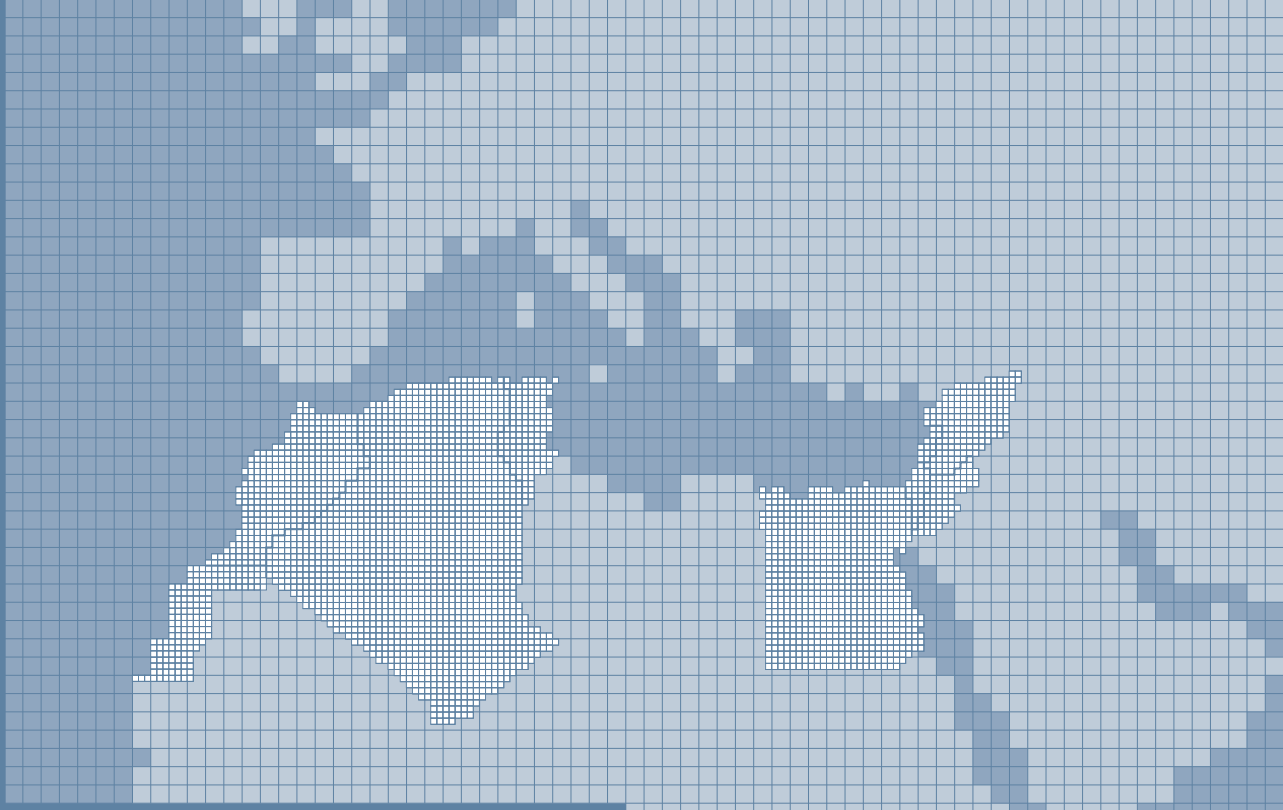

FOCUS ON INNOVATIVE PRACTICES IN TEACHER AND TRAINER TRAINING IN SYRIA

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INNOVATIVE PRACTICES IN TEACHER AND TRAINER TRAINING IN SYRIA

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INTRODUCTION

This report has been prepared at the request of the ETF and seeks to provide a complete overview of the national teacher and trainer training system and indications of the key challenges in a wider development strategy.

1.1 THE SOCIO-ECONOMIC CONTEXT IN SYRIA

Syria is one of the oldest continuously inhabited countries in the world. Its population is estimated at approximately 17.5 million in 2001.

The Syrian economy is based on a centrally planned model with a large public sector. However, a number of economic reforms have been introduced encouraging the private and mixed sectors to play a more active part in economic life.

The GDP per economic sector is as follows: agriculture (29%), industry (22%) and services (40%).

This corresponds to the labour force by occupation; agriculture (40%), industry (20%) and services (40%).

1.2 A BRIEF DESCRIPTION OF THE VET SYSTEM

The education system in Syria is made up of four stages: pre-school, basic education

(Grades 1 to 9)[1], secondary education (Grades 10 to 12)[2], and post-secondary education free at all levels; education at basic level is compulsory.

The Syrian VET system consists basically of two sections, one at the secondary level (vocational secondary schools) and one at the post-secondary level (intermediate institutes).

First level

Secondary vocational education and training (Grades 10–12)[2] programmes last for three years. Secondary vocational school graduates are awarded a vocational secondary certificate as skilled workers. The graduates can either join the labour market or continue their studies at post-secondary VET institutes or (in a very limited proportion) at universities.

Secondary VET takes place at technical/ vocational secondary schools. As many as 11 ministries participate in the provision of secondary VET. However, most of the VET provision (up to 90%) falls under the jurisdiction of the Ministry of Education.

Second level

Post-secondary VET (Grades 13–14)[3] is provided at technical intermediate institutes. The post-secondary programmes last for two years. Entry requirements include a general or a vocational secondary-school degree. Intermediate institute graduates are awarded the degree of 'high grade technician'. After that they can join the labour market or (in a limited proportion) take up university studies. Sixteen ministries are involved in the provision of post-secondary VET, although most of the technical intermediate institutes come under the responsibility of the Ministry of Education and the Ministry of Higher Education (approx. 35% and 20%, respectively). The Higher Council for Intermediate Institutes comes under the responsibility of the Ministry of Higher Education, which is the body responsible for post-secondary VET policy.

1.3 GOVERNANCE

The regulation and organisation of the two sub-sectors come under the overall supervision of the Higher Ministerial Committee for Technical Education and Vocational Training headed by the Deputy Prime Minister for Services Affairs, which includes ministers from all the ministries involved in VET. A Follow-up Committee headed by the Ministry of Education, Deputy Minister for Technical Education and Vocational training acts as the executive body of the Higher Committee.

The governance and administrative system is highly centralised. Both secondary schools and post-secondary institutions have very limited autonomy: the main decisions regarding the educational supply, content, personnel, finance, equipment, and buildings are taken by the central authority.

The position of VET in the Syrian education system is, in theory, an important liaising point connected, in theory, to various routes; in practice the switchboard function of VET is curtailed by current regulations. VET is in most cases a final route for students. It has, therefore, evolved into a second-choice type of education with limited connections to more promising streams. The absence of a lifelong learning facility makes it almost impossible to re-enter the school system.

1.4 RELEVANCE OF THE VET SYSTEM TO LABOUR MARKET NEEDS[4]

Facing the challenges of globalisation, Syria is confronted with seeking labour market knowledge as an alternative economic concept, which could gradually replace a semi-government planned economy that has been the focus of activity

1 6–15 years-old

2 16–18 years-old

3 19–20 years-old

4 An overview of vocational education and training/labour market draft report, December 2001

over the past decades. In such a situation and within the changing context it is very difficult for VET institutions to respond to the right signals.

In the search for viable market knowledge, the availability of qualitative and quantitative data to steer the system or to guide its institutions is vital.

Lifelong learning youth education and continuing training for workers and/or unemployed people

By tradition and regulation, VET schools are youth oriented. This in itself resembles the situation in many countries. In the case of Syria, although there are some attempts to make education available to all (e.g. open learning facilities at universities), and there are some facilities for retraining courses, there is no structured system for retraining the existing workforce (continuing in-service training). If economic development is aspired to, much of the present labour-force (both workers and unemployed) should be retrained, taking part in a lifelong-learning programme.

1.5 THE INSTITUTIONAL SIDE AND SIZE OF THE VET SYSTEM

In 1988, the Ministry of Education started implementing a new technical education reform plan with the objective of linking the educational process with labour market needs and making modern technologies needed available for teaching in schools, which resulted in increasing the total number of students enrolled in vocational and technical education and in 70% of the number of graduates of preparatory schools being enrolled in technical secondary schools in the scholastic year 1995/96. That goal was achieved due to the close collaboration between the Ministry of Education and other ministries running the VET system (Agriculture, Industry, Health, Construction and Building, Communications, Transport, Electricity, Tourism, Petroleum and Water Resources). Afterwards, the Ministry of Education started to revise the curricula, training plans, books and making the necessary installations and equipment needed available for the practical training that fits the graduate profile in all branches of vocational and technical education (industrial, commercial and feminine).

The present system contains a remarkable number of institutions, over 800 VET institutions distributed throughout the 11 ministries running the VET system (including both VET secondary schools and intermediate institutes).

Looking at the number of VET students (estimated at around 300,000), the average size of an institute is around 370 students. The total number of VET teaching and training staff is 15,649. The teacher to student ratio is approximately 1:7 on average (see Annex 2).

2. JOB DESCRIPTION

2

The job description of teachers and tutors revealed the high importance of abiding by the rules and regulations set by management, not only in the Ministry of Education but also in other ministries running VET systems.

The job description also revealed the importance of the assessment of students in the schooling system by setting examinations and determining students' grades.

The principal duty of teachers is to execute the training programme. Teachers are not involved in developing the units of instruction, but they are required to enter their daily instruction programme in a teacher's notebook.

Another important duty emphasised in the job description of teachers and tutors is to ensure the students' safety and industrial security in workshops and that they wear the proper uniform.

Teachers and tutors are not involved in any activity related to the community. The job descriptions do not include any duties associated with school/community relations, or promoting their vocational training programmes by producing displays, articles, news releases, etc. We can conclude also from the job descriptions that teachers and tutors do not work with members of the community, local educators or the state.

With the exception of the limited participation of some teachers from the apprenticeship scheme in developing curricula for the four pilot occupations (see 7.2.3), in cooperation with engineers from industry, there is no National Trade Advisory Committee (Occupational Advisory Committee) laid down, and hence there does not appear in the job descriptions any related duties for such committees. Activities related to vocational training programme planning, development and evaluation (preparing and conducting community surveys, students' and graduates' follow up, etc.) are absent also from the job descriptions. This is predictable, given the vocational education and training system in Syria is school based in general and is sheltered from the community and the labour market.

A prerequisite for teachers of theory who are employed by the Ministry of Agriculture and the Ministry of Industry is to possess a university degree and a diploma in education and methodology. The Ministry of Education can recruit teachers with no pedagogical qualification (see Section 3).

Apart from the ministries running VET systems, the situation in the public and private sector is different. Most of the training in small and medium enterprises is done on the job. The trainer in most cases is a skilled worker who transfers skills and knowledge to the trainee. Even in bigger companies, which appreciate the importance of training and have a clear management structure, most of the trainers are part-time and perform training as an extra duty in addition to their everyday jobs. The introduction of an apprenticeship scheme in Syria in 2000 showed that many enterprises are interested in a cooperative form of vocational training and many entrepreneurs from the participating companies delegated part-time trainers to attend trainer-training courses organised by the scheme. In principle, most modern enterprises in Syria are willing to improve the training conditions in their company and this might lead to the establishment of an effective training function where they will recruit full-time trainers in the future.

The main problem facing public-sector companies' management is to obtain a qualified trainer. Some of these companies have established their own training centres, but regrettably all the training activities are idling due to the lack of qualified trainers. The training, if any, is assigned to one of the engineers or technicians from the shop floor level.

The following table illustrates the job description of a teacher in the Ministry of Education[5].

If a teacher from an institution is delegated to the faculty of education to obtain a degree in pedagogy, a supervisor is chosen either from the staff of the educational college, or from outside with the proper pedagogical qualification and experience (often from the staff of the ministry running the VTC). He/she supervises a group of between five and nine teacher trainees (ZOMRA). From the procedures handbook, the duties and tasks of the supervisor are summarised in Annex 1.

Inspectors in the Ministry of Education are categorised in two levels, senior inspectors at the head office and specialist inspectors in the branch directorates (see Annex 1).

The main tasks of specialist inspectors are supervising schools' and institutes' activities and the authorship of schoolbooks. In addition, senior inspectors draw up long-term educational strategies.

5 Annex 1 summarises the job descriptions of other ministries running VET systems and includes responsibilities and duties of the staff running the apprenticeship scheme.

Teacher's job description

Obligations of teaching and training staff

Teachers and tutors are responsible for instructing and tutoring the students in classes and workshops.

1. They are keen to harmonise instruction and tutoring with the final objectives of creating.
2. They are technologically well-equipped citizens able to realise the indivisible link between education and life.
3. They abide by the distribution of curricula over the months of the academic year.
4. They commit their daily instruction programme to a teacher's notebook.
5. They organise and prepare special notebooks for tests, exams and daily home assignments. They implement the director's recommendations relating to the school study plan.
6. They are careful not to violate the rules relating to school textbooks.
7. They carry out all duties relating to proper implementation of exam rules.
8. They help the management staff in all issues relating to the proper running of school activities and discipline.
9. They supervise all school activities pertinent to their academic subjects.
10. They attend school meetings and scientific and educational seminars.
11. They commit their students to keeping special notebooks on their specialities.
12. They fill in the attendance registry.
13. They are careful to have all equipment, tools and materials ready before the beginning of classes.
14. They commit their students to cleaning, polishing and oiling all equipment in the workshop.
15. They wear a special uniform for workshops.
16. They commit all their students to wearing the school uniform, especially inside the workshop.
17. They guide their students to follow the rules of safety and industrial security.

3. TRAINERS' CONDITIONS OF EMPLOYMENT

3

3.1 VET REQUIREMENT

Graduates of intermediate institutes and technological colleges are invited to take a twofold competitive examination, which comprises: (a) a written test and (b) an interview. The candidates pass the two exams if they achieve 60% of the total marks. Special preference is given to holders of a diploma in education.

After completion of all procedural rules and requirements, the candidates take up employment either in intermediate institutes or in technical secondary schools.

Not all teachers who have graduated from different universities are pedagogically qualified[6]. They mainly have a Bachelor's degree in:

- Engineering
- Business administration
- Statistics
- Economics
- Accounting
- Agriculture.

Teachers who teach in intermediate institutes should have either five years of teaching experience in a secondary school or a diploma/Master's degree in their specialisation. Different ministries running VET systems set plans to send their teachers to obtain a diploma degree in pedagogy from one of the four educational colleges.

Students who successfully complete secondary education and attain their Baccalaureate' degree are eligible to continue their higher education in different universities and institutes depending on the marks they have attained. Mainly those who are not eligible to join universities but willing to continue their higher education register in one of the intermediate institutes spread throughout the country and associated with the different ministries running VET systems. The intermediate institutes are the main source of auxiliary teachers.

6 To overcome this deficiency the MOE is establishing 'Application colleges' (see 9.1).

Before 1986 the intermediate institutes had two graduate profiles:

1. technician, (*tikani* in Arabic);
2. auxiliary teacher (tutor).

The two profiles were fused together and pedagogical subjects were cancelled with a view to closing the intermediate institutes in the long run.

The Ministry of Agriculture sets two conditions for selecting trainers. They should have five years' practical experience in addition to successfully passing a two-week trainer training course.

According to the 2001/02 statistics of the Ministry of Education females represent 46% (8,956) of the total number of staff (training and administration) recruited in vocational and educational schools and intermediate institutes run by the ministry.

3.2 TRAINERS' PAYMENT

Initial pay amounts to approximately SYP 5, 500 with a biannual increment of about SYP 300.

Low salaries and unattractive working conditions are de-motivating factors, which is why most trainers take on an extra job in the afternoon; this is naturally bound to produce a negative effect on their devotion to work and on the whole institution in general.

The pay conditions in the private sector are better than those in the public sector and the government. Salaries for engineers and technicians who work as part-time trainers or on-the-job trainers in the private sector are three to four times greater than the salaries of those working as trainers for the government.

3.3 TRAINERS' CAREER PATH

After serving as a teacher, senior teacher or head of technical section in a technical school or intermediate institute, teachers may be promoted to deputy director. Deputy directors are chosen among teachers who hold a university degree. They should have practised teaching for at least three years if they are pedagogically qualified and five years if not.

Technical school directors are chosen among teachers who are pedagogically qualified and preference is given to those who have attended IT courses.

An alternative path for teachers is to later become inspectors and senior inspectors.

All the leading positions in the MOE are determined by the Baa'thist ruling party upon a recommendation from MOE leaders.

4. TEACHER- AND TRAINER-TRAINING INSTITUTIONS

4

4.1 SPECIALISED TRAINING CENTRES

These training centres were established to serve specific specialisations. The length of the training courses offered by these training centres is comparatively long. These training centres were set up to become a base for the pedagogical and specialised training of teachers.

1. Bassel Al Assad centre for pedagogical training in Latakia

The auxiliary teachers (tutors) are trained for one scholastic year in two specialisations:

- automotives
- electric trade.

2. Bassel Al Assad centre for training and PC maintenance in Aleppo

3. Bassel Al Assad centre for female training in Hamma

4. Bassel Al Assad centre for electronic training in Latakia

5. Bassel Al Assad centre for pedagogical qualification[7] of leaders in Damascus

The centre specialises in training of senior inspectors (from various governorates) in information technology. The centre is well supplied with modern equipment although it has yet to be connected to the Internet. The Director and his staff of three teachers are highly qualified and motivated. The centre mainly offers a two-week course for senior inspectors. It recruits external part-time trainers for advanced topics in addition to its own full time staff. The part-time trainers are paid SYP 800 per day (three hours of teaching), six times the salary of the local staff. The centre offers accommodation for approximately 100 people.

7 Annex 7 illustrates the organisational structure of the centre.

The centre is cooperating with international and national bodies, companies and institutions to upgrade the level of staff and trainers from 15 IT training centres spread in different governorates. They are cooperating with Unicef DTK, Argentina, the Syrian Scientific Society, the Syrian Research Centre and Damascus University.

4.2 SHORT PERIOD TRAINING CENTRES[8]

4.2.1 THIRD INTERMEDIATE INSTITUTE

The institute doesn't only offer training courses for teachers and tutors from the Ministry of Education and other ministries but also offers courses for trainers and technicians from private, public and mixed sectors. Most of the courses are conducted either during the mid-year break or during summer leave.

The institute is well supplied with relatively modern equipment, and the seminar rooms' layout and equipment are satisfactory.

The institute offers courses in the field of:

- pneumatic
- hydraulics
- electro-pneumatics
- PLC
- PC applications
- power electronics
- regulation and control engineering.

Trainers are either teachers selected from the institute staff or part-time trainers recruited from the private sector.

4.2.2 SECOND INTERMEDIATE INSTITUTE

The institute offers training courses in the field of electrical technology and modern car techniques. The length of these courses is two months and they are organised across the year. The institute is defectively equipped and most of the machinery is outdated.

There is an agreement between the French and Syrian governments in accordance with which new trades have been introduced (mechanical handling and metal construction), new equipment and labs have been ordered. Trainers are selected from the institute staff.

4.2.3 TECHNICAL SECONDARY SCHOOL IN ARIHA

The school offers training courses in the field of electric trade and modern car techniques. The trainers are selected from teachers of sound reputation.

4.2.4 FEMALE SECONDARY SCHOOLS IN DIFFERENT GOVERNORATES

These schools offer training courses in the field of tailoring, basting, embroidery, tricot machine and its maintenance. Trainers are either selected from teachers of reputation or part-time trainers recruited from industry.

4.3 EDUCATIONAL COLLEGES

In 1946 the first educational institute was established in Damascus; 10 years later it became the first educational college in Damascus University. Educational colleges offer a one-year pedagogical diploma. Beside Damascus University, three other educational colleges have been founded in Baa'th, Tshreen and Aleppo. The layout of the seminar rooms and training facilities reflects traditional training methods. The staff, consisting of the professors, assistant teachers and teachers, are employed on a full-time basis and the faculty cooperates with other faculties of education in different Arab countries. They are also members of the Association of Faculties of Education in the Arab World.

8 The primary functions of those institutes is to train students and as a secondary function they are used as TTT.

4.4 MINISTRY OF INDUSTRY TRAINER-TRAINING CENTRE

The trainer-training centre was closed many years ago and the Department of Training and Qualification is conducting studies to reinstate it. There is a severe need to qualify the trainers in different factories run by the ministry. A typical example is the training centre of the cement company in the Adra zone. The centre was established to cover the training needs of all the cement factories nationwide. The cement factory management is even willing to extend their activities and further upgrade the technical level of the workers in the nearby factories in their industrial zone. The centre is highly equipped with modern machines and computer laboratories. The factory's main problem is trainers. Even though they have engineers with high technical qualifications, but they are not qualified as trainers by any means.

4.5 PRIVATE-SECTOR TRAINING CENTRES

4.5.1 THE DAMASCUS CHAMBER OF INDUSTRY (DCI)

The training department of the chamber runs technical and management courses in cooperation with training providers. They cooperate with SEBC, the Arab Labour Organisation, the German Arab Chamber of Commerce and Industry delegation, local institutes and the Ready to Wear Clothing Development Centre. Apart from the Clothing Development Centre, all the trainers are seconded from the training providers. The Clothing Training Centre which was established with the support of UNDP inside the Chamber recruits three full-time trainers. The centre is well equipped and the training facilities are suitable. The centre offers a few courses for upgrading the levels of in-company trainers. In 2001, the DCI offered 49 courses and 900 people were trained. The objectives of one of these courses offered in 2002 were for trainers to establish the training function in different companies.

4.5.2 SYRIAN EUROPEAN BUSINESS CENTRE (SEBC)

It is a direct effect of the financing agreement signed between the Syrian government and the European Union based on the Barcelona Declaration of 1995 aimed at the development of economic and financial cooperation between the EU and the Mediterranean countries.

The activities of the SEBC are implemented through five business support units:

1. business upgrading
2. export promotion
3. information and business cooperation
4. management training and development
5. institutional development and policy formulation.

The centre recruits trainers from Europe and some neighbouring Arab countries. The centre offers the following courses:

- trainer training
- new concept of management
- marketing management
- teamwork
- problem-solving and decision-making
- enterprise resource planning
- human-resource management
- e-commerce
- the logical framework approach
- customer relationship management.

The training environment is ideal and the training facilities are faultless.

5. PRE-SERVICE TRAINING

5

There are two kinds of teacher recruited by different ministries running VET systems: university graduates and graduates from intermediate institutes (tutors, assistant teachers).

5.1 CURRICULA AND TEACHING PLANS OF INTERMEDIATE INSTITUTES

The length of study in the intermediate institutes is two years and is completely funded by the government.

When developing a teaching plan, the following procedures are taken into consideration.

1. General and technological subjects
   - The contents and teaching hours of general subjects and basic sciences should serve the requirements of the technological subjects. The ratio of teaching hours of general subjects and basic sciences should range between 20% and 30% of weekly teaching hours.
   - Some 20 to 30% of the teaching hours are allocated to technological subjects that constitute the core of the teaching plan. According to needs, these teaching hours could be increased by decreasing the allotted hours for general subjects.
2. Specialised subjects (practical application)
   Specialised subjects make up the applied ingredient of the teaching plan. Some 40 to 60% of weekly teaching hours are allotted to specialised subjects
3. The above-mentioned ratios could be altered by the Ministry of Education for those institutes that accept graduates from vocational technical schools.
4. The total number of teaching hours should not exceed 36 or fall below 32. Military training is not included in these hours.
5. The total number of subjects should not exceed 13 or fall below 10, except for the intermediate institutes of the Ministry of Education.
6. After completing the first- and second-year exams, students have to

undergo a training period of one month in enterprise. The intermediate institute administration in cooperation with the qualification and training directorate in the ministry running the VET system have to secure a training place for each student in different ministries, public, private and mixed sector enterprises. The institutes are to supervise the activities of students during the training. Students will not be awarded a certificate unless they complete that training successfully and present a document signed and endorsed by the training enterprise and approved by the administration of the intermediate institute.

5.2 TESTING AND CERTIFICATION

The higher council of intermediate institutes through specialised committees and intermediate institute boards continuously develops the rules governing education systems in the different intermediate institutes and sets the dates of intermediate and final exams. Students will succeed in the intermediate or final exam if the following conditions are fulfilled.

1. Attaining at least 60% of the maximum marks allotted for all practical applications. They should get at least 50% of the maximum marks for each practical application.
2. Attaining at least 50% in each technological and general subject.
3. The maximum number of marks for all general, technological, practical and application subjects is set at 100 points. The council of the intermediate institute sets the length of the exam, and the ministry concerned approves it.
4. Students can move from the first year to the second year even if they fail in three subjects (three (general/technological) or two (technological/general) and one (practical) subjects. They have to pass the exam successfully the following year, however.
5. Students will be excluded from the institute if they fail for two successive years.
6. Students will not be allowed to take the exam if absenteeism exceeds 25%.

6. IN-SERVICE TRAINING

6

6.1 PEDAGOGICAL TRAINING

As mentioned in Section 3, there are two kinds of teacher recruited by the Ministry of Education and other ministries running vocational training centres:

1. teachers who hold a university degree (four or five years); these are mainly graduates from an engineering, agricultural or commercial college;
2. teachers who have graduated from intermediate institutes.

According to the training plan, which is updated annually by qualification and training departments, the different ministries propose teachers from different institutes/schools to attend one year's pedagogical training in different universities (for university graduates) and teacher-training institutes (for intermediate institute graduates).

6.1.1 PEDAGOGICAL TRAINING IN FACULTIES OF EDUCATION

Not all teachers who have graduated from universities are qualified pedagogically, since there is no educational college specialised in either academic or pedagogical teacher training. There are four educational colleges located in Damascus, Latakia, Aleppo and Homs which offer a one-year pedagogical diploma. There is no specific diploma for vocational teachers, and currently they offer a diploma degree for 21 specialisations instead of 16 as in previous years (maths/nursing/libraries/academic and vocational).

Vocational teachers *inter alia* are qualified pedagogically to cover not only the needs of the Syrian education sector, but also those of the Gulf countries for trainers qualified both pedagogically and technically.

For the purpose of motivating teachers to enrol in these courses, they are paid a full salary during their study and they also receive *per diems* to cover the extra cost of living. The salaries of those teachers who are qualified pedagogically increase.

The total number of teachers who are not pedagogically qualified is 27,000, and educational colleges annually qualify 2,000 teachers only (500 teachers in each of the four colleges), about 5% come from the vocational education sector. Based on these figures, and assuming the same capacity and same number of teachers, it will take 13 years until all teachers are pedagogically qualified. Teachers whose age exceeds 45 years are not allowed to attend pedagogical training in educational colleges.

The curriculum of these diploma degrees was originally developed between 1980 and 1982 and there is a plan for further curricula development in the future, which will extend the length of the diploma course to two years for university graduates. Alternatively, they will introduce a five-year programme for secondary school (*thanawya)* graduates where pedagogical subjects will be integrated into the training programme.

Social partners are not at all involved in developing the curriculum of the pedagogical diploma degree, the whole task being accomplished by the staff of the educational college and by inspectors from the Ministry of Education in complete isolation from the labour market. Three years ago, the Association of Educational Colleges in the Arab Countries was established in Damascus, headed by the dean of the faculty of education of Damascus University. Since then they have been organising annual conferences to discuss topics related to pedagogical training[9].

During training a committee is formed to supervise teacher trainees during practical education, which includes:

- representatives from the practical education office in the educational college
- the supervisor (inspector)
- the teacher trainee
- the cooperating teacher
- the school director
- representatives from the school where the training is conducted.

The supervisor is chosen either from the educational college staff, or as an external with the proper pedagogical qualification and experience (often from the staff of the ministry running the VTC). He/she supervises a group of between five and nine teacher trainees (ZOMRA).

The developed curriculum complies with the procedures handbook of educational colleges extracted from the Presidential Decree No 61 issued by the late president Hafez Al Assad on 1 August 1999.

Testing and certification

The teacher trainee is evaluated by the inspector, the cooperating teacher, school director and the practical education office according to the following standards:

- attendance
- teaching capacity
- participation in extra-curricular activities
- commitment to rules and regulations
- relations with the teachers and administrative staff in the educational college and the school where the training is conducted
- participation in the workshop
- proper lesson planning
- active participation during discussions
- benefiting from feedback from other colleagues/instructors.

For this purpose the college prepared four evaluation sheets[10].

After completing the course successfully, the teacher graduates are certified by the Ministry of Higher Education.

9 See Annex 3.1 for subjects offered and distribution of hours

10 See Annex 3.2, the evaluation sheets

The training methods followed are traditional and depend mainly on the ability of the trainee to accumulate information and learn it by heart. The capacity of the seminar rooms exceed 400 trainees, the training facilities are below average and there is no chance for the trainees to access the Internet for research purposes, since the college library is not connected. This might explain why the majority of the teachers are not keen to register in these programmes.

6.1.2 PEDAGOGICAL TRAINING IN INTERMEDIATE INSTITUTES

Up to 1986, industrial intermediate institutes had two graduate profiles: tutor and technician (assistant engineer). The technical part of the curricula of the two profiles was the same. In addition to the technological subjects, the tutor's curriculum included pedagogical subjects and Arabic. From 1986 onwards, the two occupations were merged and pedagogical subjects were excluded. There were two reasons for merging the two occupations: the number of tutors in schools increased and the capacity of the schools was saturated; there was also a tendency gradually to reduce the number of intermediate institutes. If a graduate of an intermediate institute wants to be recruited as a teacher in a vocational school, he must successfully pass a competitive test.

The technical education and vocational training directorate organises a long-term one-scholastic-year training course to qualify assistant teachers in different vocational schools and intermediate institutes[11] pedagogically in different teacher training institutes located at Homs, Hamma, Aleppo and Latakia for the following specialisations[12]: (a) female education; (b) electrical trade; (c) mechanics; (d) art; (e) music; (f) sports; and (g) commerce.

The total number of hours for pedagogical subjects[13] is 192.

Testing and certification

The final exam for all teacher trainees takes place in June. The teacher trainee is awarded a certificate, issued by the Ministry of Education, upon successful completion of the course and the fulfilment of the following conditions.

1. Attendance should exceed 80% according to the Ministry of Education Decree No 481/543(4/14) dated 2/3/1992.
2. The marks[14] of the teacher trainee should exceed 50% of the total marks. The trainee will be declared insufficient if he/she fails to get at least 25% of the marks in pedagogical subjects.

The teacher trainee who is excluded from the course or discontinues it without a sound reason will be considered to be on unpaid leave and punished according to the basic law on government employees. Graduated teachers will get an increase of 5% on their basic salary.

6.1.3 PEDAGOGICAL TRAINING OF IT TEACHERS

Vocational inspectors and senior teachers teaching IT subjects in different schools and institutes who have already attended a nine-month IT course in one of the Bassel Al Assad centres for IT training in different governorates, attend a two-week IT course at the Bassel Al Assad Pedagogical Centre for the training of educational leaders. The objectives of the training programme are to enable the teacher trainee to:

11 Annex 3.3 lists the discipline and distribution of hours for the electrical trade.

12 In some cases the practical part of the training is conducted in another institute, e.g. the practical part of training of electricians is conducted in the third intermediate institute located in Damascus and the theoretical part of training in addition to the pedagogical training is conducted at Latakia.

13 Annex 3.4 lists the distribution of pedagogical topics per hour for female education.

14 Annex 3.5 illustrates the distribution of marks.

1. draw a model for self-learning and explain its main components;
2. explain the application of the self learning model in educational techniques;
3. design a programmed lesson illustrating the concept of IT;
4. evaluate a programme developed by a linear programmed instruction method;
5. explain the common characteristics between linear programmed instruction and PC learning;
6. illustrate the characteristics of PC teaching and its advantages;
7. give an example of inductive/deductive teaching methods;
8. organise a brain-storming session to evaluate the effectiveness of teaching using computers and multimedia;
9. design a subjective learning lesson that could be transferred to PC educational programme;
10. design a subjective learning lesson that could be transferred to a network educational programme;
11. evaluate a programme benefiting from global menus;
12. compromise between the teaching effectiveness using multimedia and its cost;
13. evaluate lessons and programmes that have been developed using PC according to specific standards;
14. search the web for relevant pedagogical information;
15. list PC learning programmes and use some of them in designing lessons.

6.2 TECHNICAL UPGRADING OF TEACHERS

In addition to the pedagogical training of teachers, the Directorate of Technical and Vocational Education of the MOE organises technical courses for vocational teachers from the MOE and other ministries running vocational training centres (Ministries of Endowment, Social Affairs and Labour, Agriculture and Defence). In 2002, 48 technical training courses were organised by the MOE and over 1,000 teacher trainees attended. Some 17 courses out of the 48 were organised to upgrade the level of the vocational teachers and directors in dealing with IT. The training was conducted in different governorates nationwide.

7. FUNDING: INTERNATIONAL DONORS AND THE PUBLIC BUDGET

7

The main financial contribution to the Syrian VET system comes from the government (public funds). Industry plays a very small role in contributing to vocational training institutions.

The Syrian government finances VET through public funds on the assumption that the state is in charge of developing human resources and ensuring social equity for the poor and disadvantaged sections of society.

In Syria the public expenditure on education was 11% of the total government expenditure in the year 2002. Table 7.1 shows the budget of the Ministry of Education for 2002.

The budget for running expenses of the central department covers the salaries of the ministry staff as well as the salaries of secondary and preparatory teachers, while the budget for running expenses of the directorates covers the salaries of staff and teachers.

Table 7.1. Ministry of Education budget, 2002

Ministry budget	Budget for running expenses (thousands SYP)	Budget for capital investment (thousands SYP)
Central department	1,546,580	4,096,444
Directorates	19,535,436	4,112,425
Total	31,082,016	8,208,869
Total	100%	100%

The budget for capital investment in the ministry covers the cost of establishing vocational schools and the educational needs of schools all over Syria. The budget for capital investment in the directorate is allocated for building primary and secondary schools and for maintaining all the schools in the governorate including VET schools.

In 2002, SYP 220 million (2.6% of capital investment) were allocated for information technology and communications. The figure will double next year.

Some 8% of the budget allocated for the Ministry of Education for running expenses was earmarked for technical education and vocational training. The budget allotted for capital investment for technical education and vocational training ranged between 70% and 80%.

7.1 BUDGET ALLOCATED FOR TEACHER TRAINING

There is no set figure prearranged for the training of vocational teachers, in-service within the Ministry of Education or within other ministries running VET systems, for running expenses. When a supplier provides the supply department with labs/equipment from the budget dedicated to capital investment, it is mandatory to provide training for at least one week on the use and operation of the new equipment.

Upon request from different departments within the TEVT directorate, the training department of the MOE centrally organises only technical courses in different schools/institutes nationwide to upgrade the level of teachers and instructors.

In 2002, the TEVT directorate organised 47 technical courses, 17 of which were organised to tackle the issues related to information technology and software applications; 1,106 teachers and instructors attended these courses (almost 8% of VET teachers). The total amount spent on these courses was SYP 600,000, 0.0065% of TEVT running costs, i.e. the cost per trainee teacher was SYP 542 (US$11) on a course that lasted two weeks on average. The spending on these courses covered:

- payment of the teacher trainer, on basis of SYP 30 per hour, keeping in mind that the teacher is paid SYP 60 for conducting extra lessons for students;
- purchasing all the material as needed to run these courses;
- *per diems* for teachers who move from other directorates to attend.

In addition to these courses other technical courses were organised locally by each directorate. The statistics regarding these courses were not available in the TEVT directorate. Taking these courses into consideration and keeping in mind that the population of Damascus is almost 25% of the total population of Syria, we can estimate that the expenditure on teacher training will not exceed 0.025% of the budget allocated for TEVT of the MOE running costs.

The quality of these courses is questionable. In most cases teacher trainers are ashamed and embarrassed to accept the poor remuneration for running these courses, neither are teacher trainees keen to attend, and attendance does not exceed 70% at best. It is remarkable that the Ministry of Education pays special attention to upgrading teachers' skills in using personal computers and information technology. Some 40% of the courses were conducted in IT fields and the others covered technological subjects.

7.2 INTERNATIONAL DONOR ASSISTANCE

7.2.1 THE FRENCH PROJECT

According to the agreement signed between the French and Syrian governments, the French side supports the Syrians in developing the second intermediate institute. The project is ongoing, equipment were specified and purchased. They developed three trades:

- car mechanics
- mechanical handling
- metal construction.

Sixteen teachers from the institute were trained in France in curricula development taking part in study tours. The project is due to end in 2003.

7.2.2 GERMAN COOPERATION

According to the agreement signed between the two governments (Germany and Syria), a trainer from the Third Intermediate Institute is to be trained in Germany for a period of 23 months on technical issues. The training is complementary to German support of the institute, which ended in 1996.

7.2.3 ETF

The ETF supports the Syrian Apprenticeship Scheme (2001–03): as a three-year pilot action (2001–03) covering four pilot sectors and three pilot VET schools. The main stakeholders include the Syrian Ministry of Education, the Damascus Chamber of Industry, the three pilot schools and the individual companies (both private and public) participating in piloting the apprenticeship scheme.

The overall objective is to contribute to increasing the responsiveness of Syrian VET system to labour market needs by increasing the participation of industrial and business sectors in the definition and implementation of VET provision.

The specific objective is to increase the capacity of the main stakeholders as defined above, and to jointly manage and implement sound apprenticeship modalities by 2003. Another objective is to qualify the teachers and industrial training instructors to conduct vocational training courses in the four pilot sectors:

1. automatic control
2. mechanical fitting
3. mould making
4. garment making.

This will be accomplished by running a series of trainer-training programmes. Some 45 teachers/industrial trainers are to be trained by the end of 2003.

In addition to these courses the ETF will second a technical expert to advise on technical issues for the engineering trades.

7.2.4 JAPANESE COOPERATION

The Toyota Project

The agent of the Toyota Motor Corporation co-financed the equipment and rehabilitation of a workshop and a classroom for car maintenance and repair.

JICA

JICA introduced the following projects, which are related to training:

- development of an electrical training centre;
- improvement of equipment for vocational training for people with disabilities;
- power-plant rehabilitation;
- continuing education project for administrators, researchers and technicians.

In addition JICA seconded two long-term retired engineers for two years to train the trainers in the second intermediate institute in two occupations, cabinet making (woodwork) and welding.

8. QUALITY AND RELEVANCE OF TEACHER AND TRAINER TRAINING

8

A teacher trainer questionnaire was prepared prior to the mission (see Annex 6) to find out the relevance of curricula design methods, trainer training competences, pedagogical approaches, teaching and learning methods, training efficiency, involvement of social partners and management of teacher training.

A sample of 46 teachers and company instructors were interviewed. As illustrated in Table 8.1 (Annex 4), the sample included 42 teachers (91.3%), all of whom were from the Ministry of Education and four trainers representing the private sector (8.7%). Three of the four company trainers were working as part-time trainers since they were engaged in other activities in their companies. One in-company trainer was working on a daily basis.

8.1 TRAINER TRAINING COMPETENCES, SELF-EVALUATION

It was noted during the survey that most of the interviewees, whether from a teaching institute or an enterprise, were unable to fill in the questionnaire independently. Table 8.3 (Annex 4), shows the results of the interviewees' self-evaluation. The main reasons for their inability to grasp the questionnaire and to evaluate themselves are as follows.

1. Most of the teachers are either pedagogically unqualified or have very poor pedagogical qualifications. Some of them were first qualified over 15 years ago and have not attended further upgrading courses since then. The Syrian higher education system does not have specialised colleges for qualifying vocational teachers, and the intermediate institutes do not provide pedagogical qualifications.

2. The interviewees lack the ability to evaluate and judge.

From Table 8.3 (Annex 4), we can deduct that the trainers in general lack the following skills[15].

- the ability to evaluate training programmes;
- the ability to analyse training needs;
- creative problem-solving;
- liaising and negotiating with employers;
- liaising and negotiating with sponsoring and resource-providing organisations.

8.2 SATISFACTION WITH COURSES ATTENDED

8.2.1 SATISFACTION WITH PRE-SERVICE PEDAGOGICAL COURSES

From Table 8.4 (Annex 4), we can conclude that the teachers showed dissatisfaction with:

1. participative training techniques,
2. evaluation of these courses,
3. evaluation of training,
4. analysing training needs,
5. involvement of social partners.

8.2.2 SATISFACTION WITH IN-SERVICE PEDAGOGICAL COURSES ATTENDED

From Table 8.5 (Annex 4), we can conclude that the teachers showed dissatisfaction with:

1. psychology of learning of pedagogic courses,
2. organisation of training of pedagogic courses,
3. analysing training needs for pedagogic courses,
4. evaluation of training,
5. involvement of social partners in pedagogic courses.

In general the courses were developed and conducted with no intervention from social partners.

8.2.3 SATISFACTION WITH IN-SERVICE TECHNICAL COURSES ATTENDED

From Table 8.6 (Annex 4), we can conclude that the teachers showed dissatisfaction with:

1. participative training techniques of technical courses,
2. evaluation of training of technical courses,
3. analysing training needs of technical courses,
4. psychology of learning of technical courses,
5. involvement of social partners in technical courses.

Actually the quality of these courses is questionable due to:

1. low salaries, incentives and *per diems* for both the teacher trainee and the teacher trainer. The teacher trainer is paid between SYP 30 and SYP 50 per hour for running these extra courses. All these factors demotivate both teacher trainer and teacher trainee. The trainee is paid a small *per diem* which hardly covers his/her expenses,
2. difficult field-work environment,
3. poor pedagogical qualification of the trainers, even when they are technically competent they are unable to transfer skills and knowledge as it should be done to the trainee in a workshop environment,
4. poor equipment and inefficient layout of labs and workshops.

8.2.4 SATISFACTION WITH IN-SERVICE MANAGEMENT COURSES ATTENDED

From Table 8.7 (Annex 4), we can conclude that the teachers expressed their dissatisfaction with:

1. evaluation of training of management courses,
2. analysing training needs of management courses,
3. psychology of learning of management courses,

15 Based on our own calculation of the lowest five means of the descriptive statistics of the sample, see Annex 4.

4. curricula design of management courses,
5. involvement of social partners in management courses.

8.2.5 SATISFACTION WITH IN-SERVICE COMPUTER COURSES ATTENDED

From Table 8.8 (Annex 4), we can conclude that the teachers expressed their dissatisfaction with:

1. participative training techniques of computer courses,
2. evaluation of training of computer courses,
3. psychology of learning of computer courses,
4. analysing training needs of computer courses,
5. involvement of social partners in computer courses.

8.3 PARTICIPATION OF TEACHERS IN DESIGNING THE CURRICULUM

The survey showed that most of the teachers were not involved in curricula development in any way (see Table 8.9 in Annex 4). Only three teachers out of 46 were involved in curricula development, and this reflects the absence of teachers' participation in designing the curriculum and developing the second-level material needed for it. The teachers' inadequate performance is the result of preventing them from taking part in the design/development process.

8.4 TEACHING/LEARNING METHODS

The survey showed that teachers, in general, use traditional teaching methods where the teacher is at the centre of the learning process. Most of the trainers do not apply 'modern teaching methods that call for electronic appliances' as quoted by them during the survey. The senior inspectors also expressed their concern regarding the teaching and learning methods used and mentioned that new teaching methods and the use of modern technologies, such as distance learning, e-learning, the Internet and computers should be introduced and adapted. In general, the teaching and learning methods are teacher centred and depend on the ability of students to learn by heart.

8.5 THE TRAINING ENVIRONMENT

The layout of classrooms and workshops reflects the training environment, since trainees whether they are teacher trainees or students are not treated as adults. The situation becomes worse when teaching takes place in a laboratory or workshop. The equipment selected and distributed in labs and workshops should reflect the curricular needs of the selected range of skills and knowledge to be imparted to the trainees. This highlights the importance of involving social partners in developing curricula and establishing trade advisory committees where both social partners and teachers are represented[16].

16 It is obviously clear that the involvement of social partners in developing curricula is poor.

8.6 PROBLEMS ENCOUNTERED WHILE TRAINING AND QUALIFYING TEVT TRAINERS OF THE MINISTRY OF EDUCATION

According to the study conducted in 2001 by the TEVT department of the MOE they summarised the following problems concerned with TEVT trainers:

1. Necessity to align the theoretical subjects and didactic process to satisfy the needs of TEVT trainers.
2. The cost of securing modern installations in teacher-training institutions is high.
3. Qualifying TEVT trainers both pedagogically and technically takes a long time.
4. Most of the teachers who join TEVT are unaware of the type of education that leads them to failure in their performance.
5. Low salaries offered by the government; thus most of the suitable candidates look for other jobs offering better remuneration.
6. Necessity to upgrade the level of TEVT teachers continuously to close the technological gap between what is taught and the needs of the marketplace.
7. Limited capacity of teacher-training institutes.
8. Inability of developing curricula because of unaffordable costs.
9. Lack of follow-up for trainers.
10. Improper pedagogical qualification of instructors and emphasis on technical topics only.

8.7 PROBLEMS AND OBSTRUCTIONS ENCOUNTERED WHILE TRAINING AND QUALIFYING TEVT STAFF OF THE MINISTRY OF AGRICULTURE

1. Insufficient number of qualified trainers both pedagogical and technical.
2. Poor cooperation between agriculture training centres in Syria and other training centres in Arab countries, also poor cooperation with international and Arab organisations.
3. Inadequate means of transport to and from different agricultural training centres.
4. Making more seminar rooms and training facilities available in order to increase the capacity of agricultural training centres.
5. Seconding trainers to attend upgrading courses in Syria and abroad to improve their skills.
6. Insufficient cooperation with faculties of agriculture to make use of their expertise and facilities.
7. Insufficient remuneration of trainers, who are paid according to Law No 33/T/1999 (addendum 1, 2).

9. STRATEGIC ORIENTATIONS AND DEVELOPMENT OF TTT STRATEGY

9

9.1 MINISTRY OF EDUCATION TEVT DEPARTMENT'S PLANS FOR BETTER QUALIFICATION OF TEVT TRAINERS

Establishing Application colleges. These colleges will accept:

- 50% of the graduates of technical secondary schools;
- 25% of the graduates of intermediate institutes (industrial and commercial);
- 25% of those holding general secondary school certificates.

It will be taken into consideration that the curricula of the trades to be introduced in these colleges will include pedagogical subjects and better practical facilities. They will start with two trades, i.e. mechanical handling and automatic control. The length of the course of study will be four academic years.

Preparing and qualifying trainers should be trilateral, being pedagogical, cultural and psychological in scope.

Integrating IT into the curricula of training courses.

Training teachers and motivating them to adapt a continuous educational attitude through modern means (computers, the Internet, CD-ROMs), also through technical brochures and technological books.

Establishing electronic and scientific libraries in each school/institute. Also establishing a R&D centre to follow up teacher upgrading and set up future plans for the training process.

Linking periodic promotion of staff with research and projects to be presented by the candidate to be promoted.

Cooperating with industrial sectors by bridging the gap between training centres and industry to improve teachers' skills by training them on production lines in different factories in order to gain more experience.

Organising more tour studies for teachers both at home and abroad.

Exchange of experience between teachers and in-company trainers and engineers, to ensure that all means are utilised.

When setting the objectives of teacher training programmes, care should be taken to integrate theory and related practice.

Improving the social and financial standing of TEVT teachers proportionally to the tasks and duties they are to perform. This will be accomplished by providing not only financial incentives but also recognition of their worth.

9.2 MINISTRY OF EDUCATION TEVT DEPARTMENT'S FUTURE PROPOSALS TO TRAIN AND FURTHER UPGRADE THE LEVEL OF VOCATIONAL TEACHERS

Establishing a teacher training institute (TTI). This institute will include the following departments:

- curriculum department
- technical translation department
- research and modern installation department
- electronic, technical and pedagogical department
- technical relation department, to second teachers to production facilities both in Syria and abroad to monitor modern training equipment.

Qualifying trainers culturally and environmentally.

Establishing specialised colleges for outstanding teachers to improve their scientific situation.

Compensating teachers financially and socially for conducting the training courses.

Establishing production facilities amended to the teacher training institutes through which the teacher can gain needed experience in an environment similar to that of a production environment.

Implementing flexible systems to allow the teacher training institutes to provide both pre-service and in-service training.

Providing suitable incentives to upgrade the technical and cultural level of the teacher trainees who are participating in these courses.

9.3 INFORMATION TECHNOLOGY AND COMMUNICATION STRATEGY OF THE MINISTRY OF EDUCATION

This strategy was based on *Features of Educational Strategy in the Syrian Arab Republic 2000–20* which was developed by the Ministry of Education in 2000. This strategy envisions:

- science to serve man and society;
- science for all and forever;
- quality of education is a permanent objective;
- knowledge is the basis for creativity and creativity is the economics of the future.

Features of the strategy will include:

- making information available to all members of society on an equal basis;
- education for learning;
- linking school to society;
- establishing networks for the educational family to exchange knowledge and experiences locally, in the Arab world and globally;
- adaptation to the needs of the times;
- continuous evaluation of curricula and teaching methods;
- serious pedagogical research;
- development of autonomous initiative in students at all levels.

Based on the above, the ministry developed a five-year plan with several objectives:

- close linking of education to development needs;
- training of students in cognitive researching skills;
- revision of curricula;
- pedagogical qualification of teachers;
- broadening sources of learning;
- development of educational research;
- redesign of school buildings;
- early childhood development;
- tutorship of top-level students;
- examination of data banks (CATS systems);
- developing international experience and global cooperation.

Roles of IT in achieving the MOE strategy

- Facilitates redesigning of lessons making use of the possibilities of PCs in simulation, scientific educational video films, data analysis and acquiring new skills, receiving and storing information.
- Facilitates communication with others locally and globally using intranets and Internet.
- Distant learning.
- Assists in decision-making.
- Spreads ITC culture.
- Assists in management of the educational process.

ITC: possible changes in the educational process, challenges and threats

Utilisation of information technology (IT) will inevitably produce profound changes in the content of programmes of teacher qualification and the methodology of teaching and learning this content. Teacher training institutes and educational colleges will need to include IT technologies in their programmes to enable the teacher trainee to understand the function of information technology.

The function of IT can be discussed under three headings: (a) technological skills, (b) methods and skills of learning; and (c) trends.

Technological skills comprise basic literacy in information technology, such as operating, typing, calculating and graphics. All such skills must constitute an integral part of a teacher's qualification. However, the most important step is constructing these technological skills within the minds of teachers and students so that they can function properly in planning teaching and testing materials.

The second level that should be subsequently utilised in teachers' qualification is building new methods and skills of learning that can be used later on in school teaching. The most important of these is seeking sources of educational resource databases via the Internet. A skill of this sort requires full knowledge of teaching resources, activities and tests in one specific academic subject. Using the

Internet also requires the skills of specifying and querying, as well as decision-making. Using the Internet implies not only accessing information, but also choosing the most suitable. It is universally acknowledged that the bulk of information is always greater than one's power to acquire it all.

Moreover, using the Internet requires developing critical thinking to facilitate the transfer of the correct information from the teacher or books to the researcher who manages to gain access to all the information available from people and books.

Another method of learning that could be utilised in the programme of teacher education is distance education, which enables trainee teachers and supervisors to stay in continuous interactive contact through communication networks, such as e-learning.

Other trends that could be supported by utilising IT are cooperation through fast communication and positive attitudes to ongoing learning.

The following points summarise possible changes, challenges and threats in the educational process.

Possible changes

- Changing the educational model.
- Assisting teachers in the educational process, languages, science, maths, social sciences and technological subjects.
- Assisting students in the learning process.
- Teacher training.
- Developing school textbooks.
- Managing the educational process.
- Dialogue between teachers, students and administrators.

Possible threats

- Ignoring real experiments through reliance on simulation.
- Teachers' resistance to change.
- Game-playing instead of learning.
- Security of data transfer over the network.
- Infringement of copyright laws.

9.4 TRAINER TRAINING WITHIN THE HUMAN RESOURCE DEVELOPMENT MODEL

Syria is going through a difficult period of economic adjustment and reform. Companies are retrenching and restructuring. Management is designing new strategies to regain efficiency and profitability. One of these strategies must be the development of human resources. The next growth cycle of the Syrian economy must be built on foundations of technological competence and high standards of quality in manufacturing and services. Companies will need a trained workforce or they will be unable to compete in global markets. A mechanism to acquire a qualified workforce is to establish a Staff Development and Training Institute, which will help them overcome the economic crisis. The institute will be able to serve not only the ministries that run TEVT but will also provide its services to the private, public and mixed sectors. In 1998, the UNDP prepared a VET project proposal (see 9.2), which in 1999 was presented for approval to the Syrian authorities. According to the project proposal, the project will develop a National Centre for Human Resource Development–Technical Education and Vocational Training (HRD–TEVT). The purpose of the centre is to promote a programme of applied research and development-supporting activities necessary to prepare a highly qualified workforce. The three main goals of the centre are 'preparation of studies in workforce development, personnel training and curriculum development and linking VET institutions and programmes to business and industry'. The institute may include the roles listed in Annex 5 according to the classification of the American Society for Training and Development (ASTD).

9.5 SOCIAL INSTITUTIONS AND INVOLVEMENT OF SOCIAL PARTNERS

As shown in our survey (see 8.5), and from the problems encountered while training and qualifying TEVT trainers (see 8.6), social partners' participation in developing curricula was in a critical state. Apart from the Pilot Syrian Apprenticeship Scheme, the private sector is hardly involved at all in any TTT activity. Both the ministries running VET systems and the private sector could accomplish their objectives by working closely together in establishing National Trade (occupation) Advisory Committees[17]. The members of these committees are to embody representatives from ministries running VET systems, chambers, unions, the private industry and the public sector. These committees are to develop means for assessing the training needs of the trainers. They will organise the developing and revising of the curricula and will also find the best practice to upgrade the technical level of the teachers who have not been exposed to industrial practices by providing proper training chances for them in private enterprises. Another assignment for these committees is to customise short pedagogical and IT modules for trainers in cooperation with the faculty of education at Damascus University and IT training centres[18] to qualify the trainers pedagogically and in IT. Also, the committees will organise in-plant training for teachers to expose them to the world of work.

Another aspect is to increase the teachers' income and that of administration staff by offering upgrading courses in the industry using school and institute facilities. The committees will assess the training needs of in-company staff and organise relevant customised modules for these courses. According to the existing acts, the second intermediate institute is using its facilities for producing furniture for other schools (production school project). The relevant ministry has to regulate acts for administering the income of these courses to ensure satisfactory income for the salaries of teachers and administrative staff on the one hand and the maintenance of equipment on the other.

A third aspect for the activities of these committees is to advise the different ministries on the budget to be allocated for teacher training, since in the current VET system budget is very low (see 7.1). Allocating the necessary funds should be considered as a long-term investment of HR. The government, through these committees, needs to invite economic and social foundations, business people, investors and individuals to support TTT activities by any form of donation, either in cash or in kind. Exempting these foundations from taxes to a certain predefined limit should be considered by the government as a catalyst for the private sector to support different TTT activities.

17 A committee similar to the Apprenticeship Steering Committee that controls the apprenticeship scheme needs to be established at the macro level. The Pilot Syrian Apprenticeship Scheme has already established four curricula committees for the four pilot occupations; sustainability of these committees is uncertain, since no business rules were set for them. The members of these committees work on a voluntary basis.

18 The committees are to cooperate with other TTT centres and institutes.

ANNEXES

ANNEX 1: JOB DESCRIPTIONS

1.1 MINISTRY OF INDUSTRY

1.1.1 TEACHER/TRAINER JOB DESCRIPTION

Qualification:

- university graduate
- diploma in education and methodology.

Duties of class teacher:

- to participate in setting training and teaching programmes
- to set examinations, tests and to grade examination sheets
- to propose suggestions for improvements of teaching methods
- to maintain discipline
- to take part in various daily activities.

Working conditions:

- technical and educational job requiring discipline and full adherence to the rules of safety set by the management.

1.1.2 TRAINER

Qualification:

- intermediate institute diploma/technical school certificate.

Experience:

- four years, at least.

Other requirements:

- a training course in methodology.

Duties of class teacher:

- class teaching and practical training
- to participate in setting, training and teaching programmes to set examination questions theoretically and practically and grade the exam sheets
- to put forward proposals that aim at improving teaching and training conditions
- to maintain discipline and keep a discipline book.

1.1.3 ASSISTANT TRAINER

Qualification:

- technical school certificate.

Experience:

- four years, at least.

Duties:

- to help the trainer in all aspects of work: training or teaching
- to participate in setting down examination questions and grading exam sheets
- to maintain discipline.

Working conditions:

- technical education and field job.

1.1.4 TECHNICIAN

Qualification:

- vocational training certificate.

Experience:

- at least five years in machine maintenance.

Duties:

- to execute programmes of maintenance and repair of the machines in full
- adherence to the rules of safety set down by the management
- to examine, adjust and operate the new machines
- to take part in training and production programmes
- to keep the machines and place of work clean.

Working conditions:

- technical job that requires full awareness of health, occupational and environmental rules.

1.2 MINISTRY OF AGRICULTURE AND AGRICULTURAL REFORM RESEARCH CENTRE

1.2.1 CONSULTANT/EXPERT

Qualification:

- PhD., M.Sc. or B.Sc. in agricultural or veterinary science.

Experience:

- ten years in an agricultural discipline, research or activity.

Duties and obligations:

- laying down academic and research activities
- setting the curriculum
- lecturing on specific agricultural issues
- leading the team of experts in pilot projects
- giving advice on practical and theoretical research issues
- working out solutions to administrative issues.

1.2.2 TEACHER/TRAINER

Qualification:

- B.Sc. in agriculture
- diploma in education.

Duties and obligations:

- lecturing in agricultural intermediate institutes and secondary schools on agricultural subjects: agricultural production, animal production and agricultural machines
- co-authoring agricultural textbooks
- laying down exams and tests and organising exam sheets
- maintaining discipline
- assisting in the institute's/school's academic plans and activities
- helping the school management in administrative jobs entrusted to him/her.

1.2.3 TUTOR/ASSISTANT TEACHER

Qualification:

- graduate of a technical agriculture intermediate institute.

Duties and obligations:

- taking charge of field work
- taking charge of lab work and some class activities
- grading exam sheets
- maintaining discipline in the school
- helping the school management in administrative jobs entrusted to him/her.

1.2.4 AGRICULTURAL EXTENSION EXPERT

Qualification:

- B.Sc. in agriculture
- diploma in education.

Duties and obligations:

office work:

- setting up plans on agricultural extension and rural work, technical and social

field work:

- giving farmers advice on agricultural issues: rural promotion and technical issues.

1.3 SUPERVISOR

1. Organising periodic meetings with teacher trainees to plan work activities and evaluate them within the group.
2. He should not intervene when the teacher trainee is giving his/her lesson, and it is advisable that he enters the class before the lesson starts.
3. He should be clear when giving instructions to teacher trainees to avoid confusing them.
4. He needs to build and develop self confidence for all the teacher trainees who are beginners and lack experience.
5. He should avoid criticising the teacher trainee in front of his/her colleagues.
6. He evaluates the performance of the teacher trainee by giving him/her positive feedback to improve the education process.
7. Assisting the teacher trainees and training them to allow them to acquire the experience and competence.

1.4 INSPECTORS – MINISTRY OF EDUCATION

Inspectors at the Ministry of Education are divided into two levels:

1. senior inspectors at head office;
2. specialist inspectors in branch offices.

1.4.1 SENIOR INSPECTORS

Qualification:

- B.A. or B.Sc. minimum and preferably a Master's or Ph.D. with higher studies in educational methodology.

Experience:

- ten years as a teacher/fieldworker
- at least five years as a specialist inspector.

Areas of work:

- educational planning
- drawing up long-term educational strategies
- authorship of school textbooks.

1.4.2 SPECIALIST INSPECTORS

Qualification:

- B.A. or B.Sc. plus higher studies and diploma in educational methodology.

Experience:

- at least ten years, as a classroom teacher, with an excellent professional record.

Areas of work:

- field visits to schools and intermediate institutes
- co-authorship of school textbooks
- supervision of teachers' performance in educational centres.

ANNEX 2: STATISTICAL TECHNICAL EDUCATION FIGURES

2.1 COMPARISON OF THE SITUATION IN THE MINISTRY OF EDUCATION BETWEEN 1970 AND 2001

Scholastic year	1970/71	2000/01

Industrial education		
Number of schools	15	154
Number of students	7,450	46,186
Teaching and training staff	611	7,975
Teacher/student ratio	1:12	1:5.7

Commercial education		
Number of schools	8	100
Number of students	1,254	31,894
Teaching and training staff	61	2,030
Teacher/student ratio	1:20	1:15

Women's education		
Number of schools	4	335
Number of students	133	36,515
Teaching and training staff	6	5,644
Teacher/student ratio	1:22	1:6.5

Total vocational education		
Number of schools	27	589
Number of students	8,837	114,595
Teaching and training staff	678	15,649
Teacher/student ratio	1:13	1:7.3

Industrial institutes		
Number of institutes	1	23
Number of students	393	6,825

Commercial institutes		
Number of institutes	0	13
Number of students	0	3,549

Women's institutes		
Number of institutes	0	16
Number of students	0	5,191

Total technical education		
Number of institutes	1	52
Number of students	393	15,565

2.2 NUMBER OF MALE AND FEMALE TEACHERS IN TEVT IN THE MINISTRY OF EDUCATION

Institute/school	Males	Females
Industrial TSs	6,680	1,283
Commercial TSs	970	1,316
Women's TSs	740	4,516
Industrial institutes	880	185
Commercial institutes	155	110
Sports institutes	138	236
Commercial institutes	100	536
Teacher-training institutes[19]	545	414
Teachers' institutes	312	369
Total	10,520	8,965

2.3 COMPARISON OF THE SITUATION IN THE MINISTRY OF AGRICULTURE BETWEEN 1970 AND 2000

Agricultural schools

Year	Graduates	Registered	Number of schools
1970	132	1,249	11
1980	277	1,036	9
1990	546	4,699	14
1999	4,107	16,681	33
2000	3,565	18,172	39

19 Basic education (Grades 1-9)

Intermediate institutes

Year	Graduates	Registered	Number of institutes	
			Veterinary	Agriculture
1980	-	12	1	-
1987	55	878	1	7
1990	373	1,264	1	7
1999	652	2,430	3	10
2000	770	3,184	3	13

2.4 SITUATION IN THE MINISTRY OF INDUSTRY IN 2002

Staff/location	Damascus	Homs	Aleppo	Der Ezzor
Trainers	192	130	107	65
Engineers	8	12	3	4
Total number of students	800			
Trainer/student ratio	1:1.5			

ANNEX 3: DISTRIBUTION OF HOURS AND MARKS

3.1 SUBJECTS OFFERED AND DISTRIBUTION OF HOURS BY EDUCATIONAL COLLEGE DIPLOMA

Discipline	Weekly hours	Semester
Teaching principles	3	1
Curricula	3	2
Learning techniques	2 (1 theory & 1 practice)	1, 2
Practical education	6	1, 2
Teaching methods	3	1, 2

3.2 MARKS FOR FOUR SHEETS OF EDUCATIONAL COLLEGE DIPLOMA

	Sheet	Marks allotted
1.	Supervisor sheet 1 (observation and declamation phase)	40
2.	Supervisor sheet 2 (solo phase)	40
3.	Cooperating teacher sheet (solo phase)	10
4.	School director sheet (solo phase)	10
	Total	100

3.3 DISCIPLINE AND WEEKLY DISTRIBUTION OF HOURS FOR ELECTRICAL TRADE

Discipline	Weekly hours
Technological subjects, theory	6
Technological subjects, practice	8
Technical English	2
Pedagogical subjects	2
Practical training, theory	6
Practical training, practice	8
Teaching methods, specialised	2
Learning techniques	4
Psychology of learning	1
IT	1
Population, vocational, environmental and health education	1
Teaching methods, general	1

3.4 DISCIPLINE AND WEEKLY DISTRIBUTION OF HOURS FOR FEMALE EDUCATION

Discipline	Weekly hours
Carpets	2
Weaving and clothing	2
House management	2
Manual and machine embroidery	4
Manual and machine knitting	4
IT	2
Machine maintenance	1
Tailoring and sewing	6
Pattern design	2
General education	1
Population education	2
Psychology of learning	2
Behavioural applications	4
Special methods	2

3.5 DISTRIBUTION OF MARKS

Subject	Maximum marks	Student performance	Final written exam	Exam length (hours)
General education and teaching methods	100	40	60	2
Psychology	100	40	60	2
Environmental, occupational, health and population education	100	40	60	2

ANNEX 4: RESULT OF THE TRAINERS' SURVEY

Table 8.1 Status of the trainer

Statistics

You are working as a trainer

N	Valid	46
	Missing	0

You are working as a trainer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full time	42	91.3	91.3	91.3
	Part time	3	6.5	6.5	97.8
	On a daily Basis	1	2.2	2.2	100.0
	Total	46	100.0	100.0	

Table 8.2 Gender of interviewee

Statistics

Gender of interviewee

N	Valid	46
	Missing	0

Gender of interviewee

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	16	34.8	34.8	34.8
	Female	30	65.2	65.2	100.0
	Total	46	100.0	100.0	

Table 8.3 Trainers' self-evaluation[20]

Descriptive Statistics

	N	Mean
Working as a team member	45	4.24
Active listening	46	4.22
Ability to analyze	45	4.02
Giving constructive feedback	46	4.02
Control of audience	46	4.02
Planning skills	46	4.00
Liaising with administrative, technical and other staff	46	3.98
Coordinating the activity	44	3.93
Systematic thinking	45	3.91
Flexibility and ability to change the plan	45	3.87
Ability to evaluate	45	3.84
Communication skills	46	3.83
Positive thinking	45	3.80
Non verbal communications	46	3.74
Ability to evaluate training programme	45	3.62
Ability to analyze training needs	45	3.56
Creative problem solving	46	3.50
Liaising and negotiating with employers	28	3.39
Liaising and negotiating with sponsoring and resources providing organizations	28	2.93
Valid N (listwise)	23	0

1… Highly unskilled 5… Highly skilled

Table 8.4 Satisfaction with pre-service pedagogical courses attended

Descriptive Statistics

	N	Mean
Satisfaction with teacher qualification	28	3.86
Satisfaction with curriculum	31	3.81
Satisfaction with curriculum design	31	3.77
Organization of training	29	3.76
Satisfaction with teaching quality	29	3.76
Satisfaction with teaching methods	29	3.76
Psychology of learning	29	3.59
Participative training techniques	27	3.44
Evaluation of these courses	31	3.29
Evaluation of training	31	3.00
Analyzing training needs	31	2.65
Involvement of social partners	29	2.14
Valid N (listwise)	18	

20 In all tables, the mean is ranked in descending order.

Table 8.5 Satisfaction with in-service pedagogical courses attended

Descriptive Statistics

	N	Mean
Satisfaction with curriculum for pedagogic courses	9	3.56
Satisfaction with curriculum design for pedagogic courses	9	3.44
Satisfaction with teacher qualification for pedagogic courses	9	3.11
Satisfaction with teaching quality for pedagogic courses	9	3.11
Satisfaction with teaching methods for pedagogic courses	9	3.11
Evaluation of pedagogic courses	9	3.00
Participative training techniques for pedagogic courses	9	3.00
Psychology of learning of pedagogic courses	9	2.89
Organization of training of pedagogic courses	9	2.78
Analyzing training needs for pedagogic courses	9	2.56
Evaluation of training	9	2.22
Involvement of social partners for pedagogic courses	9	1.44
Valid N (listwise)	9	

Table 8.6 Satisfaction with technical courses attended

Descriptive Statistics

	N	Mean
Satisfaction with teaching quality of technical courses	41	3.80
Satisfaction with teaching methods of technical courses	41	3.63
Satisfaction with curriculum of technical courses	41	3.56
Satisfaction with teacher qualification of technical courses	40	3.50
Satisfaction with curriculum design of technical courses	41	3.49
Evaluation of technical courses	41	3.22
Organization of training of technical courses	41	3.05
Participative training techniques of technical courses	41	3.02
Evaluation of training of technical courses	41	3.00
Analyzing training needs of technical courses	41	2.90
Psychology of learning of technical courses	40	2.75
Involvement of social partners of technical courses	40	1.85
Valid N (listwise)	39	

Table 8.7 Satisfaction with management courses attended

Descriptive Statistics

	N	Mean
Satisfaction with teacher qualification of management courses	6	4.00
Satisfaction with teaching quality of management courses	6	3.83
Satisfaction with teaching methods of management courses	6	3.83
Satisfaction with curriculum of management courses	6	3.67
Evaluation of management courses	6	3.50
Organization of training of management courses	6	3.50
Participative training techniques of management courses	6	3.33
Evaluation of training of management courses	6	3.17
Analyzing training needs of management courses	6	3.17
Psychology of learning of management courses	6	3.17
Satisfaction with curriculum design of management courses	6	2.83
Involvement of social partners of management courses	6	2.50
Valid N (listwise)	6	

Table 8.8 Satisfaction with computer courses attended

Descriptive Statistics

	N	Mean
Satisfaction with teacher qualification of computer courses	15	3.67
Satisfaction with teaching quality of computer courses	15	3.53
Satisfaction with curriculum of computer courses	15	3.40
Satisfaction with teaching methods of computer courses	15	3.33
Organization of training of computer courses	15	3.20
Evaluation of computer courses	15	3.20
Satisfaction with curriculum design of technical computer courses	15	3.07
Participative training techniques of computer courses	15	3.00
Evaluation of training of computer courses	15	2.87
Psychology of learning of computer courses	15	2.87
Analyzing training needs of computer courses	15	2.53
Involvement of social partners of computer courses	15	1.67
Valid N (listwise)	15	

Table 8.9 Membership of a trade advisory committee

Are you a member in a trade advisory committee

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	6.5	7.0	7.0
	No	40	87.0	93.0	100.0
	Total	43	93.5	100.0	
Missing	System	3	6.5		
	Total	46	100.0		

ANNEX 5: ROLES AND FUNCTION OF TRAINING ACCORDING TO THE ASTD CLASSIFICATION

Administrator:

Providing coordination and support services for the delivery of training programmes and services.

Evaluator:

Identifying the impact of an intervention on individual or organisational effectiveness.

Manager:

Planning, staffing, leading, and supporting the work of the training function and linking that work with the total organisation.

Training Materials Developer:

Producing written or electronically mediated instructional materials.

Individual Career Development Adviser:

Helping individuals to assess personal competences, values, and goals and to *identify, plan,* and *implement* career and personal development actions.

Instructor/Facilitator:

Presenting information, directing structured learning experiences, and *managing* group discussions and group processes.

Marketer:

Marketing and contracting for training viewpoints, programmes, and services.

Needs Analyst:

Identifying gaps between ideal and actual performance conditions and *determining* causes of discrepancies.

Organisation Change Agent:

Influencing and supporting changes in organisation behaviour.

Programme Designer:

Preparing objectives, defining *content*, and *selecting* and sequencing activities for a specific intervention.

Researcher:

Identifying, *developing,* or *testing* new information (theories, research, concepts, technology, models, hardware, and software) and translating the information into its implications for improved individual or organisational performance.

Participants in these trainer training courses will enter with a variety of skill levels and experience: academic, pedagogical and technical.

As is evident, there are a number of elements that form the profile of a qualified technical vocational trainer and a training programme addresses the pedagogical knowledge and skill areas as well. It is envisaged that some prospective trainers would enter the programme with the required academic and technical qualifications, while others may not. The issue of providing an opportunity for prospective trainers to acquire at least the basic academic qualification should be considered when developing the training programmes.

ANNEX 6: TRAINERS QUESTIONNAIRE

■ Teacher/Trainer Questionnaire

Date: _____

City: _____

Interviewer's Name: _____

School/Company/Centre's Name: _____

■ Pre-service Training:

1. Graduation level:

   ❑ Intermediate degree
   ❑ Complementary Free Studies
   ❑ Above intermediate degree
   ❑ University degree 4 years
   ❑ Engineering degree 5 years

   How long have you studied pedagogical subjects during your study before joining the workforce?

   ❑ Not at all
   ❑ Short courses (less than 2 weeks)
   ❑ One semester
   ❑ Two semesters .....
   ❑ Others, please specify .....

2. To what extent are you satisfied with the pedagogical training?

	1	2	3	4	5
Curricula	□	□	□	□	□
Curricular design	□	□	□	□	□
Teaching methods	□	□	□	□	□
Quality of teaching	□	□	□	□	□
Teacher qualification	□	□	□	□	□
Involvement of social partners	□	□	□	□	□
Organisation of training	□	□	□	□	□
Learning psychology	□	□	□	□	□
Participative training techniques	□	□	□	□	□
Analysing training needs	□	□	□	□	□
Evaluating training	□	□	□	□	□
Evaluating these courses	□	□	□	□	□

1... Very unsatisfied 5... Very satisfied

■ In-service Training:

4. Total work experience:

❑ years ❑ months

5. Current job experience as a trainer/teacher:

❑ years ❑ months

6. You are working as a trainer :

a. Part time □
b. Full time □
c. On a daily basis □
d. Part time on demand □
e. Annual contract □

7. a) If you have attended in-service upgrading courses, for how long have you attended the following courses in the mentioned fields?

	Length Y	M	W
❑ Introductory courses	□	□	□
❑ Technical	□	□	□
❑ Pedagogical	□	□	□
❑ Management	□	□	□
❑ Computer	□	□	□
❑ Languages	□	□	□

b) If you have attended other courses, please mention them:

Course title	Length of course		
	Years	M	W
	□	□	□
	□	□	□
	□	□	□
	□	□	□
	□	□	□
	□	□	□
	□	□	□
	□	□	□
	□	□	□

8. To what extent are you satisfied with this training? Mark from 1 to 5

1... Very unsatisfied 5... Very satisfied

	Pedagogical	Technical	Management	Computer	Languages
Curricula	□	□	□	□	□
Curricular design	□	□	□	□	□
Teaching methods	□	□	□	□	□
Quality of teaching	□	□	□	□	□
Teacher qualification	□	□	□	□	□
Involvement of social partners	□	□	□	□	□
Organisation of training	□	□	□	□	□
Learning psychology	□	□	□	□	□
Participative training techniques	□	□	□	□	□
Analysing training needs	□	□	□	□	□
Evaluation training	□	□	□	□	□
Evaluating of these courses	□	□	□	□	□
Learning psychology	□	□	□	□	□

9. In your opinion, does your company/school/centre train their trainers on all relevant techniques and skills?

❑ Yes ❑ Mostly yes

❑ Mostly no ❑ No

10. How do you rate yourself in the following skills? Mark from 1 to 5

1… unskilled 5… highly skilled

	1	2	3	4	5
Communication	□	□	□	□	□
Non-verbal communication	□	□	□	□	□
Control of audience	□	□	□	□	□
Flexibility and ability to change plan	□	□	□	□	□
Planning skills	□	□	□	□	□
Ability to analyse	□	□	□	□	□
Ability to evaluate	□	□	□	□	□
Giving constructive feedback	□	□	□	□	□
Creative problem-solving	□	□	□	□	□
Active listening	□	□	□	□	□
Systematic thinking	□	□	□	□	□
Positive thinking	□	□	□	□	□
Liaising with administrative, technical and other staff	□	□	□	□	□
Liaising and negotiating with sponsoring and resource-providing organisations	□	□	□	□	□
Liaising and negotiating with employers	□	□	□	□	□
Working as a team member	□	□	□	□	□
Coordinating the activities	□	□	□	□	□
Ability to evaluate training programmes	□	□	□	□	□
Ability to analyse training needs	□	□	□	□	□
Participative training techniques	□	□	□	□	□
Adult learning psychology	□	□	□	□	□
Ability to design and use a variety of different training methods, e.g. distance learning	□	□	□	□	□

11. Please list the titles of the courses you are delivering at your school/centre.

.....

.....

12. Please list the teaching and learning methods which you most often use in your lessons.

    a) teaching methods:

    .....

    .....

    b) learning methods:

    .....

    .....

13. Please list the teaching and learning methods which you seldom use in your lessons.

    a) teaching methods:

    .....

    .....

    b) learning methods:

    .....

    .....

14. In your daily teaching practice you are probably using different (various) teaching and learning methods? Please list the criteria which you use in choosing a teaching/learning method(s) at your lessons.

    .....

    .....

15. Please list what types of teaching aids and teaching/learning resources you use and the frequency of using them.

    .....

    .....

16. Do you follow a specific training plan in your organisation?

    ❑ Yes ❑ No

    If no, please state the reason.....

17. How many trainers are involved in technical training in your organisation?

    _____ Trainer

18. How are training needs assessed in your organisation?

    - ❑ Survey
    - ❑ Questionnaires
    - ❑ Aptitude tests
    - ❑ Staff draw their own skills chart
    - ❑ Don't know

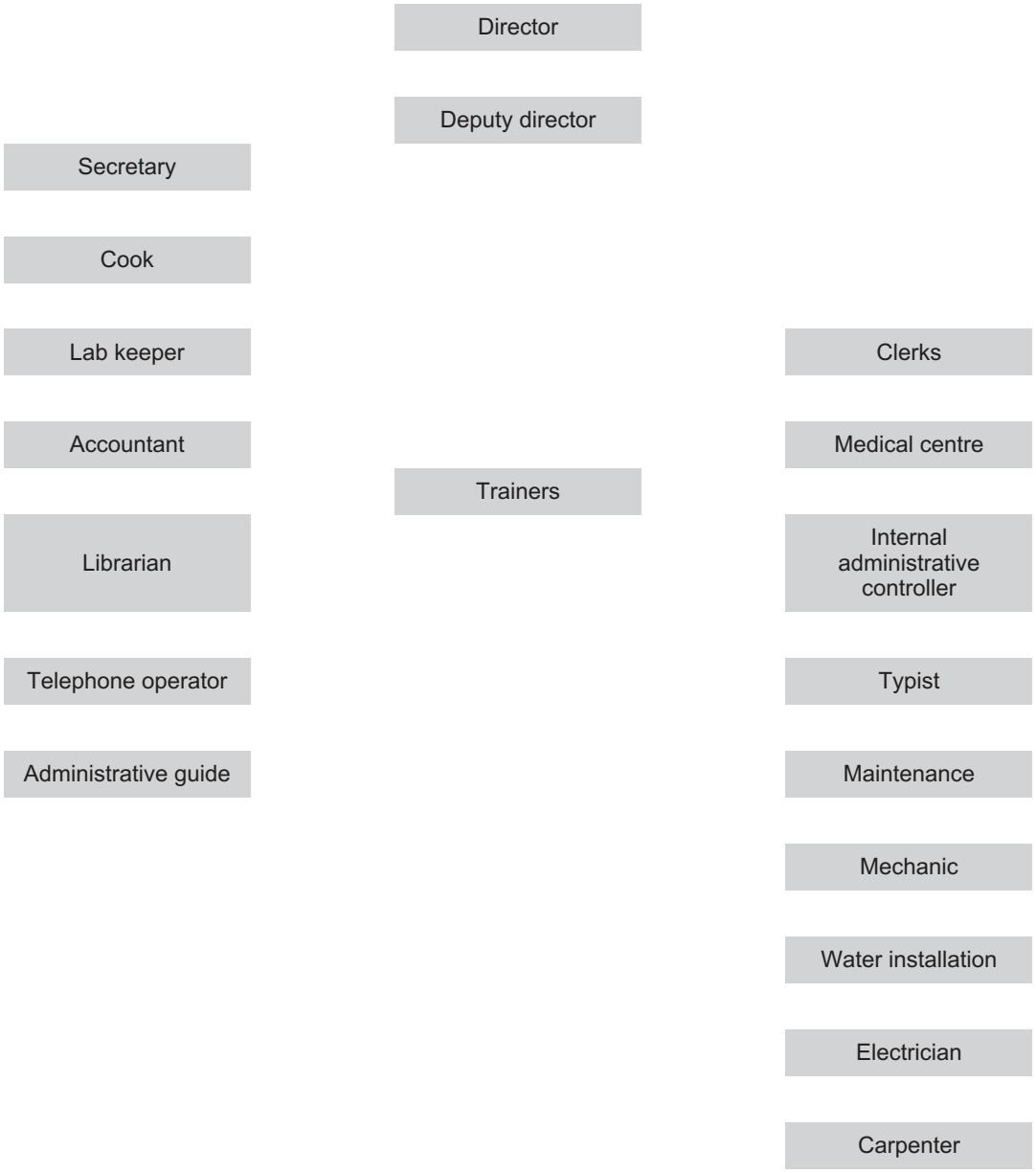
19. Are you a member of a trade advisory committee (TAC) or any other committees developing new curricula or revising existing curricula? If you are a member, what are your tasks?

    .....

    .....

Thank you for your cooperation.

ANNEX 7: ORGANISATIONAL STRUCTURE OF BASSEL AL ASSAD TRAINING CENTRE FOR LEADERS, BARZA[21]



21 The organisational chart was drawn up based on the raw data collected from the centre

ANNEX 8: MISSION PROGRAMME

Date	Time	Institution	Name
Friday 30/8	20:00	Preparatory meeting of ETF experts at Al Patraa Hotel	Issam Diab Atef Abdel Malak
Saturday 31/8	9:30	MOE	Samir Habebeh, Deputy Minister, MOE Atef Abdel Malak
	11:00	MOE	Hazwan Al Waz, Director TEVT, MOE Ahmed Halawa, Inspector, Commercial trade Issam Diab Atef Abdel Malak
Sunday 1/9	10:00	Second Intermediate Institute (teacher survey)	Riad Gibawi, Director Issam Diab Atef Abdel Malak
	14:00	First Intermediate Institute	Ghassan Razook, Director Atef Abdel Malak
Monday 2/9	9:00	Quneitira Directorate First Female Secondary School (teacher survey)	Hussein Kanaan, Assistant director for TEVT Issam Atef
	12:30	Faculty of Education Damascus University	Ahmed Kenaan, Professor of CD Issam Atef
Tuesday 3/9	10:00	MOI Damascus VTCs Complex	Ahmed Maree, Director Issam Atef
	11:00	MOI VET director	Gazi Al Himish, Director Atef Issam
Wednesday 4/9	9:00	State Planning Commission	Maher Al Rez, Education manager Atef
	11:00	MOE, Qualification and Training Directorate	Muhammad Mutee Shakhashiro, Director Issam Atef
	16:00	Damascus Chamber of Industry	Mustafa Kaziha, Training director Atef
Thursday 5/9	9:00	Ministry of Agriculture, Training Centre	Dr Hazem Assaman, VET departmental director Issam Atef
	10:30	MOE, Jol Jammal hall (interviewing trainers running apprenticeship scheme)	Issam Atef
Friday 6/9	10:00	Briefing meeting, Al Patraa hotel	Issam Atef

ANNEX 9: LIST OF CONTACTS

Name	Position	Institution
Samer Hababeh	Deputy Minister of Education for TEVT	Ministry of Education
Dr Hazwan Al Waz	Director of TEVT directorate	Ministry of Education
Hassan Halawa	Senior inspector of commercial trade	Ministry of Education
Ghassan Razook	Director of First Intermediate Institute	Ministry of Education
Riad Gibawi	Director of Second Intermediate Institute	Ministry of Education
Hussein Kenaan	Assistant of Quneitera director for TEVT	Ministry of Education
Ahmed Kanaan	Professor of curriculum design	Faculty of Education, Damascus university
Muhammad Mutee Shakhashiro	Training qualification manager	Ministry of Education
Maher Al Rez	Education and vocational training manager	State Planning Commission
Mustafa Kaziha	Head of HRD department	DCI
Ahmed Maaree	Damascus VTCs complex manager	Ministry of Industry
Ghazi Al Himish	VTCs technical assistant manager	Ministry of Industry
Dr Hazem Assaman	Training qualification manager	Ministry of Agriculture

LIST OF ACRONYMS

ASTD	American Society for Training and Development
DCI	Damascus Chamber of Industry
GDP	Gross domestic product
HR	Human resource
HRD	Human resource development
IT	Information technology
ITC	Information technology and communication
MOE	Ministry of Education
MOI	Ministry of Industry
R&D	Research and development
SEBC	Syrian European Business Centre
SYP	Syrian pound
TEVT	Technical education and vocational training
TTT	Teacher and trainer training
UNDP	United Nations Development Programme
VET	Vocational education and training
VTC	Vocational training centre