The Impact of Covid-19 Pandemic on Apprenticeship Training Research Summary

15 March-1 June 2020 Period

This research summary has been produced with the financial support of the European Union. Its content is the sole responsibility of EXPERTISE FRANCE and EDUSER and may not reflect the views of the European Union.
Research Participants

- 13 PROVINCES
- 41 VTCs
- 1187 PARTICIPANTS
- 245 Chambers of Tradesmen and Craftsmen Representatives
- 378 VTC Teachers
- 8 UCTC Representatives
- 432 Enterprises
- 124 VTC Managers

Distribution of Students Attending VTCs Participated in the Research

<table>
<thead>
<tr>
<th></th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turkish Male Apprentice Student</td>
<td>21,337</td>
</tr>
<tr>
<td>Syrian Male Apprentice Student</td>
<td>973</td>
</tr>
<tr>
<td>Turkish Female Apprentice Student</td>
<td>4,662</td>
</tr>
<tr>
<td>Syrian Female Apprentice Student</td>
<td>90</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>27,062</strong></td>
</tr>
</tbody>
</table>
Impacts of the Pandemic on Apprentice Students

Apprentice students were negatively affected from the pandemic

- Theoretical and applied education components of apprenticeship training were disrupted
- Economic contribution provided by apprentice students to their family income has decreased
- Psychological states of apprentice students were negatively affected
- Some of the apprentice students were forced to work in informal employment
- Exams were postponed, graduations and certifications were delayed

The Impact Level of Pandemic on Turkish and Syrian Apprentice Students

Turkish and Syrian apprentice students were affected by pandemic at a similar level

<table>
<thead>
<tr>
<th></th>
<th>VTC Teachers</th>
<th>VTC Managers</th>
<th>Enterprises</th>
<th>UCTC</th>
<th>Chambers of Tradesmen and Craftsmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syrian</td>
<td>6</td>
<td>17</td>
<td>13</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Turkish</td>
<td>74</td>
<td>64</td>
<td>68</td>
<td>100</td>
<td>58</td>
</tr>
<tr>
<td>Total</td>
<td>74</td>
<td>81</td>
<td>80</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>

* VTC: Vocational Training Centre
* UCTC: Union of Chambers of Tradesmen and Craftsmen

Syrian apprentice students were more affected than Turkish apprentice students
Syrian and Turkish apprentice students were affected at the same level
Syrian apprentice students were less affected than Turkish apprentice students
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Impact of the Pandemic on the Apprenticeship Training

Distance theoretical education was provided at a limited level

- Theoretical education was not provided: 49%
- Distance theoretical education was provided: 51%

The sufficiency level of the limitedly offered practical training at enterprises was found to be low by the teachers

- Insufficient: 22%
- Sufficient: 30%
- Partly Sufficient: 48%

The rate of VTCs which think distance theoretical education was satisfactory: 19%

Obstacles to providing distance theoretical education:
- Lack of standardised distance education content
- Infrastructural insufficiencies for distance learning
- Insufficient digital skillsets of teachers needed in distance education

More than half of the students could not attend distance theoretical education

- Participation rate of apprentice students in theoretical distance education provided by VTCs with their own means: 39%

Obstacles which limit attendance of students in distance theoretical education:
- VTC students' lack of access to EBA system
- Shortcomings of accessing to computers
- Internet access obstacles
- Lack of motivation

Practical education provided for students at enterprises was halted

- The rate of regular participation of apprentice students in practical education provided at enterprises: 50%

The obstacles for students to attend practical education at enterprises:
- Enterprises' obligations to decrease capacity
- Enterprises' temporarily/permanently closure decisions
- Order of curfew for children at compulsory education age
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Experience Exchange and Communication During the Pandemic

Most of the VTCs exchanged information and experience about distance education at teacher level

- The rate of VTCs which exchanged information and experience about distance education at teacher level: 83%
- The rate of VTCs which exchanged information and experience about distance education at school level: 54%
- The rate of VTCs which exchanged information and experience about distance education at international platform level: 15%

Communication between schools and enterprises, the two basic components of apprenticeship training, was not realised at a desired level

- The rate of VTCs which found communication with enterprises during the pandemic was at a desired level: 45%

Enterprises stated the support they received from chambers was insufficient

- The rate of enterprises that found the support they received from chambers was sufficient and partially sufficient: 36%

Enterprises expect support from chambers on the following subjects:
- Establishing close communication with enterprises, informing them and sharing new recent developments with them
- Providing guidance on Covid-19 pandemic and disseminating hygiene products
- Providing arrangements that can positively affect the success of apprenticeship students
VTCs’ Level of Preparedness for the Unexpected Situations

VTCs were found to be prepared to “unexpected situations” at a certain level and schools that were unprepared are in tendency to make preparations in the future.

The rate of VTCs that stated that they were prepared for unexpected situations 55%
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Apprenticeship Training in the Near Future

The negative effects of the pandemic are expected to continue in an increasing trend on apprentice students in the coming 6 months.

- They will be severely affected: 16%
- They will be moderately affected: 1%
- They will not be affected at all: 83%

Apprentice students might possibly be affected negatively regarding the followings:
- Health problems both at mental and psychologcal levels
- Economic and family-based problems
- Learning loss and its negative effect on vocational development of students
- Obligation to change the jobs and professional fields
- Risk of turning to informal employment

The outbreak has not changed the current approach of most enterprises (particularly in manufacturing sector) to train apprentice students.

- I will continue to train apprentice students: 13%
- I will continue to train apprentice students in a limited number: 18%
- I will not train apprentice students: 69%
Recommendations

Followings should be realised to support the resilience of the theoretical and practical components of apprenticeship training to the crises:

- Theoretical and practical distance education opportunities particular to apprenticeship training should be developed
- Distance education skillset of teachers should be supported
- Obstacles in front access of students to distance education should be removed and their motivations should be increased
- Mechanisms to enhance participation of students to the decision-making processes about their own educations and track down new developments should be created
- Support and guidance should be provided for schools to be prepared for unexpected situations
- Communication and experience sharing platforms at local and national levels should be created and the networks and experiences of other countries should be examined in this regard
- School-enterprise collaboration and enterprise-chamber collaboration should be systematically developed
- Service provision capacity of professional organisations should be developed and need-based and evidence-based collaboration models should be established with the participation of enterprises