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CEVHER HIDDEN GEM

VET4JOB NEWSLETTER



ISSUE 4

IMEP
İstihdam için Mesleki Eğitim Programı

VET4JOB
Vocational Training Programme for Employment



T.C. MİLLÎ EĞİTİM
BAKANLIđI



**EXPERTISE
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FOREWORD



“Our apprentice students became very motivated when they saw that the project, they had developed not only was useful but that it also brought happiness.”

My father was a tailor. When I was little, I used to go to the shop and play around with the mannequins. I'd even interfere and give my opinions about the models. I was good at drawing too. After middle school I decided to learn this as a profession at school. With my father's support, my hobby and field of interest became a profession. Then I went even further and became an educator, because I really enjoy teaching, being together with the students, and supporting them not only professionally but also socially and psychologically when necessary.

The vocational training centres have a special position. The young people who are trained here learn their professions and start to climb the ladder to mastership through actual practice. They also acquire an income. They come to the school once a week both to get their theoretical knowledge and to obtain our support with any obstacles they face. Apprenticeship training is a form of cooperation, in which we the trainers, the master trainers in the workplaces, the students' families and the students all communicate with one another.

A few weeks ago, one of our former graduates who have started their own businesses came and visited our school. The graduate told the apprentice students currently in training about their own professional background and passed on their recommendations about life, work and being a student to them. It's seeing the inspiration and motivation which the students get from these kinds of activities that really drives me in my own professional life. In this sense, I really appreciate the contribution İMEP (VET4JOB) is making. We learned a lot of new things about sustainability and project management from the Apprentice Student Vocational Skills Solidarity training at the beginning of October. Our students, teachers and master trainers all came together and developed a social benefit project. The surplus cloth produced in textiles is an important issue and we worked on how not to waste it and how to use it again through advanced recycling. To this end we made pencil boxes out of textiles waste for use as school materials by the young people receiving education at a special education institution next to our school. I was very moved by the positive sentiments that we got when we gave the pencil boxes to the students. Our apprentice students became very motivated when they saw that the project, they had developed not only was useful but that it also brought happiness. Sustainability and solidarity are very important for our professions and for the world we live in as well as our way of life. On my own behalf, but particularly on behalf of my students, I'd like to thank İMEP for helping us to realise this and enabling us to do something useful.

Leyla TEMİR – Kayseri Osman Düşünel Vocational Training Centre – Fashion Design Technologies

FOREWORD

“It’s a very important achievement for apprentice students to be able to say ‘We are here too and we have something to say for ourselves’”.



Apprenticeship training is the future for our country. Apprenticeship training raises very well-equipped young people. Their skills and practical abilities develop, and when they combine this with the theoretical knowledge, which they acquire at school they reach the point where they can teach us new techniques. They become real masters. Having seen the way in which apprenticeship training has developed in recent years, I can state quite confidently that this system is not simply a certification system. It’s a system for training masters. But still systems have to improve.

İMEP (VET4JOB) is carrying out many activities in our schools and enterprises in order to improve the quality of apprenticeship training. I personally got to know of İMEP when I took part in a training session carried out to develop the capacities of vocational training centre staff. Thanks to the training, we have discovered what our shortcomings are and we are trying to make them good. As we improve, we are also passing this on to the next generations.

Later on, as part of İMEP, we organised the Apprentice Student Forum activity, which I regard as a turning point. The Forum process was a one during which the leader students conducted participatory sessions in their own schools with the guidance of their leader teachers and sought solutions to the problems that they had identified. Previously, apprentice students had never found themselves, on any platform, in an environment where importance was attached to their opinions about the system they are a part of. After identifying the challenges, the students came together in İstanbul for a three-day event at which they worked to find solutions for these challenges, articulated their proposed solutions in Forum Declaration and then shared these proposals while sitting alongside with the decision-makers at the same table. Becoming participants in this way, and being able to speak about the challenges they experience, and to express these to decision-makers and obtain the reactions of the decision-makers at first hand, made the apprentice students feel valued. This is why I describe the Forum as a turning point. It was the first time that I had seen apprentice students participating so much and feeling so happy, confident and hopeful. At the moment we are continuing our work in the schools towards the next Forum gathering. I can safely say that the increased level of belief in the process has led to a further increase in participation. It’s a very important achievement for apprentice students to be able to say “We are here too and we have something to say for ourselves”.

Within the scope of İMEP, through social integration activities like the Forum, we manage to create a team spirit which brings our students closer together, frees them from prejudices and is capable of generating new dynamics and forms of cooperation. After every activity, I am really glad to see how happy, refreshed and motivated the students are. I want to thank all the İMEP team for everything they have contributed to me and my school.

Ozan Dost DEMİREL – Kayseri Ayşe Baldöktü Vocational Training Centre – Catering Services

FOREWORD

“We were very happy to observe that both the participants in our solidarity project and its supporters were pleased with the way the project was developed and implemented and with the outputs which it produced. We are determined to keep up our efforts.”



If you ask me, the capacity for solidarity is one of the most important qualities, which members of society need to possess. Human beings constitute a whole with their surroundings. By nature, they are unable to live alone and desire continuous interaction with the other people and non-human creatures in society. We were reminded of the importance of this interaction when we met up in Kızılcahamam for a training activity conducted as part of the Apprentice Student Vocational Skills Solidarity event.

There are a lot of proverbs about solidarity in our culture too, such as “Bir elin nesi var, iki elin sesi var” (It takes two hands to clap) or “Ağaç yaprağıyla güler” (A tree flourishes with its leaves). In this context, as part of the İMEP (VET4JOB) solidarity activities, the teachers, students and staff of our school and the owners of local food outlets decided to act in cooperation and solidarity to start a project on the theme of “zero waste”, and to continue our existence as an environment-friendly school. We aimed to make use of the food waste caused by our school and at the practice hotel attached to our school, to support nature’s efforts to restore itself, because we believe that not all waste is trash. We look on what we have taken from nature as a debt we owe, so we wanted to give some of what we have taken back to nature and become a part of the recycling process. We named our project “We are Transforming our Surplus Food into Green Plants and our Waste into Soap”.

Inevitably, the increase in the World’s population and rise in living standards results in an increase in the volume of consumption. While not everyone benefits equally from the limited resources, food leftovers are increasing. Every day, thousands of tons of organic food is thrown into waste bins. Since our school provides training in the field of Catering Services, we decided to address this important issue through our İMEP solidarity activity. We have begun by collecting up the surplus food from the catering workshops at our school, the kitchen of the practice hotel, the kitchen of the canteen and the kitchens of nearby food outlets. The teachers, apprentice students and staff of the school also supported the project with the leftovers, which they brought in from their homes. We produced soap in various colours and shapes from the left-over cooking oil which we collected. We packaged the soap using recyclable packaging. We gave some of them away to the people who had brought oil in to the school for use in the project and put some to use in our practice hotel. With our surplus raw food, we started a composting activity.

We were very happy to observe that both the participants in our solidarity project and its supporters were pleased with the way the project was developed and implemented and with the outputs which it produced. We are determined to keep up our efforts. I owe a debt of gratitude to the İMEP team for its instrumental role in the launch of our solidarity project, to the school administration for its support for our activities in the school, and to the employees of our practice hotel and school canteen as well as our stakeholders the local food outlet owners.

Aysel KAYGALAK – İzmir Alsancak Nevvar Salih İşgören Vocational and Technical Anatolian High School – Catering Services

FOREWORD

“I can safely say that apprenticeship training is the future of our country, because in the same way as we need specialist doctors, we also need modelists, designers, producers and entrepreneurs who are masters of their trades and even master trainers.”



Today, the strongest aspect of apprenticeship training is that it provides students with practical and theoretical training simultaneously just after middle school, which is the right time, and brings them up to the level of masters by the time they graduate from high school. Naturally, this system did not develop all of a sudden; it has been the result of years of effort.

Of course, this system did not develop all of a sudden, it was the result of years of effort. I can safely say that apprenticeship training is the future of our country, because in the same way as we need specialist doctors, we also need modelists, designers, producers and entrepreneurs who are masters of their trades and even master trainers.

If the system keeps developing, it needs to be strengthened and nourished. From this point of view, I think the Vocational Training for Employment Programme (İMEP/VET4JOB) deserves to be admired greatly. As a teacher, I can monitor the contribution which İMEP is making under three headings: social integration, capacity building and solidarity activities. The social integration activities consist of events that bring Turkish and Syrian students together and aim to ensure social cultural and economic harmony between the two communities. Through these activities, the Turkish and Syrian students mix and come to know one another and get the opportunity to understand each other’s cultures. A bond has formed between them. And ultimately this creates a climate of peace. In this sense, I agree with the description of İMEP as the “education peace ambassador”.

I can divide the capacity building efforts into two: those that concern human capacity and those that concern infrastructural capacity. In order to increase human capacity, İMEP conducts training activities for master trainers and educators on various topics. In order to increase infrastructural capacity, İMEP also offers our schools and the workplaces with which we cooperate support in improving their training environments. As a result of these, participation in apprenticeship training increases and more facilities become available. In our school, we have improved our training environments with İMEP support. Consequently, the number of students that we are able to train has risen. The food and stationery assistance provided to the students also serves to increase the number of students and ensure that they stick with the training.

Finally, I’d like to mention the solidarity activity. This activity brings us, the students and the master trainers together to develop projects on the theme of sustainability. As a result, we have started to implement soil-free agriculture at our school. The students have got together and cooperated to come up with ideas, to shape and evaluate their ideas, to put them into practice and – most importantly of all – to generate outputs. All of the students are excited about this – not just those actually involved in the solidarity activity. It is a very worthwhile to be able to motivate young people and make them happy and make them feel that they are part of something.

On behalf of my students in particular, I’d like to say thank-you to İMEP as well as to all those who have worked so hard to bring our apprenticeship training system to the point it has reached today.

Ramazan YENİGÜN – Vocational and Technical Anatolian High School – Footwear and Leather Goods Technology

İMEP (VET4JOB) DEEPENS SOCIAL HARMONY AND LINKS IT TO THE ARTS

The activities conducted in the scope of the İMEP (VET4JOB) programme include efforts to strengthen social harmony in the educational and working lives of young people and adults. For this purpose, work was conducted between January and June 2022 on the pilot implementation of activities to support social harmony. Following the assessment of these pilot activities, a working group was established to plan the activities to be conducted in the next phase to further social harmony in a structured and in-depth manner. This team, consisting of İMEP experts, academics and external experts, held a series of on-line and face-to-face discussions and meetings. It was decided that these activities should aim to serve two basic aims:

1 To orient and guide the work done in the field so as to increase the benefits which the activities already being carried out have for social harmony.

To this end, the working group has started to prepare a handbook to ensure that the activities carried out are conducted in such a way as to generate greater benefits in terms of social harmony. The handbook will cover the planning, implementation and monitoring stages of the activities. The intention is to share this handbook with the 36 vocational training institutions which İMEP is cooperating with and with the related professional chambers.



2 To encourage and support institutions to carry out innovative and creative social activities focusing on the arts.

In this context, plans have been made to conduct innovative and creative activities fostering social harmony through the arts with the support of external experts. The idea is to put these activities into effect at the levels of provinces and institutions in accordance with local conditions and requests from the field. Some of the proposed activities are as follows:

- Music (body music, choirs, playing instruments made as a result of advanced recycling)
- Creative Drama and Play Production
- Visual Arts (documentary photography, cartoons, painting, sculpture)
- Advanced Recycling (sculptures, installations and the manufacture of musical instruments through advanced recycling)
- Kinesthetic-Based Activities (dance, sports, trekking)

As a first step towards being able to carry out the above activities in accordance with the intended purpose, a training event was organised at which social harmony activities and harmony-through-arts activities were presented and past experience shared. The training took place in Ankara on October 11th-13th 2022 with the participation of members of the İMEP central team, the persons responsible for social harmony activities at each of the 36 vocational training institutions, the İMEP

provincial coordinators and İMEP support staff from the provinces – a total of 60 participants.

In the second stage, there are plans to organise orientation training in order to develop the skills of the social harmony facilitators who will be assigned on behalf of the Ministry of National Education, the Confederation of Tradesmen and Craftsmen of Turkey (TESK) and İMEP, or employed as external experts, for the purposes of the harmony-through-arts activities to be conducted at the local level (i.e., in the provinces) to manage activities specifically designed for İMEP. Informational meetings have been held in Kayseri, Gaziantep, Mersin, Hatay, İzmir and İstanbul, and subsequently harmony-through-arts activities have commenced on a pilot basis. It is intended to extend these activities to the other provinces covered by İMEP in the spring term of 2023 in the light of the experience acquired.



What does "solidarity" mean to you?

Tuba Nur Genç
– Sultanbeyli
Vocational Training
Center – Beauty and
Hair Care Services

“ Unity of ideas of people in groups, complementing each other. ”

“ People helping each other as a group. Not acting alone. ”

Samet Arda Polat –
Esenyurt Vocational
Training Center –
Culinary

Fatma Hatib - Şehit
Jandarma Komando Er
Bahri Avcı Vocational
Training Center – Beauty
and Hair Care Services

“ The word solidarity brings good things to my mind. For example, we can learn and teach something we do not know in solidarity. We can get help from each other. ”

“ Friendship, unity, activities and initiatives that we can do and take together in society. ”

Mehmet Çevik-
Yüksel Kaya
Vocational Training
Center – Electrical
Electronics

Emirhan Amaç-
Mustafa Nevzat
Pisak Vocational
Training Center –
Culinary

“ Unity, in society or not. Being together, acting together comes to my mind. ”

“ Unity, togetherness... Working together, standing behind each other. ”

İrem Elmas İncedayı
– İMES Süheyl Erboz
Vocational Training
Center – Culinary

Muhammet Nur Babensi –
Şehit Jandarma Komando
Er Bahri Avcı Vocational
Training Center –
Motor Vehicles Mechanic

“ Not “me”, but “us”, reaching the same goal in the same direction. We stand behind each other. ”

“ Solidarity, solution-oriented conversations. ”

Merve Şirin –
Esenyurt Vocational
Training Center
– Beauty and Hair
Care Services

What did you learn in "solidarity"?

Abbas MOHO – Bornova
Vocational Training
Center – Shoe and
Saddlery Technology

“ We learned to be united and back up each other. ”

“ I learned a lot of good things, it added a lot to me, thank you very much for that. Love, solidarity, bonding, unconditional support, we became both a team and a family here, we were connected to each other. We learned a lot from each other. For example, I learned to give you something without expecting anything in return, knowing that you will help me in my difficult time. I learned to help unconditionally. I started to think about what we can add to our environment. ”

Berrusu KAHRAMAN
– Ayşe Baldöktü
Vocational Training
Center – Food and
Beverage Services

Efe GENÇOĞLU –
Osman Düşünel
Vocational Training
Center – Fashion
Design Technologies

“ I learned how to make a project, what is going on in the world, I learned what “mutual” is. I learned some really good things from the games we played. I learned how important it is to think before starting a business. ”

“ In fact, I realized that we lost our habits and imagination that we were not aware of, which we carried from the past to the present. As a teenager, I felt my imagination was extinguished. By doing different things in solidarity training, I realized that my imagination was opening up more and more. As I listened, many things settled in my head, and I started to focus on what I had to do. I was very happy so it was an unforgettable experience for me. ”

Meryem SEVGİLİ –
Osman Düşünel
Vocational Training
Center – Fashion
Design Technologies

Hac Fayad ALAYOUB
– Bornova Vocational
Training Center
– Motor Vehicles
Mechanic

“ I learned to act together, to divide the work and plan, and to determine how to carry out the plan. I was very surprised by what I learned about our planet; I didn't think we were doing this much damage to the world. ”

“ I learned how to be a part of a team, how to work together, how to plan before starting a task. ”

Fıras ELYUSUF – Ayşe
Baldöktü Vocational
Training Center
– Fashion Design
Technologies

Sude Nur DONAN
– Ayşe Baldöktü
Vocational Training
Center – Beauty and
Hair Care Services

“ I learned that we are not rivals to each other and that we need cooperation, indeed. I realized that there are not only humans on our planet, but we live as if we only exist. I learned how much water we waste while producing even the smallest things. ”

“ I experienced friendship, teamwork, how creative we can be. I learned what the problems are on our planet. ”

Kaan ÇAY – Siteler
Vocational Training
Center – Furniture
and Interior Design

DEVELOPMENTS IN İMEP (VET4JOB)

Rapid Progress in İMEP (VET4JOB) Performance Indicators

Indicators are benchmarks that have been defined in order to monitor processes, progress and achievements. Quantitative indicators are gathered every month, disaggregated by the predetermined criteria (gender, nationality etc.), for each of the performance indicators that constitute the key elements of the İMEP monitoring and evaluation system. The data is then cleaned and analysed and the required reports are drawn up.

The İMEP monitoring and evaluation system consists of a combination of different levels. Accordingly, monitoring begins at the field level where the planned activities are implemented, where the outputs are produced, and where the data on these processes and results are gathered. Here, the provincial organisations of the final beneficiary institutions (the Ministry of National Education General Directorate of Vocational and Technical Education and the Confederation of Tradesmen and Craftsmen of Turkey) and the İMEP field teams are important actors with regard to data collection and reporting. The data is collected and sorted in turn, and preparations are made for the requirements of monitoring, evaluation and reporting. Data on the progress of İMEP is addressed in regular reports to the European Union Delegation to Turkey, as the contract office, while meetings and monitoring visits are arranged to monitor İMEP-related processes.

İMEP's approach to monitoring and evaluation is results-oriented. Consequently, the processes for implementing the activities are only monitored in a limited way, while the main focus is placed on the outcomes and outputs that emerge from the implementation of the activities and on the extent to which the

beneficiaries are able to make use of these. This approach ensures a regular flow of data on the direction and manner in which the programme is progressing with respect to the planned targets and intended results, and to the success of the paths selected to achieve these aims.

Towards the end of 2022, 75% of the total implementation period of İMEP was completed. An evaluation from the point of view of the planned targets and intended outputs and outcomes shows that the overall state of progress as of the end of November 2022 was 64%.

Some of the programme indicators on which progress has been relatively rapid and targets have been reached or passed are as follows:



%64

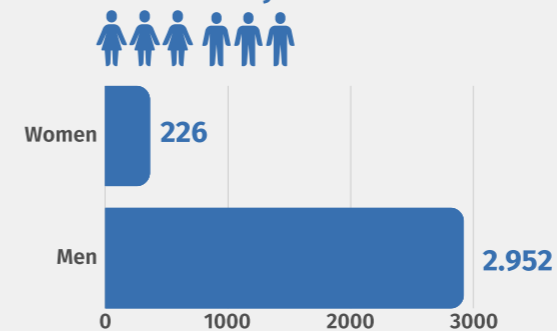
Number of children and young people newly registered in apprenticeship training:

One of the most important targets of İMEP is to include 14,400 young people, 60% of them (8,640 students) Syrian, in the apprenticeship training system. The main activities conducted since the programme began to be implemented in order to include Turkish and Syrian students in the apprenticeship training system have been:

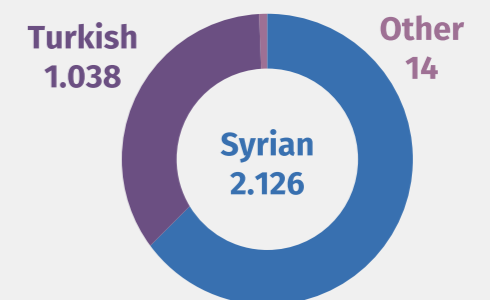
access activities, incorporating visits to families and workplaces and community-based activities; vocational training programmes for adults, and communication, informational and awareness-raising efforts. As of the end of November 2022, progress on the indicator for the registration of Syrian students had reached 133%.

%133

Distribution by Gender



Distribution by Nationality



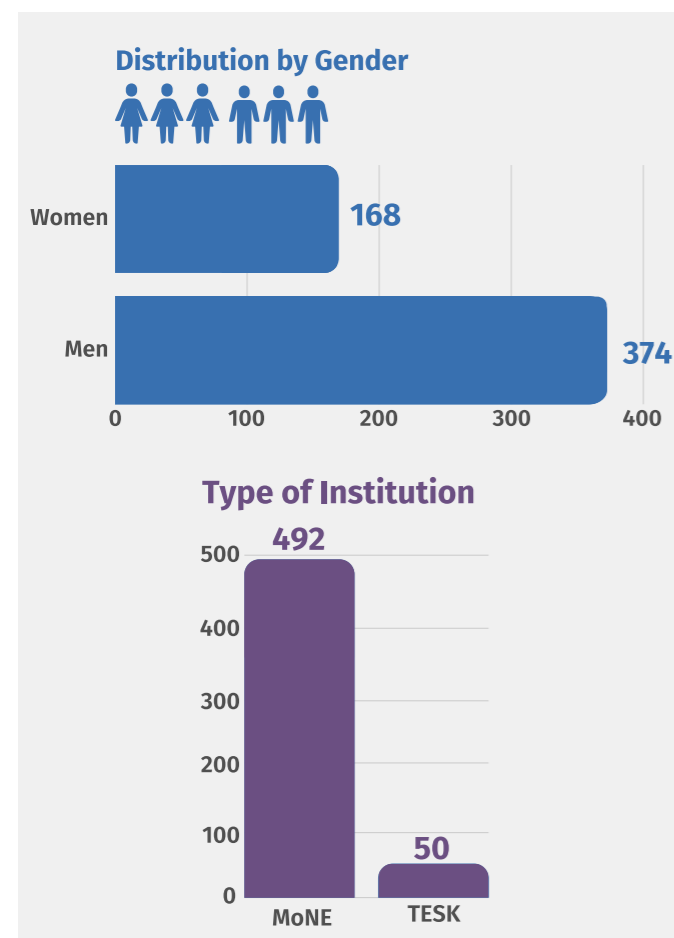
Number of working children oriented towards formal education or apprenticeship training:

Children under 18 found during the visits to workplaces conducted as part of the access activities to be working but not to be enrolled in any educational institution are first directed to the district directorate of National Education so that they can be registered with vocational training institutions or enrolled in the formal education institutions that are most suitable for them. Within the scope of İMEP, 3,178 working children have been oriented towards the relevant educational institutions.



Number of Personnel of Vocational Training Centres and Adult Education Centres taking part in Training:

Capacity-building training has been completed for a total of 542 members of staff of the Ministry of National Education (MoNE) and the Confederation of Tradesmen and Craftsmen of Turkey (TESK), which are İMEP's beneficiary institutions.



ACTIVITIES TO SUPPORT IMAGE, BELONGING AND IDENTITY IN APPRENTICESHIP TRAINING THROUGH THE İMEP COMMUNICATION CAMPAIGN

Preparations are under way for the implementation of the İMEP (VET4JOB) Communication Campaign, which is to be conducted this year with multi-directional and multi-level targets. The first of these multi-directional targets aim to support the actors in the apprenticeship training system in acquiring respect, an identity and a sense of belonging through efforts to establish corporate identity and belonging. As a basis for work in this context, it is also intended to ensure that families, enterprises and educational personnel know about the rights of apprentice students and to strengthen their cooperation within the framework of the principle of the best interest of the child. The campaign to be organised will seek to raise the level of knowledge of society about apprenticeship training through awareness-raising activities. In addition, the work on image, belonging and identity aims to emphasise the positive aspects of apprenticeship training and increase participation in this form of training.

In the activities designed to achieve these goals, priority has been given to strengthening the image and identity factors in the vocational training institutions included in the İMEP programme. This will also help to increase the sense of belonging in apprenticeship training. The following activities are planned for implementation in the schools:

- the setting up of informative corners,
- the organisation of photograph exhibitions about fields and branches of apprenticeship education,
- graffiti and staircase-painting activities.



Besides the above, the planned activities include the organisation of exhibitions that explain apprenticeship training in the local organisations of the Confederation of Tradesmen and Craftsmen of Turkey and in public places, using photographs of masters and apprentice students. During the launch of the İMEP Communication Campaign at the OSTİM Vocational Training Centre in May 2022, photographs on the themes of fields/branches and masters/apprentice



students were hung in the walls of the school while students took part in a graffiti activity on the external wall and in an activity for affixing slogans to the stairs. Since the activities to be conducted in this context are planned to be specific to the schools, exploratory visits were made to the other 35 schools taking part in İMEP in August and September and the spaces suitable for the implementation of the activities were identified.

The informative corners to be set up at the school entrances will aim to inform potential apprentice students and their families visiting the vocational training centres, as well as potential workplaces, about the details of apprenticeship training. There are also plans to show informational videos about İMEP and apprenticeship training here. With respect to the photograph exhibitions on fields and branches, visuals pertaining to the fields and branches in which training is being provided will be posted in suitable places in each school in order to help strengthen the students' sense of identity and belonging, consolidate the visual identities of the vocational training centres and promote the main fields and branches in the school to potential apprenticeship training actors.

The graffiti activities are being designed in a dynamic manner that will attract the attention of students in the relevant age group. They will illustrate figures pertaining to the main fields and branches in the school. Bright colours and amusing figures will be used to create school environments in which the students will want to spend time and where they can find elements that coincide with their own identities. According



to the plans, the graffiti activities will take the form of workshops with the students; in this way, they will also serve to improve the students' skills for participation.

The activity for affixing slogans to stairways aims to bring students and other actors in apprenticeship training together around motivational elements for apprenticeship training. Through the use of messages like "I am progressing on my career path to mastership", "I am acquiring mastery step by step" or "I am studying, I am learning, I am earning", reference will be made to the positions that the students will attain as a result of their efforts, thus motivating the students on the one hand and conveying the focus of vocational training on individual development on the other.

In the wake of the exploratory visits paid to the schools to determine their conditions and requirements, an assessment has been made and an implementation plan has been drawn up. Work on designing the graffiti for the walls has commenced in accordance with this plan. Once the designs have been completed, work will begin on applying them in the schools. Simultaneously, model visuals have been prepared for the selected fields and branches and made ready for printing.

During the course of this work, it is intended to increase the range of image, belonging and identity activities carried out as part of the communication campaign and to add new components that give the campaign a multidimensional character.

PREPARATIONS BEGIN FOR THE THIRD APPRENTICE STUDENT FORUM

The İMEP (VET4JOB) Apprentice Student Forums focus on issues that will improve the quality of apprenticeship training and on efforts to give the students a chance to have their say. They are held with the participation of leader students, leader teachers, representatives of the union of chambers of

tradesmen and craftsmen and members of the İMEP central team. Special attention is paid to making sure that the topics of the four forums to be carried out as part of the programme are designed so as to be mutually reinforcing and supportive of progress.



Following the first forum, which addressed the challenges and opportunities of apprenticeship training, the second forum dwelt on proposed solutions for the challenges that had been identified. At the third forum to be held in Antalya on February 7th-9th, 2023, work will be conducted on a "Dialogue for Solutions" to put the proposed solutions agreed on at the second forum into practice. In this connection, stakeholder analysis was first carried out in the schools taking part in İMEP with reference to the stakeholders that can be a part of the solution. Then, making use of the results obtained from the

stakeholder analysis, the leader students planned stakeholder visits under the guidance of the leader teachers. During these visits to stakeholders such as provincial and district directors of National Education, presidents of the chambers of tradesmen and craftsmen, representatives of enterprises and officials of district governorates, the leader students first explain the forum processes to the stakeholders. Then they conduct talks with a view to securing contributions from the stakeholders to the proposed solutions which the process has come to focus on.

The outputs of this preparation phase conducted in the 36 institutions taking part in İMEP will now be discussed at an online event to be attended by the leader students, leader teachers and liaison persons of the union of chambers of tradesmen and craftsmen (ESOB). Subsequently they will be discussed in detail at the Third Apprentices Student Forum, where efforts will be made to obtain concrete results in terms of putting into practice the proposed solutions for which the apprentice students have advocated.



NEWS FROM İMEP/VET4JOB

Minister of Industry and Technology Mr. Mustafa Varank visits İMEP's Activities in Izmir

Minister of Industry and Technology Mr. Mustafa Varank has visited the Kemalpaşa Organised Industrial Zone in İzmir to take part in the launch of new projects undertaken in the zone and attend a foundation-laying ceremony for newly-established factories. During his visit, Mr. Varank met up with trainees attending courses arranged as part of İMEP (VET4JOB) in cooperation with the Bornova Automotive Repairers Chamber of Tradesmen and Craftsmen (BOTSÖ). The course will enable the trainees to acquire a profession as automotive tyre repairer. The minister underlined that the number of organised industrial zones in Türkiye has reached 344 and that they provide employment for about 2.5 million people.

The Training of the TESK Workplace Inspection and Consultation Groups has been Completed

The training of Confederation of Tradesmen and Craftsmen of Turkey (TESK) Workplace Inspection and Consultation Groups (İDDGs) as part of the EU-supported Vocational Training for Jobs (İMEP/VET4JOB) programme jointly managed by Expertise France and EDUSER



in cooperation with the General Directorate of Vocational and Technical Education of the Ministry of National Education and TESK has been completed. The first training activity was conducted in Antalya on November 30th-December 2nd 2022 with the participation of Mr. Bendevi Palandöken, the President of TESK, and the heads of the Union of Chambers of tradesmen and Craftsmen from 69 provinces. The other two training events were held in Antalya on December 14th-16th 2022 and January 11th-13th 2023. A total of 200 members of İDDGs covered by İMEP took part. The aim of these training activities is to strengthen the consultancy skills of the İDDG members in order to increase the quality of the training in the enterprises where apprentice students being trained up to be masters of their professions receive their practical training.



Training of Journeyman and Mastership Examination Commissions Continues

With this training activity, the İMEP (VET4JOB) programme, which aims to support the vocational skills of its target group in accordance with the needs of the labour market, and so make it easier for them to access sustainable means of subsistence and registered employment, seeks to support the expansion of quality apprenticeship training based on the benefits for the student. Teachers employed in institutions in the provinces in which İMEP is being implemented gathered in Adana on November 22nd-24th 2022 and December 20th-22nd 2022 for the Journeyman and Mastership Examination Commission training being conducted as part of the İMEP programme.

The Journeyman and Mastership Examination Commission training covered topics such as: Professional Competence

Institution (MYK) examination and certification practices in the European Competence Framework; knowledge, skills and competences; competences and levels; principles for the conduct of journeyman and mastership examinations; rules that candidates, examination commission members and assessors must abide by in skills examinations; duties and responsibilities of institutions where skills examinations are conducted, and Workplace Health and Safety criteria in the skills examination process. The trainers used interactive presentations to share their experiences with the examination commission members.

This activity will continue on January 25th-27th 2023 with the training of members of the Confederation of Tradesmen and Craftsmen of Turkey who are to serve on examination commissions, and on March 7th-9th 2023 with the training of trainers for Ministry of National Education examination commission members.



İMEP/VET4JOB CONDUCTS REINFORCEMENT ACTIVITIES FOR THE TRAINING AND POST-TRAINING PROCESSES

Under İMEP (VET4JOB), adult training courses are arranged in order to enable Syrian and Turkish adults who wish to develop their vocational skills to increase their employability and/or remain in employment, and to support their professional development, by means of orientation towards suitable vocational courses. As of the end of November 2022, 4,263 people had taken part in these courses, of whom 2,852 were women and 1,411 were men. With respect to this indicator, 71% progress had been made.

A range of support services are also offered as part of the İMEP programme in order to increase the professional and personal competences of the participants in the vocational training courses and facilitate their access to employment. Similarly, a variety of activities are being carried out to strengthen the apprentice students benefitting from the programme. Details of these services are given below.

1 Spoken Turkish Language Support:

Syrians who have completed courses in the Turkish language for foreigners in Türkiye are seen to experience difficulties in making use of what they have learned in these courses during their education and daily lives. In response, a 30-hour “Turkish Speaking Support Programme” is being implemented as part of İMEP for Syrian apprentice students and Syrian adults taking part in vocational training courses who are in need of spoken language support. This programme aims to improve the Turkish speaking skills of members of the target audience who have learned Turkish as a foreign language in Türkiye and wish to develop their Turkish speaking skills further by means of practice geared to daily life.

2 Vocational Counselling and Career Guidance Services:

The vocational counselling and career guidance services offered in the scope of İMEP differ in accordance with the needs and characteristics of the two different target groups – namely, apprentice students and adult trainees.

● APPRENTICE STUDENTS:

This component seeks to solve the problem of *non-attendance and dropping out* by providing apprentice students with vocational counselling and career guidance. A model for vocational counselling and career guidance services for apprentice students has been developed by a group of experts including academics, the views of administrators, educators and experts working in the field have been canvassed, and the model has been given its final shape. Training of trainers has been provided to 100 individuals who are to provide this service. As of January 2023, the model has started to be implemented on a pilot basis.

With respect to vocational counselling, “Know Yourself, Choice of Profession and Finding a Suitable Workplace Support” will be provided through group work to grade nine students in apprenticeship training and, as far as resources permit, to students in eighth grade. As for career guidance, work will be conducted to identify the risk and causes of students dropping out and to support them in persevering with their training using the most appropriate form of intervention. In this way, students who are found to be at risk of dropping out will be provided with individual or group guidance so as to support them in completing their training. In the long term, this will also facilitate the participation of these students in employment as qualified labour, benefitting from the advantages offered by apprenticeship training.



● ADULTS:

İMEP is providing vocational counselling services to Turkish and Syrian adults wishing to take part in vocational training. The beneficiaries are provided with support in selecting a profession that is well aligned with their interests, desires, abilities and competences. A vocational orientation and choice-of-profession service is provided on an individual basis to candidate course participants at the beginning of the adult training courses. For those of the persons reached during out-reach activities who wish to participate in vocational courses, explanations are given about the professions, and an assessment is made of their suitability for them. As of the end of November 2022, vocational counselling services had been provided to a total of 3,509 training course participants of whom 2,507 were women and 1,002 were men. With respect to this indicator, the rate of progress had reached 70%.

In addition to the above, the trainees are provided with career guidance services throughout their courses within and/or alongside their current programmes. Specifically, they are offered services to improve their employability skills, career planning services, job search coaching and consultancy services for setting up a business. This career guidance service is provided on a group basis at the end of the vocational training courses. However, if so desired, and if requested by the educator or counsellor, individual consultancy support may also be provided after the completion of the training. As of the end of November 2022, these services had been provided to 1,008 individuals.

3 Unemployment Registration with İŞKUR:

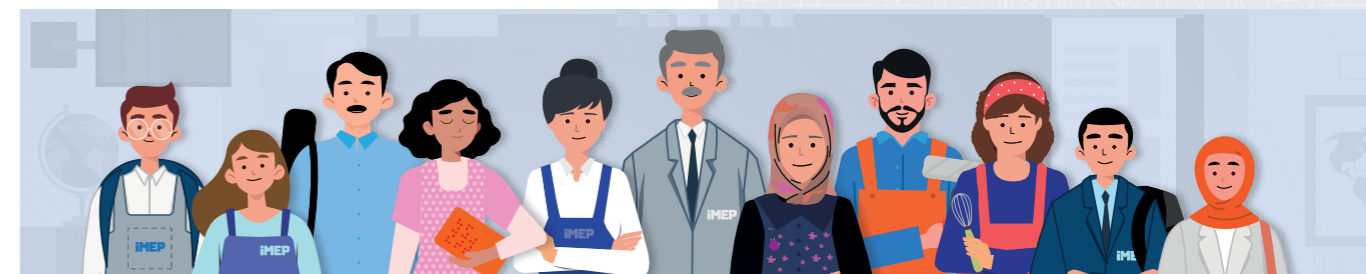
At the end of the vocational training courses which İMEP provides to adults, support is extended to course participants who are not registered as unemployed with the Turkish Employment Agency (İŞKUR) to get themselves registered. This is done in cooperation with İŞKUR's provincial directorates. As of the end of November 2022, 357 individuals who were not registered as unemployed with İŞKUR when completing their vocational training courses had been registered with İŞKUR in this way, and a 14% progress rate had been achieved for this indicator.

4 Work Permits:

Since the administrative costs associated with obtaining work permits have been observed to act as a deterrent for employers, a decision was taken to meet the costs of obtaining work permits from the programme budget as a way of lightening the burden of enterprises in this respect. A framework was developed for İMEP's support for obtaining work permits and the teams in the field were informed about the procedures. So far, work permits have been obtained for nine beneficiaries.

5 Guidance Services for the Recognition of Previous Learning:

The basic aim of this activity is to reach students who have acquired the skills and competences required for a profession but who do not possess a formally recognised certificate, and to support them with the certification process by directing them to the relevant institutions. As of the end of November 2022, 134 individuals had embarked on certification processes within the scope of İMEP, and İMEP has covered the various kinds of expenses which they incur in these processes, such as examination fees.



OUR MASCOT “CEVHER” (HIDDEN GEM) IS EVERYWHERE

Apprenticeship training seeks to ensure that all students have the chance to receive an education in accordance with their interests and skills. It accepts that every apprentice student is a valuable learner. It seeks to bring out the essence within the apprentice students and makes efforts to develop their skills.

The name of the İMEP newsletter which you are now reading was inspired by these connotations. The process of including the word *cevher* in the İMEP journey was completed with the emergence of our mascot Cevher.

As a character, Cevher joined İMEP in advance of the second of the Apprentice Student Forums which are being organised to address the opportunities and challenges of apprenticeship training from the perspective of the students, to support apprentice students in their engagement in participatory processes regarding the education system which they are in, and to give them a chance to make their voices heard. Once it was decided to create a character that would remind the apprentice students of the gems within them, work on the design of the character commenced straight away.

The main body of the character is inspired by the philosopher's stone, which refers to the wisdom inside human beings, and which is defined as a quest and a journey. After all, the path of students in apprenticeship training towards mastership also involves a quest and a journey. During the design phase, Cevher was given the shape of a processed jewel. It was deliberately envisaged that this shape should have four corners, since apprenticeship training consists of four stages (the apprentice student, the journeyman,



The word “cevher” carries the meanings of “the core of a thing, its ore, its leaven” and “gem, jewel”. In a metaphorical sense, it also means “a good talent”. Philosophically it corresponds to “essence”.

the master and the master trainer) and lasts for four years. İMEP is also a four-year programme and encompasses four different apprentice student forums.

While simple lines were chosen for the design, bright colours were chosen to give the character a dynamic appearance. One of Cevher's most important characteristics is the distinctive bright eyes. The sparkles have been drawn in a way that reflects Cevher's curiosity and love of life. Cevher's large spectacles and constantly smiling face have been added to illustrate the character's will to learn and endeavour. Finally, this friendly character is completed making a sign of peace with his hand, indicating his constant readiness to greet and embrace everyone.

At the Second Apprentice Student Forum in İstanbul, Cevher appeared in the form of a cushion. At the end of the forum, the mascot accompanied the apprentice students back to their home provinces and found himself in their enterprises, homes and schools. Yet Cevher's journey did not end with the forum. In

the Apprentice Student Vocational Skills Solidarity activities, which aim to show apprentice students how to carry out small-scale social improvement efforts in a spirit of solidarity under the guidance of their teachers and master trainers, Cevher has taken to the stage again, together with the planet Earth which is our only home, saying “On the Path of Mastership for Sustainability!”

Let's see what Cevher is getting up to these days and where.



İMEP/VET4JOB IN THE PHASE TO COME

Improving the Workplace Training Environment

A further increase is envisaged in the number of enterprises being supported as part of the activity launched to contribute to improvements in the workplace training environments for apprentice students.

Apprentice Student Vocational Skills Solidarity for Sustainability

The solidarity activities that are being carried out in three rounds in the vocational training institutions included in İMEP will be completed and the results will be shared with the general public.

Support Activities

The services being provided under İMEP in the areas of spoken Turkish language support, vocational counselling and career guidance, unemployment registration with İŞKUR, work permits and recognition of previous learning will continue at an accelerating pace.

National Communication Campaign

Work on the İMEP communication campaign will accelerate and the campaign will be broadened. The campaign is to be conducted at both the national and local levels with the aim of raising awareness among the target groups about the advantages of apprenticeship training and the effective role which it plays in combating child labour.

Third and Fourth Apprentice Student Forums

The Third Apprentice Student Forum to be held as part of İMEP will take place in Antalya on February 7th-9th 2023. Then the preparatory activities for the final forum will begin. The Apprentice Student Forum and the preparatory activities will be conducted rapidly and effectively through participatory processes. They will be led by the leader apprentice students, guided by the leader teachers and supported by the liaison persons from the Union of Chambers of Tradesmen and Craftsmen (ESOB).

Experience sharing Platforms

Platforms will be created to enable the stakeholders who have taken on active roles in the implementation phases of İMEP to share their knowledge and experience among themselves or with other actors, and the engagement of the stakeholders with these platforms will be ensured.

I AM GETTING INFORMED

The topics referred to in the questions below were raised during an interactive session with participants in IMEP (VET4JOB) Solidarity Activities. This led to a deep discussion. We would like to invite you to answer the questions in order to learn the answers and to consider what the statistics contained in the questions signify for our planet.

- 1 How many tons of plastic are dumped into the oceans every year?
 - a. 10-12,000,000 tons
 - b. 19-23,000,000 tons
 - c. 45-50,000,000 tons
 - d. 100-110,000,000 tons
- 2 How many grams of microplastics do we receive into our bodies every week along with our food and water or from the air?
 - a. 1 gram
 - b. 5 grams
 - c. 23 grams
 - d. 84 grams
- 3 How many species are in danger of extinction in our country?
 - a. 41
 - b. 120
 - c. 401
 - d. 507
- 4 How many hectares of forest land was burned in the forest fires that broke out in Turkey in the summer of 2021?
 - a. 30,000
 - b. 90,000
 - c. 150,000
 - d. 250,000
- 5 What is the average number of living species in a teaspoon of healthy soil?
 - a. 3,000
 - b. 7,000
 - c. 10,000
 - d. 23,000
- 6 What percentage of anti-cancer drugs are produced in conjunction with or inspired by nature?
 - a. 10%
 - b. 20%
 - c. 50%
 - d. 70%
- 7 How many people were living in hunger in 2020?
 - a. 1,000,000
 - b. 17,000,000
 - c. 255,000,000
 - d. 811,000,000

- 8 According to the latest data, how many billion people has the world's population reached?
 - a. 1 billion
 - b. 3 billion
 - c. 8 billion
 - d. 15 billion
- 9 How many people in the world are obese?
 - a. 1 million
 - b. 3 million
 - c. 1 billion
 - d. 2 billion
- 10 How many people in the world aged over 15 are illiterate?
 - a. 5,000,000
 - b. 25,000,000
 - c. 255,000,000
 - d. 811,000,000
- 11 What percentage of wetlands across the world have been lost?
 - a. 5%
 - b. 17%
 - c. 55%
 - d. 85%
- 12 How many people in the world are without drinking water?
 - a. 2.1 billion
 - b. 3.2 billion
 - c. 6.7 billion
 - d. 8 billion
- 13 How many different languages are spoken in the world?
 - a. 120
 - b. 150
 - c. 1,200
 - d. 7,099
- 14 How many languages are in danger of disappearing?
 - a. 10
 - b. 75
 - c. 500
 - d. 2,900
- 15 How many people are living in forests today?
 - a. 2,000,000
 - b. 76,000,000
 - c. 115,000,000
 - d. 811,000,000

- 16** What is the average number of trees cut down globally every year?
- 1 million
 - 22 million
 - 10 billion
 - 43 billion
- 17** How much time is needed on average for laws that contain discrimination against women and girls to be changed?
- 3 years
 - 284 years
 - 550 years
 - 715 years
- 18** How many species are in danger of extinction?
- 1,000,000
 - 3,000,000
 - 7,000,000
 - 29,000,000



Answers: 1.b, 2.b, 3.c, 4.c, 5.c, 6.d, 7.d, 8.c, 9.c, 10.d, 11.d, 12.a, 13.d, 14.d, 15.d, 16.c, 17.b, 18.a

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VET4JOB

Vocational Training Programme for Employment



**T.C. MİLLÎ EĐİTİM
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