Student Vocational Skills Solidarity Activities** as efforts related to sustainability to bring about societal improvements

Contributing to the organisation of **Graduation Ceremonies** involving also the enterprises where practical training is provided in order to strengthen the sense of belonging of apprentice students and celebrate their achievements

### Capacity Development Activities

Organising **Communications Skills Strengthening Training** for VTC staff

Encouraging students to be trailblazers for apprenticeship training through **Online Photography Workshops** that enhance their communication skills and support their personal development

### Registration Period Events with Mass Participation

Producing **Sketches** on the theme of apprenticeship training to support VTC registration

Arranging **Information Meetings** under the leadership of TESK and its member organisations to provide information about apprenticeship training, stressing its importance and the rights of apprentice students

### Knowledge and Awareness Raising Activities

Drawing attention to apprenticeship training and raising awareness about it through **Photography Exhibitions** open to the public on the topics of apprentice students, master trainers and the VTCs

**Working with the Local and National Media** on apprenticeship training and the harm done by child labour

Producing **Videos** of real-life stories about apprenticeship training and sharing them with the public

Planning **Special Events** for the World Day against Child Labour (June 12th) and Gender Equality Day (October 12th)

Conducting **Social Media Campaigns** with widespread participation on the themes of apprenticeship training, combating child labour and gender equality

Publication of a **Hidden Gem/Cevher Newsletter** to publicise the Campaign activities and convey developments related to İMEP/VET4JOB



# DEVELOPMENTS IN İMEP/VET4JOB

## Vocational Training Activities for Adults

The courses on acquiring a profession and developing professional skills which İMEP provides to strengthen the employability of adults, particularly families of apprentice students, are continuing at full steam. As of the end of August 2022, 2,581 trainees had benefited from the courses (72% women, 58% Syrian). The progress rate of this activity has reached 43 per cent and İMEP plans to continue with it in such a way as to attain the target by the end of the Programme

**43%**

## Efforts to Increase the Capacity of Workplaces for Applied Training

İMEP is continuing to provide training in 12 provinces with the aim of strengthening the workplace component of apprenticeship training and enabling managers/masters/master trainers to establish healthier communication with apprentice students. This activity, which is intended to provide training to 5,000 managers/masters/master trainers, has achieved a progress rate of 73 per cent, having reached 3,644 participants as at August 2022.

## Efforts to Improve the Educational Environments of Vocational Training Institutions

İMEP continues its efforts to improve conditions in the vocational training centres (VTCs), where apprentice students receive theoretical education and to increase their

physical capacities. As shown in the table below, İMEP has made remarkable progress with this activity as of the end of August 2022.



Number of Beneficiary Institutions	Type of Support	Goods/Services Purchased
20 Vocational Training Centres (VTC)/ Vocational and Technical Anatolian High Schools (VTAHS) in 11 provinces	Small-Scale Repairs	Renovation work in line with the needs identified, construction of additional classrooms, renewal of dining halls and social areas, renewal of food and drink workshop, etc.
11 VTCs and VTAHSs in 6 provinces	Machinery, Equipment, Educational Materials	Classroom equipment, industrial kitchen equipment, equipment for apprentice students to engage in social and sporting activities
26 VTCs and VTAHSs in 12 provinces	My School is Clean	Necessary equipment for My School is Clean certificates
26 VTCs and VTAHSs in 12 provinces	My School is Clean	Purchase of visibility materials to support the acquisition of My School is Clean certificates
25 VTCs and VTAHSs in 12 provinces	Classroom Equipment	94 sets of projector heads and screens
32 VTCs and VTAHSs in 12 provinces	Classroom Equipment	Student desks (2,324 items) and chairs (2,324 items), teacher desks (121 items) and chairs (121 items), and whiteboards (98 items), for a total of for 121 classrooms
12 VTCs and VTAHSs in 11 provinces	Digital Classroom	Procurement of equipment (65" smart touchscreen panel, virtual reality set, multi-functional colour printer)



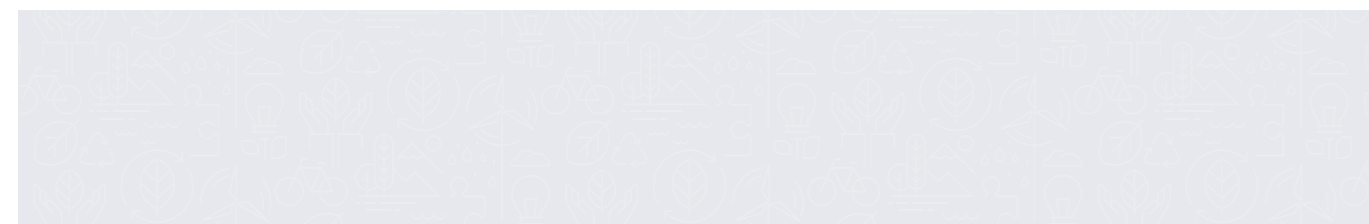
### Capacity Building Efforts for Turkish Learning

İMEP/VET4JOB's work to support the efforts of the target group to learn Turkish language makes use of three different methods:

- 1 Turkish Speaking Support Programme
- 2 Turkish Language Courses
- 3 Framework Turkish Education Programme

The programme's target is to provide 5,000 people with Turkish language skills development support. This group of activities is ongoing and has reached 2,079 people as of the end of August 2022. In terms of the programme's goals, a progress rate of 42 per cent has been achieved (22% women).

# 42%



### Efforts to Strengthen the Operational Capacity of Apprenticeship Training

İMEP/VET4JOB is also making efforts to strengthen the operational capacity of apprenticeship training by participating in the meetings of the Provincial Boards of Employment and Vocational Training that have been established to discuss and take decisions about issues related to employment and vocational training in the provinces, by providing support to Workplace Inspection and Consultation Groups in their various practices, and by ensuring examination commissions are sensitive towards the needs of Syrian apprentice students. This activity, which aims to reach 570 people in total, has reached 79 people as of the end of August 2022 and has achieved a progress rate of 14 per cent

# 14%



### Supports Provided to Young People and Adults

İMEP/VET4JOB's support package activity to be provided to students registered in apprenticeship training has achieved notable progress of 79 per cent by reaching 11,343 students (11% women and 66% Syrian) as of the end of August 2022. The support package includes a bag with stationary items and a food card deposited monthly with a certain amount of financial contributions.

# 79%

İMEP/VET4JOB also provides people participating in vocational training activities for adults with allowances for practice materials, lunch packages and inner-city transport. Activities conducted as part of this support package have reached 2,581 people as of the end of August 2022.



## AHI WEEK

In the story “*İhtiyar Çilingir*” [The Old Locksmith], by Mustafa Memduh Şevket Esendal, a well-known short story-writer in Turkish literature, a locksmith who has pursued his craft for forty years tells a man who wants to pay to have a ring added to his cane, “It won’t do my son. We are not lovers of money, go seek another place for your business”. This response indicates the locksmith’s respect for his craft and his profession, and draws attention to his values.

The Ahi tradition is a significant element in Turkish cultural history. It refers to “unions of tradesmen, craftsmen and manufacturers and the ethical, political, economic and philosophical sentiments and principles of these unions”.<sup>1</sup> The Ahi tradition holds an important place in the history of tradesmen and craftsmen. It continues to exist as a factor for stability and to form Türkiye’s professional base. This tradition spreads the benefit of fundamental principles that value humanity, encourage solidarity and aim for justice, and attaches importance to the values of love, knowledge, friendship, justice and solidarity, which are common virtues of humanity.

The Ahi tradition attaches the utmost importance to education. In essence, Ahi education aims to increase efficiency by having the most capable person specialise in his job and produce the highest quality goods. While teaching his craft, the master also teaches his apprentice social rules of etiquette. The master is responsible for protecting the rights of his apprentice student and raising him socially and professionally. Once apprentice students have become journeymen, they learn the finer points of their professions, their responsibilities grow and they start to prepare for mastership, which is the next step of their vocational training. The Ahi tradition believes that a person who has become a master has reached the peak of his/her professional career. After this, his/her only aim is to work and use his/her creativity to progress in the craft. While so doing, it is fundamental for him/her to help his/her colleagues.

Ahi Week, during which the contributions of tradesmen and craftsmen to society are also discussed, was celebrated for the 35th time on September 12th-18th 2022. Events were held in all 81 provinces, headed by Kırşehir. İMEP/VET4JOB supported the celebrations in the provinces included in İMEP and ensured that beneficiaries participated in the celebrations. As in the past, tradesmen and craftsmen continue to add value to environmental, social and economic progress through the roles they play in the processes of design, production and maintenance. By extending a hand to young people and training them, they also guarantee the sustainability of these processes.



<sup>1</sup> Demir, G. (2000). *Osmanlı Devleti'nin Kuruluşu ve Ahilik* [The Foundation of the Ottoman State and the Ahi Tradition]. *Ahi Kültürünü Araştırma ve Eğitim Vakfı Yayınları* [Publications of the Ahi Culture Research and Education Foundation], p. 323.

## NEWS FROM İMEP/VET4JOB

### Fourth İMEP/VET4JOB Steering Committee Meeting Held

The 4th Steering Committee Meeting of İMEP/VET4JOB, which is supported by the FRIT fund of the European Union, took place on June 24th 2022.

The opening speeches were made by Mr. Libor Chlad, Head of FRIT at the Delegation of the European Union to Turkey, Mr. Korkut Koçak, Head of the Department of Social Partners and Projects of the General Directorate of Vocational and Technical Training of the Ministry of National Education, Mr. Fuat Elvan, Project Expert of the Confederation of Tradesmen and Craftsmen of Turkey (TESK) and Mr. Laurent Marion, Head of the Stabilisation and Resilience Unit of Expertise France. Expertise France Team Leader Ms. Fatma Özdemir Uluç and EDUSER Programme Coordinator Ms. Aişe Akpınar, made a joint presentation on the progress of the programme and future planning. İMEP/VET4JOB Communications Officer Ms. İpek Aydın made a presentation about the İMEP/VET4JOB Communication Campaign.

During the meeting, with a view to implementing the programme as effectively as possible, an exchange of experience and views took place with representatives of institutions conducting work consistent with İMEP/VET4JOB’s goals. Following the question-and-answer session, the participants made their general evaluations.



# İMEP/VET4JOB IN THE COMING PERIOD

## Apprentice Student Solidarity for Sustainability

Three rounds of solidarity activities will be organised on the theme of sustainability during which teams of apprentice students in the vocational training institutions included in İMEP/VET4JOB will take action to create social benefit. The results will be shared with the public. The first round of the solidarity activity will start in October.

## National Communication Campaign

The activities of the İMEP/VET4JOB communication campaign, which is to be conducted at both national and local levels to raise awareness among target groups of the advantages of apprenticeship training and its effectiveness in combating child labour, will go ahead under four headings: Forming a corporate identity and sense of belonging, capacity building, conduct of registration-period activities, and the implementation of recognition- and awareness-raising activities.

## Third and Fourth Apprentice Student Forums

The Third and Fourth Apprentice Student Forums to be held under İMEP/VET4JOB, including their preparatory phases, will be conducted rapidly and effectively through participatory processes under the leadership of the leader apprentice students, with the guidance of leader teachers and the support of the liaison persons of the union of chambers of tradesmen and craftsmen (ESOB).

## Social Cohesion Activities

The social cohesion activities initiated as part of İMEP/VET4JOB will continue with the addition of new components and stakeholders in the period ahead.

## Vocational Counselling and Career Guidance

The vocational counselling and career guidance services, which aim to help Turkish and Syrian young people in apprenticeship training and adults receiving vocational training courses for adults to select a profession that suits their interests, wishes, skills and competencies and to support them in continuing with their training, will be expanded through further “training of trainers” sessions.

## Improving the Workplace Training Environment

As part of this activity, initiated to contribute to the improvement of the training environments for apprentice students in workplaces, work will be carried out in areas 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 environments gender-sensitive.

## Experience Sharing Platforms

Platforms will be developed to enable the stakeholders who are actively participating in the implementation of İMEP/VET4JOB at the local and/or national levels to exchange knowledge and experience among themselves or with other actors, and support will be extended for their participation in existing experience-exchanging platforms.

# IMPRINT

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**VET4JOB**

Vocational Training Programme for Employment



**T.C. MİLLÎ EĐİTİM  
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