

GLOBAL VALIDATION WORKSHOP

ON

POLICIES AND PRACTICES ON TVET TEACHERS AND INSTRUCTORS IN THE ARAB REGION

A regional study

3rd-4th October 2013

UNESCO Headquarters Paris, France

Final Report



**DAY 1:
3rd October 2013**

Welcome and introductory remarks (9.30-10.00)

Moderator: Edem Adubra

1. Welcome and introductory remarks

Edem Adubra, Head of the International Task Force on Teachers for EFA (Task Force) Secretariat

Mr. Edem Adubra, Head of the Secretariat of the International Task Force on Teachers for EFA, welcomed all the participants. He reminded them of the year-long process leading up to this validation workshop, and of the noteworthy work already carried out to understand better the policies and practices on TVET teachers in the Arab region. It has been a participatory process from the beginning, he added, with each country being represented by a national expert and a government representative working on TVET.

He then highlighted how the collaboration between the Task Force, the UNESCO section for TVET and the UNESCO-UNEVOC resulted in a rounded approach to the study. This is now also supported by the expertise of Mr. Julian Stanley, the international expert responsible for consolidating results from the national studies.

2. Welcome and opening remarks

Qian Tang, ADG Education, UNESCO

Dr. Qian Tang thanked all participants for their presence. He reminded them of the Third International TVET Congress convened by UNESCO in Shanghai in 2012 where professionalization of trainers of TVET emerged as a key issue. The present study helps us to better understand this issue in the Arab region, where the challenges of youth skills development for work are often acknowledged.

He went on to praise the team spirit of the whole process of this study. Context, he believed, was really addressed throughout and has allowed participants to discuss the differences and similarities between the countries, policies and practices in the region.

He further highlighted that the post-2015 education agenda needs to be about lifelong learning and skills development, not just access to primary education, in order to reach development goals of the future. He is looking forward to hearing the results of the workshop and the study as a whole.

3. Highlights of the study

Borhene Chakroun, Chief of the UNESCO Section for TVET at UNESCO Headquarters

Mr. Chakroun wished everyone a warm welcome. He framed the workshop in the context of the participating countries, referring to a growing youth population and increasing youth unemployment, in a labour market that is often fragmented between the public and private spheres. He also reminded participants that TIT (teacher and instructor training) in TVET includes a wide range of professions (tutors, trainers, instructors, teachers, masters, ...) and

takes place in a range of settings (formal and informal, traditional practices, ...), which makes this area particularly difficult to understand.

Mr. Chakroun then singled out three emerging issues of TIT in TVET in the Arab region:

- tension between the public and market provision of training
- diversity and coherence of the provision
- professionalization/professionalism of TVET teachers and trainers

A more formal framework for training TVET teachers and instructors might be an important factor in contributing to professionalism, but other approaches could also work, he added.

He concluded by expressing his hopes that increased one of the main outcomes of this study will be regional collaboration - working together to create common frameworks for provision, structure and quality assurance. To create a real community of practice, he added, participants also have the responsibility to extend this collaboration beyond this room.

Morning sessions (10.30-12.30)

1. Reviewing policies and practices on TVET teachers and instructors in Arab region

Julian Stanley, Head of Centre, CEI Regional Director -Southern England

Moderator: Bohrene Chakroun

In this session, Mr. Stanley presented some key findings of the study and reflected on some of the challenges identified in the different country reports.

He framed the key results of the studies within a framework where policy makers try to influence the TVET training system indirectly through various ways (such as teacher and instructor training) to produce a set of results (employment, social aspirations, TVET graduates).

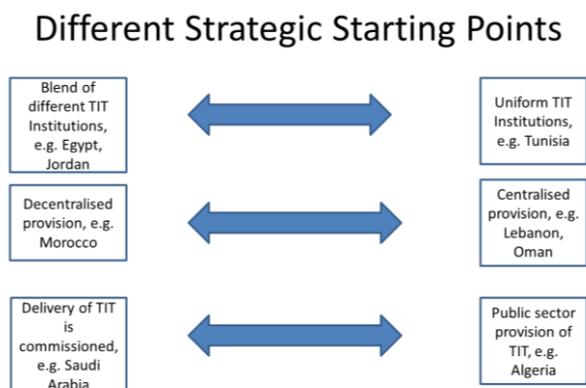
Some key findings on the TIT of TVET that Mr. Stanley highlighted included:

- Many countries (such as Jordan, Saudi Arabia) have **cross-departmental TVET councils or clear ministerial control** (Tunisia), while others lack coherent governance at the centre (Egypt, Lebanon).
- Ambitious **TIT reform** is underway in the form of new or revised plans (e.g. Tunisia, Lebanon, Morocco) and institutions (e.g. Saudi Arabia).
- The **policy profile for TIT** is variable – quite high in Tunisia but low in Bahrain and Oman. Some policy makers are focusing on teacher development as a lever for development but not all countries identify TIT as key to improving TVET.
- In a number of countries, some steps are taken to improve the **involvement of stakeholders** (enterprises, TVET providers, professional associations) – it appears to be recognized in all countries that such engagement is crucial.

Mr. Stanley then described some key difficulties encountered in implementing reform:

- Change is difficult as multiple institutions and programs are often concerned with delivering teacher and instructor training.
- Governance and administration vary –funding and provision are difficult to coordinate. But good governance does not equal successful implementation.
- Lack of transparency.
- Teacher training institutions lack resources, capability, capacity, or do not exist.
- Lack of ownership - institutions for TVET are not actively driving the change, which means that their actual needs may not be met.
- Poor communication and understanding of business/enterprises - lack of contact, mismatch of skills, knowledge and attitudes.
- Lack of accurate data, and the lack of its use if existent.
- Lack of **sustained** funding.

Mr. Stanley stressed that countries had different strategic starting points and different directions which they could pursue. For example, in some countries there are uniform institutions in charge of TVET teachers (e.g. Tunisia) while in others there is a blend of different institutions (e.g. Egypt, Jordan). One is not necessarily better than the other, the speaker argued, but they do have implications on factors such as type of funding accessible. The same is true for a centralized/decentralized approach and a primarily state/private provision, as shown in the figure below.



He reiterated that in order for TIT to be successfully implemented, the following building blocks should be in place:

- Clear and effective governance for TVET and TIT
- Policy for TVET and TIT is developed, made explicit and enjoys legitimacy
- TIT institutions are assigned responsibilities and necessary powers
- Sufficient funding is put in place and assured
- Efficient and equitable processes agreed and followed, e.g. Quality assurance
- Monitoring and review

Participants were then asked to work in pairs (focal points with experts from the same country) to assess the level of development of each of these foundations in their country and list the main pieces of evidence for their judgment. The pairs were then asked to pair up with another country and explain their answers to each other.

2. From precarious ledge to solid professional footing: Challenges and opportunities for improving and sustaining the preparation, status and conditions of TVET teachers

David Robinson, Education International

Moderator: Edem Adubra

In his presentation, Mr. David Robinson introduced the work of Education International by highlighting its role as a global union federation representing approximately 30 million teachers. In the context of TVET teachers, he expressed there are many challenges to overcome with reference to issues of precarious employment, professional development, terms of employment and recruitment and retention of TVET teachers.

First of all, the growth of insecure and precarious employment in TVET teaching has made it a less popular option. Job security is important, the speaker argued, as precarious work creates high staff turnover that can affect student outcomes. High turnover also drives up recruitment costs, making it difficult to recruit highly qualified teachers. Furthermore, professional development is a crucial area of concern. TVET teachers need to be seen as dual professionals - professionals and teachers. As such, they need training, both initial and continuous, in their professional and pedagogical skills.

The speaker continued to address the issue of attractiveness of the profession, including terms and conditions of employment. High workloads of over 40 hours a week and high student-teacher ratios contribute to making the profession unattractive. Finally, recruitment and retention remain serious issues, affected by gender imbalance, an ageing population and brain drain to the private sector and/or OECD countries. Active recruitment and pay equity are important to address some of these and tap into the female workforce.

Mr. Robinson concluded that recruitment and retention of quality teachers and trainers was essential for developing quality TVET. He argued that social dialogue to involve teachers and trainers in policy development was crucial in order to better identify needs and design appropriate solutions.

Audience comments and discussion:

In the discussion, questions and comments were raised by representatives from Tunisia and Morocco regarding pre-service and in-service training – and how they complement one another. More specifically, representatives wondered whether it is better to have one institution that takes care of both or whether there should be diversity. In response to this question, Mr. Robinson highlighted that it is possible to have in place a national strategy that focuses on national coordination/planning to identify needs and plans accordingly. Alternatively, facilitating linkages between institutions and industries can also ensure that labour market needs are met. These are two different approaches but they can be implemented successfully dependent on the country contexts.

Mr. David Robinson expressed concern that for the most part, it is argued that there is a need for flexibility to enable meeting the needs of the labour market hence there are fixed-term employment but actually the same teachers are contracted over and over again and not re-trained or identified on the needs of the labour market. He also explained there is a tendency to

focus professional development (in-service training) on upgrading industry skills rather than pedagogical expertise.

3. Developing TVET Teachers' professional skills in the workplace: A European perspective

Mika Tammilehto, Director for Vocational Education and Training, Vocational Education Division, Department for Education Policy, Finland

Moderator: Shyamal Majumdar

In this session, Mr. Tammilehto outlined the development of a framework on TVET teachers implemented in Finland over the last decade.

The speaker started by describing the main features of the Finnish education system which have a bearing on TVET teacher policies. The system is flexible (schools and other training providers are by and large autonomous), there is a strategic approach coming from the ministerial level and the teaching profession is very popular, attracting highly qualified and motivated applicants who know that as teachers, they will enjoy a large dose of autonomy in their practice, good salaries, as well as high status in the society.

The Finnish TVET system targets both young people and more experienced adults, the speaker continued. Pursuing a VET route does not shut any doors for young people, making this a route that 44% of basic school leavers choose. Work-based learning is an integral part of VET, which makes links between the industry and the training providers crucial. Indeed, the speaker highlighted that this means that teachers work with work-based instructors to design appropriate curricula and evaluate their students, leading to both TVET students and teachers developing their skills. Finally, government funding to providers is partly based on performance and learning outcomes.

Mr. Tammilehto concluded by outlining the lessons learned during this process. TVET teachers' skills development is the cornerstone of success, he stressed. This needs to be done in very close cooperation with the world of work to ensure teachers' skills adapt to the changes in the industry and there needs to be a long-term commitment at all levels – even with heavy investment, the speaker insisted, it took 10 years for this system to work well. Finally, teachers and trainers need to be heavily and continuously involved in developing and improving the TVET system.

Audience comments and discussion:

Comments were raised by representatives from Lebanon, Saudi Arabia and Tunisia with regard to the difficulty of successful implementation if there is no industry base. Mr. Chakroun clarified that the point of bringing in Finnish experience to the workshop was not to borrow or to transfer policies. It was to highlight the need for a holistic system, a commitment to policies that work together and are not ad hoc (which is what is emerging from the country reports). Mr. Tammilehto agreed by adding that this cooperation between industry and institutions has not been easy but it is possible, specifically through a sharing of ideas among individuals here today.

Mr. Said Ben Sedrine summarized the discussion so far by highlighting that governance is central to the success of a TVET system in any country and teachers need to participate in developing this governance. Autonomy is not anarchy. The other crucial factor, he said, are pedagogical foundations which can be adapted to any context. Overall, it is important to understand how other systems have adapted to realize what needs to be central to any successful TVET system, whatever the context – strong teachers and strong governance which includes teachers.

Afternoon sessions (14.00-17.00)

4. Regional Cooperation Platform for Vocational Teacher Education in Asia

Thomas Schroeder, Director RCP – Secretariat, GIZ

Moderator: Sulieman Sulieman

The presentation of Dr Thomas Schroeder focused on the Regional Cooperation Platform for Vocational Education (RCP) that encourages interactions in the Asia region with the aim to improve TVET and enhance the capacities of universities. Dr. Schroeder described the technical and scientific orientation of the platform, which provides support to national reform measures and capacity building in teaching and vocational education research, and is enhancing institutional performance through partnerships with universities and research centres.

Mr. Schroeder then outlined the key effects and achievements of the RCP which included a growing number of cooperation agreements with regional organisations, a growing number of partner universities, an increasing number of self-organised activities by RCP universities and, perhaps most importantly, some evidence-based reforms, notably in Thailand and Laos.

The lessons learned in the context of this initiative echoed the conclusions of some of the previous participants, and the conclusions of the national reports. They included:

- Importance of TVET Teacher education as key to improving TVET should be recognized
- There is a demand for research on vocational education at national and regional levels
- Universities need to redefine their role in society and offer research
- Cooperation with regional organizations impact positively on the region
- Dissemination of research can strengthen scientific community in the region
- Long-term commitment to reforms is crucial for success

Audience comments and discussion:

The discussion focused on the authority of universities to establish such cooperation. Dr Schroeder explained that in some cases it is necessary but not compulsory. However it is important and strategic to involve all stakeholders to ensure all are on board.

5. Regional cooperation on TVET in Africa

Richard Walther, ADEA

Moderator: Sulieman Sulieman

In his presentation, Richard Walther explained the paradigm shift from TVET to TVSD - technical and vocational *skills development* - adopted by the ADEA triennale in 2012 after being

6. TVET teacher training in the context of Brazil and in the LAC region

Sonia Ana Leszczynski, Chefe do Departamento de Educacao Universidade Tecnologica Federal do Parana (UTFPR) Brasil

Moderator: Sulieman Sulieman

Ms. Sonia Ana Leszczynski presented on the context of Brazil specifically, in which she focused on a number of different steps that have been taken to improve TVET teacher training in Brazil, and specifically at the UTFPR. She highlighted the need for teachers to improve their pedagogical skills, develop an understanding of the context in which teaching takes place, acquire the ability to develop and deliver curricula and assessments, and introduce a more interdisciplinary nature of teaching.

Ms. Leszczynski expressed that the latter is highly challenging as teachers with different backgrounds (theoretical vs. technical backgrounds) may not be prepared or interested to learn about the others. She explained that the programme delivered at the UTFPR also offers additional seminars that are not part of the compulsory curriculum but provide a valuable addition to the teachers' knowledge and experience. Challenges include providing education that responds to issues of sustainability (social, cultural economic, environmental and local aspects).

7. Developing Qualification Frameworks for Teachers: An African perspective

Anne-Marie Charraud

Moderator: Yuxin Deng

Anne-Marie Charraud presented on the process of developing a qualification framework for teachers in the African context. Following two workshops at Dakar in 2012 and 2013, this process was started with an analysis of the contexts in which teachers work in order to develop benchmarks for the teaching profession. A framework was then being developed with reference to the Commonwealth Framework for Professional Standards for teachers.

Ms. Charraud highlighted the difficulties encountered in francophone countries to use this framework, and others, due to issues linked to the translation of certain terms, such as "qualification", "certification" and "standards". Indeed, qualification and certification are understood differently in the Anglo-Saxon and the French traditions. This has resulted in some confusion when it came to the production of the framework.

Several decisions regarding this framework were taken in July 2013, highlighting the need to develop several teacher profiles depending on the environment the teachers work in. These profiles include expected competencies and performance indicators capable of reflecting these competencies. A first profile of primary school teachers has been developed. The speaker concluded with an outline of next steps – development of profiles for different regions with national variations, comparisons with existing frameworks, development of training frameworks and the establishment of professional certification frameworks.

The short discussion that followed centered on the rationale for working at a regional level with national variations.

8. Engaging the UNEVOC Network in the Arab states perspective

Shyamal Majumdar, Head of UNESCO-UNEVOC

Moderator: Yuxin Deng

Mr. Majumdar started his presentation by stressing that the UNEVOC Network is the only worldwide network of TVET institutions, with over 200 centres in over 160 countries in all five of UNESCO regions and with a multi-stakeholder representation. The goals of this network are to improve TVET by promoting and fostering international collaboration, develop the capacities of UNEVOC Centres and associated TVET practitioners by providing various forms of assistance; and stimulate the sharing of promising practices and innovations in TVET.

Following the recommendations of the Third International TVET Congress, the UNEVOC Network has started focusing more on building the capacity of its members. A shift from quantity to quality occurred, Mr Majumdar continued, with regions being divided into clusters for increased effectiveness, a more active engagement of the Network in the resource/knowledge management of the International Centre and a strengthening of partnerships and collaboration across the Network and beyond. The main focus for 2013-2014 is on youth and skills and greening TVET, in addition to regional priorities identified by the regions themselves, e.g. in the Arab region, this is education and training of TVET teachers. Regional forums, the speaker argued, were essential in this work and they were scheduled to take place or have already taken place in each of the five regions in 2013. The regional meeting in the Arab region is planned for 19th-21st November 2013 in Beirut, Lebanon.

To finish the presentation, Mr Majumdar highlighted critical concerns regarding TVET that emerged from the UNEVOC online conference on the e-Forum: poor image of TVET, inadequate pre-service training, lack of work place skills and industry linkages, and inter-ministerial coordination.

Audience comments and discussion:

The audience was interested in a showcase of best practice from UNEVOC's experience. Mr Majumdar replied that the Asia region was very active and collaborated well in sharing experiences, while UNEVOC Centres in other regions such as Latin America were relatively weak. Active participation of UNEVOC Centres across all regions is necessary to fulfil the potential of the e-Forum in connecting experts and facilitating regional collaboration.

**DAY 2:
4th October**

First session (9.00-11.00)

1. Building consensus around key findings, recommendations and way forward

Julian Stanley

Moderator: Borhene Chakroun

In this session, Mr Julian Stanley highlighted the need to take stock of where countries are in terms of TIT in TVET, and benchmark this against a vision for pre-service and in-service TIT. It

is necessary for participants to ask themselves to what extent the vision is met in their respective countries and determine the evidence that demonstrates that benchmarks are accomplished. On the basis of the work done earlier in the workshop and reflecting on the country reports submitted, he identified the following benchmarks:

Pre-service TIT should:

- match current and future needs of IVET providers by level and by sectors
- develop a full range of teacher/trainer competencies (technical, practical and instructional)
- include work-based learning with IVET providers
- include learning about work practice in enterprises
- be supported by clear and credible certification
- address the needs of trainers
- support permeability
- provide effective and transparent measures to assess the quality (quality assurance)
- be sustainable and incorporate long-term planning

In-service TIT should:

- be responsive to the needs of the existing work force and to the needs of TVET providers
- develop instructional capability as well as knowledge and skills – technology changes, pedagogical approaches innovation
- enhances understanding of current work practice
- link to career development
- support professionalization of workforce
- receive coherent and credible certification
- be available to trainers and tutors alike

He highlighted that while there may be policies in place, it is important to demonstrate how TIT is implemented, identify the processes and evidence that illustrate whether policies are implemented successfully.

Using this framework, participants then worked together to benchmark the levels of development of both pre-service and in-service TIT. During the discussions that ensued, national experts and focal points were able to test their understandings of the evidence that underpinned these judgements and to exchange these understandings with representatives from other countries.

Second session (11.15-12.00)

2. Defining regional initiatives and cooperation

Moderators: Edem Adubra and Carolina Belalcazar

The objective of this session was for participants from the various sub-regions to identify common key issues for regional cooperation in relation to the training of teachers and instructors in technical and vocational education and training. These issues would entail priority areas and forms of cooperation as well as the potential reciprocity between regional cooperation and national policy. For this purpose, participants were organized by sub-region (Gulf, Maghreb, Middle East) to discuss the following questions:

1. Which domains and/or areas would you identify as priorities for regional cooperation regarding TIT in TVET?

2. What form(s) should the above regional cooperation take and through which means?
3. Which areas from your TVET national policy pertaining to TIT could benefit the most from regional cooperation? And vice-versa? In which ways?

One person in each group documented and presented the group's discussion to the workshop's audience. Based on this, the following outcomes and trends were identified per question.

Domains and/or Areas Identified as Priorities for Regional Cooperation

All sub-regions coincided in identifying as a priority the need to develop regional policy guidelines relevant to *competency frameworks and standards*. These competency frameworks and standards would be linked to public and private domains of employment objectives and could be supported by the design of relevant modules for training TVET teachers and instructors. *Governance* was also noted as a priority area for regional cooperation, especially with the proposal of having a board or agency for accreditation and qualification assurance and representation of various stakeholders such as academic providers and enterprises. Finally, *networking and knowledge* sharing among experts and professional institutions was deemed as useful to enhance regional cooperation.

Forms and Means for Regional Cooperation

Participants highlighted the need for an independent *regional board and/or agency/society* as the means to advance governance and knowledge sharing (the latter two identified earlier as priority areas for cooperation). *Knowledge sharing* as both priority and means for regional cooperation, would involve the exchange of good practices and collection and sharing of information. *Sub-regional cooperation* was also marked as a way to strengthen regional initiatives. The sub-regions also noted that regional cooperation would be strengthened by *involving key partners* such as Ministries of Education and Labour; National Commissions; relevant national authorities; the private sector (services & industries); industrial education colleges; and UNEVOC. Regional cooperation would also advance with the adoption of a *working methodology* including a framework for deliverables; this process should be reflected in a working paper. Workshops for reaching consensus on regional cooperation objectives and the validation on progress made could be pursued and including the participation of trainers.

Benefits from Interaction between TVET national policy pertaining to Teachers and Instructors' Training and Regional Cooperation.

The question on how TVET national policy pertaining to TIT could benefit the most from regional cooperation and vice-versa prompted participants to examine their policy priorities away from a sub-regional scope to one involving the interaction between national and regional levels. This was meant to allow for country participants to highlight their national strengths as useful for regional cooperation, yet as well their particular needs benefitting from regional initiatives.

However, only the Maghreb countries noted the above dual dynamic as follows: *Egypt* could contribute its experience with the model of industrial education technology colleges to a regional level of cooperation; at the same time, Egypt could benefit from other countries' experiences pertaining to the professionalization of the teaching profession and national standardization. *Lebanon* stated being able to contribute to other countries in the region its

experience on all fronts and levels of TVET teacher and instructors' training, and in particular IPNET (Institut Pedagogique National de l'Enseignement Technique/National Pedagogical Institute of Technical Education); yet on the other hand, Lebanon could also benefit from other countries' experiences related to quality assurance and curricular issues for training teachers and instructors. *Jordan* could contribute its experience with occupational standards and with the mobility of graduates; *Jordan* could benefit from other countries' experiences related to capacity building for training of teachers and instructors; and also from experiences related to accreditation and demand driven programmes.

In the case of the Gulf Arab States, only one direction of collaboration was documented in the responses pertaining to how countries' national policy on TVET teachers and instructors could contribute to regional cooperation and vice-versa: contribution *from Bahrain to the regional level* - the way qualification frameworks for teachers is linked to PMS (?) & in-service training; contribution *from Saudi Arabia* to the regional level - policies and/or experiences of train the trainer colleges and the professional licensing system; contribution *from UAE* to the regional level-policy experience in linking individual performance approval with teachers and instructors provided by external providers and international certification.

In the case of the Middle East, only one overall issue was highlighted to be addressed in national/regional dynamics of cooperation: revision of the status of trainers taking into account frameworks of standards.

Third session (12.00-12.30)

3. Summary of discussions

Moderators: Julian Stanley and Borhene Chakroun

In this session, Mr Julian Stanley highlighted once again the benchmarks that were explored in the context of TIT in TVET within countries and across the region. He focused on:

- Policy and strategy
- Pre-service training
- In-service training

Participants raised concerns about the fact that it is often not clear when pre-service training ends and in-service training starts. Mr Julian Stanley recognized this challenge, but highlighted that one can assume that pre-service training ends when individuals are ready to train themselves (i.e. enter the labour market). Furthermore, it is difficult to agree on a classification of trainers across the region - for example, the difference between school-based and work-based trainers is not always straightforward. However, the discussions had shown that it was possible to establish a workable distinction across the region.

Among participants, there appears to be great readiness for dialogue within and between countries. Mr Julian Stanley stressed the importance of this dialogue to continue. He further highlighted the need to validate the research findings by those working in policy to ensure it is adapted and updated accordingly.

Within the context of TIT, participants agreed on the need for consensus on some general criteria, but stressed the need to recognize the complexity of individual country contexts.

Similarly, it is important to recognize that lessons can be taken from other countries and outside of the Arab region.

Borhene Chakroun concluded the session by reiterating the main strands for follow-up:

- Priority lies with ensuring the publication of the regional synthesis report – and this is highly dependent on finalizing the individual country reports and collecting missing data and information.
- He highlighted that it is the responsibility of each country to disseminate the findings in their respective country and networks.
- Participants were reminded about the UNEVOC online services as their disposal and Mr Borhene Chakroun highlighted the importance of utilizing the UNEVOC Network in further disseminating the findings of the study.
- With a long-term view, it is desired to expand the initiative for this regional study to other regions.

Forth session (14.00-16.00)

4. Bilateral consultation with country consultants

Responsible party: Borhene Chakroun, Shyamal Majumdar, Sulieman Sulieman, Julian Stanley

In this session, consensus was built between national experts and the coordination team around additional information needed from each country to complete the synthesis report. This request for additional information is attached in Appendix 1.

APPENDICES

APPENDIX 1: Request for key information from national experts

CONFIRMATION OF KEY INFORMATION – REQUEST

DEMANDE DE COMPLEMENT D'INFORMATION

GENERAL/ GENERALITES

1. DATA ON WORKFORCE / DONNEES SUR LA MAIN D'OEUVRE

Total Volume of TVET teachers and instructors / Effectif total d'enseignants et formateurs d'EFTP

Breakdown by Qualification / Ventilation par qualification

Breakdown by Vocational Sector / Ventilation par secteur professionnel

Breakdown by type of Institution, e.g. Vocational education schools, VET centres, community colleges, etc. / Ventilation par type d'institution, par exemple établissements professionnels scolarisés, centres de formation technique et professionnelle, collèges communautaires

Breakdown by Age / Ventilation par âge

Breakdown by Gender / Ventilation par genre

Average Starting Salary –as % of GDP per capita / Salaire moyen de départ, en % du PIB par hab.

Average Salary after 15 years of employment –as % of GDP per capita / Salaire moyen après 15 ans d'ancienneté, en % du PIB par hab.

2. Professionalisation / Professionnalisation

Is there a trade union (or several unions) for teachers (including TVET teachers and instructors) that have an involvement not only in wage bargaining and negotiating conditions of employment but also in issues relating to the quality of teaching, the development of careers and ethics? Existe-t-il un syndicat (ou plusieurs syndicats) pour les enseignants (incluant les enseignants et formateurs d'EFTP) qui soit engagé non seulement dans les négociations sur les salaires et sur les conditions de travail, mais aussi dans les questions de qualité de l'enseignement, d'évolution de carrière et d'éthique ?

Is there an independent body (not part of the government) that represents teachers (other than a trade union) such as a professional association whose leaders are elected by teachers and that makes judgements or offers advice about teaching (including TVET teaching)? Existe-t-il un organe indépendant (séparé des structures étatiques) qui représente les enseignants (autre que syndical), comme une association professionnelle dont les dirigeants sont élus par les

enseignants et qui pose des diagnostics ou propose un service de conseil sur l'enseignement (y compris l'enseignement de l'EFTP) ?

Are clear performance and ethical standards for TVET teachers established? Des normes claires de performance et d'éthique pour les enseignants d'EFTP sont-elles instaurées ?

3. Induction and Probation / Insertion dans le métier et période probatoire

In some countries graduates from TIT have to complete an 'induction' or 'probation' year in TVET teaching. During this time their teaching is monitored. Only if their performance is judged satisfactory are they fully qualified. In some countries this process leads to a teacher gaining tenure – i.e. getting a permanent contract. Dans certains pays, les diplômés de la FEF doivent compléter une année d'« insertion » ou de « probation » en enseignement de l'EFTP. Pendant cette période, leur enseignement est suivi. Ils ne sont pleinement qualifiés que si leur performance est jugée satisfaisante. Dans certains pays, cette procédure conduit à une titularisation, c'est-à-dire à un contrat permanent.

Is there some kind of induction or probation for TVET teachers and instructors in your country? Existe-t-il une sorte de période d'insertion/probation pour les enseignants et formateurs d'EFTP dans votre pays ?

How long is it? De quelle durée?

How is the performance of new teachers assessed? Comment la performance des nouveaux enseignants est-elle évaluée?

Is there some kind of probation or induction programme for head teachers of TVET institutions that must be passed? Existe-t-il une sorte de programme de probation/insertion pour les dirigeants d'établissements d'EFTP qui doit être réussie ?

4. Quality Factors for recruitment of TVET teachers / Les facteurs qualitatifs du recrutement des enseignants d'EFTP

Do the head teachers of TVET institutions have the authority to hire and fire teachers or to determine their promotion and pay? Les dirigeants d'établissements d'EFTP ont-ils le droit d'embaucher et de licencier les enseignants ou de décider de leur promotion et de leur salaire ?

How are transfers of teachers from one TVET institution to another controlled? Does this process help to prevent some TVET institutions becoming 'hard to staff' – that is being avoided by good teachers. Comment les transferts d'enseignants d'un établissement d'EFTP à l'autre sont-ils contrôlés ? Cette procédure aide-t-elle à limiter les difficultés de recrutement de certains établissements d'EFTP ?

5. Inspection and evaluation of TVET teachers and instructors / Inspection et évaluation des enseignants et formateurs d'EFTP

Is the performance of TVET teachers and instructors regularly evaluated through inspection or other forms of assessment? How often? Is there a clear standard and a clear process for monitoring performance? *La performance des enseignants et formateurs d'EFTP est-elle régulièrement évaluée au moyen d'une inspection ou par d'autres formes d'évaluation? A quelle fréquence ? Existe-t-il une norme claire et une procédure claire pour suivre cette performance ?*

What percentage of teachers fail in this inspection? *Quel pourcentage des enseignants a échoué à cette inspection?*

What consequences follow from failing – if any, for example, dismissal, requirement to do additional training? *Quelles sont les conséquences d'un échec à cette inspection? Le cas échéant, par exemple, licenciement, obligation d'effectuer une formation supplémentaire ?*

Can teachers with tenure be dismissed if their performance is judged below standard? *Les enseignants titularisés peuvent-ils être licenciés si leur performance est jugée inférieure à la norme?*

Are TVET teachers paid more (or rewarded in some other way) if the quality of their performance is judged to be high? *Les enseignants d'EFTP sont-ils rémunérés davantage (ou récompensés d'une quelque façon) si la qualité de leur performance est jugée bonne ?*

6. PRESERVICE TIT (PS TIT) / FORMATION INITIALE DES ENSEIGNANTS ET FORMATEURS (FI EF)

The main focus for these questions is on Pre-service TIT for TVET teachers and instructors working in schools and colleges. See question 12 for the In-Service TIT for trainers and tutors that provide work-based training. Ces questions sont axées sur la formation initiale des EF d'EFTP exerçant dans les établissements scolarisés. La question 12 porte sur la formation initiale des formateurs et tuteurs qui forment en milieu de travail.

1. Please identify the institutions in charge of pre-service TIT in your country: *Veillez identifier les institutions en charge de la formation initiale des EF dans votre pays :*
 - a) Type of institution: HE, An arm's length agency (quango) that is part of the government but is outside of any government department, Unit in an administration, etc. *Type d'institution: relevant de l'enseignement supérieur, autorité administrative indépendante (AAI) faisant partie de l'Etat mais extérieure à tout ministère, unité dans une administration, etc.*
 - a) Governance: Executive Board, Council, others. *Gouvernance: conseil exécutif, conseil, autres.*
 - b) Organigram: Organisation, units, etc. *Organigramme: organisation, unités, etc.*
 - c) Link to enterprises: Are enterprises involved in the governance of TIT institutions? *Lien avec les entreprises: les entreprises sont-elles impliquées dans la gouvernance des institutions de FEF ?*

2. How is Pre-service TIT planned and coordinated? Comment la formation initiale des EF est-elle planifiée et coordonnée?

Pre-service TIT for TVET is coordinated and planned and funded through: La formation initiale des EF de l'EFTP est coordonnée, planifiée et financée grâce à :

- b) A single government department , for example, Ministry for Education Un seul département ministériel, par exemple le Ministère de l'Education
- c) A number of different government departments working separately, e.g. Agriculture, Tourism, etc. Plusieurs départements ministériels travaillant séparément, par ex. Agriculture, Tourisme, etc.
- d) A single council that includes representation from several departments and from key stakeholders, for example, universities, TVET schools, trade unions Un seul conseil comprenant des représentants de plusieurs départements ministériels et de partenaires clés, par exemple, universités, établissements d'EFTP, syndicats
- e) A number of governmental agencies that are Plusieurs agences de l'Etat
 - a) Distributed regionally régionalisées
 - b) Associated with different sectors, e.g. Construction, Engineering, Hospitality etc. associées avec différents secteurs, comme le BTP, le génie, le tourisme, etc.

3. Please identify the Structure of Pre-service TIT in the table below. If there is one structure just fill the first row, if 2 then fill 2 rows and etc. Veuillez identifier la structure de la formation initiale des EF dans le tableau ci-dessous. S'il n'existe qu'une seule structure, ne remplissez que la 1^{ère} ligne, s'il y en a 2, les 2 premières, etc.

- d) Higher Education Institution **sequential** that is degree in a subject (bachelors or masters) plus teaching certificate Structure **séquentielle** au sein d'une institution post-secondaire : diplôme dans une discipline (licence ou master) plus certificat d'enseignement.
- e) Higher Education Institution **parallel** that is subject/education degree (bachelor or masters). It may be over 4 years Structure **parallèle** au sein d'une institution post-secondaire : diplôme en éducation/discipline (licence ou master). Cela peut se faire sur 4 ans.
- f) HEI **parallel and sequential** (2 institutions) = subject /education degree (bachelor or masters) plus teaching certificate, Structure **parallèle et séquentielle** (2 institutions) au sein d'IPS : diplôme en éducation/discipline (licence ou master) plus certificat d'enseignement.
- g) Specialised TIT College (not a HEI) = subject/education Collège spécialisé de FEF (pas un IPS) : éducation/discipline
- h) Others? D'autres structures ?

| Percentage share of all TIT (If known) Pourcentage de toute la FEF (si connu) | Option A, B, C, D or E Option A, B, C, D, ou E | Number of Years Nombre d'années | Qualification Certification | Explanation (if required) Explication (si nécessaire) |
|--|---|------------------------------------|--------------------------------|---|
| | | | | |

4. Certification – Please identify the type of qualification that the different types of pre-service TITs identified in the table above lead to. Certification – Veuillez identifier à quelle qualification mènent les différents types de formation initiale pour les EF identifiés dans le tableau ci-dessus.
- a) Degree (Bachelor or Masters) or Diploma Issued by University Diplôme (licence ou master) ou diplôme d’université
 - b) Issued by Ministry diplôme délivré par un Ministère
 - c) Issued by other institution (explain) diplôme délivré par une autre institution (expliquez)

Is the certification a license to practice, i.e. to teach TVET? La certification est-elle une autorisation à enseigner (l’EFTP) ?

Is there a minimum requirement for Pre-service training for all TVET teachers and instructors working in schools and colleges? What is this minimum? Y a-t-il des conditions minimales pour accéder à la formation initiale pour tous les enseignants et formateurs d’EFTP exerçant dans les établissements scolarisés ? Quelles sont ces conditions ?

Does certification guarantee employment (numerus clausus)? Est-ce que la certification garantit l’embauche (numerus clausus) ?

Are teachers required to be certificated at a higher level than the level that they teach? Les enseignants doivent-ils être certifiés à un niveau supérieur que celui qu’ils enseignent ?

Is the certification pass/fail or does it include grades or classes? La certification est-elle binaire (réussite/échec) ou comporte-t-elle des niveaux ?

5. Assessment in pre-service TIT L’évaluation dans la formation initiale des EF

Does assessment includes assessment of teaching practice – either simulated or real? L’évaluation comporte-t-elle une évaluation des pratiques d’enseignement – qu’elles soient simulées ou réelles ?

Is there evidence that robust standards are applied in assessment, for example, that not all pass? Existe-t-il des preuves que des normes solides sont appliquées dans l’évaluation, par exemple, que tous les évalués n’atteignent pas ?

6. Methods of teaching, technology and environments used in TIT/ Les méthodes d’enseignement, la technologie et l’environnement relatifs à la FEF

- a) TIT includes practice in TVET schools – how many months or years is teaching practice in schools during Pre-service TIT? La FEF comporte un stage pratique dans les établissements d’EFTP – de combien de mois/années est la durée de ces stages durant la formation initiale des EF ?
- b) TIT includes practice in enterprises – how many months? La FEF comporte un stage pratique en entreprise – de combien de mois ?

- c) Technology in TIT institutions is up to date (matches that in industry) La technologie utilisée dans les institutions de FEF est actuelle (correspond à celle de l'industrie)
7. The workforce in TIT institutions (teachers who teach in TIT institutions)/ La main d'œuvre dans les institutions de FEF (enseignants qui enseignent dans les institutions de FEF)
- a) Does the TIT workforce have experience of industry? Cette main d'œuvre a-t-elle de l'expérience dans l'industrie ?
- b) Does the TIT workforce have opportunities to get updated experience of work practice? Cette main d'œuvre a-t-elle des occasions d'actualiser ses savoirs/pratiques professionnels ?
- c) Does the TIT workforce have experience of TVET teaching? Cette main d'œuvre a-t-elle de l'expérience dans l'enseignement de l'EFTP ?
8. Access and equity/ Accès et équité

How easy is it to fill TIT training places – excess of demand for places or insufficient? (How many applicants per place?) A quel point est-ce facile de pourvoir les places dans les institutions de FEF – excès de demande de places ou insuffisance ? (Combien de demandes par place ?)

Do TIT institutions choose (or are they able) to recruit in a selective way, for example, recruiting only the most able of those that apply? Les institutions de FEF choisissent-elles (ou le peuvent-elles) d'effectuer un recrutement sélectif, en ne recrutant, par ex., que les meilleurs parmi les demandeurs ?

Is the training of TVET teachers and instructors free to the students? La formation des enseignants et formateurs d'EFTP est-elle gratuite pour les formés ?

Do the students receive bursaries or loans or wages to support their living expenses and other costs to help them to study to become TVET teachers? Les formés reçoivent-ils des bourses, des prêts, des rétributions pour couvrir leurs dépenses de subsistance et les autres coûts, afin de faciliter leur période de formation pour devenir enseignants d'EFTP ?

Can experienced professionals/technicians enter TIT institutions in order to become TVET teachers – perhaps this is possible but extremely difficult or perhaps there is some kind of special mechanism to help them to meet the conditions for entry? Or perhaps it is easy – if they have an occupational qualification that is sufficient to let them join a TIT programme to qualify as a TVET teacher? Les professionnels expérimentés/techniciens peuvent-ils accéder aux institutions de FEF pour devenir des enseignants d'EFTP – peut-être est-ce possible mais très difficile, peut-être existe-t-il une sorte de mécanisme spécial pour les aider à remplir les conditions d'entrée ? Ou peut-être est-ce facile – s'ils ont une qualification professionnelle suffisante pour les laisser accéder à un programme de FEF pour devenir un enseignant d'EFTP qualifié ?

What progress is being made with respect to equity in gender over last 5 years? Quel progrès a été enregistré quant à l'égalité des sexes dans les 5 dernières années ?

Can work-based trainers (below the level of university degrees) get training to become school/college based teachers? Les formateurs en milieu de travail (inférieur au niveau des diplômes universitaires) peuvent-ils accéder à une formation pour devenir des enseignants d'établissements scolaires ?

9. Is pre-service TIT supplying enough and the profile of TVET teachers? La formation initiale des EF forme-t-elle **assez** d'enseignants d'EFTP, et **avec le profil adéquat** ?

Are there shortages of TVET staff? Y a-t-il des pénuries de personnel d'EFTP ?

Are there skills shortages among existing workforce? Y a-t-il des pénuries de compétences au sein de la main d'œuvre actuelle ?

10. Is pre-service TIT sufficient in Quality? La formation initiale des EF est-elle suffisante en termes qualitatifs ?

Is there robust external Quality Assurance (QA), e.g. inspection and re-accreditation of institutions and of the programmes they offer? Existe-t-il une assurance qualité (AQ) solide, par exemple au niveau de l'inspection, du renouvellement de l'accréditation des institutions, et des programmes proposés ?

Is there robust internal QA, e.g. self-evaluation frameworks, ISO certification, others which are regularly used by TVET institutions? Existe-t-il une AQ interne solide, par exemple en termes de cadres d'auto-évaluation, de certification ISO, d'autres qui seraient régulièrement utilisés par les institutions d'EFTP ?

Is the work of TIT institutions informed by research, for example, into new pedagogies or into the needs of new role of teachers? Le contenu des programmes des institutions de FEF est-il guidé par la recherche, par exemple en ce qui concerne les nouvelles pédagogies, les besoins liés au nouveau rôle des enseignants ?

11. Competences/ **Compétences**

Is there an occupational standard for TVET teachers and did TVET schools and other stakeholders help to design it? Existe-t-il un référentiel emploi/métier pour les enseignants d'EFTP, et les établissements d'EFTP et les autres partenaires/autorités ont-ils participé à sa conception ?

Does the occupational standard inform the Pre-service TIT programme and the assessment and the qualification? Est-ce que le référentiel emploi/métier guide le programme de la formation initiale des EF, leur évaluation, leur qualification ?

Are there rules which lay down the minimum time to be allocated towards different kinds of competences, for example, pedagogic theory, subject knowledge, practical teaching skills? Existe-t-il une réglementation fixant la durée minimale devant être allouée aux différents types de compétences, par exemple en pédagogie théorique, en connaissances disciplinaires, en pédagogie pratique ?

Does the actual programme include right balance of theoretical, practical and instructional competences – in the view of informants? *Selon les répondants – est-ce que le programme actuel comporte le bon équilibre entre compétences théoriques, pratiques et pédagogiques ?*

12. Planning of Pre-Service Training/ *Planification de la formation initiale*

Is there an annual or a longer term plan? *Existe-t-il un plan annuel ou à long terme ?*

What kind of research or forecasting is use to develop plan? *Quelle sorte de recherche ou de prévision est utilisée pour développer ce plan ?*

(If a plan is available please supply a copy) *(Si un plan est disponible, veuillez en fournir un exemplaire)*

11 Funding and Commissioning/ *Financement et mise en service*

Does the national budget or spending statement include a sum of money which is dedicated to Pre-service TIT each year? *Le budget national ou l'état des dépenses comporte-t-il un montant dédié à la formation initiale des EF chaque année ?*

How much was this sum for the last years for which you have data? *A combien se monte cette somme pour les dernières années pour lesquelles vous avez des données ?*

How significant a role does foreign assistance play in Pre-service TIT (if possible give approximate share)? *Quelle importance joue l'aide extérieure dans la formation initiale des EF (si possible donner une part approximative) ?*

12 Pre-Service Training for Trainers for Work Based Learning/ *Formation initiale pour les formateurs de l'apprentissage en milieu de travail*

What kind of pre-service training exists for trainers and tutors who provide work-based learning (outside of universities)? *Quelle sorte de formation initiale existe-t-il pour les formateurs et tuteurs qui dispensent un apprentissage en milieu de travail (à l'extérieur des universités) ?*

How adequate is this pre-service judged to be by informants? *A quel point cette formation initiale est-elle jugée adéquate, selon les répondants ?*

INSERVICE TIT (IS TIT) FORMATION CONTINUE DES ENSEIGNANTS ET FORMATEURS (FC EF)

The main focus for these questions is on IS TIT for TVET teachers and instructors working in schools and colleges. See question 10 for the IS TIT for trainers and tutors that provide work-based training. Ces questions sont axées sur la FC des EF d'EFTP exerçant dans les établissements scolarisés. La question 10 porte sur la FC des formateurs et tuteurs dispensant une formation en milieu de travail.

1. Planning – How is the volume and character of IS TIT planned each year? *Planification – Comment les effectifs et les caractéristiques de la FC EF sont-ils planifiés chaque année ?*

- a. Is there an overall planning in relation to research into workforce skills needs, for example, a workforce development plan (at TVET institutions level or at national level) *Existe-t-il une planification globale en lien avec la recherche sur les besoins en compétences de la main d'œuvre, par exemple sous la forme d'un plan de développement de la main d'œuvre (à l'échelle des institutions d'EFTP ou à une échelle nationale)*
 - b. Is it based on needs analysis carried out by TVET institutions or by TIT trainers or by inspectors? *Est-elle basée sur une analyse des besoins effectuée par les institutions d'EFTP, par les formateurs de FEF ou par les inspecteurs ?*
2. Is there sufficient IS TIT to meet the needs of the workforce development plan? Or to meet the demands of TVET institutions? *Y a-t-il une FI EF en quantité suffisante par rapport aux besoins du plan de développement de la main d'œuvre ? Par rapport à la demande des institutions d'EFTP ?*

Are TVET institutions satisfied with the volume and type of IS TIT? *Les institutions d'EFTP sont-elles satisfaites par les capacités et le type de FC EF ?*

Is there a minimum requirement for all teachers in terms of volume, for example, in Egypt teachers are supposed to undertake 6.25 days of ISTIT per annum? *Existe-t-il des conditions minimales de FC EF à suivre en termes de volume (par exemple, en Egypte, les enseignants doivent avoir 6,25 jours de FC EF par an) ?*

3. How is IS TIT matched and assigned to the needs of individuals and institutions? *Dans quelle mesure la FC EF correspond-t-elle aux besoins des individus et des institutions ?*
- a) Is IS TIT assigned to teachers on the basis of appraisal by inspectors or head teachers? *La FC EF est-elle attribuée aux enseignants sur la base d'une évaluation faite par les inspecteurs, les chefs d'établissement ?*
 - b) Is IS TIT an individual choice of TVET teachers? *La FC EF est-elle un choix autonome des enseignants d'EFTP ?*
 - c) Is IS TIT allocation a centralised decision? *L'allocation de FC EF est-elle le résultat d'une décision centralisée ?*
 - d) Are IS TIT courses compulsory for all TVET teachers? *L'assiduité de tous les enseignants d'EFTP à la FC EF est-elle obligatoire ?*
 - e) Are IS TIT programmes to support leadership capability compulsory for those who have leadership roles? *Les programmes de FC EF de renforcement de l'aptitude au leadership sont-ils obligatoires pour ceux qui ont des fonctions d'encadrement ?*
 - f) Some combination of the above – explain? *Une combinaison des précédents ? Expliquer*
 - g) Other? *Autres ?*
4. Type of IS TIT programmes *Type de programmes de FC EF*

Please give examples of the most common IS TIT programmes (in terms of volume) provided *Veillez donner des exemples des programmes de FC EF les plus répandus (en termes quantitatifs)*

| Type of IS TIT programmes, e.g. Leadership, pedagogy, updating knowledge of work practice, assessment practice | Average duration (e.g. one week/day, one evening session) | Objectives Objectifs | Place (TIT institution, TVET institutions, Entreprises, e-learning, others) | Certification (if any) Certification (s'il y a lieu) | Explanation (if required) Explication (si nécessaire) |
|--|--|-------------------------|--|--|---|
| Type de programme de FC EF, par ex. leadership, pédagogie, actualisation sur les pratiques professionnelles, la pratique de l'évaluation | Durée moyenne (par ex. une semaine/un jour, une session en soirée) | | Lieu (institution de FEF, institutions d'EFPT, entreprise, e-learning, autres) | | |
| | | | | | |
| | | | | | |

5. How is IS TIT evaluated and monitored? *Comment la FC EF est-elle évaluée et suivie ?*
 - a) Feedback from participants *Feedbacks des participants*
 - b) Pre- and post -assessment of competences *Evaluation des compétences préalable et postérieure à la formation*
 - c) Medium term review of performance *Evaluation de la performance à moyen terme*
 - d) Impact studies *Etudes d'impact*
 - e) Other? *Autres ?*

6. How do Certification and Recognition of IS TIT operate? *Comment s'effectuent la certification et la reconnaissance (des acquis) dans la FC EF ?*
 - a) Generalised (nationally) recognised system of certification *Système de certification (nationalement) reconnu et généralisé*
 - b) As with (a) but also recognised within a framework – for example, National Qualification Framework *Comme (a) mais également reconnue au sein d'un cadre – par exemple un cadre national de certification*
 - c) Certification takes the form of a higher education qualification, for example, modules with a MA. *La certification prend la forme d'une qualification post-secondaire, par ex. des modules avec un master*
 - d) Certificate of participation only *Certificat de participation uniquement*
 - e) Other *Autre*

7. Does IS TIT address the knowledge, skills and instructional competences required *Est-ce que la FC EF comprend l'acquisition des connaissances théoriques, des compétences pratiques et pédagogiques requises ?*

- a) Is it informed by an updated occupational standard? *Est-ce à la lumière d'un référentiel emploi/métier actualisé ?*
 - b) Is the content of IS TIT programmes developed in the light of research, for example, into what kinds of TIT prove to be effective elsewhere in the country or the world? *Est-ce que le contenu des programmes de FC EF est développé en tenant compte de la recherche, par ex., en s'appuyant sur les types de FEF qui s'avèrent être les plus efficaces ailleurs nationalement, ou au niveau mondial ?*
 - c) Does IS TIT include training aiming to develop leadership capability for leaders and potential leaders in TVET? *Est-ce que la FC EF comprend une formation visant à développer l'aptitude au leadership pour les cadres ou dirigeants potentiels dans l'EFTP ?*
8. Workforce for delivery of IS TIT *La main d'œuvre qui dispense la FC EF*
- a) Does the workforce that delivers IS TIT have appropriate skills, knowledge and attitudes? *Est-ce que le personnel qui dispense la FC EF a les compétences pratiques, les compétences théoriques et les attitudes appropriées ?*
 - b) Is this workforce recruited in a manner likely to provide appropriate competences? *Est-ce que le recrutement de cette main d'œuvre est effectué de façon à ce qu'elle puisse transmettre/favoriser le développement des compétences appropriées ?*
 - c) Does the TIT workforce have the experience to provide training for leadership in TVET schools *La main d'œuvre de la FEF dispose-t-elle d'expérience pour dispenser une formation au leadership dans les établissements d'EFTP scolarisés ?*
9. What Institutions exist for the coordination and planning of IS TIT? *Quelles institutions existent pour la coordination et la planification de la FC EF ?*

Is there is a national agency that coordinates, regulates and controls funding of all of IS TIT (what is it called?) *Existe-t-il une agence nationale qui coordonne, régule, contrôle le financement de toutes les formes de FC EF ? Comment s'appelle-t-elle ?*

Does the planning and coordination organisation also deliver the IS TIT (see question 9 for alternative) *Est-ce que l'organisation qui planifie et coordonne dispense aussi de la FC EF ? (voir question 9 pour alternative)*

10. Funding and Commissioning *Financement et mise en service*

Does the national planning and coordination organisation commission IS TIT from *Est-ce que l'organisation qui planifie et coordonne met en service la FC EF à partir*

- a) Private providers? *De prestataires privés ?*
- b) Universities? *D'universités ?*
- c) Foreign providers outside of the country, for example, foreign universities? *De prestataires étrangers à l'extérieur du pays, par ex. depuis des universités étrangères ?*
- d) Others? *Autres ?*

Does it enter into service agreements which are subject to agreed quality terms and which have to be renewed? *Cette prestation a-t-elle lieu dans le cadre d'accords*

client/fournisseur qui obéissent à des normes de qualité communes et qui doivent être renouvelés ?

Do TVET institutions have a budget which they use to commission the IS TIT they wish to buy? Les institutions d'EFTP disposent-elles d'un budget à partir duquel elles tirent des fonds pour mettre en service la FC EF qu'elles souhaitent se procurer ?

Does the national budget or spending statement include a sum of money which is dedicated to IS TIT each year? Le budget national ou l'état des dépenses comprend-t-il un montant annuel dédié à la FC EF ?

How much was this sum for the last year for which you have data? A combien se monte cette somme pour la dernière année pour laquelle vous avez des données ?

How significant a role does foreign assistance play in IS TIT (if possible give approximate share)? Quelle importance l'aide extérieure joue-t-elle dans la FC EF (si possible donner la part approximative) ?

11. What institutions exist for the delivery of In Service TIT? Quelles institutions existantes dispensent de la formation continue pour les EF ?

If the provision of IS TIT is shared between a number of the options below please try to give the shares. Si la prestation de FC EF est répartie entre plusieurs des choix précédents, veuillez essayer de les chiffrer.

- a) There is one or more national public sector institutions that provide IS TIT Il y a un ou plusieurs institutions publiques nationales qui dispensent la FC EF
 - i) institutions are universities ces institutions sont des universités
 - ii) Institutions are not universities or only some are ces institutions ne sont pas des universités, ou seulement certaines d'entre elles
- b) IS TIT is carried out by private sector companies La FC EF est dispensée par des entreprises du secteur privé
- c) IS TIT is carried out directly by NGOs who may be funded by donor organisations La FC EF est dispensée par des ONG qui peuvent être financées par des organisations donatrices
- d) Other Autre

| Percentage share of all IS TIT (If known) Pourcentage par rapport à toute la FC EF (si connu) | Option A, B, C, D Option A, B, C, D | Type of programme Type de programme | Qualification (if any) Qualification (s'il y a lieu) | Explanation (if required) Explication (si nécessaire) |
|---|--|--|---|---|
| | | | | |

12. In-Service Training for Trainers for Work Based Learning *Formation continue pour les formateurs de l'apprentissage en milieu de travail*

What kind of in-service training exists for trainers and tutors who provide work-based learning (outside of universities)? *Quelle sorte de formation continue existe pour les formateurs et tuteurs qui dispensent un apprentissage en milieu de travail (à l'extérieur des universités) ?*

How do informants judge this in-service training – please comment and indicate sources (interview, surveys, etc.). *Comment les répondants jugent-ils cette formation continue ? Veuillez commenter et mentionner vos sources (interview, enquêtes, autres).*

- a) Adequate *Satisfaisante*
- b) Not adequate (please explain why) *Non satisfaisante (veuillez expliquer pourquoi)*
- c) Not available *non disponible*

APPENDIX 2:
Preliminary findings



**Policies and Practices related to TVET Teachers and
Instructors in the Arab Region**

Preliminary Findings

A summary prepared for the Validation Workshop – Paris, 3-4 October 2013

Introduction

This document offers a provisional synthesis of ten national investigations into the policies and practices with respect to Technical and Vocational Education and Training (TVET) in countries in the Arab region. The ten countries are: Morocco, Algeria, Tunisia, Egypt, Lebanon, Jordan, Saudi Arabia, Oman, United Arab Emirates and Bahrain. The purpose of the ten studies is to investigate the role that teacher and instructor training (TIT) is playing within these ten countries with respect to both policy and practice. We are concerned with all staff contributing to TVET - teachers, instructors, trainers and tutors - whether they work in schools or colleges, training centres or enterprises¹. With respect to policy the reports explain how TVET policies are shaping TIT or setting objectives or challenges for TIT. The reports also consider how features of TVET governance affect the reform and development of TVET generally and TIT in particular. With respect to practice, the reports provide an up to date audit of the state of TIT in each country, describing the institutions and the kinds of programmes and qualifications that are offered. They go on to describe the role of TIT in determining the volume, the specific competences and the overall quality of TVET teachers and trainers their motivation, professionalism and overall performance. They provide insight into the way that the configuration of TIT interacts with other key factors affecting the TVET teaching force, such as recruitment, career development, institutional structure and governance, quality assurance, licensing, employment conditions and status. They also point the way to a consideration of how the contribution that TIT makes to the achievement of national policies and practice might be improved.

¹ For the sake of brevity we will write of 'teachers' and 'trainers'.

This provisional synthesis is intended to draw out some common concerns and issues and also to draw attention to developments that offer learning of relevance across the Arab region and beyond. It is a particular concern of this synthesis to encourage the sharing of experiences, the frank discussion of challenges and, over time, the development of solutions across the Arab region. The synthesis will be discussed during the forthcoming regional workshop organised by UNESCO on 3-4 October 2013 in Paris

Context

The ten countries that make up this study vary greatly in terms of size, economic structure, political institutions and wealth. However, they share religious, linguistic, cultural and geographical features. Many of them also face similar challenges which have particular relevance for TVET. Populations are rising rapidly which is leading to increased demand for jobs and high youth unemployment; TVET may be seen as part of the solution but only if there is an increased and transformed supply and take up of TVET. Migration, inwards and outwards, is often significant and sometimes highly significant: TVET may be seen as a way to facilitate mobility of labour force, to protect national populations against the challenge of immigration and at the same time TVET may depend on migrants to teach the competences that are judged essential for growth. The countries are affected by global economic change, the impact of new technologies and the political events of 2011. Generalising, one can say, that there are rising economic and social expectations and that TVET is regarded as one tool which might make it possible for more of these expectations to be realised.

Policies and Governance

Without an established policy or strategy for TVET, development of the TVET system (and of TIT in particular) is likely to be erratic, inconsistent and modest. The reports suggest that in Egypt and Lebanon, the task of establishing a national policy has been frustrated. The Egyptian report mentions three unsuccessful attempts to establish an overall strategy for TVET. These reverses are attributed to: a lack of funding, resistance from existing institutions and absence of unified governance. Taken together the reports suggest that a successful strategy for TVET development will include: gap analysis of volumes and specialisms of TVET teachers and trainers by sector; a qualifications strategy; measures to address the status and rewards of TVET teachers and trainers; quality assurance processes and realistic and transparent process for the governance and funding of TIT institutions and more broadly TVET institutions.

Policy development and implementation have been impeded by the fact that TVET falls between the areas of responsibility belonging to ministries for education and for employment. Within education, authority for TVET may be divided between agencies with responsibility for secondary and tertiary phases. In some countries, for example, Egypt, there is a plethora of agencies with an interest in TVET, some of which are themselves the legacy of historic reforms. The emergence of a coherent strategy has, in many countries, been closely connected to the establishment of a dedicated, unified agency to formulate TVET policy and authorise its implementation.

However, while the formation of a national strategy and a national agency for TVET may be necessary for reform, they are not sufficient. In Algeria, for example, it is reported that since the '90s the policy has been to develop a TVET system orientated to labour market entry with a model where a *baccalauréat professionnel* could lead to higher professional education. However, this policy has encountered a number of difficulties and the *baccalauréat professionnel* is not yet in place and other issues are under consideration: how to meet additional demand for higher education? how to establish credible pathways into professional employment? how to break with existing organisational structures and processes?

In Tunisia, where reform has been supported by international partners (such as the EU, the World Bank and the French Development Agency) there has been a firm policy commitment to modernising the TVET system to make it more responsive to the skills needs of the private sector, communicated in terms of competences. In order to achieve this aim, government has sought to reform the governance and institutional basis of the TVET system, delegating management power to vocational training centres but at the same time making them accountable to central government through performance targets. These reforms are judged to have been insufficient: enterprises have not increased their engagement with training centres sufficiently, training centres have not been responsive to the labour market and performance management of training centres has not been effective. It has not been possible, so far, to obtain the necessary data and bring about the changes in institutional processes and relationships necessary to make for the operational changes envisaged.

Morocco formed its current vision for TVET in 1999 but progress in implementation has been subject to national review, leading to renewed action plans (the *Programme d'Urgence*, 2008-2012), after progress was judged to have fallen behind target. This renewed reform programme seeks to harness new energy through a strategy of decentralisation including, for example, a regionalisation of TIT and an empowerment of sectoral agencies.

In contrast, Jordan, UAE and Saudi Arabia are reported to have well developed policies and governance for TVET and, so far, reasonably smooth implementation. In Saudi Arabia, for example, governance and provision of TVET have been the responsibility of the Technical and Vocational Training Corporation (TVTC) since 2008. This agency is gradually stepping back from exercising the role of a provider and focusing on commissioning, regulation, accrediting, quality assurance and the development of capacity. The TVTC benefits from access to demographic and labour market information and appropriate levels of funding. An ambitious expansion of TVET provision has been embarked upon by commissioning private international providers. Funding is tied to performance measured in terms of the numbers of trainees recruited and in terms of their integration into the labour market. Consistency of standards is achieved by means of National Occupational Standards (in existence for 10 years) and nationally developed training units. The TVTC intends to use its power as a commissioner to encourage providers to adopt more modern, learner-centred pedagogies and to offer to learners and to employers training which is more orientated to their needs.

Jordan set up its E-TVET council in 2008, chaired by the Ministry of Labour and including representation from training providers and social partners. E-TVET decides policy and has published a high level set of priorities for TVET (2011-13). Thanks to an income raised from a levy on foreign workers, E-TVET has been able to restructure existing institutions and

establish new institutions to implement this strategy. Greater autonomy is being given to the agency responsible for apprenticeships and some of the institutional building blocks of a TVET system are being put into place: a Centre for Accreditation and Quality Assurance (CAQA) to regulate TVET institutions and programmes, develop a Qualification Framework and certify trainers and a Labour Market Information System. With the help of the EU, the Ministry of Education has launched a TIT programme as part of this implementation.

Lastly, it must be recognised that absence of clear governance and strategy is not the only reason for the neglect of TIT. Bahrain and Oman have reasonably clear governance and strategies for TVET but there is relatively little public policy and engagement in TIT for TVET. Furthermore, a unified authority with a clear vision at the centre may depend, at least in larger countries such as Egypt and Morocco, on dynamic local or regional institutions for the successful implementation of its policies.

TIT in TVET

Why are changes in TIT needed?

Policy makers are trying to develop, improve or reform TIT institutions and processes for a number of reasons. In particular, policy makers want to grow the capacity of their TVET systems and they need to replace existing teachers and instructors as they retire. In some countries, for example in the Gulf states, investment in TIT is associated with policies to grow particular industries and to diversify economies. There is a widespread perception that employment is changing and that workers will need new competences, for example, IT skills, English language, higher technical and scientific skills, so that the curricula and qualifications for TVET should change. To ensure that these new competences are delivered, teachers and instructors require a deep understanding of labour market and a changed pedagogical capability.

In some countries, for example, Oman and Egypt, there are concerns about the quality of TVET provision. TVET programmes are judged to be relatively unattractive to young people, drop-out rates are high, credentials are not respected. Methods of instruction are judged to be old-fashioned while knowledge of current industrial practice is thought to be deficient. In some, but not all countries, it is argued that a greater variety of pedagogical approaches is required and that, in particular, modes of learning should become less academic, more practical, more student-centred, more work-related – which implies changes in teachers and trainers profile and TIT.

It is also argued that the specialisms of TVET teachers and instructors do not reflect the specialisms required by training providers and that TIT can, over time, rebalance demand and supply, or even provide more flexibility in the labour force. It is also argued that improvements in TIT can improve career prospects for TVET teachers, making the TVET profession more attractive and competitive.

Changes in TIT are also seen to be a way of addressing issues of inclusion and equity. In particular, increasing the participation of females in TIT is seen as a means for expanding female participation in TVET. In addition, it is perceived that career opportunities for work-

based (or training centre-based) trainers are, in general, inferior to those for school-based technical teachers, and that this unfairness should be addressed.

Issues for TIT across the Arab region

The ten reports reveal considerable variation in the extent to which systems of institutions have been developed to provide initial and continuing TIT in each of the ten countries, not only for all of the technical teachers in schools and colleges, but also for trainers working in training centres and enterprises. In some of the countries some institutions are under-resourced or they lack the authority to make TIT effective. Recognition of TIT certification for recruitment and promotion is sometimes deficient. In some countries, institutions are poorly adapted to their task, for example, universities place an emphasis on technical knowledge but neglect instructional skills and current practice in enterprises. In many countries there is a concern that TVET teachers do not have the capability of relating TVET to working life in enterprises and that this competence is not being addressed by TIT. There is little evidence of industrial placements during TIT, of the kind organised by Colleges of Technology in Oman, that provide future teachers with current experience of work practices.

TVET teacher and instructor training is organized in different ways across the region. Some countries have set-up a single coordinating body responsible for most of pre-service and service training of teachers, trainers, instructors and tutors with an expectation that this body will be able to implement the government policy on teachers, trainers, instructors and tutors. This is the case of Tunisia through CENAFFIF and Egypt through the Teachers Academy. Another set of countries relies on a network of TIT institutions, for example in Algeria through IFP and Morocco through the centres of excellence. A third set of countries relies on Higher Education Institutions to organize and deliver pre-service as well as in-service training including IPNET in Lebanon and Al Balkaa University in Jordan. A final group of countries, mainly Gulf countries, makes extensive use of international partners to help organize TIT. However, most instructors in the private TVET sector, and trainers and tutors working in enterprises do not receive any training through these institutions.

For all types of arrangements, questions concerning the current state of play perhaps lies less with the organization of the institutional arrangements and more with how far these institutions as designed/organised by each country, fulfil both their short term objectives towards addressing the skills needs of teachers, trainers, instructors and tutors and the objectives of longer term career development and professionalisation.

In Saudi Arabia, United Arab Emirates, Oman and Bahrain funding does not constrain TIT provision while in Algeria, Morocco, Tunisia, Egypt, Jordan and Lebanon it does. Jordan has managed to establish a dedicated stream of funding for TVET, including TIT. International assistance is quite often directly tied to investment in TIT and, as a consequence, does impact upon capacity.

We can distinguish three issues or tensions that are important for the development of TIT strategy and capacity: (1) public provision/market orientation; (2) diversity/coherence and (3) professionalism.

Public provision/market orientation

It is argued that TVET in general should be made more responsive to the needs of the labour market and that TIT should be one way of doing this. TIT should be supplying the competences that are in demand from potential and serving teachers and trainers, because they are required by TVET providers in the public and private sectors. However, there are obstacles to making TIT 'demand driven'.

Firstly, in most cases, TIT is publicly funded: this makes it more responsive to its funders than to employers of its graduates. Even though TVET schools are themselves publicly funded, it does not follow that funding bodies will ensure that TIT is responsive to the needs of TVET institutions. Secondly, the competences that are generated by TIT may be linked to aspirations rather than to immediate demand: for example, in Saudi Arabia, it has provided difficult to integrate the graduates of an advanced TVET teacher training institute into conventional TVET schools. Thirdly, TVET providers do not always fully value the credentials of TIT graduates: they typically place greater value on traditional academic credentials, for example, traditional bachelors' degrees. Fourthly, it may be difficult for TVET providers to signal their needs to TIT providers if teacher recruitment is a centrally controlled along with other civil service recruitment.

Coherence/diversity

TIT provision is often lacking in coherence: different institutions are funded and administered through different channels and they operate different systems of credentials and quality assurance. This makes it difficult for the users – both teachers/trainers and TVET employers – to understand and value TIT. It is also difficult for policy makers to measure the adequacy of TIT in relation to training needs and to steer the development of TIT. The successive development of new initiatives and programmes for TIT, which may be administered by consultancies, international development organisations or dedicated national agencies, is likely to lead to parallel institutions and steering agencies. Expertise is distributed across separate agencies and experience, reputation and good networks do not accumulate over time.

On the other hand, diversity does permit new institutions to be set up which can benefit from specialised sources of funding, national and international. These specialised TIT institutions may be particularly responsive to the market, for example, they may be able to target elite recruits (e.g. Saudi Arabia's Technical Trainers Colleges) or emerging industries or vocational sectors. They may be innovatory in their approach to pedagogy (for example the Bahrain Teaching College).

Professionalisation

TIT provision should serve its markets and fulfil national policy objectives. However, it should also contribute to the development of a professional community of TVET teachers and trainers. Professionalism represents a key resource for the maintenance and improvement of standards and the encouragement of research, innovation, life-long learning and collaboration. It is also a means of raising the social status of teachers and trainers and advancing citizenship and community participation.

Professionalism implies that practitioners have voice in shaping quality assurance, qualifications, career structure, rewards and evaluation. However, this capacity for professionalism may need to be developed and TIT can help to do this. In some countries the aspiration for professional identity is being expressed by professional associations or trade unions and ways are being developed for teachers and trainers to participate in different levels of governance. Nevertheless, across the region, there is a perception that teachers, and particularly trainers, are underprofessionalised and that they do not have a career route that enhances their professionalism.

The establishment of a professional ladder (such as the six scale ladder in Egypt and the four scale ladder in Jordan) is important to the formation of a profession. The ladder offers a route for a professional career, it recognises achievement, motivates teachers and trainers and reinforces shared values and behaviours. Where the career ladder depends largely on experience, as for example in Lebanon, this is believed to undermine professionalism. If promotion on a career scale depends on experience, training, qualifications and publications then professionalism may appear to be in conflict with a more managerial approach that lays emphasis upon performance and results.

Strategic orientations and development of TIT strategies

There are a variety of policies and strategies being explored across the Arab region – which provides opportunities for policy learning and for forward planning in the light of what is known about challenges in implementation. We can distinguish basic pathways on a spectrum from largely public provision of TVET, as in Algeria or Egypt, through to a high levels of pluralism and private sector participation, where, as for example in Saudi Arabia, the state is stepping back from provision and retaining only standard-setting and regulatory functions. Indeed, in Saudi Arabia, Bahrain and UAE there is an increasing involvement of outside providers not only in TVET but also in TIT. Even where the state is stepping back, TIT is regarded as a strategy to recover national sufficiency in TVET provision and as a tool to quality assure private provision.

TIT receives substantial support through initiatives which are jointly or solely funded through various aid and cooperation programmes, sometimes on a very large scale. Increasingly there is a focus on systemic developments – qualification frameworks, apprenticeship systems, competence approaches, and governance – but there continue to be a considerable number of short-term initiatives that aim to deliver increases in human capital through TIT, for example, an internationally supported programme in Jordan aimed to produce an additional 2000 teachers and instructors between 2008-2010. A challenge for policy makers is how to coordinate these short-term initiatives so that the TVET system as whole is best served and the flow of teachers and trainers does not stop and start.

In the wealthy Gulf states, TIT has been encouraged by the foundation of new institutions, informed by state-of-the-art, international approaches, validated by international certification and managed by foreign consultants. This approach can be said to ‘embody the vision’; the presence and impact of these institutions offer a powerful tool with which to change the thinking, behaviour and aspirations of the next generation. The extent of the impact will depend on sharing and disseminating the learning that comes out of these innovations.

Establishing pre-service training for TVET teachers in technical or vocational schools is a fundamental strategy for securing the mixture of technical, instructional and broader competences necessary for successful TVET teachers. However, this is proving to be a challenge for some smaller countries where the status of TVET teachers is relatively low and it is difficult to recruit the volumes of trainees necessary to offer specialist, high quality programmes.

As mentioned above, there is a concern about the relatively low level of TIT provision for trainers, working in training centres or work-based environments rather than in technical or vocational schools. Possible strategies include the construction of an overarching certification for trainers, or at least of a framework which could recognise different training qualifications. It is not clear that there is, as yet, a model within the region for how to license and recognise the competences and experience of trainers and tutors (as opposed to teachers and instructors).

Improved collaboration between TIT institutions and TVET schools, the ultimate employers of TIT graduates, is recommended in order to improve the capability of teachers and trainers to connect TVET to working life. Teacher placements during initial teacher education are offered in Saudi Arabia's Technical Trainers Colleges but they do not appear to be available as part of continuous professional development (CPD). There is also an interest in equipping teachers and trainers to make better use of the work place as a resource for TVET, for example, through the training of Apprentice Masters in Morocco. A number of countries are engaging employers more in the governance of TIT, particularly, for example, through the setting of occupational standards for teachers, instructors, tutors

and trainers. Such occupational standards can then form the basis for TIT programmes which should then deliver the competences required.

One initiative, so far relatively rare, is to increase the role played by TVET schools in the delivery of TIT.² Morocco has reformed its programmes of initial Technical Education teacher education to bring in an alternance model where learner-teachers cycle between periods in university and periods in teaching practice in VET schools. This model requires partnership and it enhances the role of the schools in shaping and developing the competences which, ultimately, it is looking to acquire through recruitment.

In many countries there is a concern to develop the competences of current teaching staff to improve the quality and outcomes of TVET. This is taken to imply more effective, better targeted CPD. Programmes for CPD are determined by needs analysis, in some countries, which is carried out by supervisors, training coordinators and inspectors. The effectiveness of CPD is measured by satisfaction tests and, more rarely, by before and after competence testing of participants. Completion of training is often linked to career development, for example, with respect to salary increases and advancing up the career ladder. However, there is an ambition in some countries, such as in Tunisia and Lebanon, to link CPD more closely to improvements in the performance of teachers and trainers. It has been suggested that this could be achieved by follow up to find out what the medium term impact of CPD has been and by making local school leaders accountable for necessary

² In Oman, there are no specialised TIT providers so all public-sector TIT is based in TVET providers.

improvements. In some countries there does not appear to be an overall planning of CPD in relation to an assessment of which competences are required from the whole teacher and trainer workforce.

There is scope to enhance the professionalization of TVET teachers, instructors, trainers and tutors and to make the career more attractive and to create an internal driver for quality assurance. This may imply changes in governance and development of social partnership. It may also imply greater transparency of procedures with regard to employment, monitoring and appraisal. TIT can be used as tool to ensure that teachers and trainers have the broader skills and values necessary to develop the autonomy which underpins a professional identity. TIT, particularly CPD, can enhance the profession as a whole by facilitating a range of career paths, for example, into research, leadership and professional development as well as development of instructional capability and knowledge of technology and of work place practices.

Training teachers and trainers abroad is a strategy which can enhance competences, raise status and equip teachers and trainers to build their careers. The King Abdullah Scholarship Program for Technical Trainers in Saudi Arabia, for example, is a high status, high cost programme that pays for students to be educated abroad in specified technical subjects with a view to their becoming TVET teachers when qualified. However, the considerable levels of migration within the region and the numbers of expatriate workers involved in TVET suggest that there may be extensive participation in international TIT. There might be ways to enhance or recognise this kind of trans-regional TIT.

Information and Communication Technologies (ICT) provide tools for TIT. Adoption of new technologies, e.g. ipads, is being experimented with, where it can be afforded. However, schools in poorer countries, particularly rural schools for example in Egypt, do not have access to equipment and the internet, so ICT may be increasing the development gap. There are some examples of e-learning for teachers and trainers mentioned in the reports, for example, training conducted by the Staff Training Agency of Egypt's Vocational Training Department and training offered in Bahrain from Australia. There is considerable potential for the development and sharing of e-learning resources nationally and across the Arab region.

In general, there is less emphasis on a strategy of changing instructional methods (pedagogy) than might be found, for example, in Europe or Australia. An emphasis upon, for example, learner-centred approaches, has been greatest in those countries which have bought in TIT from other countries.

The above presented findings will be developed through further analysis of the ten national reports. The quality and comprehensiveness of the final report will be enhanced by additional feedback from the participating experts and decision makers in the forthcoming workshop.

APPENDIX 3:
Validation workshop agenda

Day 1: 03/10/2013, Fontenoy Building

| Time | Content | Moderator/ Responsible Party | Room |
|-----------------|--|---------------------------------|---|
| 9:30- 10:00 | Introductory remarks, <i>Mr. Edem Adubra</i> | Mr. Edem Adubra | 9 |
| | Highlight of the study , <i>Mr. Borhene Chakroun</i> | | |
| | Remarks by the Chairperson of the Arab Group at UNESCO, <i>HE Mr. Abdulla Alneaimi, Permanent Delegate of the UAE</i> | | |
| | Welcome and Opening remarks , <i>Dr. Qian Tang, ADG Education, UNESCO</i> | | |
| 10.00- 10.30 | COFFEE/TEA BREAK | | 9 |
| 10.30- 11.30 | Reviewing policies and practices on TVET Teachers and Instructors in Arab Region, <i>Mr. Julian Stanley</i> | Mr. Borhene Chakroun | 9 |
| 11.30- 12.00 | Challenges and opportunities for improving and sustaining the preparation, status and conditions of TVET teachers, <i>Mr. David Robinson, Education International</i> | Mr. Edem Adubra | 9 |
| 12.00- 12.30 | Developing TVET Teachers' professional skills in the workplace : A European perspective Discussion and implications for Arab region, <i>Dr. Mika Tammilehto Director for Vocational Education and Training Vocational Education Division Department for Education Policy Finland</i> | Mr. Shyamal Majumdar | 9 |
| 12.30- 14.00 | Lunch Break | | Cafeteria 7th Floor |
| 14.00- 14.30 | Regional Cooperation Platform for Vocational Teacher Education in Asia (RCP) <i>Dr. Thomas Schroeder, GIZ CN</i> | Mr. Sulieman Sulieman | 9 |

| | | | |
|-------------|--|----------------|----------|
| 14.30-15.00 | Regional Cooperation on TVET in Africa , <i>Mr. Richard Walther, ADEA</i> | | |
| 15.00-15.30 | TVET teacher training in the context of Brazil and in the LAC region , <i>Ms. Sonia Ana Leszczynski, Chefe do Departamento de Educação Universidade Tecnológica Federal do Paraná – UTFPR, Brasil</i> | | |
| 15.30-16.00 | Coffee Break | | 9 |
| 16.00-16.30 | Developing Qualification Framework for Teachers: An African Perspective , <i>Ms. Anne-Marie Charraud</i> | Mr. Deng Yuxin | 9 |
| 16.30-17.00 | Role of UNESCO-UNEVOC cluster , <i>Mr. Shyamal Majumdar</i> | | |

Day 2: 04/10/2013, Fontenoy Building

| Time | Content | Moderator/ Responsible Party | Room |
|-------------|--|---|---|
| 9:00-11:00 | Building consensus around key findings, recommendations and way forward , <i>Mr. Julian Stanley</i> | Mr. Borhene Chakroun | 9 |
| 11:00-11:15 | Coffee Break | | 9 |
| 11:15-12:00 | Defining regional initiatives and cooperation | Mr. Edem Adubra & Ms. Carolina Belalcazar | 9 |
| 12:00-12:30 | Summary of discussion | Mr. Julian Stanley & Mr. Borhene Chakroun | 9 |
| 12:30-14:00 | Lunch Break | | Cafeteria 7th Floor |
| 14:00-16:00 | Bilateral consultation with country consultants | Mr. Borhene Chakroun; Mr. Shyamal Majumdar; Mr. Sulieman; Mr. Julian Stanley | 9 |
| | Coffee Break | | 9 |

APPENDIX 4:
List of Participants

| NO. | Name | Position/Institution | Email | Country | Role |
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| 13. | Ms Ilham Sebai | Consultante en Ingénierie de formation Agente de suivi et de conseil auprès de l'ACDI pour le projet REAPC | sebaiiham@gmail.com | Marocco | National Expert |
| 14. | Mr Ahmad Al-Ghassani | Dean, Higher College of Technology, Al-Khuwair | alghassani100@hotmail.com alghassani100@gmail.com | Oman | National Expert |
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| 17. | Mr. Julian Stanley | Head of Centre for Education and Industry, University of Warwick, Coventry, CV4 7AL, UK | julian.stanley@warwick.ac.uk | United Kingdom | International Consultant |
| 18. | Mr. David Robinson | Education International | David.Robinson@ei-ie.org | | Speaker |
| 19. | Dr. Mika | Director for Vocational Education and Training | Mika.Tammilehto@ | Finland | Speaker |

| NO. | Name | Position/Institution | Email | Country | Role |
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| 31. | Ms Mariana Patru | Programme Specialist in ICTs, ED/THE/TEP | M.Patru@unesco.org | France | Participant |

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|-----|--------------------------|---|--|---------|-------------|
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|-----|----------------------------------|---|--|----------|----------|
| 43. | Hon. Mrs. Pelsonmi Venson-Moitoi | Minister of Education and Skills Development | | Botswana | Observer |
| 44. | Ms. Grace Muzila | Permanent Secretary, Ministry of Education and Skills Development, Botswana | | Botswana | Observer |
| 45. | Ms. Ksomotso Motlotle | Secretary General Botswana, National Commission for UNESCO | KMotlotle@gmail.com , | Botswana | Observer |
| 46. | Ms. Ralecha Mmatli | UNESCO Desk Officer for category 2 | diwairi@gmail.com | Botswana | Observer |
| 47. | Mr. Nawal Berrada | Chancellor of League of Arab States | | France | Observer |
| 48. | Mr. Suleiman Khoja | Libya's Ambassador to UNESCO | sulkhoja@hotmail.com | France | Observer |
| 49. | Representative Ambassador Kuwait | | nem1958@hotmail.com | France | Observer |

APPENDIX 5:
Evaluation form

Workshop Evaluation

(évaluation d'atelier)

n = 18

| No. | | Strongly Agree (Fortement en accord) | Agree (D'accord) | Disagree (En désaccord) | Strongly Disagree (Fortement en désaccord) |
|-----|--|---|---------------------|----------------------------|---|
| 1. | The objective of the meeting was clearly stated. (Les objectifs de cette rencontre étaient clairement fixés) | 8 (44%) | 9 (50%) | | |
| 2. | This meeting met its objectives. (Cette rencontre atteint ses objectifs) | 4 (22%) | 14 (78%) | | |
| 3. | The presentations were generally well organized and the main messages clear. (Les présentations étaient généralement bien organisées et les messages principaux clairs) | 8 (44%) | 10 (56%) | | |
| 4. | The presentations and guidelines serve to facilitate the discussions of the workshop. (Les présentations et les guides ont servi à faciliter les discussions de l'atelier) | 7 (39%) | 11 (61%) | | |
| 5. | The duration of the validation workshop was sufficient. (La durée de l'atelier de validation est suffisante) | 4 (22%) | 9 (50%) | 5 (28%) | |
| 6. | The roles and responsibilities of experts and coordination team were clear. (Les rôles et responsabilités des experts et de l'équipe de coordination étaient clairs) | 6 (33%) | 12 (67%) | | |
| 7. | My skills/knowledge on TVET Teacher and Instructor Training increased as a result of participating in this workshop. (Mes compétences et connaissances sur l'EFPT des enseignants et des instructeurs se sont accru au terme de ma participation à cet atelier) | 3 (17%) | 15 (83%) | | |
| 8. | The preliminary findings enhanced my awareness about tools and resources | 8 | 8 | 2 | |

| No. | | Strongly Agree (Fortement en accord) | Agree (D'accord) | Disagree (En désaccord) | Strongly Disagree (Fortement en désaccord) |
|-----|--|---|---------------------|----------------------------|---|
| | available to policymakers and stakeholders in order to support their use of research evidence. <i>(Les résultats préliminaires soutiennent ma connaissance des outils et des ressources à la disposition des décideurs politiques et des acteurs pour les aider dans l'étude des faits).</i> | (44%) | (44%) | (11%) | |
| 9. | The workshop enhanced my skills in acquiring and assessing research evidence to better understand the options available to address TIT challenges faced in my country. <i>(L'atelier renforce mes compétences d'acquisition et d'évaluation de résultats de recherche pour mieux comprendre les options disponibles pour faire face aux défis de FFE dans mon pays)</i> | 4 (22%) | 12 (67%) | 2 (11%) | |
| 10 | The workshop enhanced my capacity to acquire research evidence in TIT to better understand how to bring about change. <i>(L'atelier renforce ma capacité à acquérir les résultats de recherche pour mieux comprendre comment apporter le changement)</i> | 6 (33%) | 11 (61%) | 1 (6%) | |

11. Which aspects of the workshop, if any, would you change in the future? Why?
(Quels aspects de l'atelier aimeriez-vous changer dans le futur? Pourquoi?)

- The workshop addressed all aspects in a very clear perspective
- Very satisfied
- Reduce presentations, increase time for: collaborative discussions; on the study in the AR; exchange experience (50%)
- The speakers need to build their presentations based on recent data
- Choose a smaller room so that participants are able to have more interaction

12. Which session/elements of the workshop did you find most useful? Why?
(Quel session/élément de l'atelier avez-vous trouvé le plus utile? Pourquoi?)

- I found the summary of discussion very useful. I also found Mr. Julian excellent in the way to explain and express the knowledge in TIT
- Reviewing Policies and Practices on TVET Teachers and Instructor in Arab Region (11%)
- Building Consensus around Key Findings (17%)– it was useful since it gave us a chance to share our thoughts among participants
- Regional Cooperation Platform for Vocational Teacher Education in Asia
- Defining Regional Initiatives and Cooperation (17%)
- Work group exercises (28%)

- Met people not only from Arab region but also from experts from other areas of the globe
- Presentation Mme. Anne-Marie Charraud (Developing Qualification Framework for Teachers: An African Perspective)
- The guidelines and templates
- Presentation about Certification
- Exchanges related good practices (11%)

13. Are there any other comments, ideas or suggestions you would like to share with us?
 (Y a-t-il d'autres commentaires, idées ou suggestions que vous aimeriez partager avec nous?)

- Keep up links with the group of participants for follow-up and sharing of best practices
- Could be a virtual forum to continue the discussion among the region countries and later among different regions
- Could have given a case study from an Arab Country
- We need to avoid talking the same things, it would be better to broaden the theme
- Guarantee follow-up of the study