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CEVHER HIDDEN GEM

VET4JOB NEWSLETTER



ISSUE 5

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FOUR-WAY COOPERATION AND FOREWORDS

Apprenticeship training aims to make students skilled, educated, well equipped practitioners of their vocation who possess competencies required by the economy by providing theoretical and practical training together. Four-way cooperation among students, families, schools and enterprises is crucial for the success of apprenticeship training.

On their way to mastership, apprentice students regularly attend training at their schools and enterprises, act in accordance with workplace health and safety measures and learn their profession with care and effort.

Families support apprentice students in selecting a vocation, finding an enterprise where they will receive practical training, securing the rights of the student by signing a contract with the enterprise and in following up the vocational development of the students.

Students take their first steps towards mastership in schools. Every week, they attend a day of theoretical training at their schools. Schools register students and monitor their attendance to ensure that they are keeping to their training. Schools also monitor the practical training provided by enterprises and maintain the rights of students. They empower students with counselling and support services.

The enterprises where students learn their vocation practically are their second schools. The enterprises ensure that students become familiar with their vocation, gaining knowledge and skills and build up a vocational network with work experience.



Four-way cooperation

Four-way cooperation for apprenticeship training can only be obtained by all the above elements coming together and working in balance and harmony. The forewords for this issue of Cevher were written by representatives of each element of the four-way cooperation. They recounted their experiences to tell us about each and every aspect of the four-way cooperation for apprenticeship training.

FOREWORD

“I tell all my friends about apprenticeship training and my school. Some of my friends enrolled in other vocational training centres because of this. One of them studies hairdressing and another studies cake making and they developed very much with the training they received.”



I am Aldulhadi Mahmoud. I am 17 years old. I am an apprentice student studying men's hairdressing and I attend practical training at a men's hairdressers in Bursa at the same time. Nine years ago, me and my family, my parents and three siblings, settled in Türkiye. Before we left Syria when I was 8, I used to attend second grade. The school I went to was bombed and we moved to another town. At the time, I had given up on everything. I didn't want to go to school again. I started going to school when we came to Türkiye. It was in Türkiye that I first came across Vocational Training Centres. My friends told me about the Osmangazi Vocational Training Centre. They referred me to the school and I decided to enrol. We went with my father to register at the school. Currently, I am a grade 11 student at the Bursa Osmangazi VTC and next year I will receive my mastership certificate.

I learned so many things, such different things thanks to İMEP. After attending the solidarity event held in Bolu, we developed a project for a type of hairspray with natural ingredients with friends. Both my teachers and customers at my workplace liked the jasmine-scented spray very much. I was able to develop this product thanks to the training I attended and with the support of my friends.

I am very pleased with my school, the subjects I study and each and every one of my teachers, whom I would like to thank individually. I learned things I had never known thanks to my teachers. Before I attended the school, I didn't know how to communicate with customers, I was afraid to speak, but I learned a lot about communication from the lessons at my school. I improved my math and now I am a better shopkeeper, a better bookkeeper. Our teachers at the school teach us a lot of details about the profession. We practice cutting hair, shaving beards and using shavers on models. That way, I can give people a better haircut and shave at the workplace and there are customers who specifically ask for me. All of this I learned at school. Also, I improved my Turkish both at the school and the workplace. I now speak very fluently, which makes me very happy.

I tell all my friends about apprenticeship training and my school. Some of my friends enrolled in other vocational training centres because of this. One of them studies hairdressing and another studies cake making and they developed very much with the training they received.

After I earn my mastership certificate, I want to start a hairdresser's in a nice neighbourhood of Bursa. I love my profession and work hard so that I can earn a living practicing it. I feel closely supported by my family and teachers in my studies. I believe I will make a very good hairdresser with their support and my enthusiasm.

Aldulhadi Mahmoud - Bursa Osmangazi VTC - Apprentice Student

FOREWORD

“I want to support my child in pursuing an education, follow up on her vocational development and help her gain the skills that will help her achieve future success.”



I am Fatima Kayalı. I am 32 years old and I have been living in Türkiye with my family for six years now. Last year, we enrolled my daughter Ruha at the Mersin Akdeniz Vocational Training Centre’s department of Food and Beverage Services as an apprentice student. Thanks to the referral by the school, Ruha started practical training at Mersin Hasdeveli Baklava dessert makers.

I gave a lot of support to my daughter Ruha during this process, because I am aware of the important role families play in the lives of apprentice students. For this reason, I want to support my child in pursuing an education, follow up on her vocational development and help her gain the skills that will help her achieve future success.

Ruha has great talent for cooking. I know that she will be very successful in this field if she keeps improving herself. She is very interested in making desserts and cakes. I would like to thank Hasdeveli Baklava, where my daughter is receiving practical training. I recommend Vocational Training Centres to all my friends and social circle. Getting an education is a must to earn a good profession in the future.

I enrolled at a Vocational Training Centre at the same time as my daughter and started receiving practical training as an apprentice student. We also attended many activities held as part of İMEP, took Turkish language lessons and participated in guidance and social cohesion activities. In the trainings I attended with my daughter, I enjoyed achieving success together. This was very motivating for me.

Fatima Kayalı – Parent of an Apprentice Student

FOREWORD

“When they graduate, they have both journeyman and mastership certificates. Our students have the capacity and self-confidence to start a business when they graduate. As the school, along with families and enterprises, we support our students in this regard and work together.”



I have been working as deputy principal at the Kahramanmaraş Dulkadiroğlu Vocational Training Centre for two years now. During this time, we raised many apprentice students. Our main objective is to teach students their vocation at the school as well as practically at the workplace. To this end, schools and enterprises work together and we contribute to the development of our students together. Students come to the school for one day every week for their general studies lessons and in the rest of the week they continue with their education practically at the workplace, in one-on-one interaction with the masters. This way, they receive both theoretical and practical education and get to learn their vocation at the workplace.

As a VTC, we monitor the school and practical workplace training process of the students. As vocational teachers, we keep a register of students’ attendance to school for follow-up. VTCs prepare the weekly training programme for apprentice students. VTCs also follow-up the enterprise where students work and assign coordinator teachers to each enterprise. Coordinator teachers supervise matters such as whether the students regularly attend the workplace, whether they receive training, whether there are problems at the workplace and whether workplace safety measures are taken.

In my opinion, one of the major advantages of apprenticeship training is students obtaining journeyman and mastership certificates. Our students attend grades 9 through 12 and complete their middle education in four years. They take the journeyman exam in grade 11 and the mastership exam in grade 12. When they graduate, they have both journeyman and mastership certificates. Our students have the capacity and self-confidence to start a business when they graduate. As the school, along with families and enterprises, we support our students in this regard and work together. We will continue working in cooperation to develop the capacity of our students and keep contributing to raising apprentice students and providing them with guidance.

Doğukan Cihan Türk – Kahramanmaraş Dulkadiroğlu VTC Deputy Principal

FOREWORD

“We train apprentice students practically on the job. This way, apprentice students get to take part interactively in every stage of production. Students receive theoretical training at the school and learn the vocation practically at the enterprise. They get the chance to learn every aspect of the profession, from mastery of the vocation to running a business.”



I am Aynur Topçu, I am 35 years old. For many years now, I and my spouse have managed a facility that produces desserts, cakes and baklava. I deal with accounting and finance, while my spouse is both a master craftsman and the founder of the enterprise. My spouse completed apprenticeship training and learned his vocation at a young age and has practiced it since his childhood. For this reason we attach great importance to providing vocational training to apprentice students and raising masters of the future at our enterprise.

We came across the Vocational Training Centres through teachers. The worthy teachers not only helped us, but also recommended apprenticeship training for raising the masters of the future. We have been training apprentice students at our enterprise for the last two years. Upon expanding our production facilities we started working in more organised fashion. We established a large facility and now have a single location for the production of goods, which include künefe, cakes, baklava and ice cream. We train apprentice students practically on the job. This way, apprentice students get to take part interactively in every stage of production. Students receive theoretical training at the school and learn the vocation practically at the enterprise. They get the chance to learn every aspect of the profession, from mastery of the vocation to running a business.

In raising apprentice students, we start from the very basics of production. The masters introduce the goods we produce to every new apprentice student. They explain which ingredients are used for which purpose. This way, students become familiar with the raw materials. We teach information to students in stages. Students become aware of their strong areas in time and we give them training in the department they pick themselves. We try to raise students in jobs that they like better and in departments where they are happier. This method imparts vocational knowledge and skills to students, as well as work experience.

We have had many students whose first work experience was at our enterprise. Sometimes there are those who have difficulty adapting, but our masters raise their motivation and encourage them. This way, young people take to the job with great enthusiasm.

We have raised many apprentice students over the years. We keep in touch with our former apprentice students. There have been those who started out in their vocation and we have even had a student who got a cakemaking job abroad. We trained that student who went on to achieve so much; we are very proud of this.

Aynur Topçu – Enterprise Owner

İMEP'S ACTIVITIES REGARDING THE EARTHQUAKE

On February 6th 2023, Türkiye woke up to the aftermath of an unprecedented earthquake disaster in the south-eastern region of the country. Among İMEP's pilot province, Adana, Hatay, Gaziantep and Kahramanmaraş were affected to various degrees from the disaster. Life returned to normal in short order in Adana and Gaziantep. However, Kahramanmaraş and Hatay suffered great damage in the earthquake. The schools, enterprises and premises of vocational organisations where our apprenticeship training activities take place were destroyed or damaged. There were those who were killed or lost loved ones; those who survived suffered harm to their health and lost their homes and workplaces.

Following the earthquake, the İMEP team cooperated closely with programme beneficiaries Ministry of National Education (MoNE) and the Confederation of Tradesmen and Craftsmen of Turkey (TESK) to identify support that could be provided in these provinces within the limits of the Programme's targets and activities. İMEP also consulted with the European Union Delegation in

Turkey to speed up work in the region, expand the scope and make implementation more flexible. Activities for the benefit of institutions and target groups in the region affected by the earthquake began rapidly.

We first produced an information form in cooperation with the MoNE's Directorate-General of Vocational and Technical Education to identify the situation of apprentice students attending training in Hatay and Kahramanmaraş and outreach teams and volunteer personnel at schools began to collect information. As part of the work, we continue to collect information on how the students themselves, as well as their families and workplace were affected by the earthquake. This information is then used in two important activities. First, Turkish apprentice students who have been most affected by the earthquake are provided with food card support, without observing the 60% to 40% quota, as part of the additional capacity provided for the Programme and individual institutions. Secondly, those students who are identified to have migrated to other provinces where the Programme is implemented will be followed up by schools participating in İMEP in those provinces and supported to the extent resources allow. At the same time, schools and teachers reaching out to students, families and master trades provides a boost to morale and motivation for all parties concerned.



Enterprises in provinces affected by the earthquake are being provided with support so that apprentice students can continue with their training. Enterprises in Hatay and Kahramanmaraş are supported for the purchase of machinery and equipment as well as repair and maintenance. They can also procure equipment and services with grants, which have become more flexible with their inclusion in the implementation process. While

support provided in other provinces is limited to improving the training environment at the enterprise, support to Hatay and Kahramanmaraş aims to return enterprises to active trading and to reinstate the practical training opportunities for apprentice students. Current planning foresees the provision of support to 90 enterprises in Hatay district, 23 in Kırıkhan district, 25 in İskenderun district and 60 enterprises in the province of Kahramanmaraş. This way, we hope to return these towns to normal life and ensure that apprentice students can continue with their training as soon as possible.

We have also revised adult training courses in the provinces affected by the earthquake. While in non-affected provinces, employment-focused adult vocational courses are prioritised, in affected provinces we have prioritised fields such as construction, sanitary installation, car repair and maintenance that will help rebuild the towns and sectors such as agriculture which can rapidly provide a source of income to earthquake victims who have lost their jobs. Adult education courses are also significant for alleviating the shortage of skilled labour resulting from the high level of emigration from the earthquake region.

Activities have been held to strengthen solidarity as part of the social cohesion activities that

have been revised to cover earthquake victims. Beautician and hair care services course students and master trainers provided haircuts and shaves to earthquake victims in container and tent camps in Hatay and Kahramanmaraş and raised awareness on hygiene. 1300 people in Hatay, 1000 in Kahramanmaraş and 15000 people who migrated to Adana from affected provinces benefited from this activity. İMEP will continue its activities to alleviate the destructive effects of the earthquake in the coming period.



WORLD DAY AGAINST CHILD LABOUR

Since its inauguration in 2002 by the International Labour Organisation (ILO), June 12th has been marked as the World Day Against Child Labour every year. According to the latest figures released by ILO, more than 160 million children around the world are made to work as labourers. In other words, one out of every 10 child is a child worker. Approximately 40 per cent of child workers are girls and approximately 50 per cent are made to work in dangerous jobs.

According to Turkish Statistics Institution (TÜİK) data, there are more than 22.5 million children in Türkiye and of children between the ages of 15-17, 18.7 per cent participate in the workforce. In other words, there are more than 717,000 child workers in this age group in Türkiye.

Also according to ILO data, there has been no significant progress in combating child labour between 2016-2020 and that the year 2020 saw an increase in the number of child workers. To prevent the recent rising trend in child labour, it is necessary to include children who do not attend school in schools and high quality education. Furthermore, sex inequality, known to negatively affect schoolisation and therefore to encourage child labour, needs to be eliminated.

By supporting high quality apprenticeship training, İMEP contributes to efforts for the elimination of child labour. As part of the communication campaign of the programme that kicked off recently,

the active role played by apprenticeship training against child labour is emphasised. The Apprentice Student Forums, which were initiated in 2021 and the third of which will be held this year support raising awareness of the rights of apprentice students, as well as the negative impacts of child labour on the mental, social, physical and psychological development of children. İMEP continues to support enterprises, families, students and training centres based on its strategic understanding that apprentice students are not “employees” but “students”.



¹The Child Labour: 2020 Global Estimates, Trends and the Road Forward report, published by ILO and UNICEF on June 10th 2021

²TÜİK report Statistics on Children 2022, published on April 18th 2023

NEWS FROM İMEP

Province Coordinators Meet in Ankara

Implementing partners of the Vocational Education Programme for Employment met with province coordinators on April 6th-7th to discuss the stages achieved through Programme activities and exchanged opinions on strategies to be pursued in the coming period. The effective coordination of İMEP activities in the provinces of Adana, Ankara, Bursa, Gaziantep, Hatay, İstanbul, İzmir, Kahramanmaraş, Kayseri, Kocaeli, Konya and Mersin has been a significant element in achieving Programme targets. Province coordination teams shared the methods they used to support apprentice students, students' families, training institutions and enterprises and to strengthen the four-way cooperation. At the meeting in which lessons learned in various practices in the provinces were discussed, actionable suggestions for obtaining more effective outcomes from coming Programme implementations were collected.

İMEP's 5th Steering Committee Meeting Held

The 5th Steering Committee Meeting of the Programme for Improving the Employment Prospects for the Syrian Refugees and Host Communities by High-Quality VET and Apprenticeship in Türkiye (İMEP) that is supported by the European Union Facility for Refugees in Türkiye (FRIT) was held in Ankara on January 31st 2023.

The meeting began with keynote speeches by MoNEDG of Vocational and Technical Education Social Partners and Projects Department Head Korkut Koçak, Confederation of Tradesmen and Craftsmen of Turkey (TESK) Acting Secretary General Fatma Yasemin Ertekin, Makbule Yalın representing the Presidency of Migration Management of the Ministry of Interior, EU delegation to Turkey Socio-Economic Development Programme Director Feyhan Evitan Canbay and Expertise France Stabilisation and Resilience Department Head Laurent Marion.



Expertise France Team Leader Dr. Fatma Özdemir Uluç and EDUSER Programme Coordinator Aişe Akpınar delivered a joint presentation in which they gave information about the Programme's level of progress and future planning. The experiences of İMEP beneficiaries were conveyed through images and anecdotes in writing. Experiences were shared and opinions exchanged with representatives of institutions contributing to İMEP's work to ensure the more effective implementation of the Programme.



Capacity Building Training Sessions Continue

İMEP continues to form a significant part of the work carried out in Türkiye on vocational training. As of March 2023, 5,085 workplace personnel had received training as part of the Programme. Furthermore, a total of 542 personnel working at the vocational training centres and adult training centres, of which 168 were women and 374 were men, were given training.

The Programme supports the vocational training of Syrian and Turkish students and contributes to the raising of better qualified employees for the labour force market. This way, the access of Syrian refugees to sources of income is supported, alongside meeting the need of enterprises for qualified personnel. İMEP will continue to contribute to strengthening apprenticeship training in Türkiye with capacity building training.

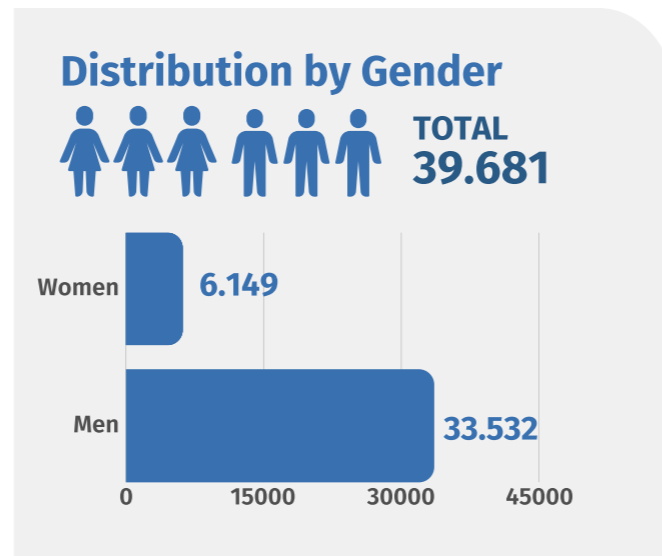


DEVELOPMENTS AT İMEP

The Programme for Improving the Employment Prospects for the Syrian Refugees and Host Communities by High-Quality VET and Apprenticeship in Türkiye (İMEP) continues to empower Syrian and Turkish students through vocational training.

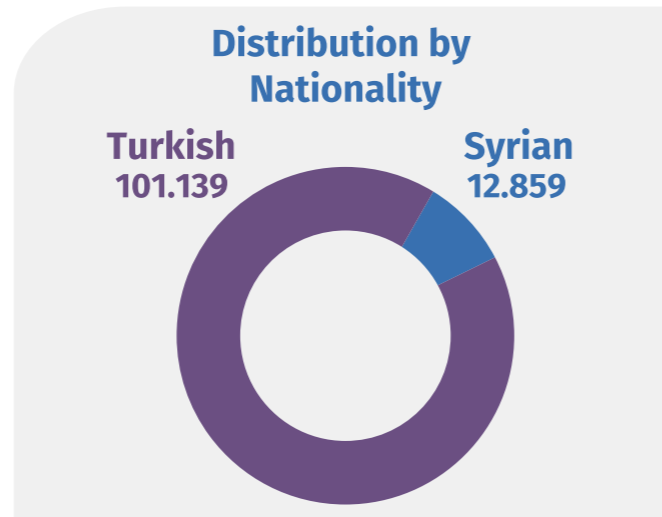
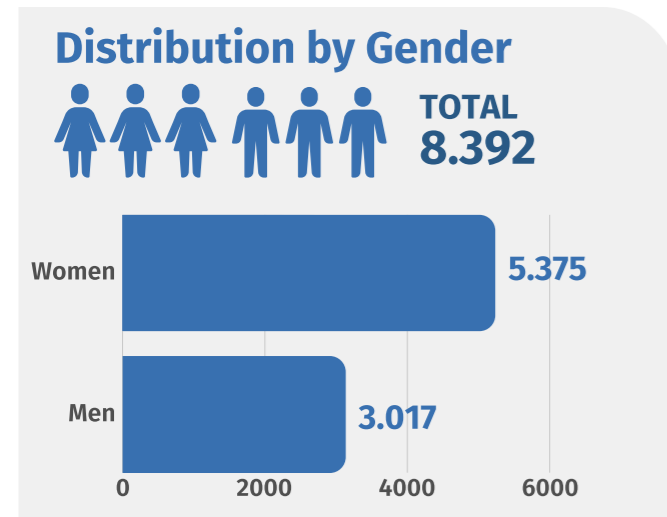
İMEP contributes to students accessing vocational training and continuing with their education and as of April 2023, the Programme’s outreach activities had reached 39,681 people, of which 6,149 were women. 96 community based activities, 4,575 family visits and 16,222 workplace visits were carried out as part of outreach activities. The work resulted in 101,139 Turkish students and 12,859 Syrian students enrolling in apprenticeship training. The Programme ensured the return to education of 3,500 children, who were identified to be working. 4,123 Syrians with inadequate knowledge of Turkish enrolled in language courses provided under İMEP. 8,392 adults benefited from the short term vocational training courses.

İMEP offers food and stationary support to students it refers to education. Until now, 17,396 newly enrolled students were provided with food card support. 22 vocational training



centres, three Vocational and Technical Anatolian High Schools, three adult education centres affiliated with TESK and 92 enterprises were supported to improve the educational environment for apprentice students.

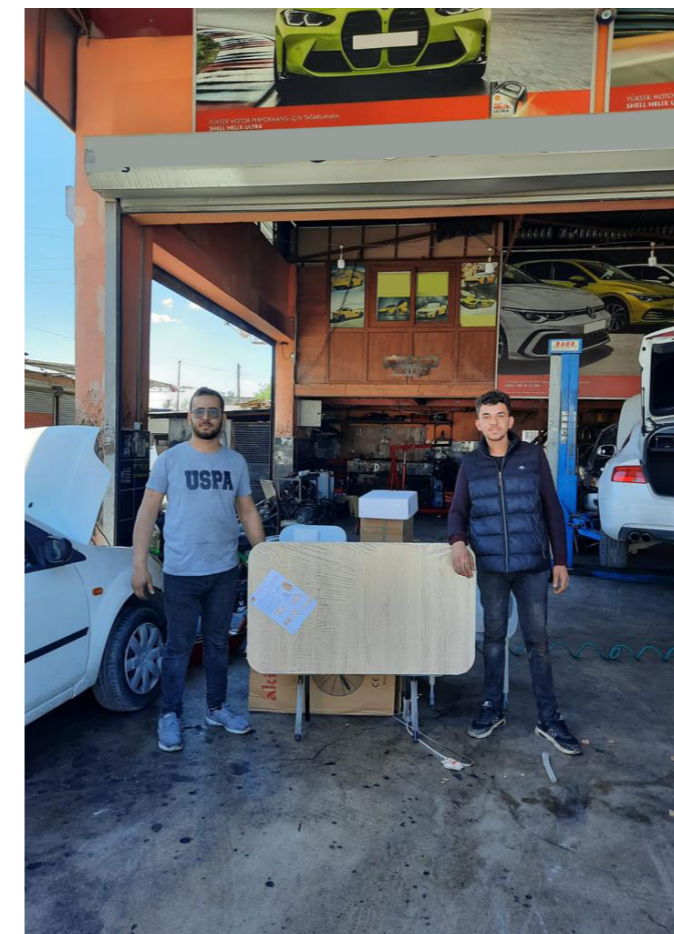
The aim of social cohesion activities held under İMEP is to make apprentice students feel better and become involved in cultural life in safe spaces. To this end, social cohesion activities have been held in 52 educational institutions and 340 enterprises. The total number of beneficiaries of these activities has reached 25,930.



SUPPORT FOR ENTERPRISES CONTINUES FULL STEAM

Activities to improve the educational environment for apprentice students that began in schools during the last period, will now be expanded to cover enterprises, which are the other location for apprenticeship training. İMEP is providing a specific and new form of support to create environments in enterprises where apprentice students will be happy to receive training and can socialise. Support to enterprises covers small repairs to facilities, in addition to equipment purchased for educational environments and social spaces. This support is all the more significant given the time apprentice students spend at enterprises.

When designing these forms of support, İMEP focused on the needs of current apprentice



students at enterprises and tried to establish which circumstances could be improved within the scope of the Programme. The perspective focusing on the needs of apprentice students underlines the responsibility of enterprises to ensure adequate learning and production environments as institutions providing education services. Experts visit those enterprises that are registered with TESK, which are participating in the Programme and where students from one of the 36 vocational training institutions receive practical education, which have been providing training continuously for at least three months and have at least one Syrian apprentice student. Raising the subject of the needs of apprentice students when identifying needs together with enterprise owners increases awareness



of the rights of apprentice students. This significant intervention, which includes small repairs and the purchase of equipment for up to EUR 5000 is intended to improve the educational environment at approximately 1000 enterprises throughout the lifecycle



of the Programme. Furthermore, around 200 enterprises in the earthquake-affected region that can contribute to returning to normal life will be provided with support to their production and the continuation of the training of apprentice students under a special scope.

For transparent implementation, a board that includes İMEP province coordinators as well as MoNE and TESK personnel assigned to provinces, examines applications and conveys them to the financial and administrative units of the Programme. The applications are approved after final controls by Programme management, after which the purchases begin. Teams will visit the enterprises in the third month following the delivery of goods and services in order to collect feedback on the impact of support activities on apprentice students and the functioning of the enterprise. The findings from the monitoring visits to be conducted in the coming period are expected to contribute to improving the process.

Thanks to the support that was provided to 932 enterprises as of the end of March 2023, a significant opportunity is being created for the retention of Syrian and Turkish apprentice students in education through improvements to the educational and social environment.



Interview with Yücel Düzakçı, A beneficiary of Support to Enterprises



Hello, Mr Düzakçı. Could you tell us a little bit about yourself? What is your line of business?

We are a subcontractor for a ready-to-wear brand. We produce goods such as tunics, suits and overcoats.

For how many years now have you had apprentice students at your enterprise? How many apprentice students do you have currently?

We have had apprentice students for many years. Currently we have five apprentice students with us. They are all Syrians.

What does apprenticeship training mean for you?

Apprenticeship training is a system that benefits apprentice students even more than the enterprises. The receive very good vocational training and Syrian students get to learn Turkish better. From the perspective of the enterprise, the greatest benefit is that all apprentice students are covered by social security.

What kind of needs do apprentice students have at enterprises?

They have health needs. For example healthcare kits. They needed lockers, we could not provide changing room lockers to students as an enterprise. They voiced their need for cold water and we needed a fridge to be able to provide this. We put all this in place by benefiting from İMEP's Enterprise Support Programme.

How did you learn about the enterprise support programme?

Two people from TESK's Tradesmen and Craftsmen Credit and Securities Cooperative

visited us. During this visit, they mentioned that İMEP was running a large scope support programme. This is how I learned about it.

Was the İMEP team able to help you identify your needs? If so, how?

Yes. They first helped us determine our needs. They identified improvements that could be beneficial for students.

Was your support application process an easy one?

The application process was very easy. I just had to go in person to sign some documents.

How did the improvements benefit you?

As I said, the improvement activities benefited the apprentice students more than us. When we were identifying what goods to buy, our aim was to improve the educational environment for apprentice students.

How do you think the improvements to the enterprise affected your apprentice students?

All of our apprentice students were very happy. They asked us where the goods had come from. We told them it as through İMEP support, that they were being supported for receiving apprenticeship training at this enterprise and we saw that this made them very happy. They were especially happy to learn that it was done for them.

Mr. Düzakçı, thank you very much for your time. Is there anything you would like to add?

We hope this sort of work continues in the future.

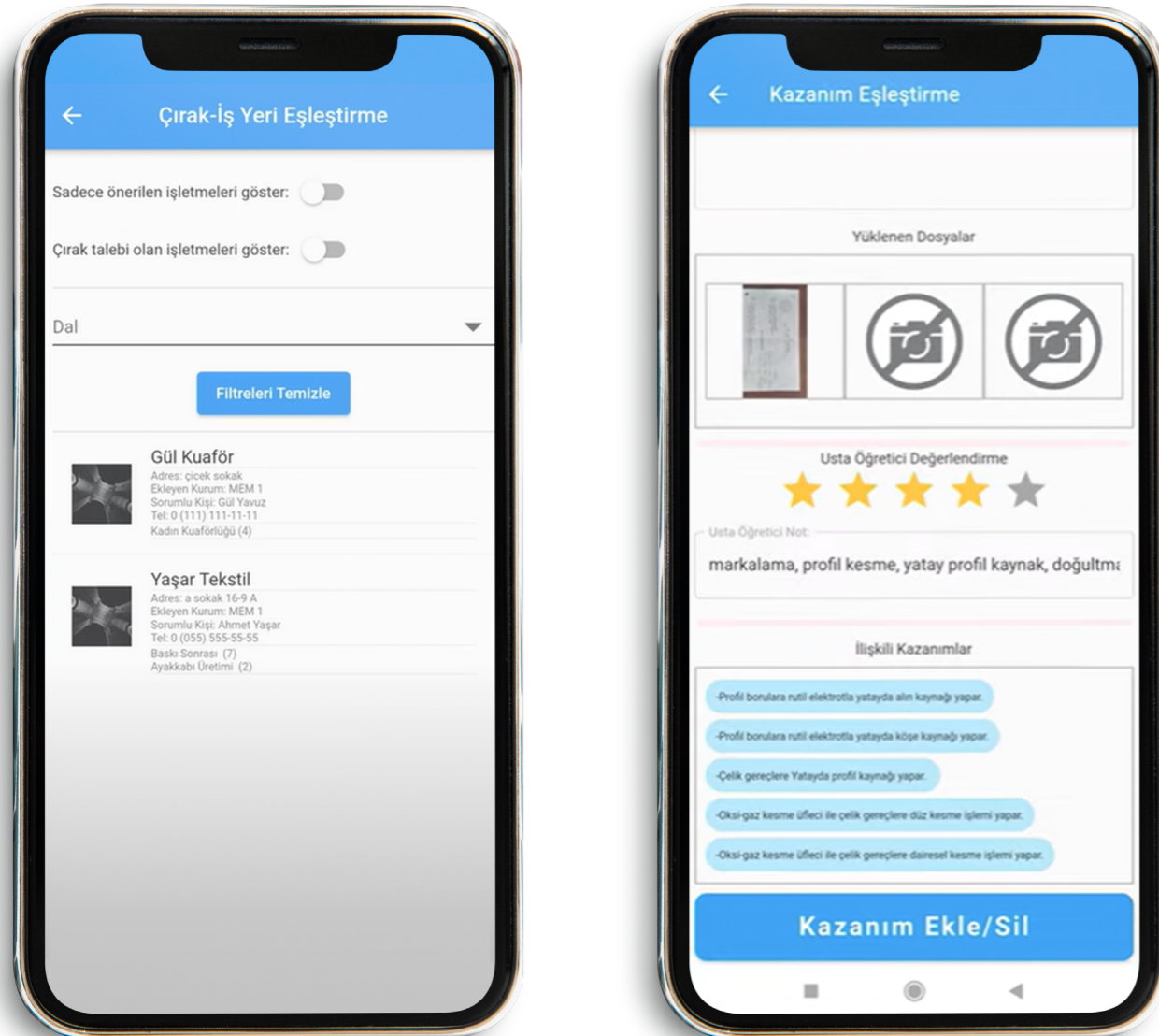
STUDENT WORK FILE and MATCHING MOBILE SOFTWARE

İMEP is carrying out two significant digitalisation activities for improving the practical education apprentice students receive at enterprises with a sustainable approach, within the scope of strengthening the capacities of VTCs and enterprises and chambers affiliated with TESK.

The first activity aims to have student work files stored digitally to ensure that the practical education to apprentice students in enterprises

is delivered in line with the curriculum and can be followed by VTCs. This leads in to the formation of the performance support system.

The Student Work File Software was prepared by an expert group and the testing of the software was carried out by students, master trainers and coordinator teachers from the vocational training centres listed below:



Province	Educational Institution	Vocation
Ankara	OSTİM VTC	Welding Automotive Electromechanics
Bursa	Nilüfer VTC	Cooking
	Osmangazi VTC	Women's Hairdressing
İzmir	Bornova VTC	Welding Cooking Women's Hairdressing
Kayseri	Ayşe Baldöktü VTC	Cooking
	Osman Düşünel VTC	Women's Hairdressing
Konya	Ahi Evran VTC	Welding
	100. Yıl VTC	Automotive Electromechanics

Following testing:

- **Coordinator teachers found the software to be beneficial for:**
 - Instant and rapid follow-up of students' skills training activities;
 - Taking measures by prior identification of deficiencies in skills training;
 - More practical and rapid evaluation;
 - Savings from the use of paper, time etc.
- **Students attending testing expressed:**
 - They could enter data any time;
 - That they could easily document their work through photographs, because they did not have high confidence in their writing skills;
 - That the digital work file application was useful for making it easier to use drawings in reports and that they found the software easy to use.

The second digitalisation activity, which is the development of the Enterprise-Student Matching Software is intended to bring together apprentice students who are looking for enterprises for their practical training and enterprises looking for apprentice students to raise qualified personnel

in their sector. The testing stage for the software was carried out at five vocational training centres, namely Siteler VTC in Ankara; İnegöl VTC and Nilüfer VTC in Bursa; Ayşe Baldöktü VTC and Osman Düşünel VTC in Kayseri.

Enterprise owners and master trainers found the software to be useful, as it allows them to communicate their need for apprentices and journeymen digitally and any time they want without having to visit the school or speak over the phone.

Teachers stated that the software would allow them to quickly access information on enterprises requesting apprentice students and that of apprentice students looking for enterprises and that the software would ease their referrals work.

The nationwide pilot study for the mobile applications will be carried out in the coming period, with a consultation meeting planned with the MoNE DG for Vocational and technical Education and TESK for the rollout of the applications for the use of schools and enterprises implementing the VTC programmes.

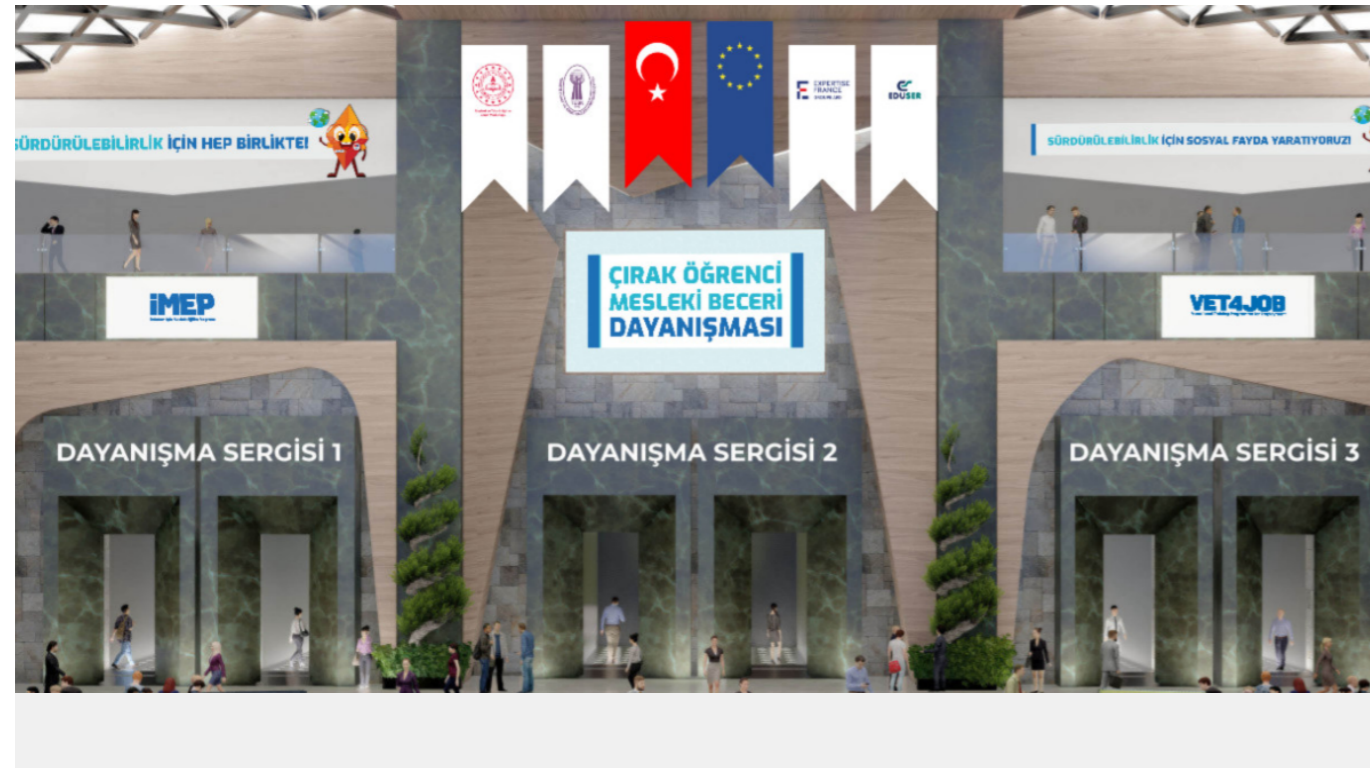
DIGITAL EXHIBITION OPENS

The Vocational Skills Solidarity Activities journey began with the first training session held in Kızılcahamam, Ankara on October, 5th-7th 2022. The second training session under the Solidarity Activities that focused on ecological, economic and social sustainability work was held in Adana on December 6th-8th 2022 and the third training took place in Abant, Bolu, on January 9th-11th 2023. We are now holding a digital exhibition to promote the work of apprentice students who developed environmentally sensitive social projects through the training they received and the new approaches they learned, to ensure their work inspires others and to make the social utility perspective more mainstream. The Digital Exhibition was opened to visitors on May 9th 2023 with an online opening ceremony.

The keynote speeches at the opening ceremony for the exhibition, which is expected to attract wide viewership, were delivered by MoNE DG of Vocational and

Technical Education Social Partners and Projects Department Head Korkut Koçak and Confederation of Tradesmen and Craftsmen of Turkey (TESK) General Secretary Murat Cangül. Following the ribbon cutting by trainers, the posters and videos for the solidarity projects realised by İMEP participant schools in Konya, Ankara, Izmir and Kayseri were shown.

Visitors to the 1st Apprentice Student Vocational Skills Solidarity Activities Virtual Exhibition that is open to the public on İMEP's website (<https://dayanisma.imep.org/home>) will get to view posters of the teams from Siteler VTC and Ostim VTC in Ankara; Ahi Evran VTC 100. Yıl VTC and Aykent VTAHS in Konya; Bornova VTC, Karabağlar VTC and Nevvar Salih İşgören VTAHS in Izmir and Osman Düşünel VTC and Ayşe Baldöktü VTC in Konya. Don't miss the surprise videos included with the posters. [We invite you all to visit our virtual exhibition!](#)



Which Projects are Featured in the Exhibition?

School Name	Project Content
Konya Aykent VTAHS	With its project named "We Learn About Soilless Agriculture, Make A Difference with Our School Newspaper", the Konya Karatay Aykent Vocational and Technical Anatolian High School team are practising soilless agriculture in the school yard and strengthening their connections with the planet. They also intend to make their efforts known and draw attention to sustainability with the school newspaper they distribute in and around the school. The team, which realised their target of practicing soilless agriculture with the mini greenhouse system they set up, not only raised 20 kgs of lettuce, but also realised water savings of 2,160 litres. By printing the school newspaper in a limited amount and mainly sharing it online, the team are reducing the required water and chemicals use for printing and are preventing the cutting of additional trees.
Konya 100. Yıl VTC	The Konya 100. Yıl Vocational Training Centre, which intends to increase societal awareness on energy savings and electricity consumption awareness are running the project titles "Money Paid for Nothing". To prevent the reactive fines payments on the electricity bills of two cooperating schools, the team are carrying out "reactive power compensation". The team cooperates with electricity-electronics technology students and teachers at the school to carry out awareness raising activities, as well as carrying out the compensation controls and arrangements for the two schools, thereby preventing the unnecessary use of energy and the payment of monetary fines. As part of the project, power savings of 3,200 kilowatts were made and TRY 7,500 worth of fines were prevented, saving the schools this amount of money.
Konya Karatay Ahi Evran VTC	The "Apprentice Students are the Boss" project which includes apprentice students at schools and the journeymen, masters, master trainers and employers at the enterprises where these students work intends to raise awareness on respect, trust and non-violent communication and to strengthen communication between schools and enterprises. To this end, surveys of apprentice students and enterprise representatives were carried out. Panels to be installed in enterprises were prepared by teachers and students of furniture and interior space design. These panels feature content on communication in line with survey outcomes and were installed on the walls of enterprises. The sayings selected through the survey were printed out and are on display in suitable locations in the school to raise social awareness.

School Name	Project Content
Ankara Siteler VTC	With the project titled “From Blue to Green: Unused Jeans Transformed to Bags”, awareness was created for reusing denim products that are no longer used by students and teachers at the school as well as individuals around the school. The team designed and sewed bags using unused jeans and realised an exemplary zero waste project with which they intend to raise awareness of reusing goods. This way, they invited participants and the general public to zero waste work to be run at the societal level. 20 kilograms of textile waste was transformed to produce 70 designer bags during the project. This resulted in the prevention of 3.2 kilograms of chemical use and water savings of 2,000 litres.
Ankara Ostim VTC	The Ankara Ostim Vocational Training Centre is running the project titled “I Separate Waste, I Support the Economy” to encourage waste separation and recycling and raising social awareness through technological design and creativity. As part of the project, a waste separation machine with sensors with the capacity to separate 700 kilograms of waste was built using unused machinery parts as well as some parts obtained through 3D printing.
İzmir Bornova VTC	Another project being implemented to question the issue of waste and to raise social awareness and cooperation is the “Thinks Before You Dump, Do Not Dump But Transform, Lend Support” project by the İzmir Bornova Vocational Training Centre. The targets of this project are to collect plastic waste from schools and enterprises, put the waste into use again and to support students with the income obtained. Waste collection bins were obtained for the schools, the bins were installed and an informative seminar on plastic waste was held. Until now, 50 kilograms of waste plastic bottles were collected and income was provided to two children in need.
İzmir Karabağlar VTC	With their project titled “We Want to Make You More Beautiful” they implement with apprentice students, the İzmir Karabağlar Vocational Training Centre aims to provide services to disadvantaged children who cannot access hair and nail care and hygiene services and to meet some of their hygiene needs. In this framework, children in need around the school were identified, permissions were obtained by meeting some of the children and their parents and children were given haircuts and hair, hand and nail treatments.

³Please see the previous issue of Cevher for detailed information on Solidarity Activities.



School Name	Project Content
İzmir Alsancak Nevvar Salih İşgören VTAHS	The İzmir Alsancak Nevvar Salih İşgören Vocational and Technical Anatolian High School is running the “We Are Transforming Food Waste to Green Plants, Waste Oil to Soap”, in which they are showing exemplary solidarity with teachers, school workers, guests of the practice hotel attached to the school and shopkeepers in the area to establish a cyclical waste system and raise social awareness and cooperation. Upon realising that there was a lot of raw food waste produced by their school’s food and beverage workshops, the kitchen of the practice hotel of the school and in enterprises producing food in the school’s environs, the team decided to carry out awareness raising work on raw food waste. They also collected 70 kilograms of waste oil as part of the project to produce 30 kilograms of soap and produced 130 kilograms of compost from waste raw food.
Kayseri Ayşe Baldöktü VTC	The Kayseri Ayşe Baldöktü Vocational Training Centre runs the “Respect for the Environment, Greenery and Nature” project for keeping the environment and nature clean, maintain species in the environment and carry out forestation. Students, teachers and the employees of a restaurant in Kayseri cooperated to make workplace arrangements that will lower water consumption. Waste food at the restaurant was set aside for animals and cooperation was established with the municipality’s animal shelters. Also as part of the project, tree seeds were collected and germinated and the saplings were planted in suitable locations during a nature outing.
Kayseri Osman Düşünel VTC	The Kayseri Osman Düşünel Vocational Training Centre team have carried out exemplary solidarity with special needs students in a special education institution near their schools with their project “Take, Make, Mix and Match”. The team first identified and procured waste textiles, then used the waste to produce 200 pencil cases and gave the pencil cases as presents to special needs students. Under the project, 30 kilograms of textile waste was transformed, the use of five kilograms of chemicals was prevented and water savings of 3,000 litres was realised.

SPORTS AT İMEP

One of the priority objectives of İMEP is to strengthen social cohesion among Turkish and Syrian individuals. To this end, İMEP prioritizes holding high quality daily life activities. Evaluations of İMEP's pilot implementations in 2022 have shown that there is great demand for sports activities and that they contribute greatly to social cohesion. As sports activities require spending a lot of time together and keeping active, they ensure cohesion and solidarity and introduce a positive atmosphere between target groups. Apprentice students and adults alike take part in such activities with enthusiasm.

Football, basketball, volleyball, table tennis, snooker, bowling, archery, darts, chess, badminton, cycling and table football activities were held in many provinces. İMEP procures the tools and equipment, awards and refreshments provided to target groups. Furthermore, the equipment procured for activities are registered with the school to ensure future groups of students can enjoy them.



As of April 30th 2023:

- 44 sports social cohesion activities were held by participating educational institutions and Unions of Chambers of Tradesmen and Craftsmen in Adana, Ankara, Bursa, İzmir, İstanbul, Kocaeli, Kayseri, Konya and Mersin;
- A total of 1380 people, including 481 Syrians participated in these activities.



Football is the most popular sport. Teams that are formed by vocational field in VTCs play against each other according to a fixture and the winning team is presented with a cup at the end of the tournament. All players who take part in the games are given a medal to ensure that they remember the activity. In some provinces, such as Bursa, chambers of tradesmen and craftsmen (ESOB) and professionals' chambers support the teams of apprentice students in their own field and may give presents to players. The solidarity that ensures not only has a positive effect on relations among apprentice students, but also the cooperation between educational institutions and professionals' chambers. Similar tournaments or matches are sometimes organised by ESOBs. Awards are presented to teams from different enterprises who compete against each other.

Sports activities not only increase cohesion among apprentice students, but also the cohesion among teachers and that between teachers and students. Students participating in the activities have expressed feeling a stronger connection with the school, increased sense of belonging; more enthusiastic school attendance, better communication with people belonging to different communities compared to before and a better understanding of their peers. The feedback collected indicates that social cohesion activities serve to ensure students' continued school attendance, lower drop-out rates and to bring various societal groups together. Demand for social cohesion activities increases with each passing day.



THE COMMUNICATION CAMPAIGN CHANGES THE VTCS' IMAGE

The İMEP communication campaign has been rolled out to inform the public of the aim, targets and outcomes of apprenticeship training and to undertake ownership, image and institutional identity work for vocational training centres to emphasise the strengths of apprenticeship training. A part of the communication work consists of information corners established in schools and photo exhibitions for each field or branch of apprenticeship training. Furthermore, the schools acquire a new look with the mural and stairs painting workshops held at institutions providing apprenticeship training. The murals, designed specifically for each school, represent the fields and branches of training carried out at the school. The slogans that will be placed on stairs in the school along with students are intended to convey messages that empower apprenticeship training. The institutional identity activities are aimed at strengthening the connection and ownership of young people who opt for apprenticeship training with their school and to ultimately ensure their retention in education.

The first of the mural activity was carried out at the Ostim Vocational Training Centre in Ankara. Murals were painted on the external walls of nine vocational training centres in Mersin, Adana and Konya along with students. The application of the original designs prepared by Burak Halıcı,



a leading muralist in Türkiye, on school walls has become a fun workshop activity. Students who take part in this creative and productive exercise have had the opportunity to develop their teamwork skills. Mural activities will be implemented in 18 additional VTCs in Konya, Kayseri, Bursa, Kocaeli, Istanbul, Izmir and Ankara before the beginning of the 2023-2024 school year, after which this activity will have been completed.

Images that briefly introduce the fields of training available at VTCs are exhibited on school walls.

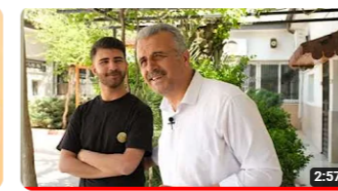
With the İMEP communication campaign, emphasis is placed on both eliminating child labour and the opportunities presented by apprenticeship training for developing high quality skills. LED screens placed at school entrances display videos produced under İMEP. The videos share the experiences of people who have played a role in apprenticeship training. The importance of apprenticeship training for the sustainability of the profession is explained from the perspective of enterprises providing apprenticeship training. The spread of apprenticeship training orientation sets developed under the Programme is ensured by placing publicity panels and benches in İMEP schools.



Posters and flyers included in the orientation set depict the four-way cooperation among students, schools, families and enterprises in apprenticeship training and emphasise the solidarity among the actors of the system. The materials aim to increase students' awareness of their rights to protect them and underline the duties and responsibilities of vocational training institutions and enterprises regarding apprenticeship training. Guiding messages are provided for apprentice students, their families, enterprises and vocational training centres on the best interests of the child and the rights of apprentice students. In addition, the materials take up gender roles in defending the right to education and support students to cast aside preconceptions and to pick their vocation in



USTALARIN YOLUNDA: İş Yerinde Çıraklık Eğitimi



USTALIK YOLUNDA: Burak'ın Çıraklık Eğitimi



line with their interests, abilities and personal preferences.

The activities are intended to increase the public's knowledge of apprenticeship training, increase respect for actors involved in the system, to retain young people in education and to increase their motivation for completing their training.



İMEP IN THE COMING PERIOD

Improving Workplace Environments

Support will continue to improve the workplace health and safety measures and hygiene conditions in enterprises providing apprenticeship training, for preparing physical spaces where Turkish and Syrian apprentice students can spend time together and for making these spaces sex-sensitive.

Apprentice Student Vocational Skills Solidarity For Sustainability

The first solidarity activity, conducted in three rounds within the scope of İMEP in vocational education institutions, has been completed. The second and third ones will also be completed, and their results will be shared with the public.

Vocational Training Courses, Vocational Counselling and Career Counselling Services

The vocational counselling and career counselling services that have been rolled out to help Turkish and Syrian young people in apprenticeship training and adults in vocational training courses with selecting a vocation suitable to their interests, desires, skills and competencies will be made more widespread.

Support Activities

The Turkish languagespeaking support and vocational counselling and career guidance services, as well as food card and stationary support for apprentice students run under İMEP will continue. Guidance support for registering with the Employment Agency, work permits and the recognition of previous learning will continue.

Communication Campaign

Orientation kits will be distributed to explain apprenticeship training and to emphasise the cooperation among students, schools, families and enterprises in apprenticeship training; mural and stairs painting workshops will be held in schools, LED screens will be placed in school entrances and exhibition materials publicising apprenticeship training will be prepared.

Social Cohesion Activities

Activities which Turkish and Syrian young people and adults can attend together will continue to be held as part of İMEP social cohesion activities.

Third and Fourth Apprentice Student Forums

The Third Apprentice Student Forum will be held under the leadership of leader apprentice students, the guidance of leader teachers and with the support of persons connected with Unions of Chambers of Tradesmen and Craftsmen. Following this, work will begin on preparing the Fourth Apprentice Student Forum.

New Business Idea Competition

Apprentice student who are registered with VTCs participating in İMEP and whose business proposals pass through the pre-selection phase will receive training and mentoring to make their ideas more concrete and to prepare a business plan and a New Business Idea Competition will be held among teams of apprentice students.

Experience Sharing Platforms

İMEP will ensure that stakeholders who actively participate in the implementation of İMEP at the local and/or national level share experiences among themselves and with various actors.

Dear apprentice student,

I would like to begin my letter by saying you a heartfelt “welcome”. You are beginning a very important training on the path to obtaining a vocation! You are at the start of a path in which you will learn the vocation by experiencing it. I am nearly at the end of this path. I want to share my experiences along this path of labour and knowledge, and I hope you will not take me to be speaking down to you and be angry with me.

You will obtain knowledge that will eventually make you a master in four years of practical training. Your primary objective should be to learn everything as well as possible. Learning is a never ending journey. You can reach the level of mastership only by never giving up on learning. The education you receive will be different from what you so far experienced, because you will learn your vocation on the job. As you know, you will have a master trainer. Everyone has a different way of going about things, so your master trainer will transfer his/her mastership to you following their own methods. At the beginning of training, you may find yourself thinking “I’m always watching, he/she never explains” or “He/she explains a lot and does not let me try for myself”. Don’t worry, listen to your master trainer, watch him/her carefully. In the end, even if your master trainer has a different style, try to learn the essence and details of the job from him/her. Until now, what you learned was mainly theoretical, you were taught things about life and science. In the path to mastery, you will receive a practical education. This way, your educational and vocational life will be intertwined, they will develop together. You will graduate from this school as the master of your vocation.

As in the famous football club chant “You will never walk alone!” Your vocational education will be like this too: You will never walk alone on the path to mastery. Your master trainer, teachers and family will always be on your side. The best part of training is that you will obtain journeyman’s, master’s and master trainer’s certificate that prove your development as you learn.

I am happy that I have ended this path that I entered during high school with a vocation. I selected my profession myself and I can now practice it on my own. I have many job opportunities before me. Because I believe there are many things I still have to learn, I decided to stay with my master trainer. I have endless dreams for what comes next... To give you a clue, perhaps I will be a master in my own enterprise and become your master trainer.

I am at the end of the path of apprenticeship training and you are just setting out on it. I am as excited on your behalf as I am for myself. Who knows what things you will learn and gain... May your path be clear...

I hope to meet you at the master’s end.

Master student

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