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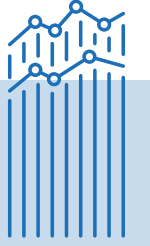
Improving the Employment Prospects for the Syrian Refugees and Host Communities
by High-Quality VET and Apprenticeship in Turkey

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

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

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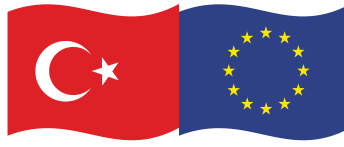


Provinces, Institutions and Professional Fields to be Included in VET4JOB Research Summary

1 March-15 August 2020



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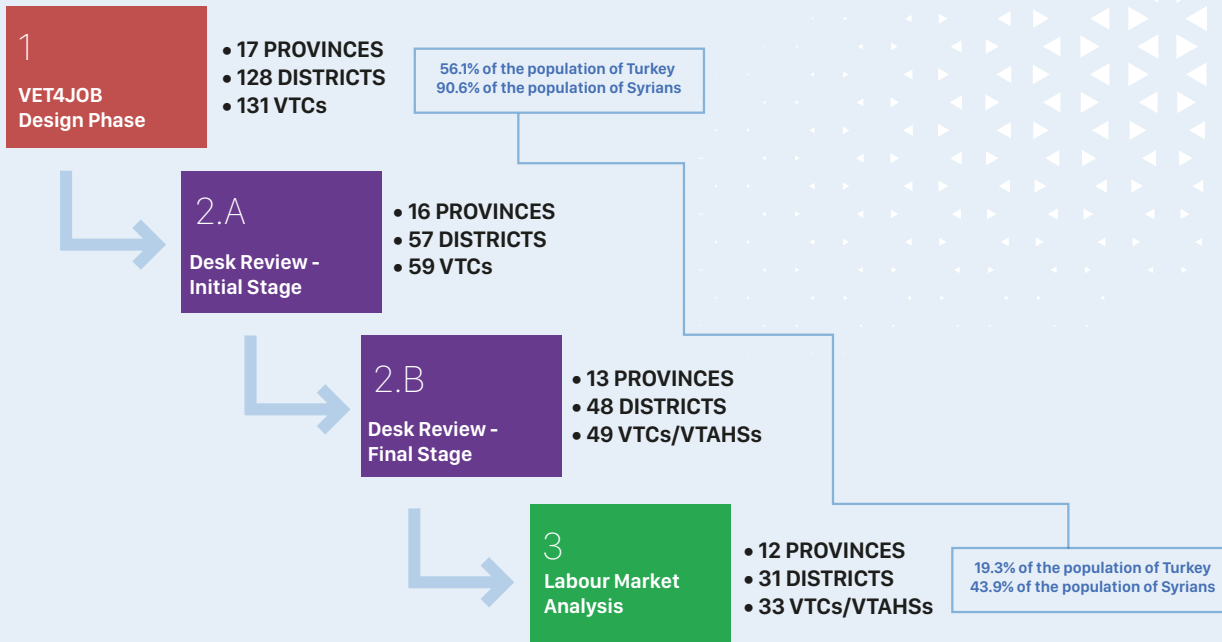
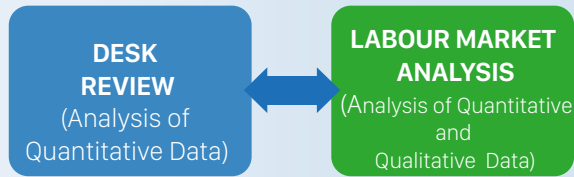
Provinces, Institutions and Professional Fields To Be Included In VET4JOB

Research Steps

Between March and August 2020, a research was conducted to determine the

- Provinces
- Educational institutions, and
- Professional fields

to be included in the implementation of VET4JOB. The research was conducted in two stages:



*VTC: Vocational Training Centre

*VTAS: Vocational and Technical Anatolian High School



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DESK REVIEW

During the desk review, open-source data were collated and analysed according to 18 criteria grouped under four categories.

I. Socioeconomic Situation

- Socioeconomic development ranking
- Socioeconomic development trends
- Socioeconomic development levels in terms of education and employment
- Employment trends

II. Apprenticeship Training Supply Capacity

- Teacher/student ratios
- Student/classroom ratios
- Enterprise/student ratios
- Schooling ratios in vocational and technical education

III. Apprenticeship Training Demand Capacity

- Ratio of VTC students to population aged 15-19
- Population of Syrians aged 14-17
- Number of students completing grade 8 but not going on to study in high school
- Ratio of VTCs to the population of Syrians
- Capacity of VTCs to reach ESSN beneficiaries

IV. Balance between Apprenticeship Training Supply and Demand Capacities

- Ratio of VTC students to workers
- Ratio of VTC students to enterprises
- Ratio of students to tradesperson and craftsperson workplaces
- Ratio of tradesperson and craftsperson workplaces to the total population
- VTC programmes for the professions with the greatest employment shortages



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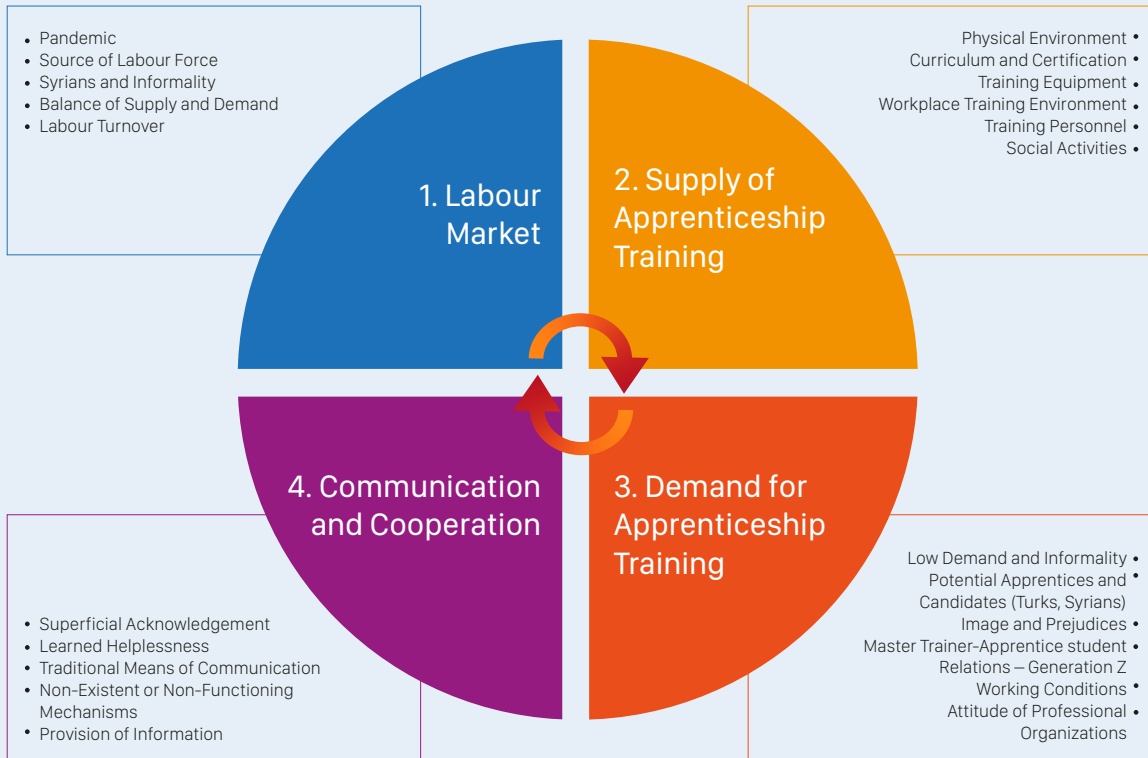
LABOUR MARKET ANALYSIS

Provinces, Institutions and Professional Fields To Be Included In VET4JOB

For the quantitative dimension of the labour market analysis, comprehensive data gathering tools were designed and data was obtained from a range of sources.

Type of Institution	Research Method	Number of Discussions/ Interviews
Vocational Training Centres	Focus Group Discussion	43
	Individual Interview	28
Professional Organizations	Focus Group Discussion	11
	Individual Interview	53
Other Public Institutions and Establishments	Individual Interview	24
Civil Society Organizations	Individual Interview	21
TOTAL	54 Focus Group Discussions	
	126 Individual Interviews	

The findings of the labour market analysis were analysed under four categories.





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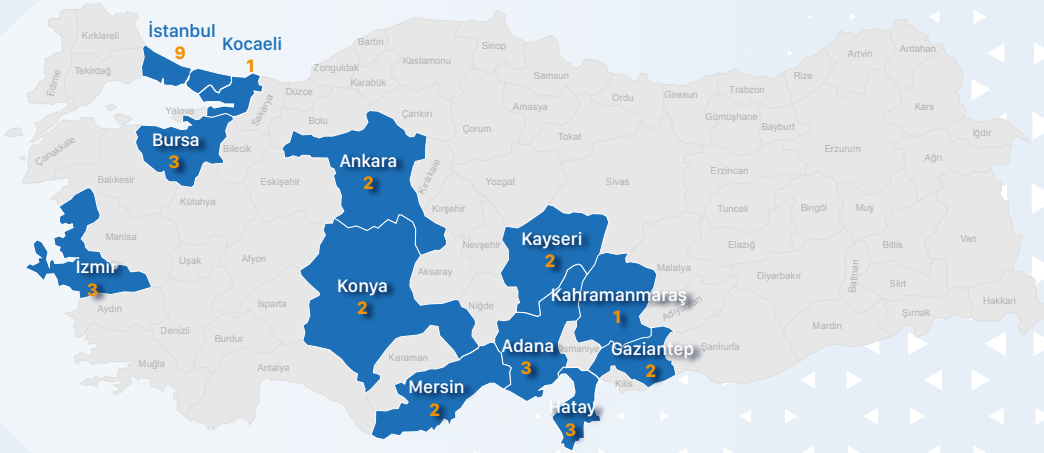
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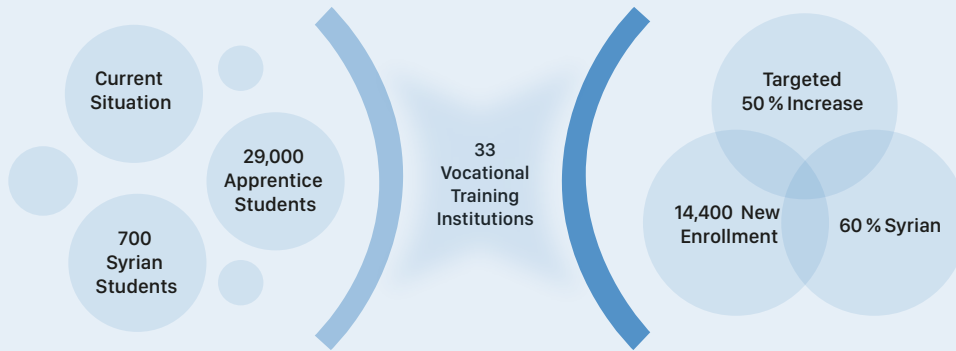
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Provinces and Educational Institutions Included in VET4JOB

Based on the results of the desk review and labour market analysis, it has been decided to implement VET4JOB in 33 vocational training institutions (31 VTCs and two Vocational and Technical Anatolian High Schools with VTC programmes) located across 12 provinces. It is planned to provide vocational training courses for adults in these selected institutions as well as in other public or private vocational training centres to be determined in the course of the process.



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





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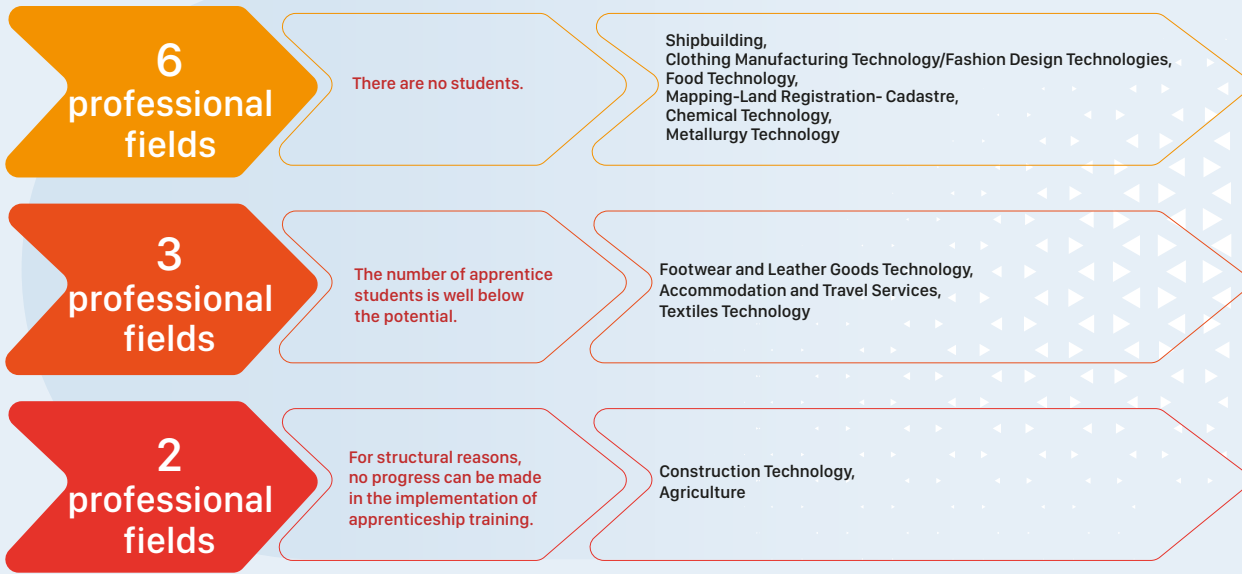
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Professional Fields to Receive Priority Support

No apprenticeship training is available in 5 of the 10 sectors which employ the most workers in Turkey. With respect to the current apprenticeship programmes of the VTCs studied as part of the labour market analysis:



In the light of the findings of the labour market analysis, VET4JOB will prioritize support for the following 10 professional fields:

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

Three of the 5 sectors employing the most workers are included among the priority professional fields to be supported by VET4JOB.



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Qualitative Findings of the Labour Market Analysis

Findings were categorized under the following four themes: labour market, supply of apprenticeship training, demand for apprenticeship training, communication and cooperation.

1. Labour Market

Covid-19 Pandemic

The pandemic has seriously affected the micro scale enterprises in which apprenticeship training is common (temporary or permanent workplace closures, loss of business, etc.). Even so, representatives of tradespersons and craftspersons in almost every sector voiced demands for qualified employees and apprentice students.

Source of Labour Force

In the provinces where the research was carried out, the main sources of the labour force were observed to be natural population growth, internal migration and the Syrians. A significant proportion of the provinces studied are provinces experiencing outward migration. The social capital of these provinces can be said to have decreased as a result of migration movements.

Syrians

Given that there are about four million Syrians in Turkey, that more than half of these are of working age, and that the number of work permits obtained is less than 50,000, it is clear that the great majority of the Syrians in employment are working informally. The following points were mentioned as the main reasons for this situation:

- Need/demand for daily/weekly wages, frequent changes of job
- Perception and concern that social assistance will be discontinued
- Concern that they will be discovered to have left the provinces in which they are registered

The Syrians were said to work informally mainly in manufacturing professions and agriculture. Footwear and leather goods technology, furniture and interior design, butchery, food and beverages services, motor vehicle technology, metals technology, construction technology and agriculture emerged as the fields in which the Syrians were most commonly employed. The number of workplaces opened by Syrians in the fields of food and beverages services, trade and – in some provinces – footwear and leather goods technologies were observed to be on the increase. The opening of unregistered workplaces by some of the Syrians was said to cause irritation among other enterprises and professional organizations.



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Balance of Supply and Demand for Apprenticeship Training

The disparity between supply and demand on the labour market appears to stem largely from the difference between the jobs which individuals wish to perform and the jobs in demand on the market, and from the inadequacy of working conditions and wage policies. The following factors were found to affect the balance between supply and demand for apprenticeship training:

- The quality of the theoretical and practical training
- The negative impact of apprenticeship training and prejudices
- The expectations of Generation Z and the failure of the working and training environment to meet these expectations

Besides the unmet demands of enterprises for qualified employees and apprentice students, the fact that apprentice students are not always able to find workplaces for their practical training indicates that the supply-and-demand balance is not operating well.

Labour Turnover

Labour turnover was stated to be high in micro-enterprises using low technology and particularly in the services sector, where staff are employed without regard to their qualifications in many positions for which qualifications should be required. Labour turnover was frequently said to be higher among Syrians. This situation exacerbates informal employment.

2. Supply of Apprenticeship Training

Physical Environment

The physical environments of the VTCs were said – and observed – to be less than adequate. In particular, the obligation to take in students in a total of 142 vocational branches in 27 professional fields greatly increases the needs of the VTCs in terms of the physical environment.

Curriculum and Certification

It was suggested that 10-12 hours a day of theoretical education was too much for the students. However, since apprenticeship training now forms part of compulsory education, it must provide the students not only with a profession but also with the basic skills which will help them to stand on their own feet as individuals in society. Policies that would increase the number of theoretical class hours and allocate time to social activities could have positive results in ensuring that apprenticeship training programmes reflect this obligation.

In practice, apprentice students were reported to start their workplace education immediately in grade 9, but not to have theoretical vocational classes until grade 10. In these circumstances, the effectiveness of the practical training is reduced as it is not supported by a theoretical knowledge of the profession. At the same time, the enterprises involved are left with the negative impression that the training given in the VTCs does not meet their expectations.



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In some professions, the parties concerned stated that it would be better for the student to be sent to the workplace for practical training only after acquiring the very basic professional skills.

Now part of compulsory education, apprenticeship training is a four-year programme. However, some professions can be learned in a shorter period of time. In this context, it is considered that the students would acquire a better education, both general and vocational, if the periods of theoretical and practical training envisaged in the training programmes were arranged differently for each professional field.

Mention was made of the need to draw up different training programmes for those apprentice students who have already exceeded the normal age of compulsory education. It was argued that the training programmes for this group should be developed in accordance with the amount of time actually needed to learn the job, rather than with the duration of apprenticeship training in the education system.

The impression was obtained that the examination and certification practices of the VTCs were influenced by the policies of the Vocational Qualifications Authority. Yet it is the process which is important in apprenticeship training, and the product – or the examination – which is important when acquiring a vocational qualification. Care should therefore be taken to maintain the correct approach based on process evaluation.

Training Materials and Equipment

Very serious inadequacies were observed in the equipment in the VTC classrooms where theoretical training is provided. Significant improvements are needed in terms of educational equipment to help the students to understand the theoretical topics in vocational training. Some VTCs were seen to have workshops equipped with production technology.

Workplace Training Environment

Micro-enterprises with less than 20 employees are observed to form the majority of enterprises involved in apprenticeship training. It was noticeable that enterprises with more than 20 employees tend not to get too involved in apprenticeship training.

Particularly in manufacturing professions, the great majority of workplaces in Turkey do not possess the equipment and variety of business that would enable an apprentice student to acquire all the skills needed for a profession. In addition, one cannot fail to notice the significant deficiencies of workplaces in small-scale manufacturing, in particular, regarding health and safety at work. Insufficient use was observed to be made in practice of arrangements for enabling apprentice students to acquire the skills which they are unable to acquire in the workplaces where they receive their practical training in other enterprises, in above-enterprise training centres and in vocational and technical anatolian high schools.



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Many enterprises are unable to take on apprentice students because they do not have master trainer certificates. It was noted that it is not possible to monitor the practical training which apprentice students receive in their workplaces in a planned, systematic and evidence-based manner.

Training Personnel

The view that teachers are unable to keep abreast of developing technology was observed to be widely held among professional organizations. Enterprises regarded the issue of teachers taking vocational subjects outside their own branches, due to the wide variety of fields and branches, as a problem. The opinion was expressed that master trainers are more effective than teachers in the training of apprentice students but that problems arise due to the difficulties which master trainers and apprentice students experience in understanding one another.

Social Activities

The best opportunity which apprentice students have to spend time with their peers is when they come together for their theoretical training in the VTCs. A need was observed to improve the physical environment and equipment for social activities in the VTCs.

3. Demand for Apprenticeship Training

General Tendencies

Demand for apprenticeship training is reported to be low. The main reasons for this are said to include the following:

- Parents' preference for orienting their children towards academic education, and prejudices concerning apprenticeship training,
- The widespread nature of informal employment,
- The large number of jobs that "do not require qualifications",
- The frequency with which staff are employed, particularly in the services sector, without regard to their qualifications, even though the posts in question call for qualified employees,
- The failure of the practical training environments and the working conditions in the workplaces to meet the expectations of young people,
- The inability of apprentice students to benefit sufficiently from the rights granted to other students, such as accommodation in student hostels, or bussing,
- The inter-generational conflicts and communications problems experienced in the relations between master trainers and students,
- The view that apprenticeship training has become the most difficult path for an individual to reach a professional certificate (Other paths: vocational and technical anatolian high schools, the VQA, and private vocational courses),
- The failure to harmonize the theoretical and practical training with one another,
- The tendency for enterprises to treat apprentice students as cheap labour,
- The weakness of the relations between the VTCs and professional organizations.



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Potential Apprentice Students (Turkish Citizens)

A high proportion of apprentice students are said to come from socioeconomically disadvantaged families, and many are said to have to provide support to their families out of the wages they receive. In some VTCs, more than half of the apprentice students were said to hand over all of their pay to their families.

Apprentice students' choices of profession were generally said to be a matter of chance. This was said to lead to many requests for changes of profession, particularly in the first year of apprenticeship training.

Potential Apprentice Students (Syrians)

In general, the Syrians are not said to favour apprenticeship training very much. A number of factors were listed to explain this including marriage at an early age, traditional barriers to women's participation in the workforce, and a preference – given the Syrians' living conditions and the uncertainty about their futures – for jobs that will generate earnings quickly, whereas apprenticeship training entails four long years of training.

Prejudices

Mention was made of the existence of a widespread prejudice that regards apprenticeship training as the last resort for students who are unsuccessful at school. This view was shared by representatives of the professional organizations and even by a high proportion of the enterprises. These prejudices were observed to have an adverse impact on the image of the training and the motivation of the VTC personnel.

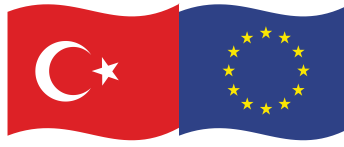
Generation Z

Teachers and masters/master trainers can be said to have difficulty understanding young people of Generation Z. The members of this generation use technology effectively, belong to extensive networks, and have the skills to communicate at distance and to attend to more than one task simultaneously. Their attitudes and behaviour are interpreted differently by the master trainers, and this clash of generations has a negative impact on the training environment in the workplace.

Attitude of Professional Organizations

Representatives of professional organizations are aware of the importance of apprenticeship training for the education of the qualified workforce which they require. Most of the professional organizations were of the opinion that the contribution which the theoretical vocational classes given in the VTCs makes to the professional development of the students is low. The assignment of teachers from other professional fields to teach theoretical vocational classes and conduct the examinations damages the image of the VTCs in the eyes of the enterprises.

Communications between the VTCs and the enterprises appear to be insufficient. Relations between the VTCs and the professional chambers are also said to have been weakened by the abolition of the requirement for the chamber to approve the contract between the apprentice student and the enterprise.



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4. Communication and Cooperation

Superficial Acknowledgement People in Turkey generally think that an academic career would be good for their own children while apprenticeship training is good for other people's children. The information obtained from the research participants and observations made during the conduct of the study support the view that even the representatives of professional organizations have only a superficial acknowledgement of apprenticeship training.

Learned Helplessness Almost all of the institutions and organizations spoken to as part of the study appear to share the idea that it is children of low-income families who are unsuccessful at school that come for apprenticeship training. Similarly, young people are commonly thought to apply for apprenticeship training only as a last resort. Negative attitudes of this kind adversely affect the motivation of the administrators and teachers in the VTCs.

Traditional Means of Communication It is generally felt that the use of traditional means of communication such as posters and brochures alone will not be sufficiently effective in creating demand for apprenticeship training. The information and communications channels used by members of the main target groups for apprenticeship training need to be analysed, and specialized means and methods need to be identified for accessing and convincing each group.

Non-Existent or Non-Functioning Mechanisms It was stated that the mechanisms expected to increase the quality and effectiveness of apprenticeship training (such as provincial employment and vocational training boards, or workplace inspection and guidance groups) are not operating efficiently.

Provision of Information Gaps were identified in the knowledge of the VTCs and professional organizations in the provinces visited. The point was made that if the administrators to serve in the VTCs are to succeed in contributing to the development of apprenticeship training, creating demand for apprenticeship training and succeeding in establishing effective cooperation and communication with the world of business, then it is important that they should be aware that managing this training option is different from managing other schools. In addition, attention was drawn to the gaps in the knowledge of enterprises and parents concerning apprenticeship training.



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Main Problem Areas Identified During the Labour Market Analysis

VET4JOB Responses to These Problems

Labour Market

Both the theoretical and practical components of apprenticeship training had been **adversely affected by the Covid-19 pandemic** and the training has been interrupted.

With its flexible structure, school-to-workplace linkages and intersectoral relations, and a philosophical approach that sees school as life itself, apprenticeship training has the potential to play a critical role in work towards the “new normal” in the education system. In this context, pilot activities are being planned as part of VET4JOB and in close cooperation with MoNE and TESK that will contribute to the “new normal in apprenticeship training”.

Initially, priority will be given to the development of models and the preparation of infrastructure for maintaining the continuity of the theoretical education provided to apprentice students in the conditions created by the pandemic.

A high proportion of the Syrians living in Turkey are known to work informally for reasons such as their expectation of a daily wage and their concerns that their social assistance might be discontinued or their mobility between provinces curtailed. This also applies to young people aged 14-17 who fall within the target group for apprenticeship training.

Syrian families and young people will be informed about the advantages of attending VTCs as enrolled apprentice students through the communications campaigns to be conducted as part of VET4JOB. In this context, the main advantages and benefits of formal apprenticeship training will be explained. For example, it will be emphasized that apprentice students who receive training in the school and the workplace:

- Have the opportunity to acquire certified skills in a branch of a profession and are able to move on to formal employment easily,
- Benefit from insurance for health at work and occupational illnesses under the protection and guarantee of the state, and
- Have the opportunity to go on receiving social assistance.

In addition, various means of communication and influencing will be developed and used to resolve the problems arising from the coolness of the target group towards apprenticeship training taking local dynamics into account.

Furthermore, VET4JOB will:

- Put the issue of informal employment and the opening of informal workplaces onto the agendas of the provincial employment and vocational training boards,
- Disseminate information to Syrian employers on the drawbacks of registered employment and the benefits of raising apprentice students for enterprises, and
- Supply technical and logistical support to enterprises which wish to employ Syrians with respect to obtaining work permits.



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No apprenticeship training is available in 5 of the 10 sectors which employ the most workers in Turkey. In the other five sectors, the number of students is very low.

As part of VET4JOB,

- Priority will be given to providing support in 10 professional fields that have been identified in line with the findings of the study. Three of the 5 sectors employing the most workers (Construction Technology, Food Beverages Services, and Clothing Manufacturing Technology/Fashion Design Technologies) are included among the priority professional fields to be supported by VET4JOB.
- Plans are being made to carry out modelling and piloting activities in fields such as construction technology and agriculture where apprenticeship training comes up against structural issues and the number of students is currently negligible.

Supply of Apprenticeship Training

It has been determined that the **content and timing of the theoretical education** received by apprentice students is not organized in such a way as to support their practical training or to contribute to their personal development.

The practical training which apprentice students receive in the workplace is not monitored in a planned, systematic and evidence-based manner.

Within the scope of VET4JOB:

- The practical training provided in the workplace and the theoretical education will be linked to one another didactically and systematically through the preparation of Workplace Practical Training Implementation and Monitoring Plans.
- Training will be provided to 5,000 masters/master trainers and employers to ensure the effectiveness of practical training in the workplace.
- The VTCs' periodic visits to workplaces will be carried out more systematically. They will be conducted by teams formed for the purpose and in accordance with specially developed programmes.
- Training will be provided to the coordinator teachers at the VTCs for the systematic monitoring of workplace training.
- Pilot efforts will be launched, and efforts will be made to prepare the necessary infrastructure, to make it possible to implement individualized training programmes.

There is a need for support in the form of **materials and equipment** to improve the physical environments in VTCs and to ensure that the theoretical education is delivered more effectively.

Through VET4JOB, the VTCs will be provided with:

- Small-scale infrastructure improvements
- Equipment and material support.

Efforts will also be made within the framework of the available resources to improve the spaces for social activities.

In this way, the VTCs will be able to provide higher-quality services to larger numbers of Syrian and Turkish students, and the social adaptation of the students will be strengthened alongside their theoretical training.



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A significant proportion of workplaces do **not possess the equipment** that would enable apprentice students to perform all the tasks required by their professions. Significant **deficiencies** are observed in **workplace health and safety measures** in small manufacturing enterprises.

VET4JOB:

- Will extend support for improvements in the practical training environments at 350 workplaces which are currently training apprentices or are going to do so in future. The basic priority of all the improvements to be made using this support will be to bring the training and living environments in the workplaces of apprenticeship training students into line with the rules for health and safety at work.
- Will support initiatives to enable apprentice students to acquire the skills which they are unable to acquire in the workplaces where they receive their practical training in other enterprises, in above-enterprise training centres and in vocational and technical anatolian high schools.

Many enterprises are unable to accept apprentice students due to the lack of a **master trainer certificate**.

As part of VET4JOB, support will be provided to workplaces that are unable to accept apprenticeship training students due to the lack of a master trainer, even though they are otherwise suitable, and masters will be encouraged to take part in master trainer courses, whether face-to-face or via distance learning.

Enterprises need **guidance and assistance** to improve the quality of the practical training which apprentice students receive in the workplace.

As part of VET4JOB:

- 5,000 employers and masters/master trainers involved in the training of apprentice students will be trained on the principles of practical education in the workplace and on Workplace Practical Training Implementation and Monitoring Plans.
- It is also planned to establish Workplace Inspection and Guidance Groups within the professional chambers affiliated to TESK – and to support those that have been established – with a view to ensuring that enterprises are suitable for training, and to encourage suitable workplaces to train apprentices and others to improve their conditions. In this context, training is to be provided to 200 members of the Groups and technical and logistical support is to be extended for workplace visits.
- Support will also be provided for efforts to improve the environment and equipment in workplaces with a view to raising the quality of the practical training provided.



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The screening, matching and monitoring services provided to place apprentice students in suitable workplaces need to be provided through a systematic structure.



It is planned to create a sustainable capacity within the VTCs by setting up and operating Apprentice Screening, Matching and Monitoring Teams within the context of the outreach strategy developed under VET4JOB. Support will be extended to efforts to conduct the data, registration, analysis and evaluation work related to these services in an electronic environment.

There is a need for cooperation with professional organizations to ensure that the **development and adaptation courses** are planned and implemented in a functional manner.



The development and adaptation courses to be provided as part of VET4JOB will support the development of the enterprises on the one hand while assisting the workers to hold on to their jobs and make progress on the other.

A range of models needs to be developed to increase the demand for apprenticeship training, to broaden it to sectors where it is not currently in effect (such as agriculture, construction and accommodation services), and to extend it to large enterprises as well.



To this end, modelling activities are planned in areas such as:

- Individualized Training Programmes
- Apprenticeship Training in Large Enterprises
- Creation of Training Environments in the Workplace
- Individualized Theoretical Vocational Classes in the Workplace
- Short-Duration Apprenticeship Training
- Extending the Duration of Theoretical Education
- Professional Orientation in Vocational Training Centres
- Above-Enterprise Training Centres
- Summer Apprenticeship

There is a need to support the journeyman and mastership examination process used to measure and certify the knowledge and skills taught at school and in the workplace in apprenticeship training so that it responds to the **needs of Syrians** as well.



VET4JOB is planning to provide 200 examination committee members with training on topics such as principles of skills-based measurement and assessment and how to meet the needs of Syrian students in this process.



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Demand for Apprenticeship Training

The most important factor reducing the demand for apprenticeship training is **informal employment**. Most of the Syrians in Turkey are working informally.

In the scope of VET4JOB,

- Efforts will be made to inform young people of compulsory school age (i.e., aged 14-17) who are working, along with their families and the enterprises concerned, and to persuade them to enroll with VTCs.
- It is intended to support the efforts of all the relevant institutions and organizations regarding this issue by raising it in the provincial employment and vocational training boards. The activities which will be carried out under the programme in support of the enrollment of new apprentices and the access of adults to employment are also expected to contribute to the struggle against informal employment.

Sectoral activities are needed to increase the numbers of apprentice students in those fields in which Syrians work most intensively.

It is planned to increase the numbers of apprentice students by conducting sectoral activities in the following areas which Syrians also work most intensively:

- Footwear and Leather Goods Technology
- Clothing Manufacturing Technology/Fashion Design Technologies
- Agriculture
- Construction Technology
- Accommodation and Travel Services
- Food Beverages Services
- Meat and Meat Products Processing

The perception that unsuccessful young people apply to VTCs as a last resort damages the **self-confidence of young people** in apprenticeship training and adversely affects the **image of apprenticeship training and the VTCs**.

In this context, VET4JOB plans to:

- Conduct campaigns in which the advantages and benefits of apprenticeship training will be explained to the target groups using appropriate channels and tools.
- Increase the capacities of VTCs to prepare and implement projects, so that they can benefit from various funds in a way that will support their institutional image and visibility.
- Provide incentives for VTCs to obtain quality certificates that will boost their institutional prestige.
- Increase the visibility of VTC students through their participation in events held among other secondary schools as well as among themselves.
- Popularize events that help to make students feel successful.
- Organize joint activities and team efforts that make it possible for Turkish and Syrian young people and adults to mix with one another in work and educational settings.



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With respect to training for adults, special efforts are needed to support the **participation of Syrian women in the workforce.**



As part of VET4JOB, there are plans to organize vocational courses for Syrian women in professions suitable for home production. In addition, special emphasis will be placed on vocational courses for adults that can contribute to Syrian women's access to formal employment.

Problems arise due to the clash of generations between apprentice students and masters/master trainers. This situation adversely affects the training environment in the workplace.



VET4JOB plans to prepare educational content for master trainers, founded in occupational pedagogy, on the topics of adolescent psychology, "understanding generation Z" and "Workplace Practical Training Implementation and Monitoring Plans", and to deliver this training to the master trainers. These topics will be included in the content of the training to be given to 5,000 masters/master trainers, employers and others with roles in the training of apprentices in the workplace.

Communication and Cooperation

Gaps have been observed **in the knowledge of the wider public, including professional organizations and enterprises, concerning apprenticeship training and the most recent regulations for this form of education.**



As part of the outreach strategy developed under VET4JOB, screening, informing and influencing activities will be conducted through special teams to be set up for family and workplace visits:

- First and foremost, activities will be conducted to inform children in the second phase of primary education and their parents about the benefits of apprenticeship training.
- Information and awareness-raising activities are planned for professional organizations and enterprises with an emphasis on the support and incentives which the state provides to enterprises for the training of apprentice students.
- Activities will also be conducted to spread the message that employing young people of compulsory school age constitutes child labour, and to raise awareness about the damage which this does to their physical, intellectual and educational development, and about the related legislation.

Young people enrolled with VTCs have the status of apprentice students. However, **apprentice students are not aware of these rights** and are unable to benefit from them fully.



Promotion, information and advocacy activities will be carried out to ensure that apprentice students benefit from all the rights that are accorded to students in secondary schools.



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Cooperation between the family, the workplace and the training institution is of vital importance for apprenticeship training.

Activities will be conducted through cooperation among all the parties concerned, headed by the VTCs and the professional organizations, to encourage the participation of parents in their children's training. Families and enterprises will be the focus of the communications and awareness-raising efforts to be made as part of VET4JOB.

There is a need to **strengthen the cooperation** between VTCs and professional organizations/enterprises.

Strong relations and close cooperation between the VTCs and professional organizations are necessary for the supply of effective, quality apprenticeship training. VET4JOB will support the development and exploitation of opportunities that will contribute to the deepening and strengthening of the cooperation between VTCs and professional organizations.

Certain provincial-level mechanisms have been set up to enhance the quality and effectiveness of apprenticeship training but it has not been possible to put these into full operation.

VET4JOB is planning activities for the effective operation of local mechanisms such as the provincial employment and vocational training boards and the workplace inspection and guidance groups.