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INNOVATIVE PRACTICES IN TEACHER AND TRAINER TRAINING IN THE MASHREK REGION

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INTRODUCTION

Global developments are having a profound effect on all countries around the world and their economies. It is in this context that the Mashrek region countries need to look carefully at their processes in the training of teachers and trainers. The significance and importance of training is being realised around the world as we all strive to skill and reskill our workers to face the challenges of a constantly changing and increasingly competitive world. Now more than ever there is a strong need to review and develop human resources to meet the needs of the workplace, so that the countries of the Mashrek region can develop their economies by maintaining their competitiveness in the global economy. It requires a shift from the more traditional governmental control of the teacher and trainer training processes to one of greater cooperation with the private sector and the labour market, learning from examples of successful strategies that have demonstrated the importance and contribution of teacher and trainer training. This needs to be achieved with the participation of local experts and in keeping with the unique national and regional culture. There are many examples of success within the Mashrek region – what is needed now is to build on these with carefully planned reforms. The training of teachers and trainers is the key to better teaching and training and, ultimately, the advancement of each of these countries.

Those involved in teaching and training, along with their administrations, must look critically at their policies, strategies and plans to ensure that what they do is still relevant and to pinpoint where necessary changes should be made. Their role is essential to the development of efficient and effective teaching and training

processes. They need to become proactive in the development of their populations to meet the constantly changing needs of their economies.

This publication is a synthesis of six national reports from Egypt, Israel, Jordan, Lebanon, West Bank and Gaza Strip, and Syria, which were written respectively by Ahmed El-Ashmawi, Eli Eisenberg, Hesham Rawashdeh, Bourhan Kreitem, Taysir Al-Said and Atef Wassif. It includes extracts from some of the country reports to emphasise certain points; the reader should refer to the individual country reports for a more comprehensive picture of their findings. The national reports and this synthesis report are aimed at helping the six countries by encouraging and reinforcing reform, including that which has already been started. They will help the key stakeholders and their partners to identify the priorities for change and take the necessary decisions. Other countries may also be interested.

This report briefly describes the structures and organisation of the current vocational education and training (VET) systems. It looks at the current VET strategies and the position of the training of teachers and trainers within these strategies. The types of trainers within the system, and their conditions of employment, including qualifications, status and training tracks to become a trainer, are also considered. Training institutions are presented, including their missions, organisation, training environment, staff, etc. This report looks at pre and in-service training, at curricula, pedagogical methods, and evaluation. It also looks at the present funding arrangements and the contribution of international donors. The quality and

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relevance of the current training of teachers and trainers is considered and, finally, the report examines the potential strategic orientations and development of the systems of teacher and trainer training in each of the countries.

The study looks at all types of vocational training in each of the countries, including public or private, technical or otherwise. However, it is focused on the main training providers.

1. BRIEF DESCRIPTION OF VET SYSTEMS

1

The vocational education and training (VET) systems in each of the participating countries have many similarities, but they are also distinctive to their own country. This section gives a brief overview of the VET systems in each country.

SYRIA

In Syria, the education system has four stages:

- (i) pre-school;
- (ii) basic (grades 1 to 9);
- (iii) secondary education (grades 10 to 12);
- (iv) post-secondary.

Education is compulsory to the end of the basic level and is free for all at all grades.

The VET system

Level 1 – a three-year programme for grades 10 to 12 with 11 ministries participating.

Level 2 – a two-year programme for grades 13 to 14 provided at technical intermediate institutes. Entry requirements are a general/vocational secondary school degree. There are 16 ministries involved in the provision of VET at this level. After this programme, on the granting of the degree of 'high-grade technician', students may enter the labour market and a small proportion enter university.

Governance

The regulation and organisation are under the Higher Ministerial Committee (HMC) for technical education, headed by the Deputy Prime Minister. The Committee includes representatives from all participating ministries. The system is a highly centralised 'switch-point' leading to/from various routes. In most cases, however, VET is an end route for students with limited connections to more promising streams. There is no lifelong learning facility, which makes it impossible to re-enter the school system. The HMC makes all decisions on educational supply, content, personnel, finance, equipment and buildings.

Reforms

Whilst there is no structured system for retraining the working force, some attempts have been made to develop open learning facilities in universities and some retraining courses are available. There is a need for retraining to develop the work force in line with the aspirations of Syria to become an economic entity in the world market. Data capture is required to focus the resources on the problems.

Numbers of institutions/students

A total of 70% of basic school graduates are enrolled in technical secondary schools. This goal was achieved with the close collaboration between the participating ministries. There are some 800 institutions distributed among the 11 participating ministries (figures include VET secondary schools and intermediate institutes). There are an estimated 300 000 VET students and an average institutional student capacity of approximately 370 students. Teaching and training staff number 15 649, thus giving an overall ratio of 19 students per teacher/trainer.

WEST BANK AND GAZA STRIP

The West Bank and Gaza Strip has a literacy rate of more than 88.4%, claimed as a result of the predominantly young population of some 3 million. Formally, there are two kinds of institution: vocational secondary schools and Palestinian technical and community colleges. Informally, there are the Ministry of Labour Training Centres and others related to the United Nations Relief and Works Agency (UNRWA) as well as some charitable and private establishments. In total, there are 412 institutions.

The VET system

There are two kinds of establishment.

Formal programme

- (i) Vocational secondary schools have two main aims: qualifying people for work

and providing access to higher education. These are post-10th grade institutions and the duration of study is two years, culminating in the granting of the Tawjihi certificate. (The basis of the system comes from Jordan.)

- (ii) Community colleges are available to those exceeding 60% in their Tawjihi certificate. It is competitive. Study lasts for two years and is also based on a Jordanian curriculum. At the end of their studies, students sit the Community Colleges Comprehensive Exam.

Non-formal programme

- (i) Vocational training, provided by both UNRWA and charitable organisations, exists for post-10th grade students aimed at producing skilled labour. This consists of two years of study leading to a Diploma Certificate. These organisations deliver UNRWA's vocational training curricula.
- (ii) The Ministry of Labour Vocational Training Centres are designed to produce semi-skilled labour. Courses of 5 to 14-months duration lead to a course certificate from the ministry. The trainers specify the curricula.

Governance

There is a plethora of management and supervision bodies leading to fragmentation, duplication and a limitation of resources. Institutions are short of modern equipment and machinery.

Reforms

There is a proposed vocational and technical education and training (VTET) system planned with the following characteristics:

- unification of vocational training systems;
- demand-driven based on monitoring the labour market;
- participatory (social partners) with an emphasis on practical learning;
- opens doors to universities and community colleges for able students;
- training and retraining for adults;
- modular.

1. BRIEF DESCRIPTION OF VET SYSTEMS

This system will be financed by the government via a tax levy, payment from students, grants for income-generating activities and donations from national/international sources.

Both formal and informal training are to be organised and a Higher Council for VTET is planned and will meet bi-annually. A steering committee is to be appointed to provide expertise and to estimate the required budget.

Numbers of institutions/students

The community colleges offer some 44 specialisations in total, in 10 major areas. The total number of students is 4 599, of whom half are female (1996/97). There are 254 full-time and 78 part-time teachers. The ratio is therefore approximately 1 to 14.

LEBANON

The vocational and technical education (VTE) system

In Lebanon the VTE system is based on the French system with two main areas:

- (i) vocational education – mainly manual skills development leading to qualifications such as the *Certificat d'aptitude professionnelle* and the *Brevet professionnel/Baccalauréat professionnel*;
- (ii) technical education – academic knowledge related to specific trades, leading to the *Baccalauréat technique*, the *Certificat technicien supérieur* and the *Licence technique*.

Public VTE sector

A Ministry of Education and Higher Education (MEHE) has been established.

Private VTE sector

This is defined as 'every private enterprise offering theoretical or practical education directly or by correspondence' and is not allowed to issue diplomas or certificates,

only attestations. These programmes normally last for 3 to 12 months. The contents and methods are dictated by the enterprise itself with no interference from the Director General of Vocational and Technical Education (DGVTE), a department of the MEHE.

Governance

Although since 2000, a significant re-organisation of the public VTE sector has taken place, that of the private sector has not been controlled to the same degree.

Reforms

DGVTE has a vigorous programme of establishing at least 50 new schools over the next five years. The thrust is towards DGVTE control of all institutions, including the private sector, of the methods and delivery of training, including health and safety, the setting of standards of equipment provision and the examination system. Also planned is the qualification of teachers and others.

To this end, the World Bank is financing a US\$29 million scheme to improve performance by making VTE more demand-driven and responsive to market needs. These plans include:

- institutional strengthening and capacity building;
- improving the relevance and quality of the system;
- the rehabilitation of all public technical schools.

There is also a German cooperation agreement on a programme of deeper implementation of the 'dual training system'.

Numbers of institutions/students

In 2000/01 there were 40 public and 334 private schools delivering training. The total number of students in this period for both sectors was 77 917. The student/school ratios were 543 in the public and 168 in the private sector.

JORDAN

In Jordan the education system has three stages:

- (i) pre-school stage – two years in kindergarten for four to five year-olds;
- (ii) basic education – 10 years compulsory for 6 to 16-year-olds;
- (iii) secondary stage – two years in two streams:
 - comprehensive – either academic or vocational leading to general secondary exams required for higher education in community colleges or universities;
 - applied secondary vocational education – to prepare students for the labour market at the second level of the occupational skill levels system, which comprises five levels: semi-skilled worker, skilled worker, craftsman (grade 2 and grade 1), technician and professional (this last via a first degree at university).

The technical and vocational education and training (TVET) system

In the post-basic education system, a two-year vocational education course leading to a Vocational General Secondary Certificate is provided by the Ministry of Education (MoE). There is also a two-year vocational education/training course after completing the basic stage but without leading to the General Vocational Secondary Certificate. The Vocational Training Corporation (VTC) is the main provider for this 'apprenticeship' training.

The Vocational Training Programme is largely the responsibility of the VTC. Programmes provided are classified according to the occupational levels they lead to; currently programmes are classified at the first three levels mentioned above, i.e. semi-skilled to craftsman level. The VTC also has additional responsibility for up-grading courses for already employed workers.

The private sector, non-governmental organisations, community colleges and universities provide short and medium-term vocational training courses. The

post-secondary education system is a two to three-year technical education course to technician level. Technical education is largely the responsibility of Balqa Applied University (BAU).

The main providers of TVET are the MoE, VTC, BAU and UNRWA. There are also private sector provisions supervised by the BAU.

Governance

The MoE, by law, is responsible for the education system including vocational education, and for establishing the direct management and operation of public schools. It is also responsible for directing and supervising private schools. The VTC is responsible for vocational training, and for this purpose it has established 29 training centres with a further 10 planned, in addition to seven specialised training institutes.

Reforms

The focus of reform is on the National Trainers Training Institute (NTTI) and targets the following areas:

- to develop a framework for the identification, classification and certification of vocational trainers;
- to establish national standards for TVET trainers;
- to establish a framework for the continuing development of trainers to enable them to cope with changes;
- to establish a database for TVET trainers;
- to build an interface with industry.

Numbers of institutions/students

The MoE is responsible for some 180 schools covering vocational training plus two training centres for applied secondary education.

There are 35 263 students with an estimated 2 966 trainers/teachers in the MoE, thus giving a ratio of some 12 to 1. Predominantly, these trainers have either community college certificates or university degrees. The VTC is responsible for

1. BRIEF DESCRIPTION OF VET SYSTEMS

36 training institutions and centres providing vocational training programmes. The number of trainees is 11 200 while the number of trainers is 556 permanent staff and 150 temporary staff, thus giving a ratio of 15 to 1. Most of these trainers have community colleges certificates.

ISRAEL

In Israel, the education system consists of five stages:

- (i) kindergarten;
- (ii) primary schools;
- (iii) junior high schools;
- (iv) senior high schools;
- (v) higher education.

Technical and vocational education is the responsibility of two government ministries: the MoE and the Ministry of Labour and Social Affairs (MLSA).

The VET system

This is under the auspices of the MoE and has three main sections:

- (i) technology and science studies from kindergarten to senior high school;
- (ii) technology tracks in senior high schools (grades 10 to 12);
- (iii) technicians and practical engineers colleges (grades 13 to 14, pre-military service).

Youth vocational training has a triple framework:

- (i) industrial schools – a mixture of academic studies, vocational studies and practical work;
- (ii) apprenticeship schools – a number of small factories operating study workshops;
- (iii) workgroups – drawn from students at apprenticeship schools.

In adult vocational training there are five main frameworks:

- (i) vocational training in centres across the country;

- (ii) rehabilitation courses for the handicapped;
- (iii) technician training – practical engineer and vocational instructor training;
- (iv) professional retraining – for those with an academic degree as well as those leaving the security forces for civil employment;
- (v) in-factory courses for promotion and for the unemployed.

Governance

The Directors General of both ministries publish monthly regulations and guidelines to be followed by the organisations dealing with education and vocational training under the supervision of the two ministries. The private sector providers operate courses especially in the fields of computing and administration.

All institutions are monitored by the MoE and by the MLSA by supervisors who evaluate the programmes, workshops, teaching standards and the exam system.

Reforms

- There is a clear strategy for the continuous updating of courses according to the monitored needs of industry and commerce.
- There are a small number of bilateral projects with Germany, e.g. in construction and training for the unemployed.
- There are significant projects for developing under-represented groups, e.g. girls and women in IT, as well as for immigrants.
- There is a movement towards technical education in high schools under the supervision of the MoE.
- There is a reform programme regarding the employment and working conditions of teachers called 'More for the money'.

Numbers of institutions/students

There are some 13 500 students studying in 65 institutions under the auspices of the MLSA at the youth vocational level with approximately 1 400 trainer/teaching posts.

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At the adult level there are some 70 000 students studying in hundreds of institutes. Of these, 24 000 technician and practical engineer students are enrolled at some 90 colleges and their branches.

EGYPT

The VET system

In Egypt, the VET system has the following components.

Formal level

- (i) *Preparatory vocational education* (the lowest level) for 12 year-olds. At this point, they either continue to secondary vocational schools or enter the labour force.
- (ii) *Secondary vocational education* offers 15 to 17 year-old students a three-year programme. A limited number go on to higher education but most enter the labour market as unskilled workers.
- (iii) *Technical secondary schools (TSS)* offer programmes lasting three or five years leading to a qualification as 'Technician' or 'First Technician'. These are the responsibility of the MoE.
- (iv) *Middle technical institutes* offer a two-year post-secondary programme leading to either higher education or the start of a semi-skilled career. This level is under the responsibility of the Ministry of Higher Education (MoHE), which is also responsible for the Industrial Education Colleges running a four-year programme for teachers at TSS establishments and other vocational institutions.
- (v) *Sector specific institutions* offer a two to five-year pre-employment education.

Informal level

The TVET sector has four sub-divisions:

- (i) vocational training centres which include some upgrading courses;
- (ii) public vocational education affiliated to 20 or so ministries;

- (iii) enterprise-based training centres mainly run by public and private sector companies;
- (iv) community-based training centres mainly for urban and rural communities and to provide training for women, the handicapped and the unemployed.

Governance

There is involvement in the process by some 22 ministries. The management is, by admission, largely ineffective both with regard to facilities and resources.

Reforms

A major reform planned for the future is a National Training Authority (NTA). Effort is being made to provide full support to the Supreme Council for Human Resource Development and Training, which is seen by many as the NTA. There is also talk of a National Training Fund plus a MoE plan to establish a central unit for vocational education and training.

Numbers of institutions/students

There are in total approximately 4.46 million students in the VET system. They attend some 603 industrial schools, 600 commercial establishments and 162 agricultural institutions. Teachers and inspectors number some 425 000, thus giving a ratio of some 11 students per teacher.

A highly centralised state management has largely typified the VET systems throughout this region. The plethora of government ministries has often led to fragmented VET provision. This, however, is beginning to change with VET systems expanding and modernising as they move towards becoming more demand-driven, closer to industry and its needs. A small private sector is developing with more freedom to operate. There is also evidence of a move towards the creation of national institutes for training and development with the aim of improving quality through the setting of national standards.

2. JOB DESCRIPTIONS

2

There are many different types of training-related jobs and job titles to be found in the region, but there would appear to be very few comprehensive and competence-based job descriptions. The emphasis too often seems to be on what university degree or qualification is held rather than a specific list of the duties that the training job requires.

There is emphasis in **Syria** on the importance of abiding by the regulations laid down by ministries responsible for the VET system, as well as on the responsibility for safety and industrial security. The general requirement is that trainers and tutors are 'responsible for instructing and tutoring in classes and workshops'. All trainers/teachers are expected to assess student performance by exam and to establish student grades. Trainers and teachers are not involved in developing instructional material. There appears to be no expectation that training staff will be associated with local communities or that they will be involved with local educators.

A prerequisite qualification for 'theory' teachers for the Ministries of Agriculture and Industry is a university degree or diploma. The MoE can recruit without pedagogical qualifications.

On-the-job training is a major feature of small to medium-sized enterprises. The trainer is predominantly a skilled worker who will transfer skills to students. Most trainers are part-time. Most modern enterprises seem interested in improving training conditions including 'training for trainers'.

Inspectors exist at two levels – senior in the head office and specialist in branch directorates. The latter have responsibilities for supervising school and institute activities as well as for authoring schoolbooks. The senior inspectors also draw up long-term educational strategies.

In the **West Bank and Gaza Strip**, the main provider of training of trainers is the Training of Trainers Institute (TOTI). As well as experience in training, TOTI training

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staff have a Master's degree or above, and they follow the guidelines laid down in 'The Effective Training Guide'. Additional vocational experience is a plus. The categories of trainers include:

- part-time university trainers;
- part-time vocational or technical staff at trainer, director or supervisor levels;
- independent experts.

The TOTI has formulated established competences for the pedagogical qualification of vocational and technical trainers. In outline they are:

- classroom administration;
- teaching methods;
- theories and models of learning;
- vocational roles and development;
- counselling and guidance;
- society and industrial relations;
- resources and training technology;
- measurement and evaluation;
- computer use;
- process administration.

The TOTI will also include technical training for the VTET trainers. The MoE includes these competencies in the job descriptions for their trainers. However, the TOTI has no formal job descriptions, given that its staff is part-time. UNRWA, with reference to its trainers of trainers expects them to train in the most recent skills in their specialised field, for computer literacy, in methodologies, to revise syllabi, advise on training equipment acquisition and assist with the selection of new trainers.

In **Lebanon**, the academic levels in the public sector are:

- professor, associate professor, assistant professor in higher technical education;
- lecturer in technical and vocational education;
- drawing teacher, assistant lecturer in vocational education.

Classification level depends on the academic qualification and the years of teaching experience.

Other personnel are involved in the teaching process, including general supervisors, day supervisors, night supervisors, technical education inspectors, pedagogical advisers, workshop instructors and secondary teachers. At many schools, the school director, heads of theoretical and practical studies, and the vocational guidance officer may function as trainers.

In the private sector about 90% are classified as small to medium-sized enterprises. Sometimes the trainers' jobs in this sector are well-defined:

- induction training;
- developing training plans for new staff;
- conducting on-the-job skills training;
- reviewing departmental programmes;
- monitoring attendance on programmes;
- preparing a standards manual with updates;
- completing an individual training development programme;
- submitting the monthly training programme to the training department;
- communicating training information and display public calendar;
- attending relevant meetings.

However, such well-defined jobs are rare. In consulting firms, some consultants are designated as trainers. Such people are often multi-functional.

There are two main levels of trainer in **Jordan**.

- (i) Desk trainers that include actual training delivery. This category includes a variety of titles: trainer, vocational/workshop teacher, vocational theory teacher, trade instructor and technical instructor.
- (ii) Training supervisor responsible for monitoring, evaluation, advice and recommendations. Titles at this level include vocational supervisor, training officer, training coordinator, senior instructor and vocational education specialist.

At the MoE the *vocational teacher* is responsible for technical theory and technical drawings. Their normal

qualification is a first degree in their subject. The workshop teacher is responsible for practical training with the usual qualification of community college certificate. The *vocational education supervisor* monitors vocational training in relevant schools; this position normally requires extensive experience as well as a first degree. A job description states the main duties but not the competencies, although these are spelt out in annex. Its broad categories are:

- preparing for instruction;
- applying a variety of techniques;
- using a variety of aids;
- managing student success;
- evaluating performance;
- implementing safety;
- developing professionally;
- meeting departmental requirements.

At the VTC, the *trainer* provides practical theory and training. The usual qualification is a diploma certificate. The *training officer* is responsible for planning and supervising in his/her specialisation and centre. The training coordinator is responsible for planning, supervising, evaluating, coordinating and developing programmes in several centres within his/her own specialisation. The same description as that for the MoE (above) applies and a university degree is normally required.

At the BAU and community colleges the *vocational trainers* provide practical workshop training. The teachers provide technical theory and general subjects. Both types of trainer work in both BAU and the colleges. Again, they have similar job descriptions as for the MoE and the VTC.

At UNRWA the *trade instructor* is responsible for practical workshop training. This post usually requires a diploma certificate.

The *technical instructor* is responsible for specialist-related theory. Normally, a first degree is required. The *senior vocational training instructor* supervises courses or groups of courses according to a specialisation. Normally, a first degree is required.

The *vocational education specialist* is responsible for developing both learning materials and curricula in his/her area of specialisation. Normally, a first degree is required, plus considerable experience. They work mainly in the two Jordanian UNRWA training centres. The same job descriptions and competences are applied as for the MoE and other institutions as mentioned above.

In **Israel** no formal, written definition of the job description appears to exist. However, it is apparent that the three normal levels of requirement for working in the field of education and training are an academic degree (including that of BEd), a teaching certificate and a teaching licence.

A recent revision covers all aspects of the academic and practical requirements of the teaching specialisation and is compulsory for all those training as teachers in academic institutions. The conditions for obtaining a qualification are laid down by the Director General.

A broad job description is implied in the Director General's circular, which requires the following four broad teaching responsibilities:

- (i) teaching – mastery of the field of knowledge;
- (ii) planning and organisation of teaching units, etc.;
- (iii) class management and educational roles;
- (iv) involvement, integration and professional responsibility.

The detail provided under each heading does not define more than the broad requirements and could not be described as competences.

In **Egypt** there are four categories of trainers existing mainly under the jurisdiction of the MoE:

- (i) teacher – teachers or trainers within the formal technical sector;
- (ii) trainer – trainers working in the informal or vocational training sector;
- (iii) instructor – synonymous to trainer but responsible for more practical aspects;

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(iv) master trainer – those responsible for both trainer and teacher training (it does not imply any academic qualification).

Pedagogical training had been given to 35% of those working in training. Some advanced practical training had been followed by 50% of those working in training. Courses provided for trainers by outside agencies are mainly of a three to four-day duration, and give only an overview of, for example, 'presentation skills' and a certificate of attendance.

In the *public sector* the main qualification for teachers/trainers would seem to be an academic degree or diploma yet there does not seem to be the same requirement for pedagogical qualifications. Competence to perform the duties of the role of trainer is rarely an assessed requirement. In the public sector, the job of trainer is often narrowly restrictive, not even including design of curricula or materials. In the worst cases job descriptions are not even

available, and when they do exist they are little more than broad headings.

In the *private sector* most trainers are part-time and often skilled workers who pass on information to their trainees. Again, many of these trainers have had very little pedagogical training.

The job of trainer throughout the world has developed considerably over the past 10 years. Job descriptions and duties of all training jobs should be regularly reviewed to ensure that they fully reflect the developing role that is required. Job descriptions are becoming more competence-based, i.e. they describe each duty in terms of specific behavioural outcomes. This ensures that the standards required for a particular job can be uniformly expressed and assessed. This clearer definition helps to raise the profile of the trainer and ultimately the status and self-esteem of the trainer population.

3. TRAINERS' CONDITIONS OF EMPLOYMENT

3

Trainers' employment conditions often have a significant effect on their perceived status in the society in which they operate, including what qualifications they require, how they were appointed, what opportunities they have for progression, what remuneration and, of course, how they compare with others in society.

In **Syria** the number of teachers in both schools and institutes of the MoE is 19 485. Females make up 46% of training staff (8 956). In the Ministry of Industry for 2002 the total number of trainers was 494, with a trainer/student ratio of 1 to 15. Graduates are recruited through invitation to take a competitive written exam and be interviewed, with a minimum of 60% required for acceptance. Preference is given to educational diploma holders. Graduates with technical/specialist degrees are not pedagogically qualified. Different ministries running VET schemes constitute another route to qualifications via courses at intermediate institutes. These are the main source of auxiliary teachers. The Ministry of Agriculture has two conditions: a minimum of five-year practical experience plus a two-week training of trainers course.

There is a difference in remuneration between private/public sectors with government trainers' poor pay leading to afternoon second jobs. Private sector trainers are alleged to be 'three to four times' better off.

In the **West Bank and Gaza Strip**, as of 1999, there were 900 trainers, most of whom were male with a BA degree or a diploma. Fewer hold Master's degrees and a small number have PhDs. The Ministries of Labour and Education employ most of these trainers. Recruitment is, as for any other government employee, primarily through interview. Others are employed by UNRWA or by local and foreign non-governmental organisations. Grades on appointment are grade 8 if a diploma is held, grade 7 if the candidate holds a first degree, grade 4 for a candidate with a MA and grade 3 for those with a PhD. The total number of trainers for both public and the UNRWA is 1 290. Salaries are according to qualifications. These salaries equate roughly to senior posts in the MoL. TOTI rates are US\$35 per training hour; this is based on the part-time nature of the training (this rate is for the pilot training

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course; future rates will be established according to tenders and will usually be lower). UNRWA has two rates for its own employees: US\$7 and 8. Part-time trainers from outside earn approximately US\$16.

In **Lebanon**, VET provision is through both the public and private sectors. In the public sector for 2000/01 the number of permanent VET teachers in schools was 968. The status of teachers is the same as that of civil servants. Female teachers made up 36.6% and non-civil servants' contracts are for one year. Contracted teachers are recruited either to increase the range of specialisation or to top up numbers.

There is a multitude of job levels and grades. In 2002, the qualifications held by teachers were as follows: 7.75% PhDs, 2.25% MAs, 51% BAs, 21% LET/LT/TD (*Licence d'enseignement technique, Licence technique, Teaching Diploma*), 5.5% TS (*Technicien supérieur*), 6% BT (*Baccalauréat technique*), BP (*Brevet professionnel*), others 4%, and those with experience but no qualification 2.5%. In the private sector there are very few full-time trainers. Contracts are normally for delivered courses. Remuneration rates vary from those of the public sector to several times better. Occasionally, extra is available when staff assume a trainer role on top of normal work.

In **Jordan** the main provider is the MoE, with the number in various training jobs and in different branches at 2 966 (48% are female). The VTC has 556 trainers (7% are female (37)). A further 150 trainers are on 6 to 12-month contracts. Only 23% of trainers have a degree with most holding a community college certificate.

BAU has some 1 000 trainers and the majority hold degrees. For recruitment it has its own regulations – however, an academic record is still very important. Incentives are generally better with higher salaries than the two previous categories. Children of staff benefit from study at the university with lower fees.

UNRWA has approximately 125 trainers (15% female). A total of 58% hold a

degree. Recruitment is according to specific qualifications dependant on the job, which are predominantly based on academic qualifications plus experience.

Recruitment for the MoE follows that for the Civil Service Commission. The main criterion is the possession of a vocational certificate or degree. Some promotion to supervisory level is available if a degree is held. A degree is held by 62%. All MoE trainers get a supplement above civil service rates as an incentive to improve numbers, with extra for higher qualifications. Recruitment for the VTC also follows that for the Civil Service Commission.

Company trainers are normally appointed from their skills base in-house and some receive trainer training. Salaries are modest, dependant on qualifications and experience. Even so, training jobs are well regarded, save when in competition with local market recruitment due to the relatively high rate of unemployment and modest salaries offered by the private sector. It is not the same case when in competition with recruitment by Gulf States with better salaries and incentives. Company trainers' wages are usually similar to other workers with similar qualifications.

In **Israel** most teachers work for the MoE. The number of teachers is around 42 000, of which 62% are female. Some 30 000 hold a BA or higher and some 8 500 are classified as senior qualified teachers. There is a high seniority: around 3 300 have up to four years experience, some 12 500 have 5 to 14 years, some 6 000 have 15 to 19 years and some 17 000 have over 29 years.

The MLSA has 1 100 teachers – 460 with degrees, 70 with technical degrees, 170 are classified as qualified or senior teachers and approximately 100 have had vocational training. The seniority measured in terms of years of experience is as follows: 270 have one to five years, 200 have 6 to 15 years, 130 have 16 to 20 years and 370 have over 21 years.

3. TRAINERS' CONDITIONS OF EMPLOYMENT

Salaries are at around 85% of the average wage in the economy with salaries in technological subjects particularly poor because of competition in the industry and the market for people in engineering and technology professions. There is a shortfall of between 1 500 and 2 000 staff in the system.

In **Egypt** most teachers in technical or vocational training have degrees as follows: university degree in engineering, university degree in education, industrial education college, Don Bosco five-year course and TSS five-year course.

Technical or vocational teachers are regarded as having a lower status than those in the main stream.

Salaries are lower than in the *private sector* where the improvement may be as high as 50 to 60%. Almost one-third of training staff are on long-term leave and seeking better remuneration in the Gulf.

Most trainers work in the *public sector*, are full-time and employed as civil servants by the government. As civil servants their salaries are often governed by the civil service grade they hold and are modest in comparison to the levels in the private sector. The private sector, however, is relatively small, their staff is usually part-time and their salaries may be up to 60% more than their public sector counterparts. There is little evidence of a clear career structure for trainers in any of the countries.

4. TEACHER AND TRAINER TRAINING INSTITUTIONS

4

Teacher and trainer training systems are varied across the region with most countries offering some training through their general university and college network. The primary recruitment route seems to be through the attainment of a degree. Very few of these organisations provide a specific qualification for the occupation of a trainer. There is a small private sector, which seems to be growing, but the trainers they use often have had very little training as trainers.

In **Syria**, the MoE has specialised training centres in five Bassel Al Assad geographical centres with comparatively long courses, e.g. one year:

- *Latakia* for pedagogical training for auxiliary trainers in the automotive and electrical trade;
- *Aleppo* for training and PC maintenance;
- *Hamma* for the training of women;
- *Latakia* for training in electronics;
- *Damascus* for leader training in pedagogical skills.

The Bassel Al Assad Centre in Damascus is for leader training in pedagogical skills and has a director plus a staff of three teachers who are highly qualified and well motivated. This Centre is well equipped in general and offers a two-week course for senior inspectors.

There are also a number of short course centres.

- *Third intermediate institute* – courses for teachers/tutors of MoE staff and other ministries. It also offers these to trainers from the private sector. Courses are run mainly in vacation periods. The institute is well equipped, and has seminar rooms. Courses are run mainly in pneumatics, hydraulics, electro-pneumatics, PC applications, power electronics and control engineering. Trainers are either staff drawn from the institute or part-timers from private sector.
- *Second intermediate institute* – two-month courses throughout the year in electrical technology and car mechanics. It is poorly equipped with

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outdated machinery. New equipment and laboratories are on order.

- *Technical secondary school in Ariha* – courses in electrical trade and modern car techniques. Trainers are teachers ‘of sound reputation’.
- *Female secondary schools in different governorates* – courses in tailoring and embroidery, including some machinery maintenance. Trainers are drawn from well-reputed teachers or part-timers from industry.

The MoHE has colleges, which offer one-year courses in pedagogy leading to a diploma. The layout of seminar rooms and training facilities is traditional and constitutes an inappropriate training environment. Staff consist of professors, assistant teachers and teachers, and are full-time. There is cooperation with similar institutions in other Arab countries.

The Ministry of Industry Training Centre was closed many years ago. Attempts are being made to reinstate it. Meanwhile, a cement company is trying to cover countrywide requirements. The company is well equipped with modern machinery and computer labs but its trainers are unqualified.

In the private sector the Damascus Chamber of Industry runs technical and management courses using training providers. There is considerable liaison with other organisations including the Arab Labour Organisation and the German Arab Chamber of Commerce. Apart from the Clothing Development Centre, all trainers are seconded from the training providers. The Clothing Centre has recruited three full-time trainers with the help of UNDP. The Centre is well equipped with suitable training facilities. In 2001, 49 courses were offered and there were 900 students. The objective of one of these courses was ‘Establishing the training function in different companies’.

The Syrian Business Centre is the result of an agreement signed by Syria and the European Union. It has five main business support units: ‘Business upgrading’, ‘Export promotion’, ‘Information and business cooperation’, ‘Management training and

development’ and ‘Institutional development and policy formulation’. Trainers are recruited from Europe and some Arab countries. Courses are offered in training for trainers and other management topics. The training environment is ideal and the facilities are faultless.

In the **West Bank and Gaza Strip**, bi-lateral support from Germany has led to the foundation of the TOTI, a semi-government institute with the task of ‘developing the Palestinian economy via institutionalising HRD’, by:

- establishing a network of institutions and experts in training of trainers;
- developing and delivering education and methodology programmes;
- preparing assessable standards;
- establishing the legal framework.

TOTI will provide:

- a definition and continuing updates of required qualifications to include methodologies for a range of trainers in the VTET system;
- pre-service training for trainers and upgrading of programmes, both educational and vocational.

The total number of trainers for public, UNRWA and private is 1 290, with qualifications ranging from first degree to PhD. All have a range of relevant experience and must follow ‘The Effective Training Guide’. TOTI does not have its own training facilities but achieves its aims via building training networks, part-time contracts for trainers of trainers plus local experts in curriculum development and materials’ production in cooperation with its own staff. TOTI is the focal point for all accreditation both in public and private sectors.

UNRWA has a resource centre, a training auditorium, OHPs, video and TV, LCD and video projector and a library of some 2 000 to 3 000 books.

In **Lebanon** there is no available qualification anywhere for the training of trainers. Three (two public, one private)

4. TEACHER AND TRAINER TRAINING INSTITUTIONS

institutes offer a 'Licence', allowing employment in technical schools. This is a two-year programme.

The main *public institution* is the National Pedagogic Institute (IPNET) with aims to:

- prepare teaching staff for work in both public and private VTE schools;
- upgrade such staff in skills and competences;
- undertake research for methodological improvement.

IPNET operates two sites in Beirut. Both IPNET sites have laboratories, workshops, multi-media rooms and seminar facilities. However, these are of low standard.

Both the Director General of VTE (DGVTE) and management of IPNET consider that current arrangements are not effective at meeting national aims. Altogether there are 23 staff supported by a further 52 contracted teachers at the two sites. There are altogether eight administrative staff and support staff for both sites.

In the private sector there are both sector-based and consulting/training companies whose missions are to upgrade their employees' skills and knowledge, and to introduce new methods and techniques to meet required competences.

Sometimes a human resources department is part of the private set-up, notably in banking, hotel, health and manufacturing sectors. However, a sector-based organisation was identified as being involved in trainer training: the Paramedical Institute. Under a range of technical topics, there is a three-day trainer training workshop, which runs regularly.

About 15 consulting companies offer trainer training courses covering topics such as: 'Designing of training project', 'Delivering a topic and checking for understanding', 'Leading and managing a group and teaching methods'.

Private sector companies normally have one or two resident trainers and there is a high reliance on external providers, few of whom are in the country. Full-time trainers

are not employed in large numbers. Several public and private universities offer courses in general training, including training for new teachers, specialised courses to improve subject skills, and some socially-orientated topics such as health education.

In **Jordan**, a Training and Development Institute (TDI) was established in 1982 with the mission of training trainers and supervisors using up-to-date methods and materials and to provide consultancy services. The main services of the TDI are:

- pre-service trainer training;
- in-service trainer training;
- pre-service and in-service supervisor training;
- consultancy and research for enterprises.

These activities are targeted at actual trainers, training officers, training coordinators, curriculum developers, counsellors and training centre principals. It also provides these services more widely, including to other Arab countries, e.g. Oman, Sudan, etc.

The TDI's facilities include: two CCTV-linked lecture theatres to seat a total of 140 participants, training rooms for smaller groups of up to 15, a library with books as well as other materials, a materials' production facility and a TV unit for video copying plus recording practical sessions. These facilities are shared with another institute.

There is almost complete reliance on external providers for trainer training staff. Such specialists are hired on hourly-based contracts as required. However, there appears to be good access to the necessary specialists with staff selected from the VTC (the larger organisation). The TDI also hires from the MoE, universities, community colleges and industry; hence there is no permanent training staff.

Another provider is the Testing and Training Institute (TTI), which provides up-to-date training for trainers and upgrading for technical specialists. It has 10 well-equipped workshops for practical

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skills development and 40 instructors and training officers for implementing training courses. The majority of trainees who benefit from TTI come from VTC training centres with fewer numbers than from other TVET sources such as the MoE, UNRWA and the private sector.

In **Israel** there are 49 teacher training institutes and among these only two colleges and one university offer training for technical subjects. The main trainer training institute is the MOFET Institute, part of the Educational Staff Training Department of the MoE. The MOFET Institute is an umbrella organisation connected with the teacher training institutes. Its programmes include professional specialisation for teacher trainers, pedagogy, teaching of disciplines and academic pedagogic management. The institute's premises are in Tel Aviv and teacher trainers come there from all over the country. Its facilities include lecture rooms, labs and workshops.

The government Institute for Technological Training is responsible for training technicians and practical engineers. Most of the teachers in these colleges are technical people and industry employees and most of the training courses are on pedagogical issues relating to theories of teaching.

Most trainer training for adult education in the private sector is in the field of information and communication technology, conducted by high-tech enterprises and training companies.

The trainer training providers in **Egypt** are all in the *public sector*.

- The Ministry of Industry and Technological Developments – since 1964 including an Instructors' Training Institute (ITI), owned by the Ministry's Productivity/Vocational Training Department. It is currently being restructured and will become known as the Staff Training Institute. Its mission will be to train trainers as well as administrative and management staff. All trainers at ITI are full-time technical experts selected and recruited by the department. ITI is adequately equipped but updating is needed.
- The Ministry of Housing and Reconstruction (MHaR) – has two instructor training institutes, one of which aims to provide basic pedagogical courses of four months' duration. The second offers more advanced two-month courses. The centre also provides TV films, videos, slides and other items.
- The Ministry of Social Affairs (MSA) – has an instructor-training centre and conducts practical courses for full-time instructors working in the various VTCs. A department within the MSA has three VTC centres where instructors are trained.
- The Ministry of Agriculture – runs a demand-driven two-month course.
- The Egyptian Electrical Authority – has courses for its staff at their own VTCs.

The provision of teacher and trainer training is quite disparate in the region with many providers of training yet few organisations solely dedicated to that purpose. The private sector is small but is becoming more pragmatic and business-focused. Where training organisations have a mission it is often either simplistically vague or overly ambitious and reaching far beyond the basic purpose of training trainers.

5. PRE-SERVICE TRAINING

5

The concept of pre-service training varies considerably across the region from on-the-spot explanations and demonstrations to fully specified and targeted training programmes to prepare new and intended trainers. Accessibility ranges from being available to anyone who wants it to a full selection process.

The trainers who conduct this training have a varied range of qualifications and some have had little or no specialist trainer training. The main qualification does not appear to be trainer competence but rather the possession of an academic degree, often in a subject unrelated to that of teacher or trainer. This is often reflected in the methods of training that are used, which tend to be very traditional.

Assessment methods are mostly based on examinations and attendance requirements, rather than through the continuous assessment of practice.

The government in each of the countries funds almost all pre-service training with only a small private sector presence.

In **Syria**, government-funded training lasts for two years. The curriculum covers general and basic science subjects and ranges from 20 to 30% of weekly teaching hours. The same ratio applies to technical studies where 40 to 60% of time is devoted to specialised subjects. Teaching hours range between a minimum of 32 and a maximum of 36 per week. Only 3 out of 46 teachers are involved in curriculum development. Teachers are graduates from either universities or intermediate institutes. Traditional methods are the norm for teaching these courses, with heavy dependence on students to learn by heart.

The assessment for graduates from intermediate institutes is in two parts: exams and work experience. For the exam the standard is 60% for a pass for practical applications. A pass mark of 50% is required for each technological and general subject. Students are allowed a second chance after which they are rejected. Absenteeism of more than 25% constitutes a failure. For work experience, the students must spend a month on-the-job training in an enterprise. The ministry running the

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VET system cooperates with the institute in ensuring places in either public or private firms. Institutes are responsible for student supervision during the enterprise training and certificates will only be issued on satisfactory completion of this phase as well as the exam.

In the **West Bank and Gaza Strip**, the provision of pre-service training is not yet in place either privately or publicly. TOTI will assume responsibility after the in-service programme is accomplished. It is predicted that TOTI will use the same approach and curricula as deployed for the new employees of the VTET system.

In **Lebanon**, the DGVTE triggers any revision of the curricula. This is a continuous review process based on feedback from the various providers of VTE by directors and teachers. Subject-specialist teachers drawn mainly from the public sector working in committees, carry out the revisions. Once approved by a review committee, the new curricula become available for implementation. However, the majority of the curriculum does not match economic needs but is geared to narrow specialisms with a centralised spin, which precludes innovation.

The methodologies used by VTE teachers are constrained by this centralisation and therefore they tend to deploy traditional, didactic methods in the majority of cases. This is reflected in their own training. Consequently, there is a poor relationship between theory and practice.

Assessment is through written and practical exams, which take place at the end of the final year. These are related to the specialisations required. However, there is no unified system of student skills and competencies. In the case of production mechanics, there is a four-subject requirement coupled with coursework assessment.

In the private sector, VTE curricula, if accepted as valid by the DGVTE, may be developed leading to new degree-related programmes. This is followed by a tendency for the subjects to be picked up

by the public sector if they appear to be of interest, for example in the para-medical field. However, the private sector has difficulty recruiting teachers and only draws from the business and professional world, thus leading to the growth of teachers in the private field with limited teaching skills.

In **Jordan**, pre-service training is not a requirement and very few trainers have received any training before their appointment. It was apparently part of their two to three-year diploma programme in the community colleges. The students rated these as 'average'. Almost all those interviewed perceived the need for such training before taking up employment.

A comprehensive pre-service training programme for trainers was designed by TDI/VTC but only two courses ran for two groups from Oman. These aimed to raise the level of skills of trainers' assistants to that of qualified trainers. The Omani side provided pre-course academic profiles together with experience and specialisations and their future jobs. This helped with curriculum design, giving content, duration and objectives. The proposed courses were forwarded for comment and then agreed upon. The result was a course of nine months in two semesters with the following content:

● VET system in Jordan	20 hours
● role and duties of trainer	20 hours
● learning theories	40 hours
● audiovisual aids	100 hours
● instructional techniques	100 hours
● health and safety	40 hours
● guidance and counselling	40 hours
● training management	40 hours
● evaluation	40 hours
● upgrading of specialisations	80 hours
● supervised practice	80 hours
● developing project assignments	60 hours
● English language	44 hours

Another provider is the International Labour Organisation/United Nations Development Programme (ILO/UNDP) which ran short courses in training of trainers (two weeks), a refresher course (one week) and a follow-up course (one week). The ILO

provided the trainers for these courses. The 26 participants were certified by the ILO as 'Start Your Own Business'. The courses were run for business purposes and, accordingly, the participants are available to conduct training courses for entrepreneurs. The trainers have access to the materials that were made available to them as students.

In **Israel**, pre-service teacher training is mostly funded by government and also through the tuition fees of the students. Pre-service training is open to anyone who satisfies the criteria, which include a National Matriculation Certificate and a national screening examination for those who apply for a BEd degree. There is also pre-service teacher training for those who hold an academic degree and wish to graduate with a teaching certificate, or retraining for practical engineers. In addition, each institute may require additional admission criteria such as might be the case for a specialisation programme.

Regulations governing institutes are in place for areas such as admission criteria, course schedule and rules of behaviour as well as facilities, exams, evaluations and grades and termination of studies. These are the responsibility of the MoE. As a result, there is uniformity in the certificates and authorisations.

The length of studies is four years, divided between education studies, education practice, specialist studies and skills development. Each training institution is responsible for planning and developing its specialised curriculum. These plans are then submitted to the Council for Higher Education for authorisation and to the Division for Teacher Training at the MoE. Since the market is competitive, innovation is seen as an essential ingredient in forward planning and industry is involved also in such developments. The facilities are therefore modern. It is noted however, that directors of colleges for technical subjects are seeking an increase in technological tracks.

The criterion for appointment as a teacher trainer is at least a Master's degree with a

preference for PhDs (80%). About 70% are male. Conditions of employment are comfortable and salaries are good. Accordingly, recruitment does not constitute a problem. Most see their appointment as a professional career and they also have a role in industry. Many are authors in their own right and there is good access to conferences in the country as well as overseas.

In **Egypt**, a real vision for the training of trainers seems to be lacking. This, together with the lack of suitable curricula and the materials to support this, constitute a serious problem. There appears to be a lack of balance between theory and practice, and traditional methods are not seen as relevant.

More than 30% of trainers had received no training other than their general education to prepare them for their posts. A total of 50% of trainers had no pedagogical training at all. It appears that there was a better system prior to 1964.

The curriculum is of poor quality and teachers/trainers are ill-equipped to develop it in general. The current practice is that of traditional ways of training on the spot with demonstrations of equipment to follow.

Where international donor agencies intervene, the approach taken is infinitely better and the following factors are taken into consideration:

- objectives are set;
- methodologies are decided on;
- there is a planned period of time;
- competencies are designed;
- theory and practice is brought together;
- there is planning for employment.

The facilities, when provided by donors, are also better and learning materials become available. There is sometimes overseas training for selected trainers when a donor is involved. On return, they are expected to train their colleagues. There is a language barrier in some cases where not all that is available is understood. A case is given of the woodworking centre where all 12 trainers

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were trained in Italy for a one-year pre-service training programme. A similar case occurred with Korean government assistance in developing trainers on courses in South Korea. The two donor countries funded these courses. Short-term projects to train master trainers in the hotel and tourism industry are planned with the support of United States Aid (USAID). These 40 trainers will be used in cascade training to train 20 000 line managers in the industry. The Ministry of Housing has two centres with their own trainer training institutes concentrating on technical but not pedagogical training. As stated earlier, the Staff Training Institute will have an impact on quality preparation. The electricity authority also provides some training, as does the Agro-Mechanical Centre in Alexandria.

As with the other sections of this report, the provision of pre-service training for trainers and teachers varies considerably across the region. In some countries the provision of pre-service training for trainers and teachers is not even a requirement at present and is almost non-existent. Where it does take place, it often leads to a

curriculum that does not adequately reflect the needs of the country or the trainee trainer/teacher. Most of the training delivered covers specialist subjects but not pedagogic needs.

The impression gained is that the curriculum and its development lack any kind of uniformity. Clarity is required as to the right mix between training skills/techniques and subject specialist training. There is however some evidence that there is increasing focus on the training/teaching requirements of the curricula in **Egypt** and **Jordan**.

Teacher and trainer training needs to have a much higher profile and be seen as a profession in its own right. The institutions therefore need to become more specialised, recruiting only the highest quality training staff who should have had a great deal of training experience. These staff need to have continuous development in order to be fully skilled in the latest training methods. Likewise they need to be capable of providing a comprehensive training service both in pre and in-service training.

6. IN-SERVICE TRAINING

6

The provision of in-service training varies right across the region. In **Jordan** and **Israel** it is extensive, comprehensive and varied. In **Egypt** it is more ad hoc and subject to funds becoming available. In **Syria** there are some courses for technical upgrading. In **Lebanon** training takes places from time to time when there is a new or updated curricula or external funds become available. In the **West Bank and Gaza Strip** the system of in-service training is implemented by more than one organisation and the main TOTI programme is still in its infancy.

In most countries of the region there appears to be no established process for the selection of participants for in-service training, relying more on the initiative of the individual trainer to apply. In **Israel** and in **Egypt**, trainee registration on courses is motivated through payment of full wages/expenses or an increase in salary for successful completion. Programmes are usually paid for in full by the sponsoring government department.

In the majority of the countries concerned by the study, individuals are rarely asked

what their training needs are and institutions usually determine the topics and curricula of training programmes. Training that is on offer is almost entirely on pedagogical subjects.

Most training is held in the established training centres although occasionally it may be designed and conducted in the workplace. The range of training methods used is mainly from the traditional (lectures) to a minority experiencing different and participatory methods.

In most countries it would appear that the training of trainers is not built on a skills competency framework but rather on a traditional pedagogic theory knowledge base. In many cases in-service training is the provision of pedagogical studies. The profile of trainer training does not appear to be very high in each country but done on a piecemeal basis.

In the true meaning of the term 'assessment', the practices in some countries seem to be less than satisfactory. Assessment should be as objective as possible and against transparent clear

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criteria about the knowledge and behaviour of the skills of designing and delivering highly effective training. Assessment of the training ranges from reaching a specific figure of attendance, successfully finishing the programme, to a whole range of observation feedback, exams and projects. In most cases some kind of certification is present.

In **Lebanon**, in-service training is not particularly well organised and where it does take place, it does not appear to be available for all. There are four main providers of this training: the public VTE sector, private VTE sector, consulting firms and universities.

In the *public sector* in-service training occurs from time to time upon the written instructions of the minister of higher education. This is authorised when there is a revision of or new curricula or availability of external finances earmarked for this purpose. Needs analysis does not take place as a pre-cursor to training but is decided entirely by IPNET management. There are no formal procedures for choosing the most appropriate candidates for training. The choice is merely based on the personal evaluation of IPNET directors.

In the *private sector*, there are several programmes targeted at teachers and instructors who have the necessary academic qualifications and previous work experience. The courses tend to concentrate on the knowledge, skills and techniques to become an effective training professional. Several consulting firms also offer trainer courses in **Lebanon** on similar lines. Some local universities also offer a few in-service training workshops to secondary level teachers. What is common to all providers is that they do not conduct a follow-up evaluation on the resulting performance of their students.

In **Israel**, in-service training is extensive, comprehensive and varied. Government ministries display a very positive attitude to the updating of teachers/trainers. Indeed, they encourage and promote this training through salary increments for those who successfully complete the studies. The assessment criteria are that the participant

must be present for 80% of the course and must meet all the pedagogical requirements of the training course, including an exam or project paper. The training on offer is open to all teachers and trainers, with fairly flexible screening (i.e. possession of the necessary preliminary knowledge). The government provides a large proportion of the funding for the training. A wide variety of public and private institutions provide in-service training after a rigorous authorisation process by the MoE. The topics covered are in two spheres:

- (i) personal development, including topics such as: developing educational leadership, creative thinking, interpersonal communication, assertiveness, and coping with stress and burnout situations;
- (ii) expanding the professional knowledge according to the national curricula.

The topics are determined according to the needs and wishes of teachers (80%) and by headquarters (20%). The training appears to be well monitored by the authorities.

In **Syria**, in-service training is mostly devoted to an initial pedagogical qualification. Teachers/trainers come into the profession after graduation from university or intermediate institutes, and are then required to complete a one-year qualification in pedagogy. There are 27 000 teachers who are not yet pedagogically qualified and at the rate of qualifications each year, it will take 13 years to complete. Teachers are motivated to register for this training by full payment of their salaries during their study, with an increase upon qualification. The trainee teacher is evaluated by a committee who has observed him/her against a list of nine criteria including attendance, teaching capacity, participation in activities outside the class, commitment to rules and regulations, relationship with training providers, participation, lesson planning, participation in discussions and feedback from other colleagues/instructors. The training methods followed are traditional. Another type of in-service training is for IT teachers who attend a nine-month IT

course. In addition to these programmes there are also courses arranged for the technical upgrading of the level of vocational teachers and directors in dealing with IT.

In **Jordan**, in-service training for trainers varies from one TVET institution to another. In MoE, training is limited and is mainly in instructional techniques. In BAU, training is very rare. In the UNRWA, training is mainly in pedagogical and instructional techniques and some technical upgrading. TDI/VTC have developed a number of training courses in pedagogy and instructional techniques to upgrade the professional skills of working trainers. These courses are open to all trainers; it is up to the concerned institutions to nominate trainers, although in practice most come from the VTC. Most of the training is conducted in TDI facilities or in VTC training centres. For the training provided by TTI/VTCs the technical training needs are identified every two to three years and the results are used for upgrading courses for the next few years. In the TDI there is a wide range of training methods depending upon the content, participants and the trainer. There is no formal assessment of participants, but their attendance is controlled, with certificates given only to those who attend at least 75% of the course.

In **Egypt**, training is very traditional and unsystematic in its provision, usually provided on an ad hoc basis or whenever external funding is available. There is no real system of training needs assessment; where assessments are done, the majority are based only on the identification of the trainer's own skill chart. Where in-service training is provided it is usually limited to both technical topics and to application. Trainees are motivated to register on courses through payment of full wages/expenses or an increase in salary for successful completion. At the Mubarak Kohl Initiative they try to select the most suitable teachers offered by the MoE and then train them. During their service they are exposed to a lot of pedagogical training through their German GTZ partners. As part of a new initiative within in-service training, the National Skill Standards

Project (NSSP) has trained a number of master trainers (77). They will cascade training to other trainers against a set of comprehensive competencies in a very systematic approach.

In the **West Bank and Gaza Strip**, in-service training is implemented by more than one organisation. The main programme is one that TOTI has embarked upon which aims to train all trainers in the VTET system with a programme that will take almost two years to finish. Trainers who successfully finish the two-year programme will be granted a professional diploma accredited by the Ministry of Higher Education. The programme is held wherever they can book accommodation and aims to use all the various types of training methods relevant to the module, but not lecturing. The other providers of in-service training are the UNRWA/Unesco Department of Education and the Institute of Education. The UNRWA has implemented programmes in both the West Bank and in Gaza. The UNRWA funds all their courses, transportation and other expenses and all employees must successfully pass the in-service training within three years to remain employed. The assessment includes attendance, participation, tests, a written exam and observation.

The provision of in-service training in many countries of the region has its limitations. The selection of individuals to attend training programmes appears haphazard, mainly relying on individuals to apply on their own initiative. In-service training is an essential development for teachers/trainers and the promotion method used in **Egypt** and **Israel** (i.e. payment of salaries) is laudable.

One method of significant learning for teachers/trainers is watching their trainers in practice. This experience is limited in many of the countries, as the training methods used by trainers are often restricted to the traditional method of lectures. Too often, attendance is used as the principal assessment method. Assessment needs to be made more objective, to review skills and performance.

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There is a strong need for a systematic process of in-service training with the purpose of continually developing the skills and knowledge of the trainer/teacher population. This develops and improves the curricula design and encourages new and modern methods of training. This training

needs to be available and even mandatory for all teachers and trainers throughout their careers. With this kind of professionalism, teachers' standards and the quality of their teaching will rise, so that they can face the challenges of the global economy with confidence.

7. FUNDING

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The funding of trainer and teacher training institutions is not always clearly identified as a separate budget, but is often included as civil service employee expenditure and therefore funded by the government. The specific costs of training trainers are not easy to identify.

In many of the countries there are EU and other international donors currently engaged in projects covering all aspects of the VET system. However, here we focus on those that relate to teacher and trainer training.

In **Lebanon** there is the German GTZ programme. This is a seven-year project regarding the training of trainers and was started in 1998 with a total budget of DM 5.5 million. A French programme is under consideration for establishing a continuing training centre providing in-service training for teachers, with a budget of €1.5 million. The World Bank has a project, which has pre and in-service teacher training as one of its components, with a budget of US\$1.3 million.

In **Jordan** there is a Canadian project, 'Sustaining and Extending Technical and Vocational Education and Training', which includes support and upgrading of technical skills of trainers. The Euro-Jordanian Action for the Development of Enterprises (EJADA) is also providing support in the preparation stage for establishing the new National Trainers' Training Institute.

In **Egypt** there is the German Foundation for International Development (DSE) funding the training of some 36 trainers, a small and medium business support project which incorporates the training of trainers and curricula development, and an NSSP which incorporates 'establishing a national training centre and the training of trainers'. This is being implemented by a consortium of European organisations led by the British Council with a budget of 102 million Egyptian pounds.

In the **West Bank and Gaza Strip**, there is a major German project for operating the Training for Trainers Institute (TOTI) with a budget of DM 1.5 million. Other imminent projects include the World Bank Vocational and Teacher Training project with a budget

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of US\$70 000, the Irish government project on Pre and In-Service Vocational Teacher Training (US\$17 500), and the Italian government project on Training the Trainers of the Ministry of Higher Education (US\$500 000).

In **Syria** there is a French project in which 16 teachers of the second intermediate institute were trained on curriculum development. The ETF supports the Syrian Apprenticeship Scheme, which includes an objective to qualify the teachers and industrial instructors to conduct vocational training courses in pilot sectors.

In **Israel** there were no EU or international donor projects in the field of teacher and trainer training.

There are many useful and worthwhile projects being conducted through international donors but they are often accompanied by uncertainty about whether the funding will continue long enough for the initiative to become established. Likewise for many of the countries, government funding for training requires more certainty. Training, as with most organisational functions, needs the discipline of setting a budget in relation to the requirements of the training plan and also to the success of the previous year's allocation. Training should be seen as an investment rather than expenditure. The allocation of budgets should be subject to the disciplines of business. Without clearly evaluated results there is a real danger that funding can fluctuate wildly when apparently more pressing demands for government funds are made.

8. QUALITY AND RELEVANCE OF TRAINER TRAINING

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A good system of teacher and trainer training is an essential foundation for the effective training and development of the region's youth. To become a fully functioning professional trainer/teacher it is necessary for trainers to assimilate the knowledge and practices of a wide variety of training approaches. The training and development received during this process therefore becomes established as the core of the whole VET system and the means to successful development of human resources.

Some of the country reports have highlighted strengths in the quality and relevance of their teacher and trainer training. It is these strengths that will need to be built upon in order to develop the systems.

In **Lebanon** there are many strengths and positive potentials in the current teacher and trainer training system. These include:

- dedicated trainers, although limited in number;

- the successful coverage by public and private training providers of the local market;
- the existence or establishment of training departments in large business organisations;
- the expansion of private training providers towards other countries in the region and beyond;
- the capability of providing training in several languages, including Arabic, English and French.

In **Jordan** a decision has been taken to establish a National Trainers' Training Institute, which will be responsible for preparing and developing highly qualified trainers. The current strengths are mainly about the TDI, the main provider of training services in the country.

Many groups, including desk trainers, training officers, training coordinators, training managers, instructional developers and vocational counsellors, have benefited from TDI in-service training.

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Training planning and the implementation and evaluation of training courses are well organised and documented. The TDI has been certified according to ISO 9002 since 2000.

The training environment and its facilities have been specifically designed for the purpose and are regarded as conducive to learning.

The TDI has the skills to conduct a training analysis upon request and tailor courses accordingly.

In the **West Bank and Gaza Strip**, the major strength has been in the work of the TOTI, which is the result of a cooperation programme between the Palestinian National Authority and the German government. In three years they have achieved much in an ambitious programme:

- a database of training institutions;
- a pedagogical teacher training syllabus;
- training syllabus for school directors;
- accreditation and acceptance of nearly 60 institutions into the network;
- a pilot trainer training programme started in Ramallah in March 2002.

This pilot programme will soon be followed by seven training programmes in other main areas.

In **Israel**, noteworthy innovation and quality include:

- teaching and learning methodologies integrating ICT;
- alternative evaluation methods such as portfolio evaluation, evaluation of group project work, evaluation of practical activities;
- development of tools and methods for assessing students and pupils with learning difficulties and disabilities, and adjusting learning and teaching methods in order to overcome these difficulties.

In **Egypt**, the MoE has recently inaugurated the Mubarak Educational City, a magnificent institute for training teachers. The institute has excellent facilities. Another particularly useful initiative has

been the NSSP, which aims to establish a national system of skills standards in various sectors. It includes a most comprehensive 13-function approach to the effective design of training programmes. The project has already trained some 77 master trainers.

In **Syria** there are good technical training centres, which include on-the-job training as part of the two-year training course they undergo. Through the MoHE there is also a one-year diploma in pedagogy. In the private sector there is a very good facility at the Syrian European Business Centre, which also trains trainers. The training environment is ideal and the training facilities are faultless.

Despite the above strengths, the standard of trainer training in the countries of this region is generally regarded as poor, with a variety of reasons being cited for this assessment.

A key weakness is that the management and organisation of the training of trainers seems to be inadequate and in need of urgent attention. In this regard the weaknesses in **Lebanon** include: 'the near absence of an overall strategy, the importance of trainer training in order to improve the quality and efficiency of vocational training and education'. Furthermore, there are at present no specific professional levels/ranks and related standards for TVET trainers. In **Israel**, the ministries in charge of trainer training are more concerned with the level of education of their trainees than with the quality of their teaching and expertise in the discipline. In the **West Bank and Gaza Strip**, the weaknesses are very much related to the political situation and the acute lack of resources and infrastructure to ensure management and organisation of training. In **Syria** there are no specialised colleges for qualifying vocational teachers and the intermediate institutes do not provide pedagogical qualifications. In **Egypt**, the direct management of the VTCs distance themselves from the shop-floor circumstances and from the needs of the business community. Furthermore, the high-level policymakers are even more distant from real-life situations.

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Another theme that runs through the region is that there are insufficient links between training institutions and industry. This results in the training being out of step with the requirements of industry and is often limited to knowledge acquisition by learners without the opportunity for skills practice.

Specialised trainer training institutions are not present in most of the countries. Most candidate teachers/trainers come through university and other higher education colleges and have an academic degree, which can be topped up with a pedagogic programme. This is often the only pre-service training that is received. This approach perpetuates the status of training as just an add-on and consequentially ignores the vast range of competencies that the modern trainer must acquire today. Many of the current teachers are pedagogically unqualified or have received inferior training. This will have a knock-on effect on their ability to train and ultimately on the student's competence.

There is a lack of continuing training centres for regular in-service training. Furthermore, some countries do not seem to work to a set of recognised vocational standards, which makes curriculum design difficult and subjective. In-service training for all teachers and trainers is essential to maintain continuing professional development.

A basic complaint about the standard of training is that the training methods used are very limited. The approach predominately used is the traditional teacher-centred approach, with the only technique being lecturing, imparting information and expecting learners to learn by heart. It is now widely appreciated that this approach is extremely limited and creates a passive and dependent learner.

It has not kept up to date with modern training techniques or with the idea of placing the learner at the centre. Learners are more likely to learn if they are actively involved in the process. This requires trainers to be trained in these techniques so that they have the flexibility and ability to use a range of participatory training techniques.

What is more is that many VET institutions do not give permission to trainers to deviate from the set programme or indeed use innovative training methods. There is a wide acceptance, in the training profession, that learners will often have different learning styles and that trainers should be able to maximise learning by using different approaches depending on their students. The key measure should be whether their learners have achieved the learning objectives required of them.

The training processes in most of the Mashrek countries have not kept up to date with the potential of information communication technology. It is seen as a critical omission in some of the country reports that institutions fail to make use of the huge reservoir of information that is freely available on the World Wide Web and are missing the potential to reach many students with uniform standards of learning, through the medium of e-learning.

Consultancy firms in the private sector offer some trainer training programmes. They use a vast range of training techniques, which are very much learner-centred and experiential, much appreciated by their audiences. However, these organisations tend to operate around the margins of the state systems and their influence in the workings of the national training of trainers seems very limited. Nevertheless, these training organisations offer an insight into the quality and range of training techniques and methods that trainers need to acquire.

9. STRATEGIC ORIENTATIONS AND DEVELOPMENT OF TRAINER TRAINING

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In this rapidly changing world it is necessary for everyone to keep abreast of the constantly developing requirements of the business sector in which they are working. This is no less true for training institutions and trainers; they must also keep up to date and continuously refresh their skills base, including new methods of training. This necessitates a considerable challenge in many of the Mashrek countries as their systems have largely been in place from a time when everything was a great deal more stable and a managed economy was in place. Today's fast changing world and its economies demand greater responsiveness from training providers and a more customer-focused approach in what they do.

Today's current structures often seem bureaucratic in their nature, producing an inertia to radical change. Nevertheless, there are obviously many development initiatives already underway in each of the

countries, which will constitute the foundation of an effective teacher and trainer training system, more suited to the new millennium. In addition, the current systems have been reviewed in this project, shortcomings identified and ideas for change clearly outlined by people who are passionate about what is required in each of the countries.

There are many similarities in the key strategic orientations coming from the countries in this region which seem to give a logical structure and strategy to planning for future developments of teacher and trainer training in the region.

Management and organisation

The management and organisation of teacher and trainer training is an important starting point. Most of the country reports suggest that it is necessary to have a single coordinating body, a National Institute of Training, that should become a

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centre of excellence with only the most highly skilled and progressive personnel employed there. These centres would be responsible for all training of teachers/trainers including pre and in-service training, curriculum development, qualification frameworks, trainer grades and profiles, national standards and competency requirements. The standards of training and the services being offered must be constantly monitored, evaluated, maintained and developed. Above all, they should have the resources, confidence and authority of the government, private training providers and the key stakeholders of industry to become the 'guardians' of everything related to training. This should begin the process of raising the profile and status of training and trainers in each of the Mashrek countries. These bodies would need to develop a comprehensive VTE strategy, a clear vision and plans for the future shape of training in each country to ensure proper implementation. Many of these issues are presently being tackled in part, throughout each country in the region.

Occupational standards

A systematic approach to training appears to be absent and occupational standards for trainers do not seem to exist. Occupational standards and trainer competencies need to be clearly identified and implemented in order to appreciate the full range of the role of the modern trainer. Without these it is difficult to have a uniform framework for the recruitment and training of trainers.

The criterion for the recruitment of trainers of trainers has mainly been based on candidates who have previously attended university and have attained an academic qualification/degree. The idea of recruiting against competence in training and technical skills appears to have played little part. This needs to change if a professional training service is to be realised. More emphasis needs to be placed on the practical side of training trainers, rather than predominately on pedagogic theory. Trainers and teachers should be able to prove themselves by demonstrating their competence in training.

There has been good progress in devising competencies in both Egypt and the West Bank and Gaza Strip.

Pre and in-service training

If we believe in the power of training we must ensure that all trainer trainees are given a good start in their career and a firm foundation of experience before they start training. This training should ideally become a mandatory part of any trainer training programme. There needs to be considerably more emphasis on initial training in the early stages of a trainer's career. Pre-service training that is entirely college-based can suffer from being too far from reality. It is far better to give training in frequent smaller modules, where the trainee can have the opportunity to quickly transfer his/her learning to the workplace and thereby consolidate learning before moving on to the next stage of the training programme. Beyond the pre-service training there should be a systematic process to ensure that learning does not come to an end and that in-service training takes place for everyone at regular intervals in the trainers' career.

Partnership between providers and industry

Training institutes have not been responsive enough to the needs of the labour market and indeed have operated at arm's length from industry. There needs to be a closer partnership and more cooperation between the providers of trainer training and industry, to ensure that the training that does take place is that which industry requires. Training is too important to be left to the providers alone and should become a partnership between all the key stakeholders, i.e. all those that have a stake in the outcomes of training. Through the training and industry network the programme curriculum can be regularly revised in order to ensure that it is up to date. This could also facilitate a much more hands-on approach by potential employers in enabling some practical work experience to strengthen the training. To make this happen a comprehensive needs analysis must be undertaken. Decisions can then be made about what training should be

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provided and to what standards, in order to meet the needs of employers more closely and reflect best practice in trainer training.

Methods of training

Another area that requires some attention is that of the methods being used in the teacher and trainer training establishments. From the evidence of the country reports it appears that the variety of teaching/training methods being used is very limited and often restricted to lectures. This approach to training, on its own, has long been found wanting and today's trainer needs to have a large portfolio of training methods at his/her disposal in order to maximise the learning that takes place. Today's professional trainer needs to be extremely flexible in the techniques and methods available, including ICT methods such as e-learning. This competence needs to be developed in his/her initial teacher/trainer training.

Curriculum development

Curriculum development is an area that also requires greater attention, to ensure that the curriculum is kept up to date, is more participatory, that it integrates more workplace training and more fully meets the needs of industry. In most of the countries the training environment is usually in the classroom and concentrates almost entirely on imparting theory. There appears to be very little emphasis on the skills and practices of training and almost no use of the workplace for training.

Curriculum development should become a key aspect of the trainer's role and needs to be a major topic for pre and in-service training.

Status of trainers

The status of trainer trainers is often relatively low in most of the countries and so, for some, the main preoccupation is doing more than one job to try to earn a reasonable income. This is far from being satisfactory and certainly not conducive to a dedicated professional service, nor does it provide motivation to trainers to keep their skills up to date. Trainer trainers should be at the top of their professions and not merely a means to make extra income to supplement their salaries. It is evident that there is little in the way of a career structure for trainers with corresponding reward systems necessary to motivate them. There are many ideas in the country reports for developing the trainer training processes but the effect of these will be limited unless and until the status is improved.

Finally, the countries of the Mashrek region face many similar challenges in developing their systems of teacher and trainer training. The establishment of a system of regional cooperation and shared network could be highly advantageous. It would ensure that the different countries do not spend resources 'reinventing the wheel' as the experience of individual successful projects can be adopted by other member countries.

LIST OF ACRONYMS

BAU	Al Balqa Applied University
DGVTE	Director General of Vocational and Technical Education
HMC	Higher Ministerial Committee
ICT	Information Communication Technology
IPNET	Institut pédagogique national de l'enseignement technique
ITI	Instructor's Training Institute
MEHE	Ministry of Education and Higher Education
MLSA	Ministry of Labour and Social Affairs
MoE	Ministry of Education
MoHE	Ministry of Higher Education
NSSP	National Skill Standards Project
NTA	National Training Authority
NTTI	National Trainers Training Institute
TDI	Training and Development Institute
TOTI	Training of Trainers Institute
TSS	Technical Secondary Schools
TTI	Testing and Training Institute
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNESCO	United Nations Organisation for Education, Science and Culture
UNRWA	United Nations Relief and Works Agency
USAID	United States Aid
VET	Vocational Education and Training
VTC	Vocational Training Corporation
VTE	Vocational and Technical Education
VTET	Vocational, Technical Education and Training

