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# CEVHER HIDDEN GEM

## VET4JOB NEWSLETTER



## ISSUE 6

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# PREFACE



Eylül Gülsüm Doğan -  
Alsancak Nevvar Salih İşgören  
Vocational and Technical  
Anatolian High School -  
Apprentice Student



Hi there, I'm Eylül Gülsüm Doğan. I'm seventeen and I'm a student at the Alsancak Nevvar Salih İşgören Vocational and Technical Anatolian High School. I receive practical training in a hotel and I'm in grade 11. I was in a meeting with entrepreneurs, sector representatives and school administrators during the event on the struggle against child labour organised by the Vocational Training for Employment Programme (İMEP/VET4JOB). It was a wonderful experience for making me able to feel self-confident. There I was with my friends talking about the topics of concern to us. The event contributed a lot to us making ourselves heard. We learned about our rights and we also had fun while we learned. I very much enjoyed meeting up with apprentice students like myself.

In our workplace, we apprentice students are appreciated. They help us with our student affairs and make clear that we are apprentice students. We know what the responsibilities of our workplace are in the context of the four-way cooperation and the workplace help us with things like our rights to holidays and sick leave, which are among these responsibilities.

While I was studying at high school, I looked into apprentice training after becoming curious about the graffiti I saw. When I found out more about it, I registered. I don't think society knows enough about apprenticeship training. People are prejudiced about it. In my opinion, it should reach many more people and more of them should take part. It could be advertised on hoardings and at bus stops for example. There could be more about it in the media and adverts for it on television. A lot of things could be done. On this occasion, I would like to recommend people in my age group and my fellow students to join in this programme. It's definitely a great opportunity and participating in it could open up nice avenues for them.

We can see a lot from our teachers and our master trainers. Just following the examples of their working systems makes our task easier. The master trainer that I am working with at the moment is also an apprentice training graduate. It made me very happy when he said to me, "Just continue along this path; I believe you will be very successful in future." At the end of the day, not everybody gets the chance both to learn the job from those who know it best and to continue their education as well.

If I have a business one day in the future, I would like to contribute to this system and be a master trainer. I took part in the Third Apprentice Student Forum in Antalya. I enjoyed myself very much there. I met other young people like myself and realised that we all had the same problems. I think we found common ground and proposed good solutions. I think we developed ourselves both socially and professionally.



Hac Fayad Abdullah -  
Bornova Vocational Training  
Centre -  
Apprentice Student



My name's Hac Fayad Alayoub and I'm studying at Bornova Vocational Training Centre. I'm receiving practical training at a workplace in the Fifth Industrial Zone in İzmir. I attended the Vocational Training for Employment Programme (IMEP/VET4JOB)'s event on the struggle against child labour. It was a very good experience for me. They made us feel that we were not alone. They showed that there were people who valued us and who were working on our behalf. We had the chance to communicate our difficulties and the changes that we'd like to see. We learned about our general rights and became more aware. I can say that the protection of our rights has improved the quality of our practical training and our social lives as well. We made a lot of proposals and worked hard on how to solve our problems. Now we are gradually expecting to see the response. I think there is a need to create awareness of this issue in society. We want to see our conditions improve. We know that certain issues can arise in any workplace. If these issues are overcome as a result of our efforts, I think we can get positive returns in the longer term.

I'd like to say something about my master trainers. The techniques they show us constitute very important information that I will be able to make use of throughout my professional career. They also teach them in a really nice way. Ever since I learned about my rights, I've been able to see how they are respected by my master trainers. For this reason, I'd like to thank both them and my teachers. If one day I can reach that point, I would definitely like to be a "master trainer" myself and be a part of this project.

I've been involved in VET4JOB events in İstanbul and Ankara. Most recently I took part in the forum in Antalya as well. We really enjoyed ourselves there. We had a really good time. At the same time we stated what our problems are. We feel as if our voices have been heard and I am grateful that we were given this opportunity.



Saliha Geçici –  
Workplace Owner



Hello, I'm Saliha Geçici and I'm a hairdresser. I was born in Artvin in 1957. I had to leave school when I was in the second year of middle school and started to work. In 1978, I opened my own shop. Since 1982 I've been an official of the Bursa Chamber of Hairdressers. I've been doing this job for 53 years now. I learned my profession from my master Keriman Nuyan. I was trained by the best-known hairdressers in a city that attaches importance to training apprentices.

I became acquainted with the vocational training centres after people noticed that I had brought up a lot of successful apprentices according to the rules and invited me to join the organisation. I thought the vocational training centres would be a good place for me to share my knowledge and experience and accepted their invitation. Two apprentice students are currently receiving practical training from me. You have to be careful about some things when training apprentice students. Some of our students may be having serious difficulties in their lives. To begin with, we have to give young people in difficulties an injection of love. This is my sine qua non. Only after ensuring mutual love and respect do we move on to informing them about the profession.

First of all, we have to teach the apprentice students who come to us in the best possible way about each and every item and term that relates to the profession. We have to provide all sorts of information in detail. I'd like to say something about occupational health and safety as well. Because I suffer from allergies, we pay maximum attention to the rules of hygiene. We arrange for our apprentice students to receive training in occupational health and in hygiene.

We open our shop between 9.00 and 18.00 and allow our students to allocate time to their social lives. We treat them unselfishly and we get to see the rewards. From the first year onwards, we give them responsibilities and show them that what they are doing is an art. This is the way we have to proceed. I don't believe the saying that "Young people don't like work." First of all, we must make them like work. If they aren't working, this is part of our responsibility.

This system requires a strong relationship between the student and the teacher. The teachers must get to know the students well and be helpful to them. Besides supporting the apprentice students in the professional sense, they must keep an eye on their development too. As workplaces, we are always thinking about what we can do for them, and we expect the same effort from their teachers. At the end of the day, apprentice students are our future. We weren't as fortunate as they are; now we want to secure our own futures by doing everything we can for them. We have to consider everything – such as the food they eat, the way they spend their free time and their rights as students – and keep it at the highest possible level.

We need to make them happy so that our business will have a future. Events such as the Meetings on the Struggle against Child Labour, which bring all the elements together, are of great importance for achieving the gains I have mentioned.

## COMBATING CHILD LABOUR: “MY APPRENTICE STUDENTS ON THE ROAD TO MASTERY” AWARENESS MEETING

Awareness meetings entitled “My Apprentice Students on the Way to Mastery” have been held in the provinces where the Vocational Training for Employment (IMEP/VET4JOB) programme is being implemented in order to emphasise the roles of the four-way cooperation actors in apprenticeship training (schools, workplaces, families and students) with respect to child labour, remind workplaces of their responsibilities and put the rights of apprentice students on the agenda. These meetings have contributed to increasing the awareness of society about the issue by addressing the harmful effects of child labour on children and the measures to be taken against it.

Arising for reasons such as traditional attitudes, poverty and unemployment, child labour has become one of the most important social problems which governments, civil society organisations and international organisations are struggling against today. According to the most recent report of ILO and UNICEF, 63 million girls and 97 million boys – a total of 160 million children – are being made to work as child labourers across the world. In other

words, one of every ten children is engaged in child labour.

An examination of the sectors in which child labour is most widespread shows that agriculture takes first place. Of all the child labourers in the world, 70% are working in this sector. Another 31.4 million children in the world are in the services sector while 16.5 million labour in industry.

Data on the ages of these child workers shows just how dramatic the picture is. Children aged 5-11 make up the largest group of child labourers – and also the largest group of those engaged in hazardous work. Of all child labourers, 48% are aged 5-11, 28% 12-14 and 25% 15-17 (Source: ILO).

### Child Labour in Türkiye

In the case of Türkiye, there has unfortunately been an increase in the rate of child labour. According to figures from the Turkish Statistical Institute for 2022, the labour market participation rate among children aged 15-17 rose from 16.4% to 18.7% in the course of one year.



## World Day Against Child Labour

In 2002, with a view to raising awareness about child labour, the International Labour Organisation (ILO) declared June 12th the World Day against Child Labour. Accordingly, events have been staged on June 12th every year since 2002 to draw attention to the prevention of child labour, with a different designated theme each year. The theme for 2023 was “Social Justice for All. End Child Labour!”.

## İMEP/VET4JOB in the Struggle against Child Labour

İMEP supports the efforts being made in Türkiye and globally to prevent children from being plucked out of formal education and made to work as child labourers by contributing to the strengthening of the apprenticeship training system. In apprenticeship training, students get the opportunity to reinforce the theoretical training which they receive while pursuing their education in vocational training centres through practical training in

the workplace. As the children are continuing in formal education under the supervision and protection of the state, they benefit from all the rights given to students.

Through the visits and meetings that are organised as part of İMEP, apprenticeship training is promoted, and children who cannot continue with their education and are obliged to work even though they are of the age of compulsory education are oriented towards apprenticeship training. Within İMEP, working groups are formed for the provincial employment boards, workplace inspection and advisory groups and examination committees, which are among the active components of apprenticeship training and the struggle against child labour, and the members of these bodies are provided with training. In addition, the national awareness raising campaign on child labour continues with the goal of making a contribution to the work being done in Türkiye for the struggle against child labour.

“My Apprentice Students on the Way to Mastery” awareness-raising meetings were held under the programme in:



- Bursa on June 8th 2023,
- Konya on June 14th 2023,
- Kayseri on June 15th 2023,
- Gaziantep on June 22nd 2023,
- İstanbul on July 6th 2023,
- İzmir on September 26th 2023,
- Adana on October 26th 2023,
- Mersin on October 27th 2023,
- Kahramanmaraş on November 9th 2023,
- İstanbul on November 23rd 2023 and
- Hatay on December 1st 2023.

In Ankara, the “My Apprentice Students on the Way to Mastery” awareness meeting was held on June 12th, the World Day Against Child Labour. The meeting was attended by Süleyman Akgül, Head of the Department of Workplace-Based Vocational Training in the General Directorate of Vocational and Technical Education of the Ministry of National Education, by Murat Cangül, Secretary General of the Confederation of Tradesmen and Craftsmen of Türkiye (TESK), by Feyhan Evitan Canbay, manager of the EU Delegation to Türkiye Socioeconomic Development Programme, and by Hüseyin Ar, deputy president of the Ankara Chamber of Tradesmen and Craftsmen (ANKESOB). The meeting discussed the roles of apprentice students, schools, families and workplaces in apprenticeship training.

In their opening speeches, Akgül, Cangül, Canbay and Ar explained the roles played by apprentice students, schools, families and

workplaces in apprenticeship training. While emphasising the duties and responsibilities of the apprentice students, schools, families and workplaces, the speeches also contained messages for the World Day Against Child Labour. The speakers stated that it was the duty and responsibility of the workplaces to create awareness that apprentice students are the professionals of the future, that apprentices should be known as students rather than workers, and that the success of these students is important for the country’s development.

The presentations made at the meeting underlined that children need to be protected from conditions that leave them open to economic exploitation, arrest their education and negatively affect their health and physical development, and that their protection is a responsibility of society under the United Nations Convention on the Rights of the Child. Apprentices being trained at the Ankara Siteler Vocational Training Centre, one of the pilot schools of the İMEP programme, also spoke at the meeting, sharing the proposed solutions which they had developed for the problems identified at the Apprentice Student Forums. The meetings were jointly organised by the chambers of tradesmen and craftsmen and the provincial directorates of National Education in the provinces concerned, and were attended by vocational training centre administrators, teachers, apprentice students and master trainers.

# NEWS FROM İMEP/VET4JOB

## Sixth İMEP/VET4JOB Steering Committee Meeting Held

The Sixth Steering Committee Meeting of the Improving Employment Prospects for Syrian and Host Communities through High-Quality Apprenticeship and Vocational Training in Türkiye (Vocational Training For Employment - İMEP/VET4JOB) Programme was held in Ankara on September 28th 2023.

The opening speeches were made by Ministry of National Education Director-General of Vocational and Technical Education Ali Karagöz, Head of EU and International Relations and Project Coordinator Fuat Elvan from the Confederation of Tradesmen and Craftsmen of Türkiye (TESK), Thomas Fjenbdo, the Deputy Head of the Human and Social Development Department of the European Union Delegation to Türkiye, and Virginie Roiron, Head of the Stabilisation and Resilience Unit of Expertise France.

Expertise France Team Leader Dr. Fatma Özdemir Uluç and EDUSER Programme Coordinator Aişe Akpınar informed the participants about the progress of the programme. In a session during which the lessons learned from İMEP were evaluated, they also provided information about the Second Phase activities which is its planned to carry out in 2024. The meeting came to a close following an interactive question-and-



answer session with the representatives of the shareholder institutions and organisations concerned.

## Sixth İMEP/VET4JOB Steering Committee Meeting Held

Goods produced during courses opened as part of İMEP as a result of cooperation between the Bursa Union of Chambers of Tradesmen and Craftsmen, municipalities and a number of women's cooperatives have been exhibited at the Gastronomy Festival in Bursa. İMEP supports not only young people but also adults with vocational training. In this way, it has enabled housewives to contribute to the economy as well.

## Defne Women's Cooperative Trainees Start Production in Hatay

Trainees from the Defne Women's Cooperative who have received vocational development and adaptation training in Hatay as part of İMEP have commenced production. The women, who were victims of the earthquakes on February 6th, are seeking to support the city while healing their wounds in unity and togetherness. Coming together in the cooperative, they have put their home-made products on sale. In this way, they are both contributing to the household economy and are able to stand on their own feet.



## İMEP/VET4JOB contributes to Guilds Week Activities

As part of the activities marking the 36th celebration of Ahilik (Guilds) Week, İMEP contributed to events organised:

- in cooperation with the İzmir Union of Chambers of Tradesmen and Craftsmen and the Bornova and Karabağlar Vocational Training Centres (VTCs) on September 18th 2023;

- in cooperation with the Ankara Chamber of Tradesmen and Craftsmen of Furniture-Makers and Lacquerers and Siteler VTC on October 11th 2023;
- at the Osman Düşünel VTC on October 19th 2023, and
- at the Yüreğir VTC on October 19th 2023.

The local officials, school administrators and presidents of chambers of tradesmen who attended these events issued positive messages about the training received by apprentice students. The events were very entertaining, and vocational competitions were organised among the students.

As part of the celebrations, Kaan Aktaş and Yaren Baklacı, both students at Esenler Vocational Training Centre, were elected Journeyman of the Year for 2023 and Apprentice of the Year for 2023 respectively. Aktaş, who is receiving training in electromechanics, and Baklacı, who is studying to be a cook, were presented with their awards by Governor of Istanbul Davut Gül at a ceremony held at the Istanbul Governorate. You can also keep track of news from İMEP via our social media accounts:



**VETFORJOB**



**İMEP\_VET4JOB**



**imepvet4job**



**İMEP-VET4JOB**



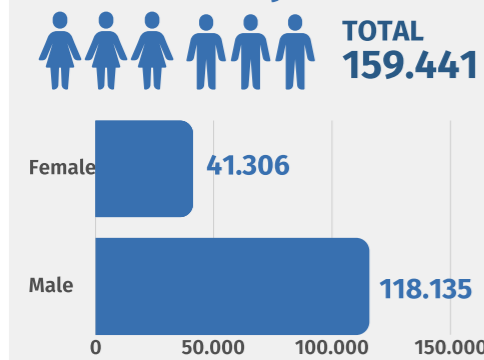
**İMEP-VET4JOB**

# İMEP/VET4JOB IN NUMBERS

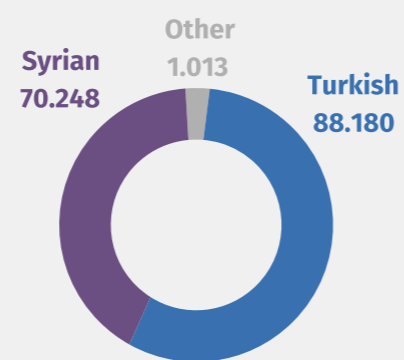
Since it was launched, the Improving Employment Prospects for Syrian and Host Communities through High-Quality Apprenticeship and Vocational Training in Türkiye (Vocational Training for Employment) Programme (İMEP/VET4JOB) conducted by Expertise France and EDUSER in cooperation with the General Directorate of Vocational and Technical Education of the Ministry of

National Education and the Confederation of Tradesmen and Craftsmen of Türkiye (TESK) has successfully achieved many of its targets. The programme, which offers vocational training opportunities to young people and adults and cooperates with vocational training centres to this end, has reached as many as 159,441 people so far.

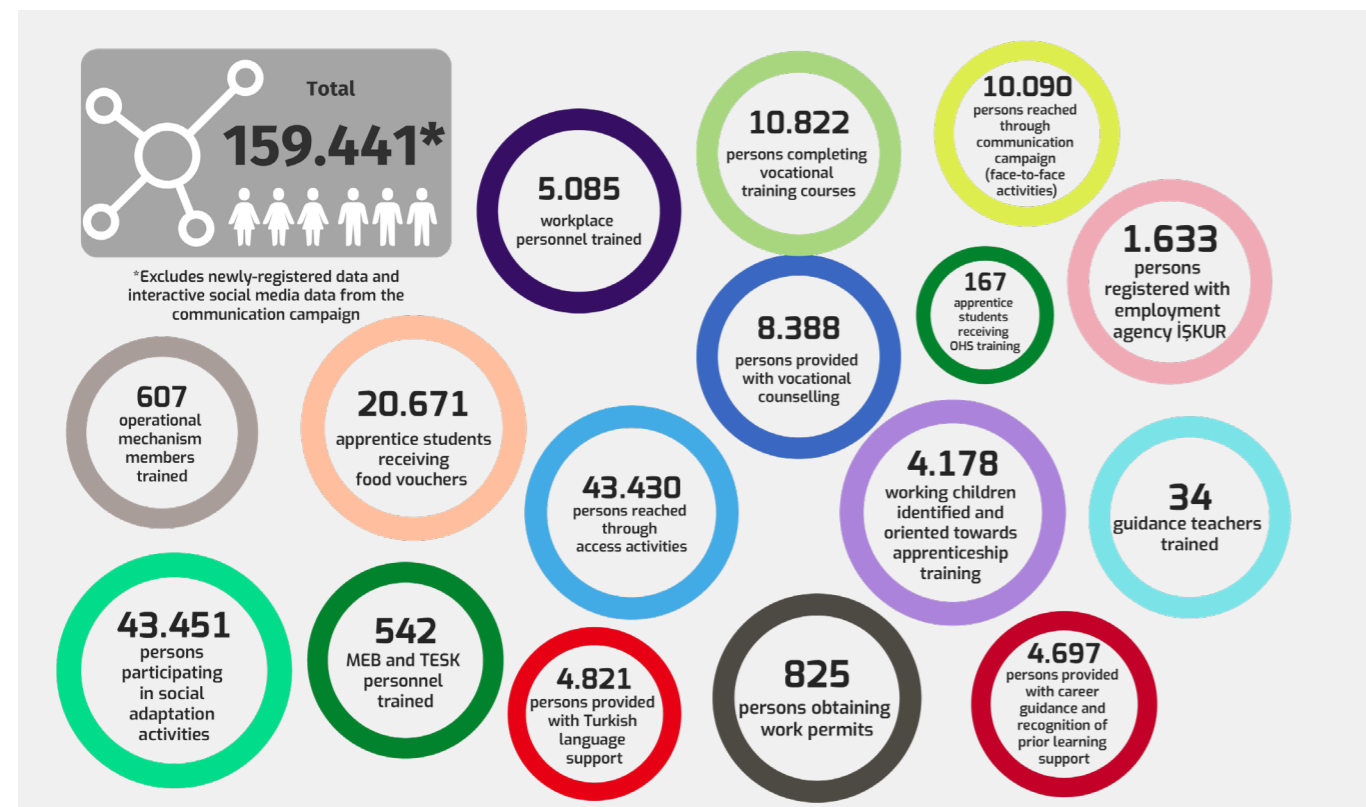
## Distribution by Gender



## Distribution by Nationality



## DETAILS OF DIRECT BENEFICIARIES



# HIGH PARTICIPATION AT THIRD APPRENTICE STUDENT FORUM

The Third Apprentice Student Forum, on the theme of “Dialogue for a Comprehensive Solution” took place in Antalya with the participation of leader apprentice students and leader teachers from 36 vocational training institutions.

The opening speeches at the Third Forum were delivered by Ministry of National Education Director-General of Vocational and Technical Education Ali Karagöz and Expertise France Peace, Stabilisation and Resilience Unit Director Xavier Cousquer. During the Third Forum, the leader apprentice students and decision-maker stakeholders sat side by side. In the closing panel discussion, the students read out a statement explaining their proposals for the comprehensive solution. Following the students, Laurent Guirking, the Head of the Department of Human and Social Development at the European Union Delegation to Türkiye, Mustafa Günay, the Head of the Department of Social Partners and Projects at the Ministry of National Education General Directorate of Vocational and Technical Education, Federation of Tradesmen and Craftsmen of Türkiye (TESK) EU and External Relations Representative Serdar Dalmaz and Bertrand Commelin, Director of the Department of Human Capital and Social Development of Expertise France, took the floor to issue messages of support for the expectations voiced by the leader students.

The activities of the Third Apprentice Student Forum, dominated by teamwork and group gatherings, were spread over three days



during which ideas were produced for the comprehensive solution proposals. In the time not taken up by group activities, the students exhibited colourful works in the “100th Year of Our Republic” painting workshop.

The first of the four Apprentice Student Forums which it is planned to organise as part of İMEP was held on a digital platform, due to the pandemic conditions, in October 2021. The second took place in Istanbul in June 2022 and the third in Antalya, once again with a high level of participation. The Apprentice Student Forums are attracting attention as events during which the leader students develop their social relations and come together with their teachers and other stakeholders to develop comprehensive proposals for apprenticeship training.

The Forums aim to support apprentice students in conducting participatory processes concerning the education system which they are in. Care is taken to set up processes in which the students feel that they are appreciated, learn together and enjoy themselves. The apprentice student forums offer an opportunity for the benefits and bottlenecks of apprenticeship training to be addressed from the perspective of the apprentice students themselves and for their voices to be heard. As a platform on which Syrian and Turkish apprentice students all come together, the forums are also expected to contribute to social adaptation. With their student-to-student approach, the aims of the Apprentice Student Forums also include generating interaction among the young people, empowering them and creating a space for them to develop their leadership skills.

The final Apprentice Student Forum will be held in 2024 and will be organised as an integrative event combining all the activities carried out so far.

# STEPPING TOWARDS THE FUTURE WITH VOCATIONAL COUNSELLING AND CAREER GUIDANCE SERVICES

**The vocational counselling and career guidance services of İMEP/VET4JOB, which contributes to the empowerment of Syrian and host communities through apprenticeship and vocational training, are showing good results.**

The Vocational Training for Employment Programme (İMEP/VET4JOB) has developed and started to implement a career guidance model which encompasses services such as job-search coaching, consultancy for starting a business, and orientation towards existing training and support programmes. In addition, apprentice students in vocational training centres and adults being trained in training institutions for adults are being provided with support in choosing a profession suited to their interests, desires, skills and competencies through the career guidance service.

In order to be able to offer a vocational counselling and career guidance service, first of all a working group was formed including academics as well as experts from the Ministry of National Education and İMEP. The working group first established a framework for the services to be provided to adults. The vocational counselling and career guidance

reached the implementation stage following the training of 58 trainers from the 12 pilot provinces on June 28th-30th 2022.

## Vocational counselling before training; career guidance afterwards

For adults, vocational counselling is provided individually in two-hour sessions. In this way, the individuals are directed towards the best and most appropriate fields of training in line with their skills and needs. As a result, the likelihood that they will quit the training courses is reduced and the success rate rises. The career guidance service for adults is to be delivered in the form of ten hours of group training following the training courses.

The provision of vocational counselling and career guidance services to apprentice students receiving formal education in the İMEP pilot schools in such a way as to help prevent the problem of non-attendance and dropping out is central to the model. The vocational counselling service for apprentice students went into effect as of January 1st 2023 and takes the form of group training. The career guidance service is to take the form of individual or group interventions, depending on the students' risk level and needs.



Five main modules have been developed for the group training provided by the vocational counselling and career guidance service. The “Know and Develop Yourself”, “Jobs, Professions and Careers” and “Process and Importance of Choice of Profession” modules are included in both vocational counselling and career guidance services. In addition, the career guidance service includes modules on “Job/Workplace Search and Interview Skills” and “Work Skills”.

## The counselling and guidance service as a “preventive activity” in the struggle against school drop-out

Supporting apprentice students in the process of selecting the types of education and the professions that are most suited to them through vocational counselling is regarded as a “preventive activity” in the struggle against school drop-out. The basic aim of the career guidance service, meanwhile, is to identify the risk and potential causes of dropping out among apprentice students and support them in carrying on with their training by the most suitable means, thereby facilitating the completion of their training and their entry into employment as qualified members of the workforce.

Dropping out of school is treated as a priority issue in the vocational counselling and career guidance service model developed for apprentice students. The causes of drop-out are grouped under two main headings: those that stem from the school environment and those that stem from the workplace environment. It is important to identify apprentice students who are at risk of dropping out of school rapidly, so surveys and interview forms have been prepared to analyse whether apprentice students are at risk of dropping out.

The vocational counselling services for apprentices are for the most part provided to



apprentice students in grades 9 and 10 who are thinking of changing their profession. In addition, where possible, students in grade 8 may also benefit from this service. In the case of career guidance, the teachers first identified those apprentice students who were risk of dropping out of school. Each teacher started individual or group career guidance depending in the levels of risks of the students based on lists of 20 apprentice students.

## Vocational counselling and career guidance service surpasses targets

As part of İMEP, the plan was to reach 5,000 people through the vocational counselling service and 3,400 people through the career guidance service, but these targets have been surpassed. As of the end of July 2023, 7,883 beneficiaries had been reached with vocational counselling of whom 1,789 were apprentice students, while 3,819 beneficiaries had been reached with career guidance of whom 967 were apprentice students.

Of those receiving vocational counselling, 58% were women and 45% were Syrians. Among those provided with career guidance, 42% were found to be Syrians and 55% women.

## Non-attendance and dropping out reduced

Thanks to the positive impact of the vocational counselling and career guidance service and the social adaptation activities supporting this service, the institutional records for December 2023 showed that the rates of non-attendance and drop-out at Vocational Training Centres and Vocational and Technical Anatolian High Schools had declined by comparison with the previous year.

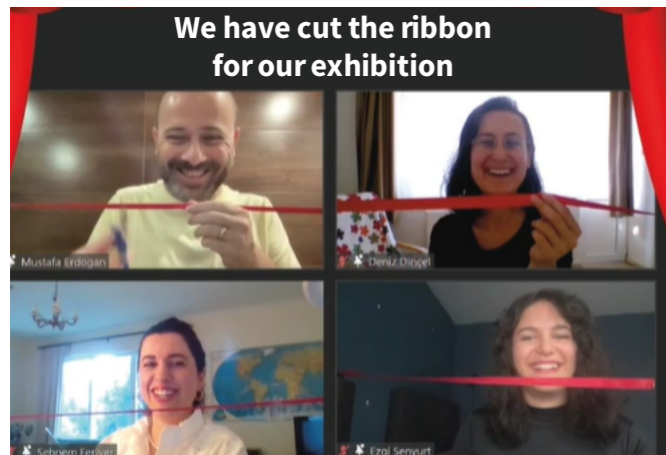
With a view to improving the vocational counselling and career guidance service, two separate surveys were developed – one for those receiving the service and one for teachers. The questionnaires were filled in by the students and teachers between July 15th and September 1st 2023. In addition, there are plans to revise the model and its implementation framework drawing, inter alia, on the other activities that follow the vocational counselling and career guidance process, and if necessary to provide supplementary training to the group of trainers.



# SECOND DIGITAL EXHIBITION ON VOCATIONAL SOLIDARITY ACTIVITIES HELD

The second of the digital exhibitions on the Apprentice Student Vocational Solidarity activities opened its doors to visitors with an opening ceremony in the virtual exhibition space on September 29th 2023. The first exhibition had opened on May 9th 2023. Vocational Training for Employment (İMEP/VET4JOB) Team Leader Fatma Özdemir Uluç began the opening ceremony by welcoming the participants. Özdemir Uluç described the work carried out for the digital exhibition as the most exciting of all the İMEP activities. She described the activity as “the incarnation of the creativity that is of the essence of the human being, of the desire and will to contribute to society and of the drive to work together.”

The opening speeches for the digital exhibition were delivered by Feyhan Evitan Canbay, manager of the Socioeconomic Development Programme of the European Union Delegation to Türkiye; Fuat Elvan, Head of EU and International Relations and Project Coordinator at the Confederation of Tradesmen and Craftsmen of Türkiye (TESK), and Süleyman Akgül, Head of the Department of Workplace-Based Vocational Training in the General Directorate of Vocational and Technical Education of the Ministry of National Education.



“İMEP will live on as a success story and a trademark,” remarked Evitan Canbay, expressing her excitement at the solidarity activities that have been carried out as part of the programme.

Elvan emphasised in his opening speech that apprentice students were the future of TESK, while Akgül stated that vocational training was the shortest route in the process of students learning a profession and acquiring a “golden bracelet” to wear on their wrists. Akgül stated that they had made legislative arrangements that strengthened the infrastructure for vocational training, and that following the infrastructural support many national and international organisations had developed projects to strengthen this area and look after the students.

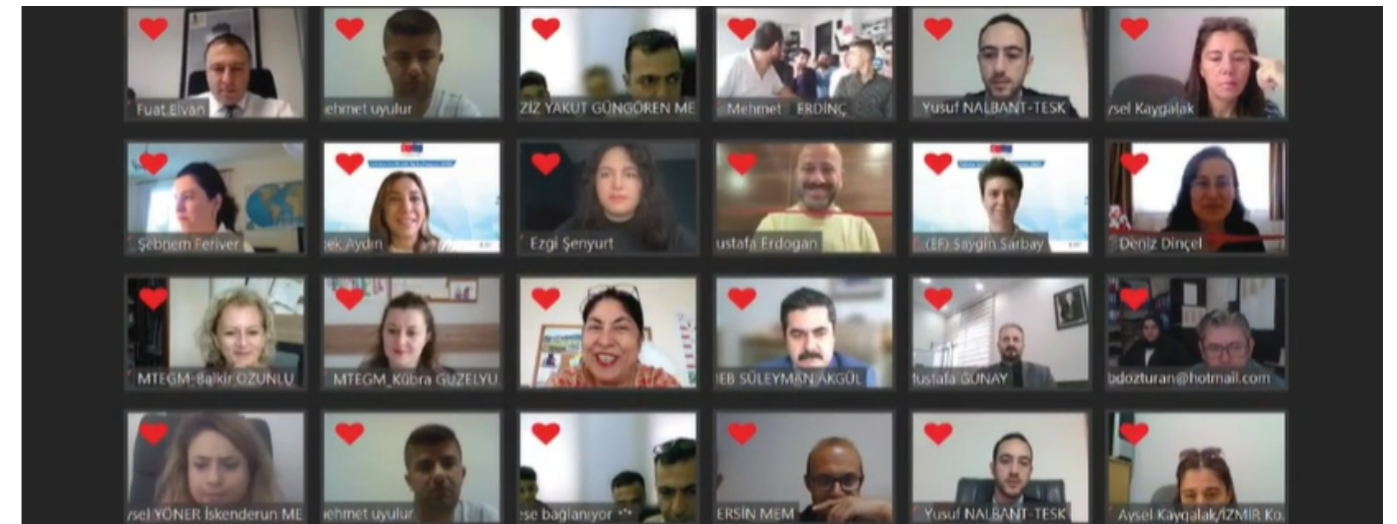
The second digital exhibition plays host to social projects which apprentice students developed in their schools after taking part in a training event in Abant, Bolu, on January 9th-11th 2023. It comprises poster presentations of the projects prepared by teams in Istanbul, Kocaeli and Bursa. The posters that greet visitors to the exhibition were prepared by the teams at the Esenler, Esenyurt, Güngören, Muhsin Ertuğrul, Mustafa Nevzat Pısak and Yüksel Kaya Vocational Training Centres (VTCs) in Istanbul, the Gebze VTC in Kocaeli and the Osmangazi, İnegöl, Nilüfer and Martyred Gendarmerie Commando Private Bahri Avcı VTC in Bursa. The exhibition is open to visitors on the İMEP website and we’ll be looking forward to seeing all of you there!



## What are the Projects in Our Exhibition?

Name of School	Project details
Osmangazi Vocational Training Centre: “Let the World Grow More Beautiful with You”	The project team from the Osmangazi Vocational Training Centre carried out the “Let the World Grow More Beautiful with You” project in order to reduce the negative impact on our planet of chemical cosmetic products used in the care and modelling of hair. The project team paid a visit to the Bursa Atatürk Vocational and Technical Anatolian High School to learn how to make natural formula hair sprays. They then put the knowledge they had acquired there into practice in the school laboratory. A total of 180 natural formula hair sprays were produced during the project from eleven species of plant. Forty-five apprentice students, eight teachers and five school administrators took part. The project also included the presentation of the hair sprays produced to tradesmen near the school as gifts. A contribution was made to raising social awareness by providing information to 74 persons on the chemicals contained in cosmetic products which are harmful to nature.
Esenler Vocational Training Centre: “Always To Be One”	With the “Always To Be One” project, the Esenler Vocational Training Centre team sought to display the importance of mutual assistance and of expending effort for the sake of common well-being. By providing services such as hair, beard, nail and skin care to persons who have difficulty accessing these services, they contributed to their well-being. The team carried out research based on institutions and determined that there was a need for personal care support at the Ataşehir Darülaceze Home for the Elderly and the Atışalanı Middle School. In all, 35 apprentice students, five teachers and two other members of the school staff worked on the project. Twenty guests at the Darülaceze Home were provided with haircuts, hair and nail care, skin care and make-up services while 35 children and young people had their hair designed and cut.
Esenyurt Vocational Training Centre: “My Voluntary Barber in My School”	Another of the projects which reinforced the spirit of mutual assistance by offering support to persons with needs in the areas of hair cutting and personal care was the “My Voluntary Barber in My School” project conducted by the Esenyurt Vocational Training Centre. While providing services to needy persons under the project, the project team also aimed to further their professional development. They provided haircuts and personal care to twenty inhabitants of the Private Gülşah Home for the Elderly and hair design and cutting services to 63 children and young people living in the area around the school. The persons in need were identified as a result of interviews conducted with the mukhtar of the Orhangazi neighbourhood and other people living in the vicinity of the school. In this way, they also improved sensitivity to persons in need.

Name of School	Project details
Esenyurt Vocational Training Centre: “First Read the Contract; Then Thow Down the Gauntlet with your Team”	Realising that apprentice students were not sufficiently familiar with the contracts which they sign for their apprenticeship training or with their rights and responsibilities, the Esenler Vocational Training Centre set out to overcome this deficiency while also developing environmental awareness in apprentice students. In the school in which their project, “First Read the Contract; Then Thow Down the Gauntlet with your Team”, was implemented, consciousness raising activities about the state of the planet were conducted with 392 people. As part of the project, the apprentice students were also informed about the contents of the contract and subsequently a test was given. Then a football match was organised among 16 apprentice students who performed well in the test. The project enabled the students who played and those who watched the match to use water bottles made of materials that are not damaging to nature. In this way, the use of 80 plastic bottles was pre-empted and the release of 31 grams of greenhouse gases into the atmosphere was averted.
Gebze Vocational Training Centre: “3Ds: We are Recycling in Solidarity for Nature”	The project carried out by the Gebze Vocational Centre project team sought to reclaim matter taken from the planet and re-use it by means of advanced recycling techniques that develop new materials from waste and discarded items. The project was entitled “3Ds: We are Recycling in Solidarity for Nature”, since Recycling, Solidarity and Nature all begin with the letter ‘D’ in Turkish. The project also aimed to raise awareness about advanced recycling. A total of 60 apprentice students, 33 primary school pupils and three teachers were involved. The forms of seven kilos of plastic waste collected by the project team were altered and this waste was subject to advanced recycling and used to produce chess pieces on 3D printer workstations with the support of the PAGEV Vocational and Technical Anatolian High School. The apprentice students designed chess tables from the disused wooden student benches at the school and helped fashion design technologies students and teachers to design and produce bags for the chess sets from waste cloth. The project saved about 40 kilowatts of energy and prevented the release of 12,130 grams of greenhouse gases into the atmosphere.
Güngören Vocational Training Centre: “Recycling Turns to Decoration”	The Güngören Vocational Training Centre was another educational institution that produced new materials from waste and discarded materials by means of advanced recycling. In all, 200 apprentice students, three teachers, 35 master trainers and 20 members of the teacher-parent association worked on their “Recycling Turns to Decoration” project. First, waste and discarded materials were collected with the support of workplaces and family members. Forty items of metal industry waste, 35 items of plastic waste and 41 pieces of discarded materials such as mirrors, glass, paper and wood were used in the project to produce 116 decorative objects. The decorative objects were exhibited at the school and information about them was provided to 670 students and 150 visitors. Thus an activity was also conducted to raise awareness about making waste and discarded materials available for re-use by means of advanced recycling.



Name of School	Project details
İnegöl Vocational Training Centre: “Seeds, the Essence of Life”	The İnegöl Vocational Training Centre project team carried out a project called “Seeds, the Essence of Life” in order to raise levels of knowledge and awareness about the improvement and cultivation of heirloom seeds. As part of the project, eight seedbeds were made of waste wood materials, saving 15 pine trees from being felled, and 96 traditional seed seedlings were planted. A total of 136 apprentice students, six teachers and one other staff member worked on the project. Informational activities were conducted within the school to raise awareness about the importance of the use of traditional seeds and their cultivation. The project team planted cucumber, maize, strawberry, potato and tomato seedlings grown using traditional seeds in the seedbeds. They also made plans to share the seeds to be obtained from the plants grown with other people.
Muhsin Ertuğrul Vocational Training Centre: “Paper Birdboxes”	With its “Paper Birdboxes” project, the Muhsin Ertuğrul Vocational Training Centre team aimed to create awareness about waste by preparing advanced recycling birdboxes from the waste paper in the school. Five kilos of paper waste was regained through advanced recycling. The project involved 65 apprentice students and two teachers. Three paper birdboxes were produced, averting the use of 2.5 kilos of chemicals and saving 1,620 litres of water. The project also included informational activities about waste paper at the school and advanced recycling. The birdboxes were designed by apprentice students and teachers in the fields of jewellery technology and beauty and haircare services. By placing the birdboxes produced in the project in different parts of the school, safe habitats were created for birds of the species that frequent the area.

Name of School	Project details
Mustafa Nevzat Pısak Vocational Training Centre: “Living Space for Cats”	Another school that developed a project for the animals that we share the planet with was the Mustafa Nevzat Pısak Vocational Training Centre. The students implemented a project entitled “Living Space for Cats” in order to reduce the likelihood of the cats living around the school coming to harm. To this end, a living space for cats was established at the school. The nutritional needs of the cats were also met as part of the project using waste food from nearby workplaces. In this way, besides establishing a living space for the cats, the project prevented excess food from going to waste. In all, 35 apprentice students, five teachers and two members of the school staff worked on the project. Two two-storey cat houses were produced, and savings were made by making use of ten square metres of waste semi-processed wooden materials. The living space for cats produced by the project measured 4x4 metres and five kilos of excess food was prevented from going to waste.
Nilüfer Vocational Training Centre: “Home and Food for our Four-Footed Friends”	The project team at the Nilüfer Vocational Training Centre also took action to meet the essential needs of animals by implementing their project “Home and Food for our Four-Footed Friends”. The goal of the 27 apprentice students, ten adult education centre trainees, one master trainer, six teachers and three workplace owners included in the project was to meet the needs of cats and dogs for shelter through the advanced recycling of waste wooden materials. In addition, the animals’ nutritional needs were met with excess food collected with the support of nearby workplaces. One dog kennel and two cat houses were produced during the project, and information activities were carried out with 200 people. In addition, savings were made through the use of ten square metres of waste semi-processed wooden material, while five kilos of excess food was prevented from going to waste.

Name of School	Project details
Martyred Gendarmerie Private Bahri Avcı Vocational Training Centre: “Ecological Balance through Renewable Energy”	The Martyred Gendarmerie Private Bahri Avcı Vocational Training Centre team played their part in ecological and economic sustainability and focused on creating value-added with a project entitled “Ecological Balance through Renewable Energy” in which electricity was produced from solar power. The project, which involved 39 apprentice students, 14 teachers, one member of the school staff and two masters, averted the need to use 459 kilowatts of electrical energy from the grid, making a saving of 1,020 liras. The sustainable system established during the project by placing solar panels on the school roof ensured that the electricity needed by appliances like computers, mobile phones and mini-refrigerators was supplied from solar power. In addition, awareness raising activities were conducted at the school on the topic of renewable energy.
Yüksel Kaya Vocational Training Centre: “Happiness Garden”	The Yüksel Kaya Vocational Training Centre team implemented the “Happiness Garden” project with the aims of obtaining natural fertiliser by returning the organic wastes obtained from the kitchen to the soil through composting, and improving the appearance of the school patio. The 85 apprentice students, two teachers and one canteen employee who took part in the project returned ten litres of organic waste to the soil. They also put a further eight litres of organic waste into fermentation and converted the school patio into an agricultural space and flowerbed by planting 20 daisy and 20 marigold plants. Old vehicle tyres were painted and recycled to create this space. The students also planted five pepper, eight tomato, ten strawberry and five lettuce seedlings, studied their development, watered them and fertilised them with the compost.



## COMPUTER CLASSROOMS BEING SET UP IN İMEP/VET4JOB PILOT INSTITUTIONS

One of the efforts being made to strengthen and modernise the physical capacities of the schools and TESK vocational training centres included in the Vocational Training for Employment Programme (İMEP/VET4JOB) is to set up computer classrooms so as to increase the quality of the training, ensure the use of technology in training on a sustainable basis and provide future generations with the opportunity to develop themselves in accordance with the world around them. As well as enabling apprentice students to pursue their training with the aid of a higher level of technology, this work also contributes to the development of their social lives.

As part of the said activity, “zero client” computers, furniture and 3D printers for educational purposes have been procured and delivered to the vocational training centres. Due to the zero client computers, all the students in a class are able to work on a single server, creating an effective learning environment under the control of the teacher.

In total, 589 computer sets have been dispatched to the institutions under this campaign, which includes 627 student sets and 33 teacher sets. In addition, 589 computer desks, 1.015 student chairs and 31 teachers’ desks and chairs, drawer units and 3D benches have been procured and dispatched to the schools.



No	Province	Institution
1	Adana	Ceyhan VTC
2		Çukurova VTC
3		Seyhan VTC
4		Yüreğir VTC
5	Ankara	OSTİM VTC
6		Siteler VTC
7	Bursa	İnegöl VTC
8		Nilüfer VTC
9		Yıldırım Şehit Jand. K. Er Bahri Avcı VTC
10	Gaziantep	Şahinbey Belediyesi VTC
11	Hatay	Hatay VTC (in progress)
12		İskenderun VTC
13		Kırıkhan VTAHS
14	İstanbul	Esenyurt VTC (in progress)
15		Güngören VTC
16		İMES Süheyl Erboz VTC
17		Muhsin Ertuğrul VTC
18		Mustafa Nevzat Pisak VTC
19		Sultanbeyli VTC
20		Yüksel Kaya VTC
21	İzmir	Bornova VTC
22		Karabağlar VTC
23	K.Maraş	Dulkadiroğlu VTC
24	Kayseri	Osman Düşünel VTC
25	Kocaeli	Gebze VTC
26	Konya	Ahi Evran VTC
27-28	Mersin	Akdeniz VTC (2)
29		Tarsus VTC
<b>TESK Adult Education Centres</b>		
30	Ankara	MEKSA VTC
31	Gaziantep	GESOB VTC
32	İzmir	İESOB VTC
33	K.Maraş	KMESOB VTC

## SUCCESS STORIES: BEŞŞAR DURMUŞ

*I would like to expand into other branches as well and train up lots of young people like myself. I also want to maintain my connection with İMEP. I hope that one day I too will be able to pass on my experience to new candidates as a master trainer.*

I got into apprenticeship training after seeing the activities at the schools. In fact, I used to be a shoemaker, but one day I went to a vehicle repair shop and became fascinated by the electrical and electronic work. “I’ve got to do this myself,” I said, and I started to look into how I could learn more about it. In the end, I made the choice that may well become my profession in my future life. I am so grateful to have come across a programme like this and to have both continued with my education and acquired a profession. Here, I’d like to mention the contributions of my teacher Mukaddes. She took such great interest in us. She motivated us constantly and ensured we could choose this direction.



Since the profession I have chosen is an occupation that I enjoy, I also advise my friends to opt for the jobs which they like doing. Jobs that you can enjoy when you succeed in something change your outlook on life as well. Yes, we faced difficulties and we had to make an effort to overcome these difficulties. We spent days and nights constantly meeting new people and wondering what we could learn. We ended up by learning a wonderful profession from those who are best at it. I think that I made very rapid progress because I really enjoyed my work. I registered at school as a journeyman and ended up getting my mastership certificate. At that moment, I felt I had succeeded in something. But I never consider myself any more advanced than I was on that day. Yes, I have learned mastership skills but learning never ends. I never say to myself, “I’ve made it” because if I do, I know that I won’t be able to develop any more. My mastership certificate is just the proof of what I have learned, and there are a lot of things I still have to learn.

My experiences are the same things that almost everybody goes through. Even so, I’d like to give some examples from my own life. When you come across lovely people and the work you do is appreciated, then a person really feels happy and enjoys what he’s going. Sometimes it’s enough for us just to see that smile on people’s faces. You can earn money or do other things but the feeling this gives you is altogether different. I’ve worked for almost a whole year without even taking a holiday. Things like “I won’t” and “I couldn’t” have no place in my vocabulary.

When I set out on this path, I set myself targets. “I’m going to start a business and I’m going to train employees,” I said. Thankfully I have started a business and now I am doing all I can to expand it. I would like to expand into other branches as well and train up lots of young people like myself. I also want to maintain my connection with İMEP/VET4JOB. I hope that one day I too will be able to pass on my experience to new candidates as a master trainer.

# THE POWER OF SOLIDARITY AND COOPERATION

In our previous edition, we gave examples of the work which the Vocational Training for Employment Programme (İMEP/VET4JOB) family carried out, and the acts of solidarity to which we put our signatures, following the earthquakes of February 6th 2023.

One of these acts of solidarity was the cooperation which the İnegöl Vocational Training Centre (VTC) and the Bursa Union of Chambers of Tradesmen and Craftsmen (BESOB) entered into as part of İMEP – an initiative which may serve as an example for the whole of Türkiye. The apprentice students in the district of İnegöl in Bursa and the chambers of tradesmen affiliated to BESOB first determined what items were needed in Hatay and Kahramanmaraş, two provinces affected by the earthquakes, and then sorted out these items in the aid collection centres in İnegöl and ensured that they reached those in need. Musa Oktar, the principal of the İnegöl Vocational Training Centre, has explained how, in the course of this process, the apprentice students worked to gather aid, the truck drivers met the need for transport services and the furniture-makers the needs



for furniture, the barbers and hairdressers provided services free of charge to those in need in the earthquake region, the tailors sewed shrouds and clothes and the grocers prepared gift boxes for the children in the quake zone in the name of “Bakkal Amca” – your friendly shopkeeper “uncle”.

Oktar spoke about the work carried out by the İnegöl VTC and BESOB, which jointly organised the collection of aid, in the immediate aftermath of the February 6th earthquakes which affected eleven provinces. He began by stating that there are strong, well-established enterprises in İnegöl, particularly in the furniture and textiles sectors, and that as VTC administrators they maintain a continuous dialogue with the chambers affiliated to BESOB. He pointed out that they were able to go into action quickly as soon as they heard news of the earthquake on account of their existing dialogue and cooperation. “Everybody was asking themselves what they could do in their own lines of work and offered support in what they were best at,” Oktar said. According to Oktar, Bahattin Korkmaz, the president of the İnegöl Chamber of Tradesmen of Drivers and Motorists, mobilised all the transport firms in Bursa. Thirty-nine truckloads of aid set out from İnegöl on the first day, and this number increased to 140 on day two. The president of the İnegöl Chamber of Tradesmen of Carpenters and Furniture-Makers also travelled to the earthquake zone and took part in the needs assessment work. The presence of representatives of chambers of tradesmen during the needs determination activities in the affected region made it easier to decide what goods should be collected in İnegöl and what items should be given priority when dispatching aid to the earthquake region from the aid collection centres.

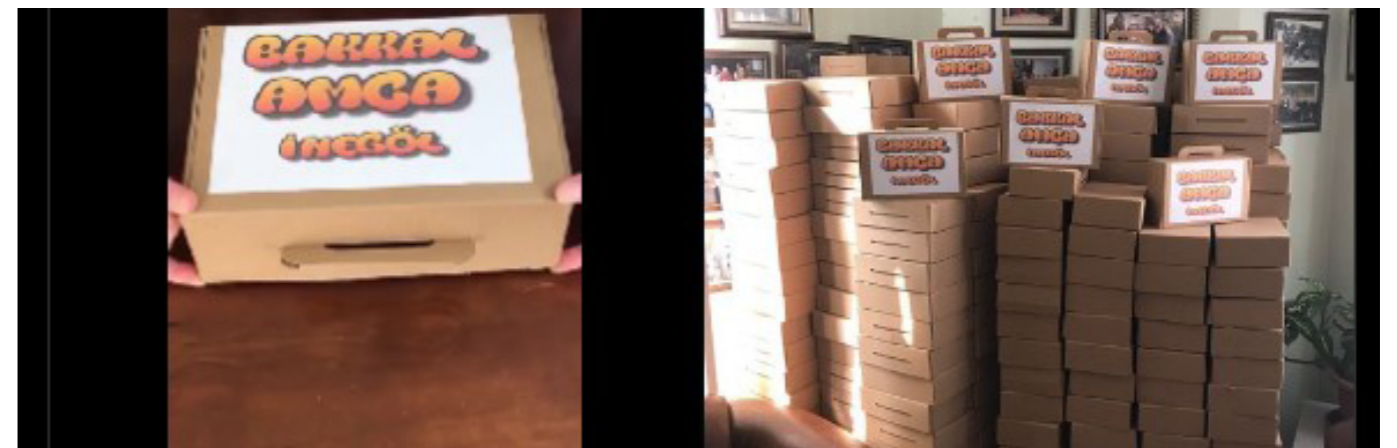


Oktar said that the work they carried out helped to make the earthquake victims feel that they were not alone. He stressed that the apprentice students were involved throughout the entire process. He said that he saw all of his students collecting aid and sorting and packaging the items collected. “So many people had a hand that whoever I omit I’d do them an injustice,” he added.

Meanwhile, İnegöl Chamber of Tradesmen of Carpenters and Furniture-Makers president Özcan Ayhan described the assistance they provided to tradesmen in the earthquake zone. Straight away, he stated, the chamber sent three truckloads of basic needs such as food, water and clothing to the Kırıkhan district of Hatay. They also sent materials procured in İnegöl to the region to enable furniture-makers in earthquake-hit Kahramanmaraş to be able to do business again. “We earned the gratitude of the tradesmen there and we also offered Türkiye a model project,” Ayhan recalled. “The rebirth of the traders from their ashes served as an indicator. As a chamber,

we supported our traders as they converted places that had collapsed into a temporary production area.”

Ayhan emphasised that the solidarity was not restricted to the earthquake zone: they also came together to provide 200 families who moved to İnegöl from the affected area with the furniture they needed. Ayhan said that they sent messages to their members and used social media to make announcements, and that large numbers of people had become involved. With respect to the procurement of furniture, Ayhan stated that “It was a spontaneous but wonderful system. We complemented one another. We got the furniture together and registered it. Civil society organisations undertook the transportation and assembly work.” Ayhan concluded by pointing out that there was a solid communications network between them and their members, but that in emergencies such as natural disasters there was a need for a more professional form of organisation.



# BUSINESS START-UP IDEAS COMPETITION



Entries have been completed for the Business Ideas Competition organised under the Vocational Training for Employment Programme (İMEP/VET4JOB) in order to encourage creative ideas and develop the capacities of apprentice students for starting a business. Guided by the teachers responsible, teams of apprentice students in the vocational training centres in which İMEP is being implemented developed innovative business ideas attaching importance to social benefit based on the skills that fall within the scope of apprenticeship training and on innovative methods, techniques or instruments. Twelve teams earned the right to take part in the three-day final event which will involve ideas development, training and mentorship. Moreover, all the applicants were oriented towards on-line asynchronous courses.

The aim of the final event, which is to be held on February 27th-29th 2024, will be to support the further development of the original innovative, transformative and inclusive ideas and to create the capacity needed for the apprentice students to be able to move on from the business idea stage to the stage of creating business plans. In addition to training and mentoring, the final event will give the apprentice students the opportunity to exchange ideas with one another and with experts in similar fields. By training the apprentice students in topics like planning, research, prototyping and the development of business models, the event will provide them with the accumulated knowledge they need to translate their business ideas into practice. Putting the knowledge they acquire to use immediately for their own business ideas, the students will benefit from the positive effects of experiential learning. The event will also enhance their social skills through effective presentation techniques and storification training. The teams that take part in the final event will turn their innovative, original and feasible business ideas into a presentation which they will submit to the jury on the final day of the event. Following the presentations, the jury will make its selection and present the top three with awards. The Business Ideas Competition is also expected to contribute to social adaptation through the working culture which Turkish and Syrian migrant apprentice students will establish together with one another.

# INTERNATIONAL MIGRANTS DAY

The problems which migrants encounter during migration and in the countries to which they migrate came onto the global agenda with the adoption by the UN General Assembly of the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families by the United Nations General Assembly on December 18th 1990. Following the adoption of this convention, the UN declared December 18th to be International Migrants Day. Since 2000, events have been staged every year to draw attention to the economic, social, political, psychological and legal problems which migrants experience and to develop proposals for the solution of these problems. Throughout history, people have migrated to other countries either for reasons of genocide, crimes against humanity, war, instability, economic crises, exchanges of population and natural disasters or in order to improve their material and social conditions and achieve their aspirations for themselves and their families. Migration for various reasons continues today. Over the last ten years, the world migrant population has increased from 150 million people to 214 million. According to UN data, if the number of international migrants in the world continues to increase at the same rate as in the past 20 years, it is estimated that it will reach 405 million in 2050. Today one of every 33 people in the world is a migrant. (Source: Human Rights and Equality Institution of Türkiye – TİHEK)

Türkiye is located on one of the world's most important migration routes. Today, the country is home to migrants from more than 190 countries. According to figures from the International Organization for Migration, it ranks 14th among the countries in which the highest numbers of migrants live.

The hope of a better life, a better education, a secure future or a regular job obliges people to migrate in ways that can sometimes be

risky. Human traffickers violate the human rights of migrants. Following these violations, the discrimination, otherisation and exclusion to which the migrants are exposed in the countries to which they migrate are among the social and economic problems they find themselves facing.

International Migrants Day on December 18th provides the occasion for a range of activities that draw attention to the risks and rights violations which migrants encounter all over the world while migrating, and to the discriminatory and otherising practices which await them in the countries to which they migrate. Every year, civil society organisations hold informational and awareness-raising activities about migration and call on governments to take more effective measures against the rights infringements which migrants experience.

The Vocational Training for Employment Programme (İMEP/VET4JOB) conducts activities based around dialogue and sharing to strengthen social adaptation between host communities and Syrians. Since its inception, İMEP has supported more than 250 socio-cultural and sporting activities, 35 psychosocial support activities and 58 other activities such as seminars, informational meetings and motivation tours. In addition, it has contributed to joint learning and socialisation among Turkish and Syrian apprentice students through the three Apprentice Student Forums and the three Vocational Skills Solidarity activities. Holiday visits, certificate presentations and tournaments have been organised with the participation of the workplaces at which the students receive their practical training, and “Meet the Neighbours” and “I Want to Work in Harmony in the Workplace” events have been held. Please watch our video for more information about the İMEP social adaptation activities .



# İMEP/VET4JOB IN THE PERIOD AHEAD

## Improving the Training Environments in the Vocational Training Centres and Adult Training Centres

The Vocational Training for Employment Programme (İMEP/VET4JOB) will continue to strengthen the technical infrastructure of the vocational training centres and adult education centres, to meet their needs for small-scale maintenance and repairs and to purchase educational materials and equipment for them.

## Experience Sharing Platforms

The stakeholders actively involved in implementing İMEP at the local and national levels will continue to share their knowledge and experience with one another and with other actors.

## Vocational Training Courses, Vocational Counselling and Career Guidance

İMEP will continue to provide the vocational counselling and career guidance services which were launched in order to assist Turkish and Syrian young people in apprenticeship training and adults in vocational training courses to make an appropriate choice of profession in accordance with their interests, desires, skills and competencies, and to support them in continuing to attend their training.

## Support Activities

The spoken Turkish language support, the guidance services for İŞKUR unemployment registration, work permits and recognition of prior learning, and the apprentice student food voucher and stationery support being provided as part of İMEP will continue.

## Communication Campaign

The campaign will continue with its aim of informing people about apprenticeship training, exhibiting the cooperation between student, school, family and workplace in apprenticeship training, and ensuring that students continue to attend their training.

## Social Cohesion Activities

İMEP social adaptation activities in which Turkish and Syrian young people and adults take part alongside one another will continue.

## Fourth Apprentice Student Forum

The Fourth Student Apprentice Forum will be held. The Forum will be led by the leader apprentice students, guided by the leader teachers and supported by the liaison persons from the Union of Chambers of Tradesmen and Craftsmen (ESOB).

## Business Start-up Ideas Competition

The apprentice students registered with VTCs included in İMEP whose business ideas have passed the qualifying stage will be provided with training and mentorship so that they can make their ideas more concrete and prepare a business plan, and a business ideas contest will be held among teams of apprentice students.

## Closing Event

At the İMEP closing event, the successes achieved through the activities that have been carried out will be shared with all parties, experience will be passed on, the targets and results of the programme will be reviewed and an introduction will be given to the second phase of İMEP.

# MASTHEAD

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