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

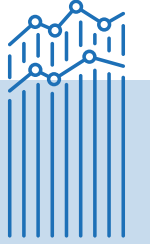
Türkiye'de Kaliteli Çiraklık ve Mesleki Eğitim Yoluyla
Suriyeli ve Ev Sahibi Toplulukların İstihdama Erişimlerinin Kolaylaştırılması Programı

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



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

15 March-1 June 2020 Period



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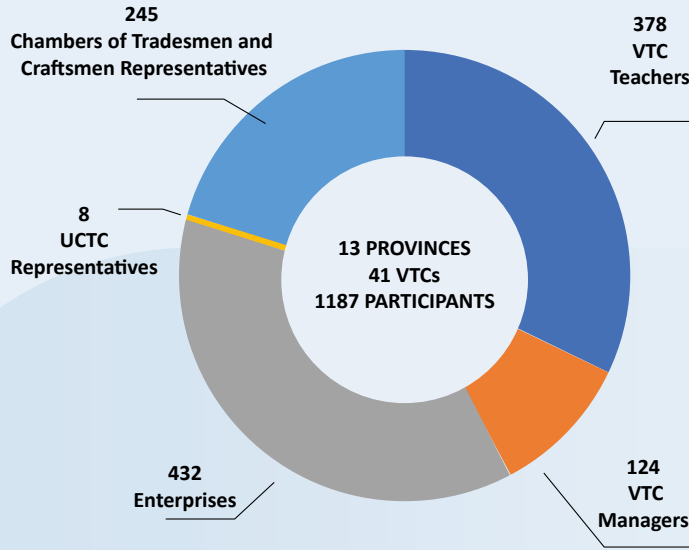
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İstanbul İçin Mesleki Eğitim Programı

The Impact of Covid-19 Pandemic on Apprenticeship Training





15 March-1 June 2020 Period

Research Participants



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

Distribution of Students Attending VTCs Participated in the Research

Turkish Male Apprentice Student	21.337	
Syrian Male Apprentice Student	973	
Turkish Female Apprentice Student	4.662	
Syrian Female Apprentice Student	90	
TOTAL	27.062	



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Impacts of the Pandemic on Apprentice Students

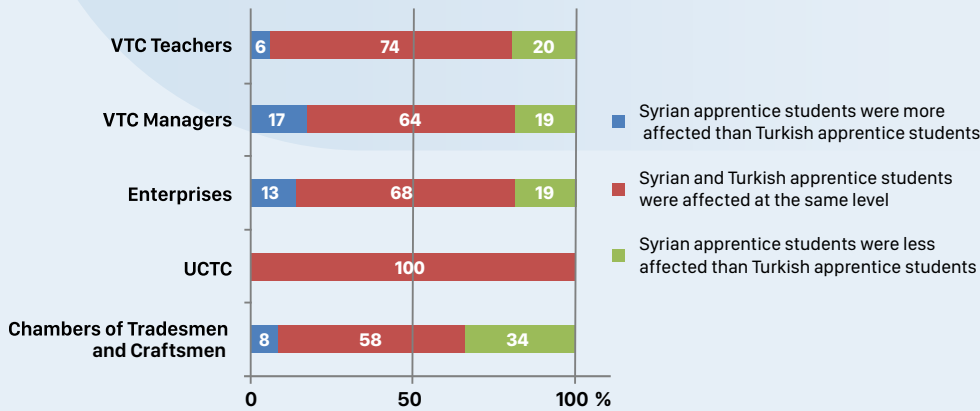
Apprentice students were negatively affected from the pandemic

- 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



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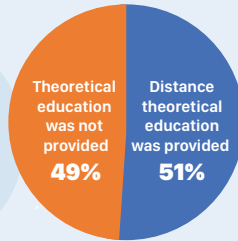
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Impact of the Pandemic on the Apprenticeship Training

Distance theoretical education was provided at a limited level



Sufficiency level of distance theoretical education was found to be limited

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

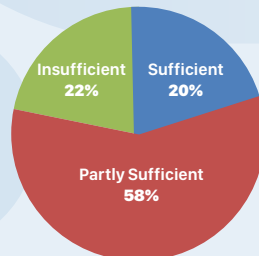
Participation rate of apprentice students in theoretical distance education provided by VTCs with their own means

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

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



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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The Impact of Covid-19 Pandemic on Apprenticeship Training 15 March-1 June 2020 Period

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%

54%

The rate of VTCs which exchanged information
and experience about distance education
at school level

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



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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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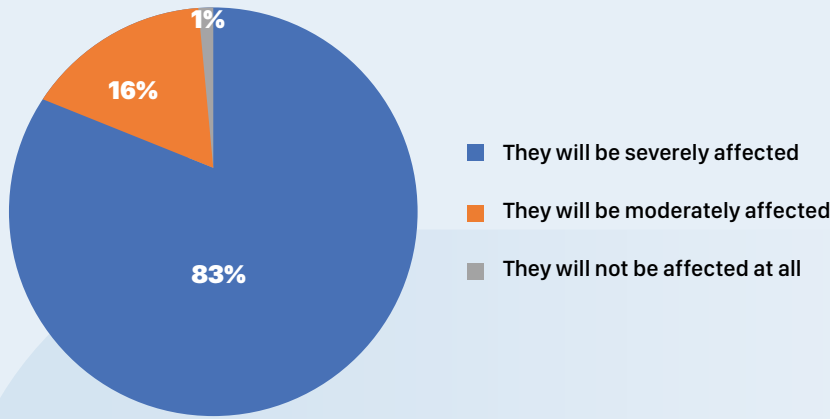


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Apprenticeship Training in the Near Future

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



Apprentice students might possibly be affected negatively regarding the followings:

- Health problems both at mental and phycological 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





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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