CONTINUING PROFESSIONAL DEVELOPMENT FOR VOCATIONAL TRAINERS IN TUNISIA – 2018

Culture, teaching practices, professional duties, working conditions, beliefs and professionalisation

ACKNOWLEDGEMENTS

CONTENTS

Further information relating to this research can be found in the annexes, which have been published separately: methodological report, list of vocational schools, literature review and questionnaires (in French).

EXECUTIVE SUMMARY[1]

Rationale

Professional development for teachers and trainers is widely recognised as vital not only for bringing about improvements in teaching and learning but also as a condition for other educational reform, for example, in curricula, governance and technology. This report aims to give a better understanding of the current situation and needs of vocational trainers and training centre principals in Tunisia. It deals with the professional development that they have received, their teaching beliefs and practices, their professional duties and the conditions and climate in which they work. It aims to assist policy makers and providers of professional development to make improvements.

Tunisia is one of nine countries participating in this research. The other countries are Albania, Algeria, Belarus, Kosovo, Moldova, Montenegro, Serbia and Turkey.

Methodology

The research consists of three elements: a literature review, interviews and focus groups with key stakeholders and surveys with trainers and directors of training centres.

The surveys sampled all of the trainers and centre directors in 179 training centres. A total of 386 trainers responded – a response rate of 9% of the total population of trainers (teachers and pedagogical staff). A total of 117 training centres responded – a response rate of 65%.

Findings

Most of Tunisia's vocational trainers are experienced and highly qualified graduates. More than 50% have an engineering, bachelor's or master's degree and 85% have more than 5 years of teaching experience in their professional career; around 73% have more than 5 years of teaching experience in their current training centre. Almost 80% say that they have at least 3 years' occupational work experience. Their average age is 43; 74% of them are employed full time. Only about 40% of trainers benefited from an initial degree that included pedagogical training; another 36% received some other pedagogical training. Some 55% of working time is spent teaching.

In most vocational training centres, decision making is participatory. Training centre boards have some influence over curriculum, recruitment and the internal use of budgets. However, decisions about the recruitment, dismissal or suspension of trainers and the setting of trainers' salaries, including pay scales and salary increases, are mostly taken at national level.

Most training centre boards include representatives from the training centre management team, trainers and administrative personnel. Only 42% of training centre boards include business representatives.

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[1] Note: In Tunisia, those working in vocational training centres are known as 'enseignants et personnel pédagogique', i.e. teachers and pedagogical staff. They include teachers, trainers, advisers, pedagogical advisers, coordinators of practice, instructors and organisers of practical learning. In this report, they are also referred to as trainers or vocational trainers.

Principals spend about 40% of their time on administrative and leadership tasks and 20% on teaching and curriculum development. Most (90%) principals reported the inadequacy of training centre budgets and resources along with government regulation and policy as the major constraints limiting their effectiveness. Insufficient continuing professional development (CPD) opportunities for trainers and excessive workloads are also seen as major barriers by more than 60% of principals.

More than two-thirds of principals identified the following issues as having a negative impact on effective teaching: inadequate instructional materials; a shortage of support personnel, qualified and/or high-performing trainers; a shortage of trainers with the skills to teach students with special needs; a shortage or inadequacy of library materials; a lack of instructors for practical training combined with a shortage of computers and/or software for instruction.

Principals and senior management observe and give feedback to staff in about 50% of vocational training centres. However, only 40% of principals observe their staff teaching. Formal appraisal is absent in 25% of training centres (even though it is a legal requirement). Poor teaching performance does not lead to strong sanctions that would have an impact on salary, promotion or contract, for example. Only 42% of training centres expect trainers to have an individual training plan.

In contrast, principals and boards in private training centres have greater authority, for example in relation to salary and recruitment. They are also more likely to implement remedial action as a follow-up to poor teaching performance.

The survey confirms the view of stakeholders that vocational trainers in Tunisia make use of participatory and active learning pedagogies. The majority of vocational trainers in Tunisia say that they place a big emphasis on learning from practice, relating theory to practice and relating learning to the world of work. Some 70% of the trainers surveyed say that at least 10% of their students' learning occurs on work placements. On the other hand, trainers say that direct interaction with employers and employees is infrequent for 76% of students.

Most trainers and principals are satisfied with their work and happy about their career choices. They say that they are motivated to master challenges and they are optimistic about career progress. Unlike in many other countries, they believe that they are valued by society. Students are mostly attentive and highly motivated. Around 80% of trainers say that they are guided by the national curriculum documents when planning lessons but also by their knowledge of what employers need. Trainers play an active role in devising and implementing their own assessment tools.

On the other hand, around two-thirds of trainers and the majority of principals believe that most classes and students often do not have access to resources for learning, such as textbooks, up-to-date tools and equipment, consumables, computer hardware and software, internet and other learning materials and sources. Furthermore, differentiation in teaching and learning is not routinely practised. Half (50%) of vocational trainers make little or no use of digital tools or the internet to prepare instructional materials. Research on learner dropout, recently published by the European Training Foundation (ETF), reveals that around 50% of learners at secondary level in Tunisia do not complete their programmes.

According to Law No 2008-10 of 11 February 2008, CPD constitutes a major component of the national human resource development system. Various directives and laws define responsibilities for the key actors. However, this framework does not make CPD a requirement or an entitlement for trainers, nor does it integrate CPD within career progression. There are some policy statements regarding CPD for vocational trainers, but as of the time of writing there is no authoritative policy

statement or action plan[2] to guide improvements or reform. In addition, there are some issues around the implementation of existing regulations and responsibilities. For example, according to stakeholders who were interviewed, the evaluation of CPD is limited to the collection of feedback received during the training process even though the law requires an evaluation of CPD trainers (Title IV, Article 51 JORT[3]). While there is evidence of some consultation with stakeholders on the development of a policy for CPD, this does not seem to be done on a systematic or regular basis. Implementation is also hampered by the slowness and complexity of administrative procedures at central level and a lack of strong regional leadership from the regional directorates of employment and vocational training.

The National Centre for the Training of Trainers and Training Development (Centre National de Formation de Formateurs et d'Ingénierie de Formation, CENAFFIF) is the main provider of CPD for VET trainers working in public and private training centres, especially in consultation with the Tunisian Agency of Vocational Training (Agence Tunisienne de Formation Professionnelle, ATFP), the Agricultural Extension and Training Agency (Agence de la Vulgarisation et de la Formation Agricole, AVFA) and the Training Agency in Tourism Trades (Agence de Formation dans les Métiers de Tourisme, AFMT) and particularly with respect to pedagogical rather than technical skills. ATFP and AVFA also work independently to assess needs and to provide and monitor CPD in their own industrial sectors. Some national business and trade associations, working in partnership with specific training centres, also help to design and provide CPD. International development projects and organisations have made an important contribution to CPD for vocational trainers in Tunisia.

Although the Ministry of Vocational Training and Employment (Ministère de la Formation Professionnelle et de l'Emploi) is formally charged with coordinating the agencies, validating their programmes and setting their budgets with respect to the CPD of vocational trainers, it is not clear that it is executing this responsibility. There is no action plan that provides a strategic framework for the work performed by all the agencies – setting targets, quality standards and national or sectoral priorities for training.

There is some consultation between the agencies and stakeholders. The existence of separate agencies for agriculture and fishing (AVFA) and for tourism (AFMT) should help to engage sectoral representatives in all aspects of CPD provision. However, it is not clear how deeply industrial sectors are engaged in needs identification and the design, provision and evaluation of CPD.

CENAFFIF is the major provider of CPD for vocational trainers. The extent to which it is sufficiently proactive and responsive in developing CPD programmes that meet the changing needs of vocational trainers and principals, for example with respect to new technologies and management skills, is not clear. CENAFFIF is also supposed to respond to the training needs of private and public training providers. Again, it is uncertain whether the CPD offering is regularly updated and relevant to the needs of training centres. The following issues work against responsiveness:

■ CENAFFIF has not been provided with an up-to-date needs analysis by the training centres.
■ Funding, programme design, monitoring, evaluation and delivery are largely controlled by CENAFFIF and the other national agencies, making it difficult for training centres or employers to influence provision.

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  www.reformeformation.gov.tn/index.php?id=5&tx_mfpeprojet_pi1%5Bprojet%5D=24&tx_mfpeprojet_pi1%5Baction%5D=show&tx_mfpeprojet_pi1%5Bcontroller%5D=Projet&cHash=c2f0d112d6f6fed8614f8fdd9bf0174a

3 JORT is the Official Journal of the Republic of Tunisia, the official biweekly gazette published by the Tunisian state, covering all legislative events, regulations, and official statements.

- The learning outcomes and teaching quality of training providers are not evaluated effectively, so there is no pressure to use CPD to improve performance.

An external evaluation of training centres will be developed as part of the new strategy.

CPD is, for the most part, provided by public organisations. Despite the existence of numerous private training institutes, they play little part in the provision of CPD for vocational education and training (VET) trainers in Tunisia.

According to CENAFFIF, some 1 100 vocational trainers participated in one of the three different CPD programmes during the 12 months prior to the survey. However, there are no published statistics on the number of participants per training programme, location, length of training or the train-the-trainer learning programme.

According to the survey, 43% of vocational trainers participated in CPD in Tunisia in the 12 months prior to the survey – about half the OECD (Organisation for Economic Cooperation and Development) average (85%). Only 21% of trainers report participating in CPD that focused on their own occupational or sectoral specialism; the same percentage report participating in CPD on an employer's premises or in CPD that had some business involvement. On the other hand, of the 43% who participated in CPD, 80% obtained at least 30 hours. Over one-third (36%) of vocational trainers participated in CPD consisting of online learning or video tutorials, spending on average of 77 hours on these activities.

Only around 40% of trainers in Tunisia participated in CPD that used modern methods: CPD with colleagues from the same training centre; active learning methods (not only listening to a lecturer); collaborative learning activities or research with other trainers; use of new technologies, including information technology and web-based communities. Some 62% of Tunisian trainers surveyed say that they participated in CPD that took the form of individual or collaborative research but only 16% participated in mentoring and/or peer observation and only 14% participated in a network of trainers.

The data suggests that trainers participating in CPD and working in southern and central regions obtained fewer hours of CPD than those in the northern regions and in Grand Tunis.

A higher proportion of principals participated in CPD: 82% participated in a professional network, in mentoring or in a research activity (an average of 130 hours) and 78% took part in courses, conferences or observational visits (an average of 133 hours).

It appears that induction for all new staff is generally well established in vocational training centres in Tunisia. The situation is less clear when it comes to mentoring trainers. Mentoring seems to be largely confined to trainee trainers. Although almost 30% of trainers have received training to be mentors and some 10% say that they are currently receiving mentoring, 60% of principals say that mentoring is not available in their training centre.

There is some evidence of planned and informal collaboration between trainers but more than 50% say that they had not discussed their teaching informally or formally with a colleague over the previous month and 70% had not discussed their teaching with a manager or pedagogue over the same period. This suggests that, for many Tunisian trainers, lesson preparation and reflection on practice is a solitary affair.

According to the survey, about 60% of trainers say that they are deterred from participating in CPD because there is no relevant offering and because there are insufficient incentives. Around 50% say they lack strong support from their training centres. The research suggests that participation in CPD is

not closely linked to improvements in individual trainer performance or the development of training centres. Individual trainers are therefore not motivated to participate. CPD has very little impact on promotion. It is not designed to prepare trainers to carry out additional or special responsibilities, such as mentoring, curriculum development or resource development.

Moreover, records of participation in CPD are not systematically published, so it is not clear what progress is being made in terms of provision.

Recommendations

At the level of training centre governance, the appropriate authorities, agencies, CPD providers and vocational training centres should cooperate to:

■ empower principals and training centre boards to participate in key decisions relating to recruitment, remuneration, performance management and use of budget;
■ involve social partners, student and family representatives in the management and development of training centres;
■ strengthen the role of principals and training centre management in relation to the development of teaching and curriculum, e.g. through observation, organisation of CPD;
■ ensure that training centres support and coordinate their trainers to develop up-to-date instructional materials in a collaborative manner;
■ strengthen evaluation practice at training centre level.

With respect to teaching approaches and links to the workplace, the appropriate authorities, CPD providers and vocational training centres should cooperate to:

■ train and support trainers to develop more differentiated learning tasks and to use formative assessment to inform teaching and learning;
■ empower and support trainers and pedagogical experts to develop and share instructional materials and textbooks;
■ fund training centres to acquire up-to-date tools and consumables;
■ equip training centres with sufficient and appropriate hardware, software and internet and train trainers to use information and communication technology (ICT) in lesson design and classroom learning.

With respect to policy and implementation, the Ministry of Vocational Training and Employment and wider stakeholders should:

■ bring together different actors, institutions and stakeholders to agree strategies to improve the CPD system for trainers in Tunisia and make it more coherent;
■ define more clearly the entitlement to and expectations of CPD in the normative framework;
■ define objectives for CPD for vocational trainers in the new National Vocational Training Strategy and publish an action plan;
■ strengthen the role of the regional directorates and activate their decision-making role;
■ ensure better coordination between regional structures and training centres to provide the required materials and human resources.

At the level of CPD design, quality assurance and funding, the Ministry of Vocational Training and Employment, the agencies, VET trainers and training centres principals should cooperate to:

■ analyse needs more effectively and share and use information to plan and coordinate CPD;
■ ensure better practice and set higher expectations in training centres in relation to the evaluation of trainer performance and impact of CPD on training.

With respect to the volume, mode and character of CPD provision, the appropriate authorities, CPD providers, vocational training centres and agencies should cooperate to:

■ increase participation by increasing the volume and variety of the offering;
■ encourage CENAFFIF and other CPD providers to review the methodology of their CPD programmes and, where appropriate, introduce modern and varied methodologies;
■ develop tools to identify needs and funding mechanisms for the vocational training of trainers; CENAFFIF (and the other CPD providers) should work in partnership with industry and other partners to provide specialised professional CPD designed to update professional knowledge and skills and work practices.

In terms of professional development delivered in training centres, the Ministry of Vocational Training and Employment, the agencies, VET trainers and training centre principals should cooperate to:

■ revise the status, compensation, training and recognition offered to mentors and consider how mentorship might be used more generally as a form of CPD for VET trainers and principals;
■ encourage and support trainers to collaborate, for example, by making time for collaboration and celebrating collaboration.

With respect to the relevance and impact of CPD, the Ministry of Vocational Training and Employment, the agencies, VET trainers and training centre principals should cooperate to:

■ ensure that training centres receive assistance and training to conduct needs analyses and to produce individual and centre workforce training plans, which should inform national and training centre CPD-related provision and resourcing;
■ provide more CPD to more trainers to address the issues related to the needs of learners, motivation and personalisation;
■ enhance needs analysis to ensure that trainers are aware of the full range of relevant CPD.

Regarding recognition and incentivisation, the Ministry of Vocational Training and Employment, the agencies and stakeholders should work together to:

■ link CPD opportunities to improvements in teaching (identified through feedback) and to career development;
■ design CPD where possible to prepare trainers and principals to take on enhanced responsibilities and to gain recognition by progressing up the career ladder;
■ publish national aggregated records of participation in CPD.

1. RATIONALE

Professional development for trainers is widely recognised as vital not only for bringing about improvements in teaching and learning but also as a condition for other educational reform, for example, in the areas of curricula, governance and technology. This international study aims to give a better understanding of the current situation and needs of vocational trainers and training centre principals in Tunisia. It deals with the professional development that they have received, their teaching beliefs and practices, their professional duties and the conditions and climate in which they work. It will also help policy makers and providers of professional development to make improvements. This study includes:

■ an overview of current policy objectives with respect to improving CPD for VET trainers;
■ a description of the provision of CPD for VET trainers in Tunisia and the way in which trainers' needs are assessed and particular programmes are assigned to trainers;
■ an explanation of how the arrangements for CPD fit with other parts of the VET system;
■ an evaluation of how well current arrangements are working;
■ recommendations on how current policies can be implemented and how the provision and allocation of CPD can be improved.

This study aims to contribute to an evidence-based policy discussion, inform thinking and action at many levels of decision making and stimulate further enquiry and proposals. Tunisia is one of nine countries participating in this research. The others are Albania, Algeria, Belarus, Kosovo, Moldova, Montenegro, Serbia and Turkey.

2. METHODOLOGY

The survey methodology draws upon the OECD's TALIS survey. An earlier version of this survey was piloted in South East Europe and Turkey in 2015 and reports were published by the ETF in 2016.

More information about the methodology can be found in the annex (published separately).

Literature review

The literature review explored policy documents, administrative reports and research dealing with CPD for VET trainers in Tunisia (see the annex, published separately).

Interviews

Focus groups and some individual interviews were conducted with different stakeholders in the national system of vocational training and CPD:

- Ministry of Vocational Training and Employment, head of vocational training
- Tunisian Agency of Vocational Training (ATFP) (general management, departments)
- Training Agency in Tourism Trades (AFMT)
- National Centre for the Training of Trainers and Training Development (CENAFFIF)
- Agricultural Extension and Training Agency (AVFA)
- Trade unions and professional associations (UTICA, UTAP, UFTH), director
- Tunisian General Labour Union (UGTT)
- National Trade Union Chamber of Private Vocational Training Structures
- Tunisian Federation of Tourism (FTH)

The full list can be found in the annex (published separately). The interviews took place between 15 June and 30 July 2018.

Two surveys

Two surveys were carried out on two target populations: trainers and practical instructors working in vocational training centres and principals of vocational training centres[4]. The surveys were conducted online using the SurveyGizmo platform.

The Ministry of Vocational Training and Employment, in collaboration with the relevant agencies and organisations involved at national level in vocational training and CPD for vocational trainers, supported the surveys by confirming the design of the questionnaires and the methodology in accordance with national experts.

The questionnaires developed by the ETF were translated into French, checked for relevance by key national stakeholders and then tested on 6 principals and 20 trainers at the selected training centres

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[4] Vocational training centres are deemed to mean public institutions providing initial vocational education and training (IVET). This is vocational education and training carried out in the initial education system, usually before entering working life, and is restricted to ISCED 3 and 4 levels. In Tunisia, these institutions are known as *centres de formation professionnelle*.

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between 25 July and 16 August. The validated questionnaires were administered online, and the data collection process took place between 10 August and 4 November 2018.

Sample

Following discussions with different stakeholders, it was agreed that the sample should include all 132 vocational training centres under the supervision of ATFP, all 39 vocational training centres under the supervision of AVFA and all 8 vocational training centres under the supervision of AFMT. Some selected private vocational training centres were added to the population[5]. The total number of trainers working in these centres is 4 205.

The surveys were designed in SurveyGizmo and the links for both the principals' and the trainers' questionnaires were distributed to 179 email addresses belonging to the principals. The principals were requested to forward the questionnaires to all the trainers working in their training centres. The sampled training centres are listed in the annex (published separately).

Metadata

TABLE 1 TRAINER SAMPLE AND RESPONSE RATE[6]

Total number of vocational training centres	179
Total number of VET trainers	4 205
Number of vocational training centres in sample	179
Number of trainers and instructors in vocational training centres targeted	4 205
Number of responses	384
Response rate	9%

TABLE 2 PRINCIPAL SAMPLE AND RESPONSE RATE

Total number of vocational training centres	179
Total number of principals	179
Total number of training centres in sample	179
Total number of principals targeted	179
Total number of responses	117
Response rate	65%

[5] These private training centres represent a convenient sample of willing participants.

[6] The sample (after cleaning) is 384 vocational trainers, which may be considered representative with the margin of error of 5%. If SS represents the sample size, p = 0.5, the proportion that maximises the sample and a confidence level of 95% which corresponds to a Z-score of 1.96, the size which maximises the sample is equal to SS = (Z-score) ^{2}* p* (1-p) / (margin of error)^2 = 384 and for a finite population of 4 205, the adjusted size is equal to SSadj = (SS) / 1 + [(SS - 1) / population] = 359.

PART 1. CONTEXT: WORKFORCE, TEACHING AND MANAGEMENT IN VOCATIONAL TRAINING CENTRES[7]

This first part of this report describes the characteristics of vocational trainers in Tunisia and the way in which vocational trainers plan and teach and the way in which vocational training centres are governed.

3. WORKFORCE

Age of trainers

The majority (73%) of trainers in Tunisian vocational training centres who participated in the survey are between 30 and 49 years of age; only 1% are younger than 29 while 26% are at least 50 years old[8].

Length of teaching experience

Almost half (46%) of vocational trainers have 6 to 15 years of teaching experience in their professional career and 31% of vocational trainers have 16 to 25 years of experience. Some 15% of participants have been working as trainers for less than 5 years while only 7% have more than 25 years of teaching experience.

Experience in current training centre

Almost 45% of trainers had between 6 and 15 years of teaching experience in their current training centre while about 28% had less than 6 years of experience in their current training centre. Around 23% have been teaching in their current training centre for between 16 and 25 years and only 5% had accumulated a wide range of experience exceeding 25 years.

Work experience in the trade, profession or industry of the vocational branch taught

Around 79% of trainers responded that they had more than three years of experience in their vocational branch, while 16% responded that they had between one and three years of such experience. Only 6% of trainers said that they didn't have any experience in the trade, profession or industry corresponding to the profession that they teach.

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[7] Data presented is based on the results of the online survey. Data is unweighted and excludes missing values (i.e. refusals and 'do not know' answers).

[8] There are no official statistics on the age profile of trainers in Tunisia. However, it is reported that the recruitment of young trainers has been suspended since 2000, which may explain the profile revealed by this survey.

Gender

In Tunisian vocational training centres, there are considerably more male than female trainers. According to official statistics, 65% of the trainers in vocational training centres are male and 35% are female. They are distributed as shown in Table 3.

TABLE 3 DISTRIBUTION OF PRINCIPALS AND VET TRAINERS BY GENDER

	Agency	Male	Female	Total
Principals	ATFP	119	13	132
	AVFA	37	2	39
	AFMT	6	2	8
	Total	162	17	179
Trainers	ATFP	2 502	1 317	3 819
	AVFA	147	88	235
	AFMT	75	76	151
	Total	2 724	1 481	4 205

In our sample, VET trainers are distributed as 66% male and 34% female. The sample is therefore representative with respect to gender.

Role in the training centre

Table 4 shows that 64% of respondents identified as VET trainers[9] , while 12% identified as VET advisers[10] and 8% as pedagogical advisers[11]. Only 7% identified as instructors or coordinators of practice[12].

TABLE 4 WHICH OF THE FOLLOWING TERMS BEST DESCRIBES YOUR ROLE IN THE TRAINING CENTRE?

Role	Number	%
Trainer	244	64
Coordinator of practice or an instructor or an organiser of practical education	25	7
VET adviser	46	12
Head teacher or principal	4	1
Pedagogical adviser	29	8
Workshop or laboratory technician	10	3
Teaching assistant or associate	2	1
Other	23	6
Total	383	100

Note: Some tables do not sum to 100% due to rounding.

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[9] Enseignant et formateur

[10] Conseiller chargé de la filière de formation

[11] Conseiller pédagogique/d'apprentissage

[12] Coordonnateur de pratique, instructeur ou organisateur d'éducation pratique

Vocational sector or specialism

The distribution of trainers between vocational profiles shows that most of them are distributed according to five main vocational sectors: engineering (e.g. electrical, mechanical, automobile); agriculture, veterinary, forestry and fishing; manufacturing, production and processing; hospitality, tourism, catering and travel; information technology and construction.

Initial training

Some 40% of vocational trainers completed pedagogical training as part of their degree studies and 36% completed a separate pedagogical training programme that was not part of a degree programme; 25% did not complete any initial pedagogical training before they started teaching.

Figure 1 shows that almost half of respondents hold formal qualifications as trainers, and just under one-third are formally qualified to work as an instructor or coordinator of practice. Some 11% are undergoing teaching practice that will lead to formal qualification and only 4% of trainers in the sample are non/un-qualified instructors or coordinators of practice.

FIGURE 1 FORMAL QUALIFICATIONS OF ALL RESPONDENTS (%), N=381

I am formally qualified as teacher	49
I am doing teaching practice that leads to formal qualification as a teacher	11
I am not formally qualified as a teacher and not undergoing any teaching practice	1
I am formally qualified to work as an instructor or coordinator of practice	32
I am not formally qualified to work as an instructor or coordinator of practice	4
Other	3

FIGURE 2 FORMAL EDUCATION LEVEL OF ALL RESPONDENTS (%), N=382

Upper secondary education	4
Post-secondary, non-tertiary education	12
Short-cycle tertiary education	14
Bachelor's or equivalent	19
Master's or equivalent	31
Doctorate or equivalent	2
Other	19
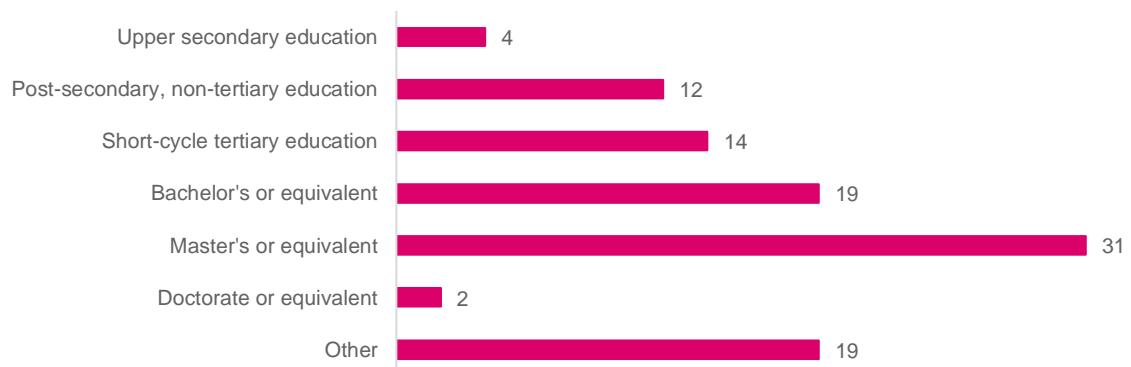
Note: Some charts do not sum to 100% due to rounding.

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The distribution of trainers by level of formal education (Figure 2) shows that 31% of trainers completed master's degrees or equivalent certificates and 19% have bachelor-level qualifications, while over 14% completed short-cycle tertiary education and 12% completed post-secondary non-tertiary education.

Employment status

The distribution of trainers according to hours worked shows that 73% of vocational trainers are employed full time; 18% are employed for between 50% and 90% of full-time hours and 8% are employed for less than 50% of full-time hours. In terms of employment status, almost all trainers (97%) are permanently employed in their current training centre, while only 2% of survey participants have fixed-term contracts for a period of more than one academic year and 1% have a fixed-term contract for a period of one academic year or less.

Trade union and professional association membership

A look at the data reveals that 39% of trainers surveyed say that they are members of a trade union and 15% are members of a professional association for trainers.

Working hours

Figure 3 shows that trainers spend more than half (55%) of their working time on teaching and 45% on other pedagogical and administrative tasks, such as individual planning or preparation of lessons (16%), participation in teamwork and dialogue with colleagues in the training centre (8%), student counselling (6%), marking or correcting students' work (4%) and general administrative work (4%).

FIGURE 3 (AVERAGE) SHARE OF WORKING TIME SPENT ON SPECIFIC TASKS, (%), N=236

- Teaching
- Individual planning or preparation of lessons either at school or out of school
- Teamwork and dialogue with colleagues within this school
- Marking/correcting of student work
- Student counselling
- Participation in school management
- General administrative work
- Communication and cooperation with parents or guardians
- Engaging in extracurricular activities

Conclusions

The teaching workforce in Tunisia is relatively young and almost 80% say that they have at least three years' occupational work experience. On the other hand, only about 40% of trainers benefited from an initial degree that integrated pedagogical training, whilst another 36% received some other pedagogical training. Almost the entire workforce is employed on a full-time basis. Just over half (55%) of working time is spent teaching.

4. TRAINING CENTRE GOVERNANCE

Who is involved in training centre governance?

Training centre governance is vested in school boards, which are made up of principals, pedagogical coordinators, heads of sectors and pedagogical advisers.

Most principals of public training centres say that the recruitment (85%) and dismissal or suspension of trainers (87%) are the prerogatives of the national authorities. However, in exceptional circumstances, some principals of public training centres may recruit or suspend contract trainers directly. In contrast, 84% of principals of private training centre say that they have the sole right to recruit their trainers and 75% have the sole right to suspend them from employment. Some of them do this in cooperation with their training centre governing board. In response to the question about setting trainers' salaries, including pay scales and salary increases, almost all principals of public training centres claim that the responsibility lies mostly at national level. However, this is not the case for private vocational training centres, where this decision falls under the remit of the principals and the training centre management team. Some 82% of principals of public vocational training centres and 72% of principals of private centres have the main responsibility for deciding on budget allocations for the training centre.

Student disciplinary policy is a responsibility shared between the principal, the governing board and the local authority, while the assessment of students is mainly the responsibility of the training centre management team and trainers. Student admission to both public and private training centres is arranged mainly by principals and the training centre management team. Almost three-quarters (72%) of principals think that choosing learning materials is mainly the task of trainers. The course content is on the whole the responsibility of trainers and the national authority and, to a lesser extent, the governing board.

Some 62% of principals consider that the choice of courses to be offered in the training centre is a decision to be taken mainly by trainers in consultation with the training centre governing board and the management team. The teaching programmes are subsequently accredited by the ministry.

What is the role of the principal?

Figure 4 shows that principals spend on average 40% of their time on administrative and leadership tasks and meetings (including human resource/personnel issues, regulations, reports, training centre budget, timetable preparation and class composition, strategic planning, leadership and management activities and responding to requests from district, regional, state or national education officials). They spend 19% of their time on curriculum- and teaching-related tasks and meetings (including the development of curricula, teaching, classroom observation, student evaluation, mentoring of trainers, professional development of trainers). The rest of their time is shared between interaction with students (13% on average), parents or guardians (8% on average) and the local and regional community, business and industry (14% on average), and other tasks.

The survey reveals that 65% of principals have worked on a professional development plan for their training centre and just over half (53%) use student performance and student evaluation results (including national and/or international assessments) to develop the training centre's educational goals and programmes.

Around three-quarters of principals collaborate often or very often with trainers to solve classroom discipline problems, take action to support cooperation among trainers to develop new teaching practices or take action to ensure that trainers feel responsible for their students' learning outcomes and resolve problems with the lesson timetable in the training centre. However, only a few (26%) observe instruction in the classroom often or very often and 74% engage in this activity only sometimes, rarely or never. Most principals (85%) say that they check for mistakes and errors in training centre administrative procedures and reports. The principals are divided fifty-fifty between those who never, rarely or sometimes take action to support cooperation among trainers to develop new teaching practices and who are engaged in communication with parents and those who take such action often or very often. A high proportion (69%) of principals state that they had often or very often collaborated with principals from other vocational training centres during the previous 12 months.

FIGURE 4 AVERAGE PERCENTAGE OF TIME SPENT BY PRINCIPALS ON DIFFERENT TASKS IN THIS TRAINING CENTRE (N=61)

Legend:
- Administrative and leadership tasks and meetings
- Curriculum and teaching-related tasks and meetings
- Student interactions
- Parent or guardian interactions
- Interactions with local and regional community, business and industry
- Other
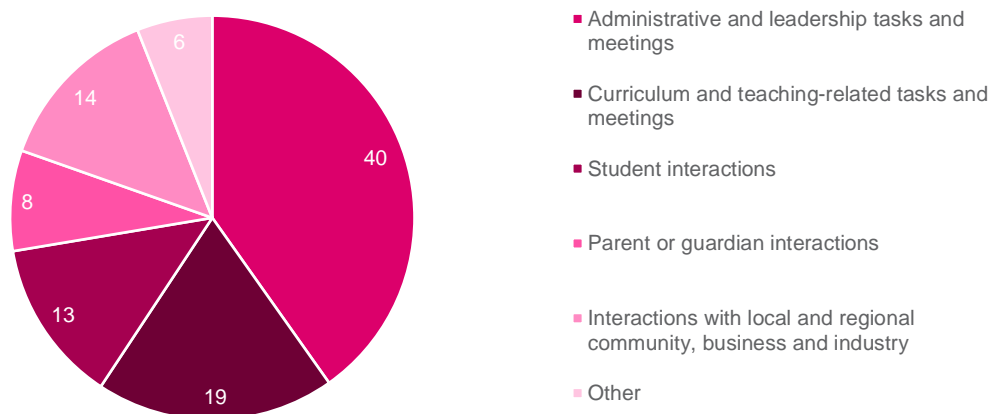
How are other stakeholders engaged?

Figure 5 shows that most principals opt for a participatory governance approach. Indeed, 70% of them say that they don't make important decisions on their own and almost all of them (95%) agree or strongly agree that their training centres provide staff with opportunities to actively participate in training centre decisions and that there is a collaborative training centre culture which is characterised by mutual support. However, principals are divided fifty-fifty between those who agree or strongly agree and those who disagree or strongly disagree about whether their training centres provide parents or guardians with opportunities to actively participate in training centre decisions. More than one-third (36%) of principals report that students are not provided with the opportunity to actively participate in training centre decisions.

Most principals report that the governing boards include trainers (88%), members of the training centre management team (93%) and training centre administrative personnel (81%). Just over half the principals claim that their governing boards include representatives of enterprises (labour market institutions, employer associations) and trade unions.

FIGURE 5 HOW STRONGLY DO YOU AGREE OR DISAGREE WITH THESE STATEMENTS AS APPLIED TO THIS SCHOOL?

	Strongly disagree	Disagree	Agree	Strongly agree
There is a collaborative school culture which is characterised by mutual support (N=106)	4	10	63	23
I make the important decisions on my own (N=108)	31	38	18	13
This school provides students with opportunities to actively participate in school decisions (N=109)	9	27	60	5
This school provides parents or guardians with opportunities to actively participate in school decisions (N=107)	11	38	43	7
This school provides staff with opportunities to actively participate in school decisions (N=109)	2	4	60	35

What constrains the effectiveness of management?

Figure 6 shows that the main constraints limiting principals' effectiveness are: insufficient training centre budget and resources (91% of responses: 'to some extent' and 'a lot'); government regulation and policy (87% of responses: 'to some extent' and 'a lot'); lack of opportunities and support for trainers' professional development (70% of responses: 'to some extent' and 'a lot'); high workload and level of responsibilities in their own job (61% of responses: 'to some extent' and 'a lot'). A slightly lower share cite the lack of shared leadership with other training centre staff members (57% of responses: 'to some extent' and 'a lot').

FIGURE 6 TO WHAT EXTENT DO THE FOLLOWING LIMIT YOUR EFFECTIVENESS AS A PRINCIPAL IN THIS TRAINING CENTRE? (%)

	Not at all	Very little	To some extent	A lot
Lack of shared leadership with other school staff members (N=105)	22	21	41	16
High workload and level of responsibilities in my job (N=106)	15	24	40	22
Lack of opportunities and support for teachers' professional development (N=105)	7	24	46	24
Lack of opportunities and support for my own professional development (N=105)	25	35	38	2
Teachers' career-based wage system (N=104)	42	18	30	10
Lack of parent or guardian involvement and support (N=106)	15	37	37	11
Teachers' absences (N=104)	14	39	30	16
Government regulation and policy (N=104)	3	11	55	32
Inadequate school budget and resources (N=106)	3	7	51	40

FIGURE 7 IS THIS TRAINING CENTRE'S CAPACITY TO PROVIDE QUALITY INSTRUCTION CURRENTLY HINDERED BY ANY OF THE FOLLOWING ISSUES? (%) (N=102)

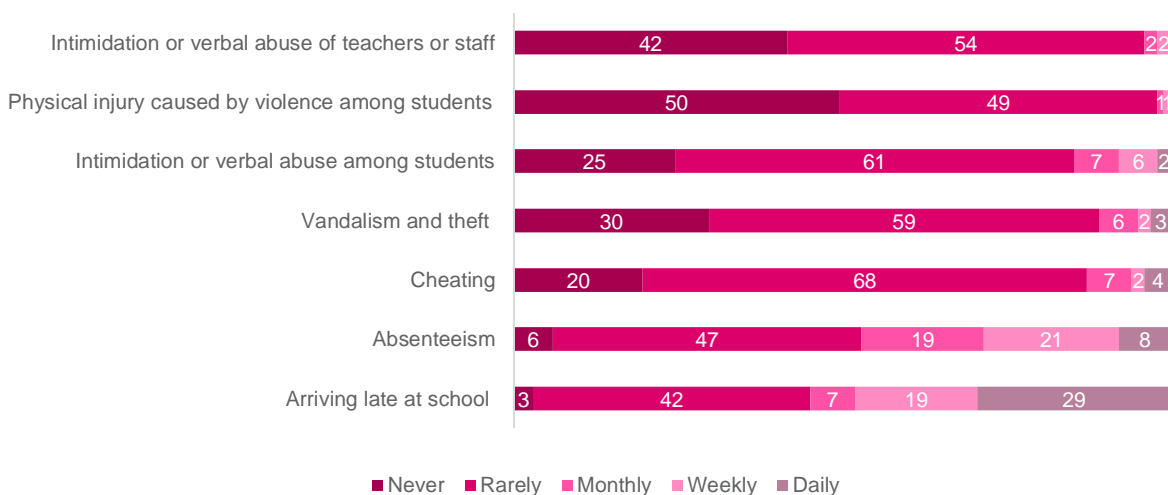|	Not at all	Very little	To some extent	A lot
Shortage of support personnel	11	19	36	34
Shortage or inadequacy of library materials	10	22	35	34
Shortage or inadequacy of computer software for instruction	10	24	33	33
Insufficient internet access	21	15	38	26
Shortage or inadequacy of computers for instruction	12	22	37	29
Shortage or inadequacy of instructional materials	8	16	46	31
Short of practice instructors	16	17	41	25
Shortage of general subject teachers	22	25	29	25
Shortage of teachers with competence in teaching…	8	24	49	20
Shortage of qualified and/or high-performing teachers	15	17	39	29

■ Not at all ■ Very little ■ To some extent ■ A lot

More than two-thirds of principals identify a shortage or inadequacy of instructional materials as the main constraint to effective teaching (Figure 7). A shortage of support personnel, qualified and/or high-performing trainers; a shortage of trainers with the skills to teach students with special needs; insufficient or inadequate library materials; a lack of practice instructors; a shortage or inadequacy of computers for instruction and computer software for instruction are considered to some extent or a lot as barriers to quality teaching by almost 68% of principals.

Figure 8 shows that lateness is widespread in vocational training centres in Tunisia; 29% of principals report that students are late on a daily basis. Absenteeism among students is also a widespread phenomenon in the vocational training system in Tunisia. Indeed, 29% of principals say that students are absent at least once a week.

FIGURE 8 IN THIS TRAINING CENTRE, HOW OFTEN DO THE FOLLOWING OCCUR (IN THE CASE OF STUDENTS)? (N=102)

	Never	Rarely	Monthly	Weekly	Daily
Intimidation or verbal abuse of teachers or staff	42	54	2		2
Physical injury caused by violence among students	50	49	1		1
Intimidation or verbal abuse among students	25	61	7	6	2
Vandalism and theft	30	59	6	2	3
Cheating	20	68	7	2	4
Absenteeism	6	47	19	21	8
Arriving late at school	3	42	7	19	29

■ Never ■ Rarely ■ Monthly ■ Weekly ■ Daily

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Cheating, vandalism and theft, intimidation or verbal abuse among students are rare or non-existent occurrences according to principals. Physical injury caused by violence among students and intimidation or verbal abuse of trainers or staff never occur according to 50% of principals and happen only rarely according to the remainder.

According to principals, only a very small minority of trainers are regularly late and even fewer are regularly absent. Discrimination on the part of trainers is almost entirely absent. Figure 9 shows the breakdown.

FIGURE 9 IN THIS TRAINING CENTRE, HOW OFTEN DO THE FOLLOWING OCCUR (IN THE CASE OF TRAINERS)? (N=102)
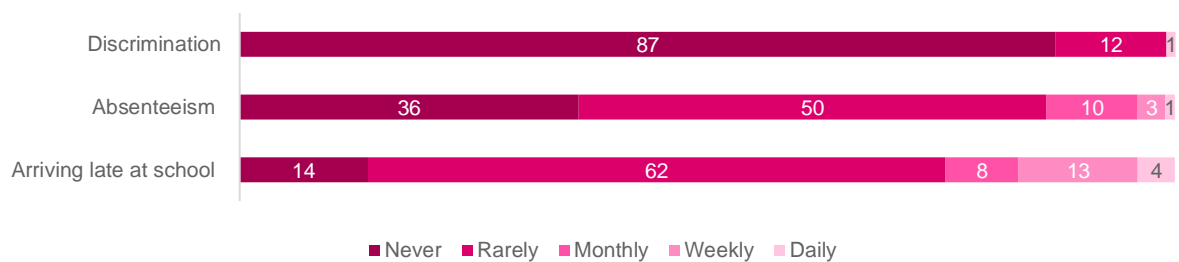
Appraisal of trainers

Formal evaluation of trainers' work is a rare practice in the Tunisian vocational training system, even though it is enshrined in law. According to the survey conducted among training centre principals, trainer evaluation is performed mainly by principals themselves and in some training centres by the members of the training centre management team. Approximately 50% of principals seek out students' views on the teaching they have experienced and discuss the feedback received from parents or guardians; 43% observe classroom teaching and analyse the students' test scores. Some of the assessments of trainers' knowledge of content and the discussion of trainers' self-assessments of their work are shared with the training centre management team and external people or services. However, a quarter of principals say that the formal appraisal of trainers' work does not take place in their training centres.

Almost one-third of principals say that they always or most of the time discuss with trainers the measures needed to remedy any weaknesses in teaching. Following trainer appraisal, only 9% of principals report that mentors are always or most of the time appointed to help trainers to improve their teaching, and 14% say that trainer appraisal has an influence on the likelihood of career advancement. Only 41% of the principals of public vocational training centres say that a development or training plan is prepared for each trainer. By contrast, 75% of principals in private training centres state that a development or training plan is prepared for each trainer. In public training centres, poor performance appraisals result only very rarely in reduced annual pay increases, a change in a trainer's work responsibilities (e.g. increase or decrease in his/her teaching load or administrative/managerial responsibilities), a change in a trainer's salary or payment of a financial bonus, dismissal or non-renewal of contract. By contrast, 42% of principals in private vocational training centres state that they always or most of the time dismiss or don't renew the contract of VET trainers who do not perform well.

Training centre culture

Around 96% of principals agree or strongly agree that there is mutual respect between trainers and that the relationships between trainers and students are good. Some 89% agree or strongly agree that their training centre staff have open discussions about difficulties. Around two-thirds of principals believe that their staff have shared beliefs about teaching and learning in the training centre and that there is a high level of cooperation between the training centre and local businesses and between the training centre and the local community.

Conclusions

In most vocational training centres, decision making is participatory. Training centre boards have some influence over the curriculum, recruitment and internal use of the budget. However, decisions about recruitment, the dismissal or suspension of trainers and trainers' salaries, including setting pay scales and salary increases, are mostly centralised at national level.

Most training centre boards include representatives of the training centre management team, trainers and administrative personnel. Only 42% of training centre boards include representatives of enterprises.

Principals spend about 40% of their time on administrative and leadership tasks and about 20% of their time on teaching- and curriculum-related tasks. About 90% of principals agree that the major constraints limiting their effectiveness are the inadequacy of training centre budgets and resources, along with government regulation and policy. Insufficient CPD opportunities for trainers and excessive workload are also seen as major barriers by more than 60% of principals. More than two-thirds of principals identify the following factors as constraints to effective teaching: a shortage or inadequacy of instructional materials; a shortage of support personnel; a shortage of qualified and/or high-performing trainers; a shortage of trainers with the skills needed to teach students with special needs; a shortage or inadequacy of library materials; a lack of practice instructors; a shortage or inadequacy of computers for instruction; and a shortage or inadequacy of computer software for instruction.

Principals and senior management observe and give feedback to staff in about 50% of vocational training centres. However, only 40% of principals observe their staff when teaching. Formal appraisal is absent in 25% of training centres (even though it is a legal requirement). Poor teaching performance does not lead to strong sanctions that would have an impact on salary, promotion or contract, for example. Only 42% of training centres expect trainers to have an individual training plan.

By contrast, principals and boards in private training centres have greater authority, e.g. over salary and recruitment, and they are more likely to follow up poor teaching performance with remedies.

Main issues and recommendations

Main issues	Recommendations
Principals and training centre boards lack the autonomy to make key decisions or to reallocate resources to improve training centre performance.	Empower principals and training centre boards to participate in key decisions relating to recruitment, remuneration and performance management.
The consultation of representatives of students, social partners and parents or guardians in decisions relating to the management of training centres remains occasional and very limited.	Involve social partners, student and family representatives in the management and development of training centres.
Principals spend only 20% of their time addressing issues around curriculum and teaching.	Strengthen the role of principals and training centre management in relation to the development of teaching and curriculum, e.g. through observation or organisation of CPD.
Insufficient and inadequate instructional materials are a major constraint to effective teaching.	Training centres should support and coordinate trainers to develop up-to-date instructional materials in a collaborative manner.
The formal evaluation of trainers' work is an undeveloped practice in the Tunisian VET system.	Strengthen evaluation practice at training centre level.

5. APPROACHES TO TEACHING AND LINKS TO THE WORKPLACE

This section offers a description of how vocational trainers carry out their responsibilities.

Teaching

Trainers in Tunisian vocational training centres say that they favour a practice-based pedagogy. Indeed, Table 5 shows that 83% of trainers who were surveyed say that they frequently or always plan lessons. This means that when students learn new theory or knowledge, they also get a chance to apply that theory or knowledge to work-like tasks. Some 77% of trainers frequently or always demonstrate practical tasks to students, who then carry out the same practical tasks; 70% of trainers teach theory to students and then allow them to use that knowledge to solve practical problems within the same lesson. A similar percentage (70%) state that they frequently or always allow students to practise similar tasks until students have mastered the material; 65% of them say that they refer to a problem from work to show how knowledge or skills can be applied. Finally, 62% of trainers say that students frequently or always work in small groups to come up with a joint solution to a problem or task.

TABLE 5 FREQUENCY WITH WHICH TRAINERS USE DIFFERENT TEACHING METHODS (%)

	Never or almost never (%)	Occasionally (%)	Frequently (%)	In all or nearly all lessons (%)	N
I present a summary of recently learnt content	16	24	31	30	263
Students work in small groups to come up with a joint solution to a problem or task	4	34	42	20	261
I give different work to the students who have difficulties learning and/or to those who can advance	20	43	26	12	261
I refer to a problem from work to show how knowledge or skills can be applied	4	31	49	16	261
I let students practise similar tasks until I know that every student has understood the subject matter	3	28	46	24	262
I check my students' exercise books or homework	9	28	40	23	262
Students use ICT for projects or class work	33	36	24	7	257
I demonstrate practical tasks to students who then carry out the same practical tasks	4	20	48	29	258
Students learn theory and also use that knowledge to solve practical problems within one lesson	5	26	44	26	261

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	Never or almost never (%)	Occasionally (%)	Frequently (%)	In all or nearly all lessons (%)	N
I plan lessons so that when students learn new theory or knowledge they also apply that theory or knowledge to work-like tasks (work practice)	3	14	47	36	260
I use digital technology to prepare or find instructional material	14	36	32	19	256
I use video in my teaching	14	44	31	11	256

Interviews with stakeholders confirm that participatory and active learning pedagogies are well established in the Tunisian VET system. It should be noted that trainers also use more traditional pedagogies: the presentation of a summary of recently learned content (61% frequently and in almost every lesson) and the checking of students' exercise books or homework (63% frequently and in almost every lesson).

However, almost two-thirds of the trainers interviewed state that they do not or rarely give different work to students who learn at different paces, and that students rarely or never use ICT for projects or class work. Some 50% of vocational trainers make little or no use of digital tools or the internet to prepare instructional materials.
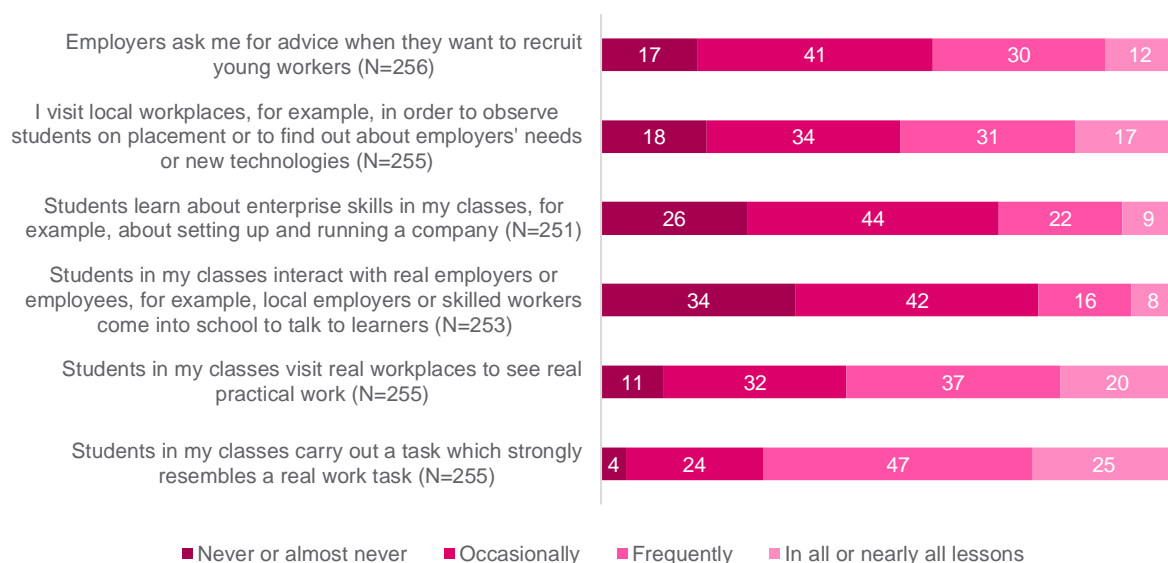
Links to the workplace

The Tunisian VET system is supposed to make the links between theory and practice. Almost three-quarters of trainers say that their students frequently or in all or nearly all lessons carry out a task that strongly resembles a real work task; 57% state that their students frequently or in all or nearly all lessons, visit real workplaces to see real practical work. Just under half (48%) of VET trainers say that they frequently visit local workplaces, in order to observe students on placement or to find out about employers' needs or new technologies, for example; 34% of them make occasional visits. Some 42% of trainers say that they are frequently or very frequently asked for advice about recruitment by employers.

Almost one-quarter (24%) of VET trainers state that students in their classes frequently or very frequently interact with real employers or employees, for example local employers or skilled workers come into their training centre to talk to learners. It follows that 76% of trainers say that their students have little or only occasional direct contact with employers or employees. Entrepreneurship and the business creation culture is relatively weak in the Tunisian VET system. Only 31% of trainers surveyed say that students frequently or all the time learn about enterprise skills in their classrooms, for example the skills needed to set up and run a company.

Work-based learning

Vocational education in Tunisia recognises the importance of work practice. Most training programmes provide work-study internships in companies. Indeed, 70% of the trainers surveyed report that most of the students they teach have placements in workplaces lasting at least 10% of the time of their entire programme; 9% say that most of the students they teach have work placements lasting less than 10% of the time of their entire programme and 21% state that some of the students they teach have placements in the workplace.
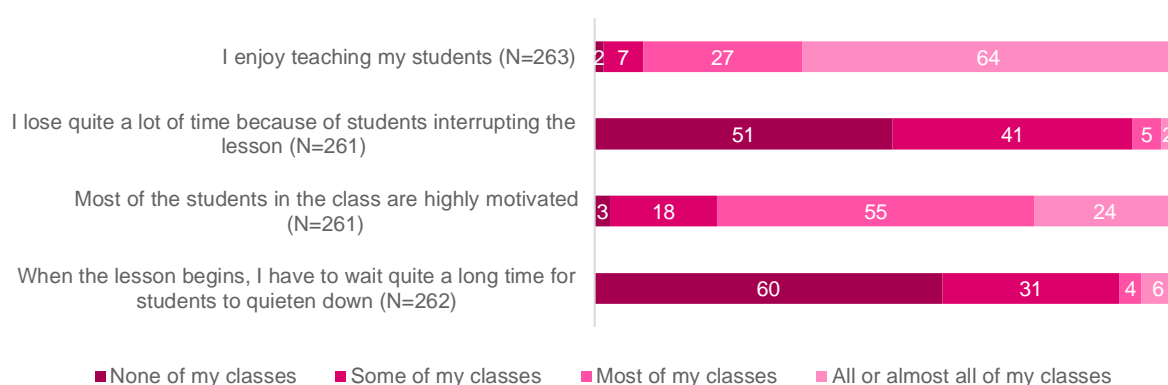
FIGURE 10 HOW WELL DOESTHE FOLLOWING STATEMENTS DESCRIBE THE RELATIONSHIP BETWEEN TRAINING CENTRE LEARNING AND THE WORKPLACE FOR YOUR STUDENTS (%)

	Never or almost never	Occasionally	Frequently	In all or nearly all lessons
Employers ask me for advice when they want to recruit young workers (N=256)	17	41	30	12
I visit local workplaces, for example, in order to observe students on placement or to find out about employers' needs or new technologies (N=255)	18	34	31	17
Students learn about enterprise skills in my classes, for example, about setting up and running a company (N=251)	26	44	22	9
Students in my classes interact with real employers or employees, for example, local employers or skilled workers come into school to talk to learners (N=253)	34	42	16	8
Students in my classes visit real workplaces to see real practical work (N=255)	11	32	37	20
Students in my classes carry out a task which strongly resembles a real work task (N=255)	4	24	47	25

Behaviour and motivation of students

Figure 11 shows that trainers don't have major challenges in terms of student motivation or poor behaviour. Around 60% of trainers declare that they don't have to wait long for their classes to quieten down and 51% say that they never waste time because of interruptions. A very high proportion (91%) say that they enjoy teaching their students in most or almost all of their classes. Some 79% of trainers say that most or all of their students are highly motivated.

FIGURE 11 HOW WELL DO THE FOLLOWING STATEMENTS DESCRIBE YOUR TEACHING EXPERIENCE? (%)

|	None of my classes	Some of my classes	Most of my classes	All or almost all of my classes
I enjoy teaching my students (N=263)	2	7	27	64
I lose quite a lot of time because of students interrupting the lesson (N=261)	51	41	5	2
Most of the students in the class are highly motivated (N=261)	3	18	55	24
When the lesson begins, I have to wait quite a long time for students to quieten down (N=262)	60	31	4	6

Curriculum

Figure 12 shows that 81% of trainers state that their teaching and planning are frequently or always or nearly always guided by the published national curriculum or qualification standards for their subject.

More than 78% of them say that they frequently or always focus on the skills and knowledge required by employers.

Around three-quarters of VET trainers always or nearly always prepare a detailed lesson plan for their lessons and a plan for how they will teach different topics and outcomes over the academic year. Just over two-thirds of them (69%) always or nearly always experiment with different methods of teaching and learning in order to see which works best; 62% of them focus particularly on topics that students will be assessed on in tests and exams.

FIGURE 12 HOW FREQUENTLY IS YOUR TEACHING GUIDED IN THE DIFFERENT WAYS LISTED BELOW? (%)
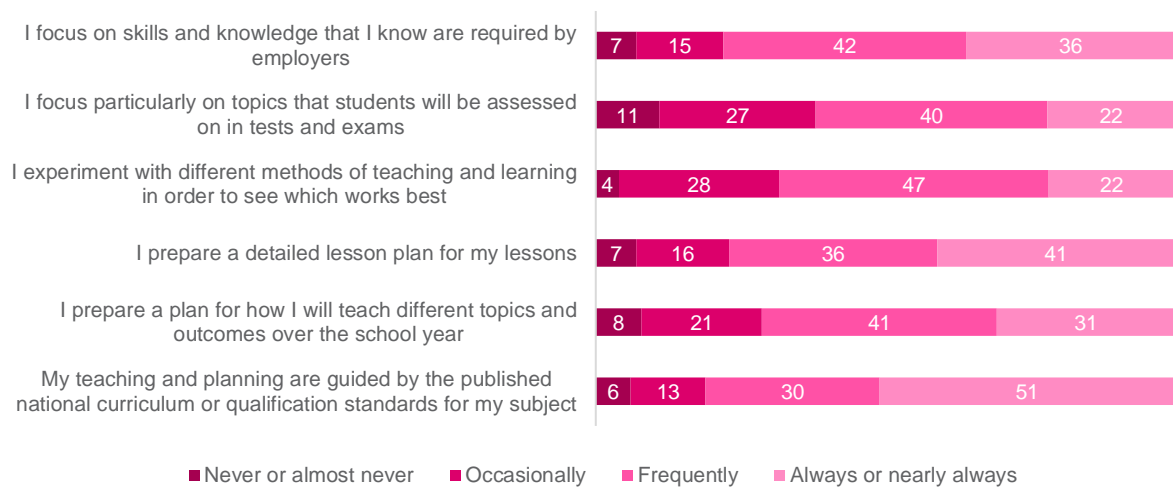
Educational resources

Trainers confirm the view of their principals that many classes and students lack access to appropriate resources for learning, such as textbooks, up-to-date tools and equipment, consumables, computer hardware and software, internet and other learning materials and resources. Most of the trainers surveyed agree on the lack of pedagogical resources available for both trainers and learners. Indeed, Table 6 shows that less than half of trainers report that students have access to appropriate resources frequently or in all lessons.

Most trainers consider that students do not have access to appropriate, good-quality instructional materials, e.g. textbooks, and don't have access to reliable and appropriate computer hardware and software to let them use digital technology. About 50% of VET trainers state that students have access to appropriate and up-to-date tools and equipment frequently or in all lessons, and to sufficient consumables so that they can learn and develop practical skills.

TABLE 6 HOW OFTEN DO THE FOLLOWING STATEMENTS APPLY TO YOUR CLASSES? (%)

	Never or almost never (%)	Occasionally (%)	Frequently (%)	In all or nearly all lessons (%)	N
Students have access to appropriate, good-quality instructional materials, e.g. textbooks	38	31	21	11	230
Students have access to appropriate and up-to-date tools and equipment in order to learn practical skills	16	37	33	14	245
Students have access to sufficient and appropriate consumables so that they can develop practical skills	12	40	37	12	246
Students have access to reliable and appropriate computer hardware and software to let them use digital technology in my subject	31	39	22	8	242
Students have adequate access to the internet to enable them to support learning in my subject	35	41	17	7	232
Students use a digital learning environment, e.g. Moodle, Sakai	58	27	12	3	232

Assessment

Measuring student learning through assessment is a fundamental component of learning. It reviews student learning and estimates students' level of achievement in order to enhance student learning and meet course learning objectives. The table below suggests that Tunisian VET trainers are more likely to use their own tools for assessment than to use standard tools.

Some 82% of VET trainers surveyed say that they frequently or in all lessons observe students while they are working on particular tasks and provide immediate feedback; 65% of them frequently or in all lessons organise students so that they can give feedback to one another in pairs or small groups. However, almost half of them (44%) administer a standardised test frequently or in all lessons, provide written feedback on student work in addition to a mark or score (45%) and have individual students answer questions in front of the class (55%). Just over half of them (55%) frequently or in all lessons set some students particular learning tasks because their assessment shows that they need further learning. This confirms the finding above (Table 4) that differentiation is present but not a dominant practice.

TABLE 7 HOW OFTEN DO YOU USE EACH OF THE FOLLOWING METHODS TO ASSESS WHAT STUDENTS HAVE LEARNT? (%)

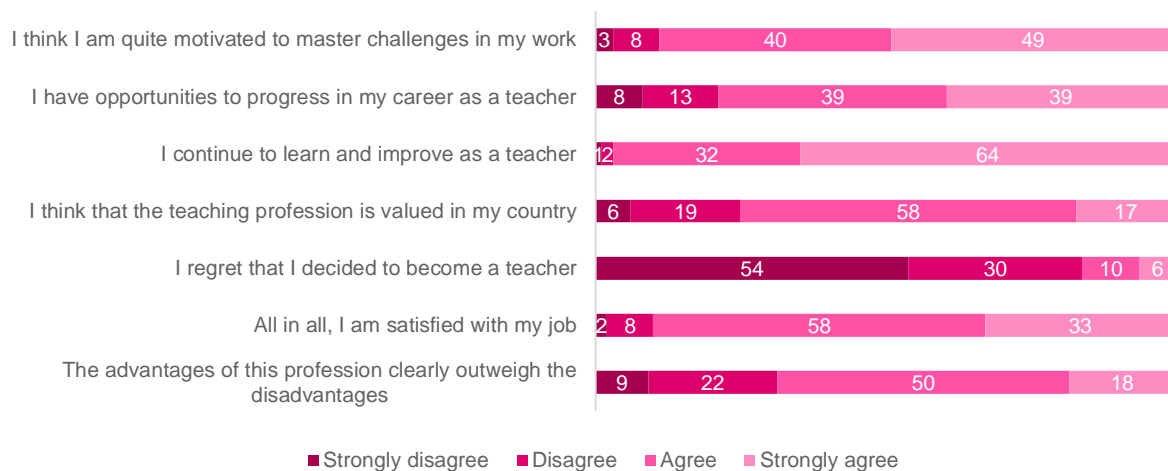|	Never or almost never (%)	Occasionally (%)	Frequently (%)	In all or nearly all lessons (%)	N
I develop and administer my own assessment of student work	2	15	44	39	247
I administer a standardised test	14	43	30	14	244
I have individual students answer questions in front of the class	10	35	38	17	244
I provide written feedback on student work in addition to a mark or score	13	42	34	11	244
I observe students when working on particular tasks and provide immediate feedback	2	17	48	34	247
I organise students so that they can give feedback to one another in pairs or small groups	4	30	40	25	245
I set some students particular learning tasks because their assessment shows that they need further learning	9	36	39	16	244

Career and job satisfaction

Figure 13 shows that 91% of trainers participating in the survey agree or strongly agree that they are all in all satisfied with their job; 89% of them think that they are motivated to master challenges in their work and 69% agree or strongly agree that the advantages of this profession clearly outweigh the disadvantages. Most of the trainers surveyed think that they made the right choice of professional career by becoming a VET trainer since 84% of them never regret that they decided to become a trainer.

In addition, trainers are very optimistic about their career advancement opportunities. Certainly, almost all of them say that they continue to learn and improve as a trainer; 79% agree or strongly agree that they have opportunities to progress in their career as a trainer. Exactly three-quarters (75%) think that the teaching profession is valued in their country.

Some 89% of the principals surveyed are, like trainers, on the whole very satisfied with their work and their performance in their training centres. Nearly 93% of them state that they enjoy working in the training centres and 85% would recommend their training centre to others as a good place to work. In Tunisia, unlike in many other countries, the majority of principals (80%) believe that the teaching profession is valued by society. A little more than three-quarters of principals do not regret accepting the position of principal and if they could decide again, they would still choose this position.

FIGURE 13 TRAINERS' SATISFACTION WITH THEIR JOB (%)

Statement	Strongly disagree	Disagree	Agree	Strongly agree
I think I am quite motivated to master challenges in my work	3	8	40	49
I have opportunities to progress in my career as a teacher	8	13	39	39
I continue to learn and improve as a teacher	1	2	32	64
I think that the teaching profession is valued in my country	6	19	58	17
I regret that I decided to become a teacher	54	30	10	6
All in all, I am satisfied with my job	2	8	58	33
The advantages of this profession clearly outweigh the disadvantages	9	22	50	18

■ Strongly disagree ■ Disagree ■ Agree ■ Strongly agree

Conclusions

The survey confirms the view of stakeholders that vocational trainers in Tunisia make use of participatory and active learning pedagogies. The majority of vocational trainers in Tunisia say that they place a big emphasis on learning from practice, relating theory to practice and relating learning to the world of work. Some 70% of trainers surveyed say that their students carry out at least 10% of their learning on work placements. On the other hand, trainers say that direct interactions with employers and employees are infrequent for 76% of students.

Most trainers and principals are satisfied with their work and happy about their career choice. They say that they are motivated to master challenges and they are optimistic about their career progress. Unlike in many other countries, they believe that they are valued by society. Students are mostly attentive and highly motivated. Around 80% of trainers say that, when planning lessons, they are guided by the national curriculum documents but also by their knowledge of what employers need. Trainers play an active role in devising and implementing their own assessment tools.

On the other hand, like the majority of principals, around two-thirds of trainers believe that most classes and students do not have or only occasionally have access to resources for learning, such as textbooks, up-to-date tools and equipment, consumables, computer hardware and software, internet and other learning materials and resources. Differentiation in relation to the needs of learners is not practised routinely. Half (50%) of all vocational trainers rarely or never use digital tools or the internet to prepare instructional materials.

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Main issues and recommendations

Main issues	Recommendations
Trainers do not regularly set different learning tasks for learners according to their learning needs and in response to formative assessment.	Train and support trainers to develop more differentiated learning tasks and to use formative assessment.
Most students rarely or never use ICT for projects or class work. Most trainers do not make use of digital tools or the internet to prepare instructional materials.	Equip training centres with sufficient and appropriate hardware, software and internet facilities. Train trainers to use ICT in lesson design and classroom learning.
Trainers and students often do not have access to resources for learning, such as textbooks, instructional materials, up-to-date tools and equipment and consumables.	Empower and support trainers and pedagogical experts to develop and share instructional materials and textbooks. Fund training centres to acquire up-to-date tools and consumables.

PART 2. PROFESSIONAL DEVELOPMENT OF VOCATIONAL TRAINERS

This part of the report focuses on professional development at both national and institutional level.

6. POLICY AND IMPLEMENTATION

Legislative framework for CPD for vocational trainers

In accordance with Law No 2008-10 of 11 February 2008, VET in Tunisia is a major component of the national human resource development system. VET is provided under the supervision of the Ministry of Vocational Training and Employment or under joint supervision with the ministry responsible for a particular industry or sector.

Title IV, Article 32 of Law No 2008-10 of 11 February 2008 defines national VET structures for the creation, management and support of VET institutions, which are public establishments of an administrative or non-administrative nature, endowed with legal standing and financial autonomy. Furthermore, Title II, Article 48 states that VET staff include different categories of trainers, apprenticeship advisers, educational advisers and vocational training inspectors.

The training of trainers and the tasks they perform is regulated by Law No 93-12 of 17 February 1993. In accordance with this law, the trainer of trainers examines professional situations and identifies skills needs, designs and plans training actions and monitors their implementation, prepares and runs training sessions and evaluates professional skills. He or she can also contribute to the recruitment of trainers and the development of pedagogical tools and professional practices by providing pedagogical and technical monitoring, support and research activities. Training and education programmes are implemented with a view to preparing trainers to exercise their functions and adapt to advances in technology and changes in didactic practice.

The legal status of trainers is regulated by Law No 93-10 of 17 February 1993. It is explained in detail in the 2001 report, *Practices and instruments for the training of trainers*. For full-time employees, the number of teaching hours depends upon the level of qualification: 18 hours per week for higher education graduates, 22 hours for trainers with an advanced vocational diploma (BTS) and 32 hours for trainers with a level below that of a senior technician.

The legal framework for CPD defines responsibilities but it does not constitute a formal requirement or an entitlement for trainers to develop their competences, improve their teaching performance or extend their professional responsibilities. In particular, the regulatory framework does not connect CPD with career development to enable the establishment of a clear link between professional development and career advancement or specific additional responsibilities.

The following laws form the legal framework for CPD for VET trainers:

■ Title II, Articles 26–28 of Law No 2008-10 of 11 February 2008 on continuous training,
■ Law No 14 of 15 February 2008 on the training of trainers,
■ Order No 79 of 1 October 2010 on the equivalence of foreign vocational qualifications,

- Decree No 52 of 5 July 1994 on approval certificates,
- Decree No 97 of 12 April 2007 on pedagogical inspectorate statutes,
- Decree No 57 of 8 July 2009 on the national classification of qualifications,
- Decree No 8 of 26 January 2010 on the designation of principals of CPD centres,
- Decree No 54 of 23 July 1993 on the administrative and financial organisation of CPD institutions,
- Decree No 94 of 26 November 2013 on the list of institutes organising CPD programmes to adapt training to labour market needs.

Policy statements that relate to the CPD of trainers

In the interviews, all stakeholders (except for those working in CENAFFIF) say there is no strategy or action plan relating to CPD. Although all the organisations involved in CPD are under the supervision of the Ministry of Vocational Training and Employment, information about CPD is not fully shared between all stakeholders. According to interviews with CENAFFIF and the Ministry of Vocational Training and Employment, there are plans to amend and improve some regulations relating to CPD and career development. These policies are at an early stage of development, but it is expected that they will be implemented with the new National Vocational Training Strategy.

The new strategy for the national VET system deals mainly with trainers' working conditions, the certification and accreditation of diplomas, training programmes and the tasks performed by VET trainers. Salaries are currently a contentious issue with the trainers' unions, which have expressed concerns about the rising cost of living; CENAFFIF has stated that salaries will not be part of the new strategy.

On the other hand, representatives of the Ministry of Vocational Training and Employment who were interviewed say that a recent meeting with public and private stakeholders was dedicated to making CPD more responsive to the needs of the private sector. Furthermore, the ministry has a strategy that highlights several key developmental aspects, including evaluating and revising programmes and identifying CPD needs.

CPD centres develop their own training programmes on a yearly basis and send them to the Ministry of Vocational Training and Employment for validation. ATFP does not have a national CPD strategy. It just prepares an annual CPD plan for trainers and mentors based on the specific training needs of different vocational training centres. This plan is then sent to the ministry for validation. AVFA designs its CPD programmes for VET trainers based on questionnaires distributed to trainers. Responses are subsequently used to identify training needs and a list of training topics is drawn up by priority (e.g. water conservation, fishing, animal production). As AFMT is a new provider of VET programmes in the tourism sector, it is currently developing a strategy in relation to the CPD it will provide.

The stakeholders who were interviewed say that they did not always have true financial and budgetary autonomy to develop a strategy and that they remain dependent on the central administration. To have more financial and budgetary autonomy, the stakeholders report that the vocational training system would need to change the legal framework that defines the conditions of supply and demand for CPD for vocational trainers. Some training centres would welcome the opportunity to anticipate future labour market needs and to develop new programmes, for example to offer training in entrepreneurship and personal development. However, such initiatives would imply a need for additional training for trainers.

The Ministry of Vocational Training and Employment published a document outlining plans for vocational training (2014–18)[13]. This document provides an overall view of the national implementation of vocational training. It also provides guidance on the following main measures for planning CPD in training centres:

- examine the present situation in training centres in relation to both training and equipment;
- establish a detailed operational plan to renovate and fully equip training centres;
- encourage training centres to adopt distance training;
- improve the process and methodology for developing, updating and implementing CPD programmes in training centres;
- revise and operationalise accreditation in training centres, and establish the legal and regulatory framework;
- put in place evaluation measures and pedagogical inspections at training centre level and establish a legal and regulatory framework;
- create a guide that includes procedures and suitable methods for monitoring and evaluating training actions at training centre level in order to improve the quality of training;
- adopt new pedagogical and technological approaches in CPD at training centre level;
- set up a database on trainers and mentors to follow their professional and training path;
- define the functions of trainers and mentors precisely and establish a legal and regulatory framework for them.

Conclusions

According to Law No 2008-10 of 11 February 2008, CPD constitutes a major component of the national human resource development system. There are directives and laws that define responsibilities for the key actors. However, this framework does not make CPD a requirement or an entitlement for trainers, nor does it integrate CPD within career progression. A new strategy for vocational training is in development and a project[14] has been launched to set up an initial and continuous training system (pedagogical and technical) for vocational trainers in order to ensure a high-quality and efficient training process. However, as of the time of writing, there is no authoritative policy statement or action plan to guide improvements or reform. In addition, there are some issues around the implementation of existing regulations and responsibilities. For example, according to stakeholders who were interviewed, the evaluation of CPD is limited to the collection of feedback received during the training process even though the law provides for the evaluation of CPD trainers (Title IV, Article 51 JORT). While there is evidence of some consultation with stakeholders in support of policy development for CPD, this does not seem to be systematic or ongoing.

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[13] The document is called *Réforme du dispositif national de la formation professionnelle : document d'orientation et plan d'opérations 2014–2018*, 2013, see www.emploi.tn/uploads/pdf/Reforme_FP_Tunisie-Fr.pdf

[14] See www.reformeformation.gov.tn/index.php?id=5&tx_mfpeprojet_pi1%5Bprojet%5D=24&tx_mfpeprojet_pi1%5Baction%5D=show&tx_mfpeprojet_pi1%5Bcontroller%5D=Projet&cHash=c2f0d112d6f6fed8614f8fdd9bf0174a

Main issues and recommendations

Main issues	Recommendations
The CPD system for vocational trainers is distributed between a plurality of institutions and actors. However, the lack of coordination among these stakeholders does not allow for the development or implementation of a coherent strategy for improvement.	Bring together different actors, institutions and stakeholders to agree strategies to improve and make the CPD system for vocational trainers in Tunisia more coherent.
The normative and regulatory framework does not establish a requirement for or an entitlement to CPD for vocational trainers and does not motivate participation.	Define the entitlement to and expectations of CPD more clearly in the normative framework.

7. ORGANISATIONS AND INSTITUTIONS THAT SUPPORT CPD IN TUNISIA

Ministry of Vocational Training and Employment[15]

According to the law, the Ministry of Vocational Training and Employment is responsible for many aspects of CPD for VET trainers[16]. Essentially, it is responsible for developing the legal framework governing vocational training for VET trainers and for ensuring the application of the relevant legislative and regulatory texts. It develops policies and actions to consolidate vocational training and ensures their funding, implementation and evaluation. The ministry also coordinates work between national institutions and other bodies in the formulation and development of CPD for VET trainers. Another relevant task is to draw up legislative and regulatory provisions relating to CPD for VET trainers and ensure the application of such provisions.

At a regional level, the Ministry of Vocational Training and Employment is involved in monitoring training centres, providing external evaluation of training centres, providing proposals for CPD and monitoring the provision of CPD. It also provides financial resources for vocational training centres and ensures their management.

At an international level, the ministry participates, with relevant organisations, in the preparation and monitoring of the execution of international cooperation programmes and agreements designed to promote the development of CPD for VET trainers.

Under the auspices of the ministry, four executive agencies exercise their role within the framework of programme contracts and these are described below.

National Centre for the Training of Trainers and Training Development (CENAFFIF)

CENAFFIF is a non-administrative public organisation created in 1993 under the supervision of the Ministry of Vocational Training and Employment. It has extensive expertise in the development of training programmes using a competency-based approach. It offers its services to national and international public and private institutions. At national level, CENAFFIF's main functions are the development and implementation of training programmes and the development of trainers and training actors. CENAFFIF is charged with a number of tasks, including the following:

- developing methodologies for the different fields of training and producing teaching aids;
- developing benchmarks, standards and training programmes that meet the skills needs of the economy;
- defining the evaluation methodologies of the training system and ensuring the production of the educational and didactic means necessary to support effective provision of the training programmes.

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[15] Since the completion of this research the Ministry of Vocational Training and Employment has been integrated into a new ministry: the Ministry for Youth, Sport and Professional Inclusion.

[16] Law No 2008-10 of 11 February 2008.

In concrete terms, CENAFFIF designs CPD programmes for training trainers with the consent of the Ministry of Vocational Training and Employment[17]. All of these tasks are conducted in consultation with CENAFFIF's key stakeholders.

CENAFFIF is the publicly funded, nationally recognised training provider with responsibility for the professional development of trainers. While it may generate some training programmes based on its own research, it is also expected to respond to the needs of public and private training organisations.

CENAFFIF has a staff of 155, including 93 executives; it trains about 1 100 trainers a year. It operates a training centre with laboratories and accommodation.

CENAFFIF has set up a multimedia centre, known as a resource centre, which is open to trainers who are being trained and staff from different ministries. Its purpose is to publicise CENAFFIF productions in the area of programme development and training and to ensure wide dissemination of technical and pedagogical information.

At an international level, CENAFFIF enjoys a good reputation in the field of training and the development of pedagogical and technical skills amongst trainers. It cultivates relationships and partnerships with national and international organisations and shares expertise with them.

Tunisian Agency of Vocational Training (ATFP)

ATFP is a non-administrative public institution. It was established in 1993 under Law No 93-11 of 17 February 1993. Its administrative and financial organisation and the modalities of its operation are prescribed in law[18]. It manages 136 vocational training centres classified by category: 48 sectoral centres, 61 training and learning centres, 13 centres for training and apprenticeship in craft trades and 14 training centres for girls from rural areas. ATFP provides three types of CPD to its trainers and learning advisers each year, namely pedagogical, technical and transversal programmes. Its main tasks are to:

- provide initial training to young people and adults in line with economic and social needs;
- satisfy the requirement for the training of qualified labour under the guidelines issued by the Ministry of Vocational Training and Employment;
- implement training programmes approved by the ministry;
- monitor and evaluate the training activities taking place in the training centres under its supervision.

ATFP develops an annual CPD plan for trainers and learning advisers based on the specific training needs of their vocational training centres.

ATFP has embarked on a new mode of governance which has resulted in a new organisational chart and a project for its own strategic development (change management process).

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[17] See *Catalogue de formation 2017, Unité de développement des compétences des acteurs de formation (UDCAF)*, https://docplayer.fr/153986284-Republique-tunisienne-ministere-de-la-formation-professionnelle-et-de-l-emploi.html

[18] Decree No 97-1937 of 29 September 1997.

Currently, there is no national CPD strategy. However, a strategy is being prepared as part of the new National Vocational Training Strategy.

In its strategic orientation plan, ATFP has adopted a vision, namely that it would be the main player in vocational training and a lever for human resource development, providing quality services that meet the economic and social needs of individuals, companies and regions on a national and international scale. It also has a mission: to ensure the acquisition of theoretical knowledge and the practical skills and know-how required to exercise a trade or qualified profession and to ensure the adaptation of this knowledge and know-how to technological changes and to the evolution of work. It counts its values as belonging, excellence, accountability and innovation.[19]

Starting with a diagnosis of its current situation and bearing in mind its aims for the development of the national vocational training system included in the reform strategy[20] initiated by the Ministry of Vocational Training and Employment, ATFP is working on an action plan to upgrade its central structures and auxiliary establishments. This project, entitled 'Qualification of pedagogical support and supervision staff (PPAE)' (2019–2023) has the following objectives: (i) raising the level of qualifications, skills and performance of trainers, apprenticeship advisers, support and supervisory staff in accordance with competitiveness requirements and international pedagogical regulations and standards; (ii) identifying and raising the level of qualifications, skills and performance of multiplier trainers; (iii) certifying educational multiplier trainers; (iv) training tutors in training development.

To make this project a reality, a set of actions aimed at technical, pedagogical and transversal training for teaching staff and tutors was established. It involved the following:

- the technical qualification of 2 870 trainers and apprenticeship advisers in various sectors and fields;
- the training and technical qualification of 277 lead trainers (who can then pass on their skills to their peers) in various sectors and fields;
- the pedagogical qualification of 3 760 teaching staff in the fields of coaching, professionalism, reflective practice and problem-solving techniques and the creation of a core team of 60 lead trainers to support these four areas of training;
- the linguistic training (French and English language skills) of 3 760 teaching staff;
- the training and qualification of 3 760 teaching staff in soft skills and the creation of a core team of 60 lead trainers;
- ICT training for 3 760 teaching staff;
- tutorial training for 500 tutors in pedagogy and methodology;
- certification of 397 teaching staff to ensure sustained improvement in the quality of training and professional recognition for the development of trainers competences.

Agricultural Extension and Training Agency (AVFA)

The law on dissemination and training states that AVFA is a public administrative organisation operating under the authority of the Ministry of Agriculture, Water Resources and Fishing[21]. AVFA

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[19] www.facebook.com/atfp.tn/about/?tab=page_info

[20] Enquête sur la formation des formateurs et conseillers d'apprentissage menée auprès des acteurs de la formation : directeurs des centres de formation professionnelle, coordinateurs techniques, chargés de la filière de formation, formateurs et conseillers d'apprentissage

[21] Law No 90/73 of 30 July 1990 establishing AVFA.

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ensures the implementation of programmes related to economic, social and human capital in the area of agriculture and fishing. AVFA's mission is to develop and monitor programmes and all activities related to initial and in-service training responding to the needs of agriculture and the fishing industry and the employees in this sector.

In terms of information and communication, AVFA supports outreach programmes developed by the Regional Commission for Agricultural Development (CRDA) to improve the level of skills and know-how of agricultural support workers. It does this by organising workshops on programming systems, providing monitoring and evaluation support and holding national information days, for example.

AVFA's main activities focus on:

■ supporting and advising those working in the areas of agriculture and fishing;
■ providing vocational training in the areas of agriculture and fishing;
■ offering extension programmes to enhance opportunities for rural women;
■ strengthening cooperation and developing partnerships with various other actors in the agriculture and fishing sector at national and international level;
■ developing informative media, in print and on film[22].

AVFA designs CPD programmes for VET trainers based on questionnaires distributed to the trainers. The responses are used to identify training needs and to determine priorities in CPD provision (e.g. water saving, fishing, animal production).

AVFA currently manages 30 functional specialities in the area of agriculture and fishing, distributed across 39 vocational training centres. Thirty-one institutions provide agricultural professional training in several specialties through initial and continuing train-the-trainer programmes. The other eight institutions specialise in fishing and are spread along the entire Tunisian coastline, which extends over 1 300 km.

AVFA develops and provides training programmes for AVFA trainers in collaboration with the Ministry of Vocational Training and Employment and some international cooperation agencies. A total of 113 AVFA trainers, i.e. 50% of all trainers, benefited from the CPD programmes in Tunisia during the 2016–2017 period.

Training Agency in Tourism Trades (AFMT)

In accordance with a government decree adopted in 2017, a training agency for the tourism trades has just been created in Tunisia[23]. It is a non-administrative, financially independent public agency, jointly managed by the Ministry of Tourism and Handicrafts and the Ministry of Vocational Training and Employment. It now has 12 functional specialities in the field of tourism, distributed across eight vocational training centres. The main purpose of this non-administrative agency is to develop and train the required human resources for the different tourism trades. In the future, AFMT will introduce a monitoring system to follow up on new products and up-and-coming trends in the sector at national and international level. AFMT is currently devising a strategy to shape its work in providing CPD. It does not currently provide CPD for its trainers.

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[22] Law No 99-31 of 5 April 1999 and Decree No 99-2826 of 21 December 1999.
[23] Decree No 2017-671 of 28 April 2017.

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Other providers of CPD for VET trainers

CPD services are mainly provided by public (non-profit) organisations. However, private (for-profit) providers are increasingly involved in improving the quality and quantity of CPD for VET trainers. The trainers also receive other training within the framework of national and international cooperation following a mutual agreement between the various stakeholders.

Conclusions

CENAFFIF is the main provider of CPD for VET trainers in public and private training centres, working in consultation with ATFP, AVFA and AFMT, particularly with respect to pedagogical rather than technical skills. However, ATFP and AVFA also work independently to assess needs and to provide and monitor CPD for their own industrial sectors. Some national business and trade associations also help to design and provide CPD, working in partnership with specific training centres. International development projects and organisations have made an important contribution to CPD for vocational trainers in Tunisia.

The Ministry of Vocational Training and Employment is formally charged with coordinating the agencies, validating their programmes and setting their budgets with respect to CPD for vocational trainers. ATFP has developed an action plan that is aligned with the ministry's overall reform strategy, which envisages the changes in its own structure and provides support for changes at training centre level. The action plan includes large-scale commitments for further training of trainers, improved certification and the creation of teams of lead trainers to multiply training.

There is some consultation between the agencies and with stakeholders. There are separate development agencies for agriculture and fishing and for tourism, which should help to engage sectoral representatives in all aspects of CPD provision. However, it is not clear the extent to which industrial sectors are engaged in the identification of needs and in the design, provision and evaluation of CPD.

CENAFFIF is the main provider of CPD for vocational trainers. However, it is questionable whether it is sufficiently proactive and responsive in developing CPD programmes that meet the changing needs of vocational trainers and principals, for example, with respect to new technologies and management skills.

Issues and recommendations

Main issues	Recommendations
The activities of CPD agencies should be coordinated within the framework of a national CPD strategy for vocational trainers which sets objectives and allocates responsibilities.	Ensure that the emerging strategy for vocational education shows how the different agencies and centres will cooperate to achieve national targets.
Industrial sectors and training centres and other stakeholders should have a greater say in the design, development and evaluation of CPD.	Improve the frequency of and mechanisms for stakeholder involvement.
The current institutions are not providing programmes that meet all of the training needs of vocational trainers.	Create opportunities for partnerships or new CPD providers to make proposals for programmes that meet national standards to address urgent training needs.

8. CPD DESIGN, QUALITY ASSURANCE AND FUNDING

CPD is one of the pillars of the development system for teachers and pedagogical staff in vocational training centres. CPD supports the organisational and technological renewal of training centres and supports the realisation of lifelong learning for trainers and trainees.

Designing CPD

Although the Ministry of Vocational Training and Employment ensures the pedagogical supervision of the national system of vocational training, the CPD programmes for vocational trainers are designed and developed by CENAFFIF under the umbrella of the ministry. CPD programmes may be designed and provided by CENAFFIF in one of the following ways:

- CENAFFIF formulates CPD programmes based on its own assessment of the needs of trainers in consultation with vocational training centres. CENAFFIF will then propose a programme to trainers who may choose to participate. This kind of programme will be financed directly by the Ministry of Vocational Training and Employment or other funders.
- CENAFFIF receives a training order from a vocational training centre or from the Ministry of Vocational Training and Employment containing the objectives and the required competences. CENAFFIF will then develop the programme, validate it with relevant stakeholders and organise delivery. This kind of programme will be financed directly by the ministry and sometimes by donors.

In the case of ATFP, AVFA and AFMT and public or private training centres, CPD may be requested by creating a 'training order' that goes through the following stages:

- Training needs are identified.
- A training order is created and submitted.
- The training order is processed by CENAFFIF (which changes or adjusts the programmes when necessary).
- CPD programmes are validated.
- Training is implemented (and followed up).

CENAFFIF may use its own trainers (e.g. specialists in ICT and textiles) or it may hire freelancers to deliver training. Training programmes are usually delivered in the workshops of suitably equipped training centres. The resulting CPD programmes are quality-assured and validated by CENAFFIF in collaboration with the public or private organisation that commissions the training. However, the delivery of training is dependent on the availability of human resources, financial resources and the materials necessary for its implementation.

These arrangements may result in programmes being designed that are not actually delivered (because there is inadequate funding) or CPD may not be commissioned because CENAFFIF does not have the particular expertise required or lacks the capacity.

At training centre level, CPD is managed by the principal, the trainers' council and the pedagogical committee. They plan and monitor CPD and assign it to individual trainers, depending on needs and training centre priorities. Trainers are expected to develop relevant knowledge and practical skills to

carry out their teaching responsibilities[24]. In most cases, training needs will be met by identifying suitable programmes which are contained in the CENAFFIF catalogue.

Quality assurance and evaluation

Although CENAFFIF has developed an evaluation guide that emphasises competences, the actual evaluation is carried out internally in training centres and is based on the feedback received at the end of the training. There is no external evaluation of CPD to assess the quality and the impact of CPD. Furthermore, there is an absence of pedagogical evaluation in training centres so the impact of CPD is not registered in training centre evaluation or taken into account in any assessment for career advancement.

Extensive reform has been pursued under the MANFORM programme since 2002, with a view to developing quality assurance in VET. A series of initiatives have been taken, including the introduction of a quality framework for VET and the development of the competency-based approach. However, these initiatives have remained at experimental stage or even been abandoned. Overall, the quality assurance functions have not been sufficiently developed and both quality assurance and evaluation are not well implemented at training centre level.

Some stakeholders express the view that actors are motivated to participate in CPD because they regard it as a formal requirement for career progress, not because they expect it will have an impact on the mode or effectiveness of training.

On the other hand, two programmes have gone through an international quality assurance process at CENAFFIF and were accredited with ISO 9001 in July 2018: the process of developing trainers' skills and the information engineering process.

National funding

Initial vocational training is largely funded by the government. This budget covers all capital expenditure and operating costs of training centres. The government is also involved in funding private CPD in the form of a subsidy for people requesting training in the field of human resource development and for some business needs in relation to training and qualification.

Training centres do not have a budget to fund the professional development of their trainers. Public spending on CPD for vocational trainers comes from the allocations that the ministry provides to the national CPD agencies: CENAFFIF, ATFP, AVFA and AFMT. These agencies then assign some of their funding to the development and provision of CPD. In practice, the annual budget is based on that of the previous year with some spending adjustments[25]. It cannot be said that spending on CPD is closely related to strategic goals or national priorities. Moreover, the budget allocated for CPD remains very low and the wage rate per hour for freelance trainers is considered uncompetitive. This reduces the capacity of CENAFFIF to offer quality and relevant CPD. Stakeholders and trade unions are

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[24] *Official Gazette of the Republic of Tunisia*, Title II, Articles 26–28 of Law No 2008–10 of 11 February 2008 on continuous training. www.cnudst.rnrt.tn/jortsrc/2008/2008f/jo0142008.pdf.

[25] ATFP spent 500 000 dinars on CPD in 2016 and 800 000 dinars in 2017. AVFA spends an average of 37 000 dinars on CPD each year. CENAFFIF states that the CPD budget is estimated on the basis of need and there is no budget ceiling. AFMT is a new VET provider that oversees only eight training centres; it has a variable and very small budget.

currently reflecting on how the financing of CPD can be reformed to facilitate its focus on the needs of the economy. This theme forms part of the discussions initiated under the social contract.

Contribution of trainers

Figure 14 shows that only 17% of VET trainers contribute to the costs of their training. The remaining 83% are wholly financed by the government or by other stakeholders. In fact, trainers receive allowances that cover all their training costs. However, the Ministry of Vocational Training and Employment covers only the registration fees for courses that result in a diploma.

FIGURE 14 FOR THE PROFESSIONAL DEVELOPMENT IN WHICH YOU PARTICIPATED IN THE LAST 12 MONTHS, HOW MUCH DID YOU PERSONALLY HAVE TO PAY FOR? (N=276)

- None of the cost
- Some of the cost
- All the cost
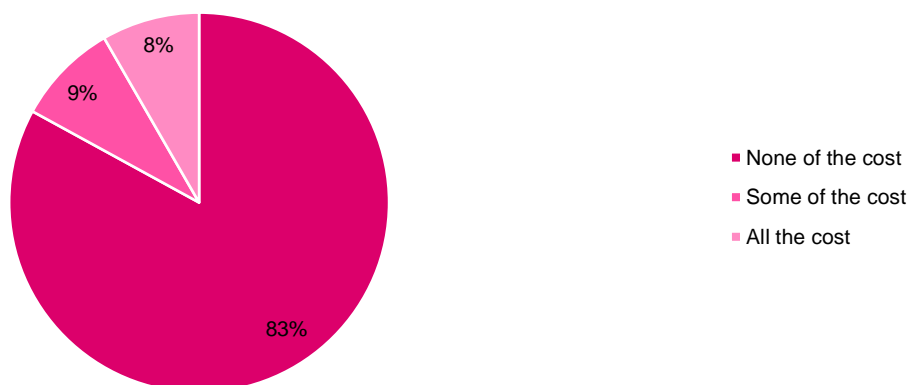
Conclusions

In theory, CENAFFIF, the main provider of CPD for vocational trainers should be responsive to the training needs of private and public training providers. In practice, it is questionable whether the CPD offering is regularly updated and relevant to the needs of training centres. This is due to a number of factors.

- CENAFFIF does not have up-to-date needs analyses from training centres.
- Funding, programme design, monitoring, evaluation and delivery are largely controlled by CENAFFIF and the other national agencies, making it difficult for training centres or employers to influence provision.
- The learning outcomes and teaching quality of training providers are not evaluated effectively, so there is no pressure to ensure that CPD improves the performance of trainers and their trainees.

It is intended that external evaluation of training centres will be included as part of the new strategy.

CENAFFIF has quality assurance processes in place in relation to its CPD offering. These involve consulting with the beneficiaries of CPD and also meeting international standards.

Public organisations are the main providers of CPD for trainers in Tunisia. Despite the existence of numerous private training institutes, they play little part in the provision of CPD for VET trainers in Tunisia.

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Main issues and recommendations

Main issues	Recommendations
Centralised training agencies do not have up-to-date data on needs in order to plan and prioritise their training offering.	Improve needs analysis, sharing of information and use of information in planning and coordinating CPD.
Training centres, trainers, employers and training centre evaluators are not contributing to the quality assurance of CPD.	Implement better practice and set higher expectations for evaluating performance and CPD in training centres.
Private training organisations and businesses contribute little to the design, quality assurance and provision of CPD.	CENAFFIF should work in partnership with other training providers to extend the range of CPD and to meet training needs.

9. VOLUME, MODE AND CHARACTER OF CPD PROVISION – BY PROVIDERS OTHER THAN THE VOCATIONAL TRAINING CENTRES

Evidence of provision from the perspective of providers

According to CENAFFIF's catalogue of vocational training (last updated in 2017), the number of CPD programmes available to VET trainers is 15. There are three types of programme: educational, technical and transversal. A total of 1 512 individual training days were delivered in 2016; this increased to 1 807 training days in 2017. The duration and intensity of the training programmes depend on the subject of the training. Programmes can be concentrated into a solid week or long weekend of training or spread out over a period of up to 20 days in duration. According to CENAFFIF, approximately 1 100 VET trainers benefit from CPD programmes each year.

Evidence of provision from the perspective of trainers (survey)

Participation

The survey provides evidence of participation in CPD from the perspective of vocational trainers. Only 44% of VET trainers report any participation in CPD either within or outside their training centres within the previous 12 months; the average participation rate in OECD countries is 85%. Some 36% of vocational trainers report participating in CPD organised outside their training centres[26] and 26% report participating in CPD within the training centre. Only 21% of trainers report participating in CPD that focused on their own occupational or sectoral specialism and the same percentage report participating in CPD on an employer's premises or with some business involvement. More trainers participated in observations or visits to other training centres (46%) and a relatively large proportion (33%) say that they were involved in online or video-based CPD. Some 19% report that they were involved in CPD leading to a formal qualification, such as a higher degree.

Volume of CPD

Table 8 provides the volume (in hours) of different kinds of CPD received by vocational trainers in the previous 12 months. It shows that 80% of those participating in CPD obtained more than 30 hours of CPD (in-service training and off-site training) in the previous year. It seems that those trainers who participate in CPD usually obtain at least 30 hours of CPD each year. Trainers who participated in CPD that focused on their vocational specialism obtained an average of 84 hours of this CPD. Vocational trainers who participated in CPD via online learning or video tutorials spent an average of 77 hours on this kind of CPD. Given that this involved 33% of the workforce, online learning emerges as an important part of CPD provision in Tunisia. Those trainers participating in a formal qualification (a part-time university degree or an additional professional qualification) spent an average of 162 hours on this kind of CPD.

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[26] This is a somewhat lower percentage that that suggested by CENAFFIF's records of participation. However, it is possible that some trainers participated in more than one training programme.

FIGURE 15 PERCENTAGE OF TRAINERS WHO RECEIVED DIFFERENT TYPES OF CPD OVER THE LAST 12 MONTHS
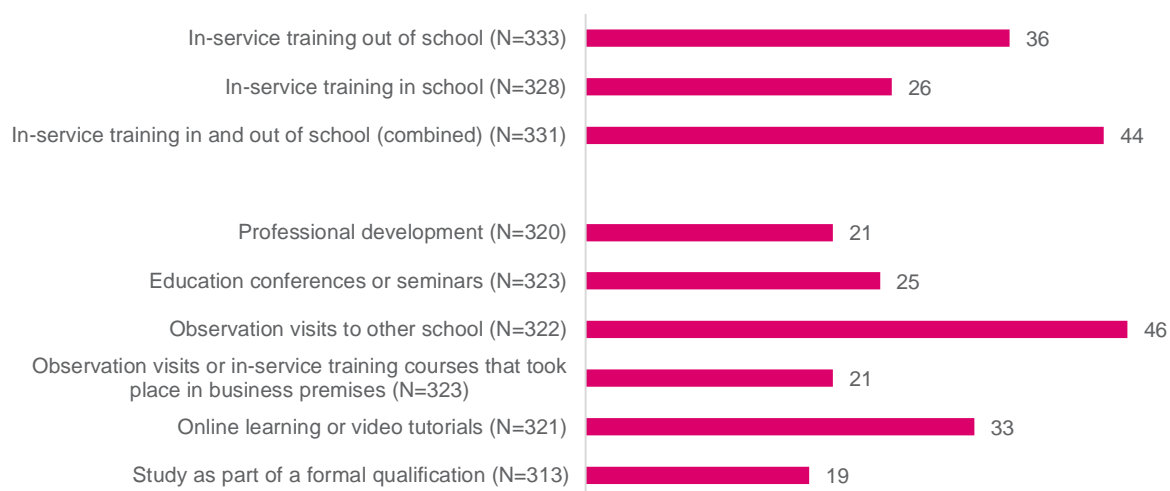

In-service training out of school (N=333)	36
In-service training in school (N=328)	26
In-service training in and out of school (combined) (N=331)	44
Professional development (N=320)	21
Education conferences or seminars (N=323)	25
Observation visits to other school (N=322)	46
Observation visits or in-service training courses that took place in business premises (N=323)	21
Online learning or video tutorials (N=321)	33
Study as part of a formal qualification (N=313)	19

Table 8 also shows that the average number of hours of CPD in the form of visits to training centres (42) or CPD on an employer's premises (21) or conferences (23) are much lower.

TABLE 8 NUMBER OF HOURS OF THE FOLLOWING KINDS OF CPD RECEIVED BY VET TRAINERS OVER THE LAST 12 MONTHS

	Average number of hours	% of respondents with 30 hours or more	N
In-service training received within and outside the training centre (combined)	215	80	141
CPD with a focus on vocational specialism	84	56	66
Education conferences or seminars	23	17	82
Observation visits to other training centre	42	39	147
Observation visits or in-service training courses that took place on a business premises	21	24	68
Online learning or video tutorials	77	55	105
Study as part of a formal qualification	162	66	58

Note: Values calculated only for those who participated in the specific training.

Distribution of CPD – age

The analysis in Table 9 reveals that vocational trainers under the age of 50 were slightly more likely to participate in CPD than those aged 50 and above. However, the difference is minor. Trainers aged under 30 and over 60 are not well represented in the sample so we cannot draw conclusions about their participation.

TABLE 9 PARTICIPATION IN IN-SERVICE TRAINING (AT LEAST 30 HOURS) EITHER INSIDE OR OUTSIDE THE TRAINING CENTRE BY AGE GROUP (%)

	0–29 years (%)	30–49 years (%)	50–59 years (%)	More than 60 years (%)
No participation in training	100	57	53	50
Participation in training	0	43	47	50
N	*1*	*232*	*85*	*2*

Distribution – region

The survey also examines the distribution of CPD by region. Table 10 presents the percentage of CPD participants who received at least 30 hours of in-service training in every region that was sampled. Based on this table, the average percentage of trainers who received in-service training of at least 30 hours (inside and/or outside the training centre) in the whole sample is 80%. The data suggests that trainers participating in CPD working in southern and central regions obtain fewer hours of CPD than those in the north and in Grand Tunis.

TABLE 10 SHARE OF TRAINERS PARTICIPATING IN IN-SERVICE TRAINING (INSIDE AND/OR OUTSIDE THE TRAINING CENTRE) OF AT LEAST 30 HOURS BY REGION (%)

	%	N
Grand Tunis	88	*41*
North East	86	*22*
North West	83	*18*
Centre East	75	*20*
Centre West	70	*10*
South East	75	*16*
South West	64	*14*
Total	80	*141*

Note: Values calculated only for those who participated in the specific training.

Distribution – teaching experience

Table 11 shows that vocational trainers with 6 to 15 years of teaching experience were more likely to participate in CPD (46%) than those with 16 to 25 years of experience (32%). It is difficult to draw conclusions about other age groups because of the low number of responses.

TABLE 11 PARTICIPATION IN ALL KINDS OF CPD BY YEARS OF TEACHING EXPERIENCE (%)

Participation in in-service training in and out of the training centre	0–5 years of teaching experience	6–15 years of teaching experience	16–25 years of teaching experience	More than 25 years of teaching experience
No participation in training	45	54	68	35
Participation in training	55	46	32	65
N	49	147	107	23

However, it is surprising that the 31% of VET trainers with up to 5 years of teaching experience who participated in CPD obtained less than 30 hours of in-service training (Table 12). In contrast, we find that only about 15% of VET trainers with between 6 and 25 years of teaching experience had less than 30 hours of in-service training.

TABLE 12 PARTICIPATION IN IN-SERVICE TRAINING EITHER INSIDE OR OUTSIDE THE TRAINING CENTRE BY YEARS OF TEACHING EXPERIENCE

Hours of in-service training in and out of training centre over the previous 12 months	0–5 years of teaching experience	6–15 years of teaching experience	16–25 years of teaching experience	More than 25 years of teaching experience
Less than 30 hours	31	15	15	36
30–49 hours	15	17	15	14
50–59 hours	8	3	12	14
60 hours or more	46	65	59	36
N	26	65	34	14

Character OF CPD

The survey also examined CPD methodology and organisation. Table 13 shows that modern approaches – CPD with colleagues from the same training centre, active learning methods (not only listening to a lecturer), collaborative learning activities or research with other trainers, use of new technologies, including information technology and web-based communities – were absent from CPD for 60% or more of Tunisian VET trainers.

TABLE 13 CONSIDERING THE PROFESSIONAL DEVELOPMENT ACTIVITIES YOU TOOK PART IN DURING THE LAST 12 MONTHS, TO WHAT EXTENT HAVE THEY INCLUDED THE FOLLOWING? (%)

	Not in any activities	Yes, in some activities	Yes, in most activities	Yes, in all activities	N
A group of colleagues from my training centre	65	25	7	3	260
Opportunities for active learning methods (not only listening to a lecturer)	63	27	8	2	254
Collaborative learning activities or research with other trainers	64	26	7	2	255
New technologies, including information technology	63	25	9	4	257
Using a web-based community or social media to share practice or materials	65	21	11	3	255

Table 14 shows that 62% of Tunisian VET trainers surveyed say that they participated in CPD that took the form of individual or collaborative research on a topic that interested them professionally. However, only about 16% participated in mentoring and/or peer observation and only 14% participated in a network of trainers that shared practice or resources.

TABLE 14 DURING THE LAST 12 MONTHS, DID YOU PARTICIPATE IN THE FOLLOWING FORMS OF PROFESSIONAL DEVELOPMENT?

Form of professional development	% who participated
A network of trainers formed to support the professional development of trainers (N=312)	14
Individual or collaborative research on a topic of interest to you professionally (N=319)	62
Mentoring and/or peer observation and/or coaching, as part of a formal training centre arrangement (N=311)	16

CPD for principals

The survey also examined the participation of principals in CPD during the previous 12 months (Table 15). Their responses reveal that 82% of them had obtained an average of 130 hours of CPD during the previous year through a professional network, mentoring or research activity and 78% of them obtained an average of 133 hours in courses, conferences or observational visits. The survey suggests that principals have higher levels of participation and more hours of CPD than vocational trainers.

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TABLE 15 DURING THE LAST 12 MONTHS, FOR HOW MANY HOURS DID YOU PARTICIPATE IN ANY OF THE FOLLOWING PROFESSIONAL DEVELOPMENT ACTIVITIES AIMED AT YOU AS A PRINCIPAL?

Form of professional development	% of respondents who participated	Hours (average)
In a professional network, mentoring or research activity (N=78)	82	131
In courses, conferences or observational visits (N=67)	78	133

Conclusions

According to CENAFFIF, some 1 100 vocational trainers had participated in three different vocational programmes during the previous 12 months. However, there are no published statistics on the number or type of participants per training programme, location or length of the training.

According to the survey, 44% of vocational trainers participated in CPD in Tunisia over the previous 12 months – about half of the OECD average (85%). Only 21% of trainers report participating in CPD that focused on their own occupational or sectoral specialism and the same percentage report participating in CPD on an employer's premises or with some business involvement. On the other hand, of the 44% who participated in CPD, 80% obtained at least 30 hours. One-third (33%) of vocational trainers participated in CPD consisting of online learning or video tutorials, spending on average of 77 hours on these activities.

Only around 40% of vocational trainers in Tunisia participated in CPD that was based on identified modern methods: CPD with colleagues from the same training centre, active learning methods (not only listening to a lecturer), collaborative learning activities or research with other trainers, use of new technologies, including information technology and web-based communities. Some 62 % of Tunisian VET trainers surveyed say that they participated in CPD that took the form of individual or collaborative research but only 16% participated in mentoring and/or peer observation and only 14% participated in a network of trainers.

The data suggests that trainers participating in CPD working in southern and central regions obtained fewer hours of CPD than those in the northern regions and in Grand Tunis.

The participation of principals in CPD was higher: 82% of principals participated in a professional network, mentoring or research activity (an average of 130 hours) and 78% took part in courses, conferences or observational visits (an average of 133 hours).

Main issues and recommendations

Issues	Recommendations
The percentage of vocational trainers that participates in CPD annually is low by international standards.	Increase participation by increasing the volume and variety of the offering.
Opportunities for active learning methods, collaborative learning activities with other trainers, new technologies (including information technology and web-based communities) are absent from CPD for most Tunisian VET trainers.	CENAFFIF and the other CPD providers should review the methodology of their CPD programmes and, where appropriate, introduce modern and varied methodologies.
There is very little CPD that addresses the sectoral or occupational specialisms of trainers and very little CPD is delivered on business premises or in partnership with industry.	CENAFFIF and the other CPD providers should work in partnership with industry and other partners to provide specialised professional CPD designed to update professional knowledge and skills and work practices.

10. TRAINING CENTRE-BASED PROFESSIONAL DEVELOPMENT

This section is concerned with the functions of the training centre in planning and delivering CPD – particularly CPD that is specially organised for one training centre.

Responsibilities of the training centre

Training centres are legally required to organise traineeships for novice trainers[27]. They do this together with CENAFFIF, which offers a training programme that is delivered in the training centre. During this time, novice trainers are supported by a training centre-based mentor – an experienced trainer who is tasked by the principal to coach, observe and assess the novice trainer. In addition, training centres may choose to provide some initial training for novice trainers or trainers who are already trained and have just joined the training centre. This is known as induction training. In addition, training centres are expected to identify needs, and plan, monitor and organise training. Alternatively, they may arrange for trainers to participate in training offered outside the training centre. They may organise their own training events using their own staff or bring in trainers, although this rarely happens.

Mentoring and induction

The mentoring system itself is not part of the vocational training system in Tunisia. However, new trainers who are recruited receive assistance and support from experienced trainers in a system known as *doublure*. In the following section, therefore, this concept of mentoring and the provision of support and assistance (*doublure*) for new trainers will be examined.

Two-thirds (66%) of vocational trainers say that they participated in an induction programme while around 50% participated in an informal or administrative induction (Table 16). Some 72% of principals report that an induction programme for new trainers exists in their training centre, while 78% of principals say that there is a general and/or administrative introduction to the training centre for all new trainers.

TABLE 16 IN YOUR FIRST REGULAR EMPLOYMENT AS A TRAINER, DID YOU TAKE PART IN ANY INDUCTION PROGRAMME? (%)

	Yes	No	*N*
I took/am taking part in an induction programme	66	34	*353*
I took/am taking part in informal induction activities that are not part of an induction programme	52	48	*321*
I took/am taking part in a general and/or administrative introduction to the training centre	48	52	*323*

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[27] Law No 10 of 11 February 2008.

Mentoring

Mentoring is the transmission of knowledge and skills from a more experienced person to a less experienced or less knowledgeable person – usually in the workplace. It generally involves reflection, observation and feedback.

Mentoring is reported to be in development in vocational training centres. Some 60% of principals who were surveyed confirm that at present there is no access to a mentoring system for trainers in their training centre. Only 16% of trainers say that they had participated in mentoring or observation over the previous 12 months. On the other hand, 9.7% of respondents say that they currently have an assigned mentor and 30% of respondents say that they had received training to act as a mentor while 14% said that they had served as a mentor for at least one month (Table 17).

TABLE 17 WHAT IS YOUR EXPERIENCE OF MENTORING? (%)

	Yes	No	*N*
I presently have an assigned mentor to support me	10	90	*330*
I have served as an assigned mentor of trainers for one month or longer	14	86	*330*
I have received training to support my work as a mentor of trainers	30	70	*343*

Some 18% of principals say that only trainers who are new to teaching, i.e. in their first job as trainers have access to a mentoring system. Additionally, 17% of principals report that all trainers who are new to the training centre have access to mentoring. Only 4% of trainers agree that all trainers at the training centre have access to mentoring.

Interviews suggest that the role of mentor is not popular: it is not seen to carry status or earn appropriate compensation.

Feedback

The survey explored the extent to which trainers receive feedback that might assist them to improve their teaching. Table 18 shows that other trainers are an important source of feedback for more than 60% of trainers, both through observation and following analysis of students' test scores. Evaluation by external evaluators[28], principals and assigned mentors have a less extensive role.

TABLE 18 IN THIS TRAINING CENTRE, WHO USES THE FOLLOWING METHODS TO PROVIDE FEEDBACK TO YOU? (%)

	External individuals or bodies	Training centre principal or training centre managers	Assigned mentor	Other trainers
Feedback following direct observation of your classroom teaching	38	84	19	162
%	15.14	16.83	7.66	62.07
Feedback following an analysis of your students' test scores	19	71	11	179
%	7.79	14.31	4.49	67.55

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[28] The ATFP does not have the ability to do so yet.

Collaboration and peer learning

Increasingly, it is recognised that collaboration between trainers in training centres can be a way of sharing and improving teaching practices. It may therefore be regarded as a kind of professional development. Table 19 shows that both informal and planned discussions with other trainers are the most common forms of trainer collaboration: about 45% of trainers had participated in them in the previous month. By contrast, just 29% participated in planned, teaching-related discussions with managers or with pedagogic advisers.

TABLE 19 DURING THE LAST MONTH, DID YOU PARTICIPATE IN ANY OF THE FOLLOWING FORMS OF IN-TRAINING CENTRE PROFESSIONAL DEVELOPMENT?

	Yes	No	*N*
Planned discussions with other trainers relating to your teaching?	45%	55%	*325*
Planned discussions with managers or with pedagogic advisers relating to your teaching?	29%	71%	*319*
Informal discussions with other trainers or with managers or pedagogic advisers relating to your teaching?	45%	55%	*320*

Conclusions

It appears that induction for all new staff is generally quite well established in vocational training centres in Tunisia. The situation is less clear when it comes to mentoring trainers. Mentoring seems to be largely confined to trainee trainers. Although almost 30% of trainers have received training to become mentors and some 10% say that they are currently receiving mentoring, 60% of principals say that mentoring is not available in their training centres.

There is some evidence of planned and informal collaboration between trainers but more than 50% say that they had not discussed their teaching informally or formally with a colleague over the previous month and 70% had not discussed their teaching with a manager or pedagogue over the same period. This suggests that, for many Tunisian trainers, lesson preparation and reflection on practice is a solitary business.

Main issues and recommendations

Issues	Recommendations
There is a lack of guidance and support for mentoring (*doublure*). There is no special compensation or career recognition for mentors. Mentors are not deeply involved in the CPD process.	Revise the status, compensation, training and recognition offered to mentors. Consider how mentorship might be used more generally as a form of CPD for VET trainers and principals.
About 50% of vocational trainers work in isolation and do not share practice or collaborate with respect to their teaching.	Management within training centres should find ways of encouraging and supporting trainers who collaborate, for example, by making time for collaboration and celebrating collaboration.

11. RELEVANCE AND IMPACT OF CPD

Matching trainers to programmes

At the vocational training centre level, directors are responsible for the planning, implementation and follow-up of training. The plan should identify the mode and subject of CPD, the designated trainers and the training schedule with delivery dates.

Trainers' needs should be evaluated by means of an interview, which should result in the production of a training plan for each trainer. CENAFFIF has defined the various stages, which range from needs identification to implementation. However, according to stakeholders, individual and centre plans are not routinely prepared and little training is implemented at centre level. It does not seem that needs identification at training centre level feeds into the planning of training by CENAFFIF or the other training agencies.

Several reforms are currently being prepared and will be used in the future to review the needs of VET trainers and to develop the appropriate programmes accordingly.

The principal is responsible for implementing the training plan. In consultation with the CPD providers, the principal decides which trainer is sent to participate in which CPD programme offered by CENAFFIF or any of the other agencies. However, there are many difficulties when implementing such plans in training centres. Firstly, there is a lack of materials and time to organise training in training centres; secondly, vocational centres do not have the know-how or the expertise to organise either pedagogical or technical training for their own staff within the training centre. It follows that training centres are largely dependent on the CENAFFIF offering and, to a lesser extent, the offerings of other agencies. As a consequence, relatively little CPD takes place in-training centres: only 26% of vocational trainers say that they had participated in training within their own training centres over the previous 12 months.

Additionally, principals do not have any power over trainers since they are assigned to centres by an administrative decision. Principals cannot request the removal of a trainer for incompetence or ask for them to be excluded from the centre. Recruitment, assignment and dismissal decisions are exclusively the prerogatives of the ministry. Many directors therefore do not feel responsible for their trainers' competence or professional development.

How relevant is the CPD offering?

Table 20 provides a summary of participation by topic. The participation of VET trainers in professional development activities during the 12 months prior to the survey was relatively high in terms of knowledge and understanding of subject field (44%) and pedagogical competences (45%). Participation was lowest for CPD relating to teaching in a multicultural or multilingual setting (18%), teaching students with special needs (19%), and addressing the issues of learners at risk of early leaving and dropout (23%).

TABLE 20 SHARE OF RESPONDENTS WHO PARTICIPATED IN PROFESSIONAL DEVELOPMENT ACTIVITIES ON THE FOLLOWING TOPICS DURING THE 12 MONTHS PRIOR TO THE SURVEY

	%	N
Knowledge and understanding of my subject field(s)	44	292
Pedagogical competences in teaching my subject field(s), including giving feedback to learners	45	286
Knowledge of the curriculum	36	284
Student evaluation and assessment practices	36	279
ICT skills for teaching	31	282
Student behaviour and classroom management	29	284
Approaches to individualised learning	31	280
Teaching students with special needs	19	277
Teaching in a multicultural or multilingual setting	18	276
Teaching cross-curricular skills	30	282
Approaches to developing cross-occupational competences for future work	27	277
New technologies in the workplace	30	281
Student career guidance and counselling	26	277
Updating my professional knowledge and skills in relation to current practice in the workplace	35	279
Addressing the issues of learners at risk of early leaving and learner dropout	23	277

TABLE 21 RESPONDENTS WHO HAVE NOT PARTICIPATED IN SPECIFIC TRAINING BY THE LEVEL OF NEED FOR SUCH TRAINING (%)

	No/low need	Moderate/high need	N
Knowledge and understanding of my subject field (s)	37	63	147
Pedagogical competences in teaching my subject field(s), including giving feedback to learners	43	57	144
Knowledge of the curriculum	53	47	169
Student evaluation and assessment practices	48	52	165
ICT skills for teaching	22	78	179
Student behaviour and classroom management	56	44	185
Approaches to individualised learning	48	52	174

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	No/low need	Moderate/high need	N
Teaching students with special needs	38	62	205
Teaching in a multicultural or multilingual setting	31	69	204
Teaching cross-curricular skills	38	62	178
Approaches to developing cross-occupational competences for future work	31	69	183
New technologies in the workplace	12	88	181
Student career guidance and counselling	44	56	187
Updating my professional knowledge and skills in relation to current practice in the workplace	18	82	164
Addressing the issues of learners at risk of early leaving and learner dropout	39	61	194

The data was analysed to find out the percentage of trainers who did not access a certain kind of CPD but nevertheless expressed a strong or moderate need for that kind of training (Table 21). This percentage represents the gap between provision and need. This training gap was around 80% for such topics as ICT skills for teaching, new technologies in the workplace and professional knowledge and skills in relation to current practice in the workplace. These CPD topics represent priorities from the point of view of trainers.

What impact did training have?

The survey provides some evidence as to how trainers judged CPD. Table 22 shows that, depending on the topic, between 43% and 66% report that the CPD had a moderate or high impact on their teaching. A higher impact was attributed to CPD on subject knowledge and understanding (66%), pedagogical competences in subject teaching (65%) and student behaviour and classroom management (65%). On the other hand, between 20% and 40% of trainers judged the CPD to have no or limited impact.

Topics reported to be lacking impact were CPD in a multicultural or multilingual setting (43%), developing cross-occupational competences (47%) and special needs (48%).

Professional standards

Unfortunately, there are no professional standards for vocational trainers in Tunisia.

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TABLE 22 IMPACT OF PROFESSIONAL DEVELOPMENT ACTIVITIES ON TEACHING BY THE FOLLOWING TOPICS

	No/limited impact (%)	Moderate/major impact (%)	Do not know (%)	N
Knowledge and understanding of my subject field(s)	28	66	6	129
Pedagogical competences in teaching my subject field(s), including giving feedback to learners	29	65	6	129
Knowledge of the curriculum	31	60	9	103
Student evaluation and assessment practices	37	58	5	100
ICT skills for teaching	31	59	10	87
Student behaviour and classroom management	29	65	6	82
Approaches to individualised learning	41	53	6	88
Teaching students with special needs	31	48	21	52
Teaching in a multicultural or multilingual setting	33	43	24	49
Teaching cross-curricular skills	36	53	11	85
Approaches to developing cross-occupational competences for future work	34	47	19	74
New technologies in the workplace	30	54	16	83
Student career guidance and counselling	38	50	13	72
Updating my professional knowledge and skills in relation to current practice in the workplace	26	66	8	98
Addressing the issues of learners at risk of early leaving and learner dropout	19	63	19	64

Note: Values refer only to those who have participated in the specific training.

Conclusions

There is a process that identifies training needs in training centres, but it is not clear whether it is implemented and if plans are produced for individuals and centres. Even when plans are produced it is doubtful whether they shape the design and provision of training at national or centre level.

There is an unmet need for training across all topics but the training gap is identified at around 80% for topics such as ICT skills for teaching, new technologies in the workplace and professional knowledge and skills in relation to current practice in the workplace.

Depending on the topic, between 43% and 66% of trainers report that CPD has a moderate or high impact on their teaching. This suggests that increasing participation would be a worthwhile investment.

Main issues and recommendations

Issues	Recommendations
CPD provision is not informed by an effective needs analysis process, either at centre or national level.	Provide vocational centres with assistance and training to conduct needs analyses and to produce individual and centre training plans, which should inform national- and centre-level training provision and resourcing.
There is a relatively large training gap in the areas of ICT skills for teaching and new technologies in the workplace.	Provide more CPD to more trainers which addresses the issues related to the use of ICT tools and up-to-date technologies.
It is not clear whether trainers obtain the CPD that best matches their training needs.	Enhance the needs analysis process to ensure that trainers are aware of a wide range of relevant CPD.

12. RECOGNITION AND INCENTIVISATION

How is CPD recorded?

Following each training session, the participating trainers obtain a certificate of attendance. Each training provider (CENAFFIF, ATFP, AVFA or AFMT) keeps a record of which trainer has done which training in an archive file.

Training requirement

In accordance with Law No 2008-10 on CPD, a traineeship is mandatory for each newly recruited trainer. This takes the form of a 6- to 12-month programme at CENAFFIF[29]. There is no formal requirement for CPD for serving trainers.

Career ladder

Trainers are currently expected to participate in CPD if they wish to progress up the career ladder. Participation in CPD has no direct effect on their promotion although it is normal for trainers to include information about CPD when they apply for promotion. Since the revolution of 14 January 2011, salaries for public sector workers have been an important issue in Tunisia and they are currently under review. One issue under negotiation in the training sector is the matching of trainer salaries with their career levels.

According to stakeholders, many trainers question whether the CPD that is available to them will be relevant to their training needs and will support their careers. This is said to discourage participation in CPD. The survey provides further evidence for this view: more than 60% of respondents believe that there is no relevant professional development offered and that there are no incentives for participating in CPD (Figure 16).
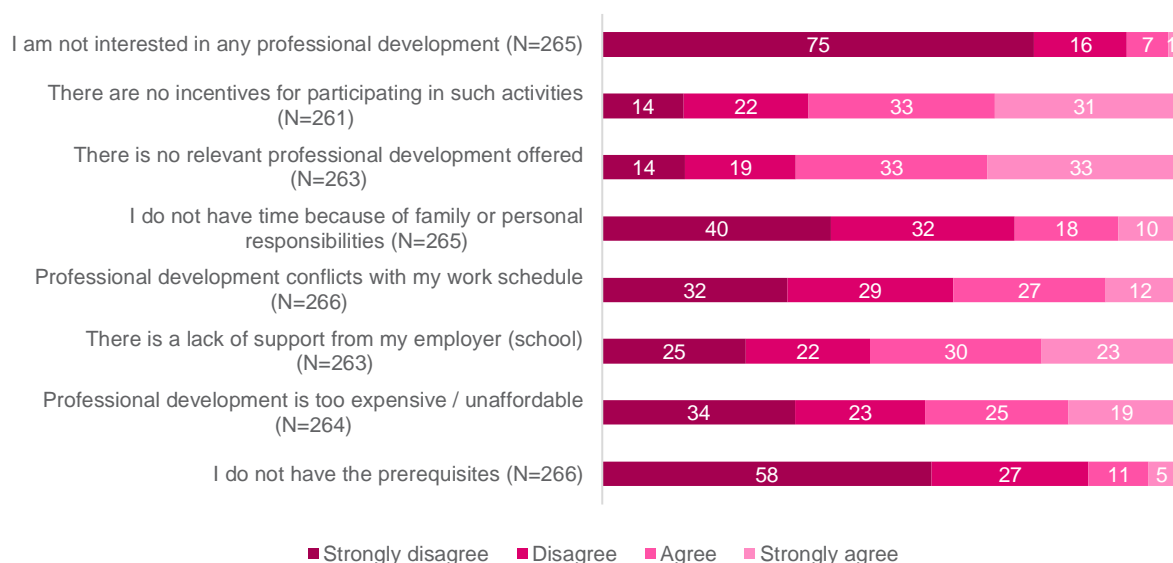
Barriers to the take-up of CPD

Figure 16 shows that a lack of relevant CPD and a lack of incentives are the greatest barriers identified, but other barriers are significant as well. On the other hand, more than 80% of VET trainers are interested in any professional development and think that they have the prerequisites (e.g. qualifications, experience, seniority) to participate in professional development. More than 50% say that they lack support from their training centres. Around 44% see cost as a barrier.

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[29] Training could be provided full time for a month or part time over a week or 10 days. It can be spread over the school holidays. During the training period, new vocational trainers are exempt from teaching.

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FIGURE 16 BARRIERS TO PARTICIPATION OF VET TRAINERS IN PROFESSIONAL DEVELOPMENT (%)

	Strongly disagree	Disagree	Agree	Strongly agree
I am not interested in any professional development (N=265)	75	16	7	1
There are no incentives for participating in such activities (N=261)	14	22	33	31
There is no relevant professional development offered (N=263)	14	19	33	33
I do not have time because of family or personal responsibilities (N=265)	40	32	18	10
Professional development conflicts with my work schedule (N=266)	32	29	27	12
There is a lack of support from my employer (school) (N=263)	25	22	30	23
Professional development is too expensive / unaffordable (N=264)	34	23	25	19
I do not have the prerequisites (N=266)	58	27	11	5

■ Strongly disagree   ■ Disagree   ■ Agree   ■ Strongly agree

Conclusions

According to the survey, about 60% of trainers say that they are deterred from participating in CPD because of a lack of a relevant offering and because there are insufficient incentives. Around 50% say they lack strong support from their training centres. The research suggests that participation in CPD is not closely linked to improvements in individual trainer performance or the development of training centres. It seems that individual trainers are not very strongly motivated to participate in the training that is offered, and they are not strongly encouraged or supported by their training centres. It appears that CPD has very little impact on promotion or career development – CPD is not designed to prepare trainers to carry out additional or special responsibilities, such as mentoring, curriculum development or resource development.

Records of participation in CPD are not systematically published, so it is not clear what progress is being made in terms of provision.

Main issues and recommendations

Issues	Recommendations
Trainers' participation in CPD is not clearly linked to improvements in teaching.	Link CPD opportunities to improvements or developments in teaching.
CPD has very little impact on career development and enrichment.	Where possible, design CPD to prepare trainers and principals to take on enhanced responsibilities and to gain recognition by progressing up the career ladder.
Records of participation in CPD are not systematically published.	Publish national aggregated records of participation in CPD.

CONCLUSIONS AND RECOMMENDATIONS

Most of Tunisia's vocational trainers are experienced and highly qualified graduates. More than 50% have an engineering, bachelor's or master's degree; 85% have more than 5 years of teaching experience in their professional career and around 73% have more than 5 years of experience in their current training centre. Almost 80% say that they have at least 3 years' occupational work experience. Their average age is 43; 73% are employed full time. On the other hand, only about 40% of trainers benefited from an initial degree that integrated pedagogical training, whilst another 36% have received some other pedagogical training. Just over half (55%) of their working time is spent teaching.

In most vocational training centres, decision making is participatory. Training centre boards have some influence over curriculum, recruitment and the internal use of the budget. However, decisions about recruitment, dismissal or suspension of trainers and the establishment of trainers' salaries, including pay scales and salary increases, are mostly taken at national level.

Most training centre boards include representatives of the training centre management team, trainers and administrative personnel. However, only 42% of training centre boards include business representatives.

Principals spend about 40% of their time on administrative and leadership tasks and about 20% of their time on teaching and curriculum-related tasks. About 90% of principals agree that the major constraints limiting their effectiveness are inadequate training centre budgets and resources along with government regulation and policy. Insufficient CPD opportunities for trainers and excessive workloads are also seen as major barriers by more than 60% of principals.

More than two-thirds of principals identified the following factors as constraints to effective teaching: a shortage or inadequacy of instructional materials; a shortage of support personnel; a shortage of qualified and/or high-performing trainers; a shortage of trainers with the skills to teach students with special needs; a shortage or inadequacy of library materials; a shortage of practice instructors; a shortage or inadequacy of computers for instruction; and a shortage or inadequacy of computer software for instruction.

Principals and senior management observe and provide feedback to staff in about 50% of vocational training centres. However, only 40% of principals observe their staff teaching. Formal appraisal is absent in 25% of training centres (even though it is a legal requirement). Poor teaching performance does not lead to strong sanctions that would have an impact on salary, promotion or contract, for example. Only 42% of training centres expect trainers to have an individual training plan.

By contrast, principals and boards in private training centres have greater authority, for example over salary and recruitment, and they are more likely to follow up on poor teaching performance with remedies.

The survey confirms the view of stakeholders that vocational trainers in Tunisia use participatory and active learning pedagogies. The majority of vocational trainers in Tunisia say that they place great emphasis on learning from practice, relating theory to practice and relating learning to the world of work. Some 70% of teaches surveyed say that at least 10% of their students' learning is done on work placements. On the other hand, trainers say that direct interaction with employers and employees is infrequent for 76% of students.

Most trainers and principals are satisfied with their work and happy about their career choices. They say that they are motivated to master challenges and are optimistic about their career progress. Unlike in many other countries, they believe that they are valued by society. Students are mostly attentive and highly motivated. Around 80% of trainers say that, when planning lessons, they are guided by the national curriculum documents, but also by their knowledge of what employers need. Trainers take an active role in devising and implementing their own assessment tools.

On the other hand, around two-thirds of trainers believe, like the majority of principals, that most classes and students often do not have access to resources for learning, such as textbooks, up-to-date tools and equipment, consumables, computer hardware and software, internet and other learning materials and sources. Furthermore, differentiation in teaching and learning is not practised routinely. Half (50%) of all vocational trainers rarely or never use digital tools or the internet to prepare instructional materials.

According to Law No 2008-10 of 11 February 2008, CPD constitutes a major component of the national human resource development system. There are directives and laws that define responsibilities for the key actors. However, this framework does not make CPD a requirement or an entitlement for trainers, nor does it integrate CPD within career progression. There are some policy statements regarding CPD for vocational trainers but, as of the time of writing, there is no authoritative policy statement or action plan to guide improvements or reform. In addition, there are some issues around the implementation of existing regulations and responsibilities. For example, according to the stakeholders who were interviewed, the evaluation of CPD is limited to the collection of feedback received during the training process, even though the law provides for the evaluation of CPD trainers (Title IV, Article 51 JORT). While there is evidence of some consultation with stakeholders on the development of a policy for CPD, this does not seem to be systematic or regular. Implementation is also hampered by the slowness and complexity of the administrative procedures at central level and a lack of strong regional leadership from the regional directorates of employment and vocational training.

CENAFFIF is the main provider of CPD for VET trainers working in public and private training centres, working in consultation with ATFP, AVFA and AFMT, particularly with respect to pedagogical rather than technical skills. However, ATFP and AVFA also work independently to assess needs and to provide and monitor CPD for their own industrial sectors. Some national business and trade associations also help to design and provide CPD working in partnership with particular training centres. International development projects and organisations have made an important contribution to CPD for vocational trainers in Tunisia.

Although the Ministry of Vocational Training and Employment is formally charged with coordinating the various agencies, validating their programmes and setting their budgets with respect to CPD for vocational trainers, it is not clear that it is executing this responsibility. ATFP has developed an action plan that is aligned to the overall reform strategy of the Ministry of Vocational Training and Employment, which envisages the changes in its own structure and support for changes at training centre level. The action plan includes wide-ranging commitments for more training of trainers, improved certification and the creation of teams of lead trainers to multiply training.

Some consultation does take place between the agencies and with stakeholders. The existence of separate agencies for agriculture and fishing (AVFA) and for tourism (AFMT) should help to engage sectoral representatives in all aspects of CPD provision. However, it is not clear how greatly industrial sectors are engaged in identifying needs and in designing, providing and evaluating CPD.

CENAFFIF is the main provider of CPD for vocational trainers. However, it is questionable whether it is able to fully meet the needs of vocational trainers and principals, for example, with respect to new technologies and management skills. CENAFFIF is supposed to be responsive to the training needs of private and public training providers. However, the factors below impact negatively on responsiveness.

- CENAFFIF does not have up-to-date needs analyses from the training centres.
- Funding, programme design, monitoring, evaluation and delivery are largely controlled by CENAFFIF and the other national agencies, making it difficult for training centres or employers to influence provision.
- The learning outcomes and teaching quality of training providers are not effectively evaluated, so there is no pressure to use CPD to improve performance.

It is expected that external evaluation of training centres will be included as part of the new strategy.

For the most part, CPD is provided by public organisations. Despite the existence of numerous private training institutes, they play little part in the provision of CPD for VET trainers in Tunisia.

According to CENAFFIF, some 1 100 vocational trainers participated in one of three different CPD programmes during the previous 12 months. However, there are no published statistics on the number of participants per training programme, the location, the length of training or the train-the-trainer learning programme.

According to the survey, 44% of vocational trainers participated in CPD in Tunisia over the previous 12 months – about half the OECD average (85%). Only 21% of trainers report participating in CPD that focused on their own occupational or sectoral specialism; the same percentage report participating in CPD on an employer's premises or in CPD that was provided by a business. Of the 44% who participated in CPD, 80% obtained at least 30 hours. One-third (33%) of vocational trainers participated in CPD consisting of online learning or video tutorials, spending an average of 77 hours on these activities.

Only around 40% of trainers in Tunisia participated in CPD that was based on identified modern methods: CPD with colleagues from the same training centre; active learning methods (not only listening to a lecturer); collaborative learning activities or research with other trainers; or use of new technologies, including information technology and web-based communities. Some 62 % of Tunisian trainers who were surveyed say that they participated in CPD that took the form of individual or collaborative research but only 16% participated in mentoring and/or peer observation and only 14% participated in a network of trainers.

The data suggests that trainers who work in southern and central regions and who participated in CPD obtained fewer hours of CPD than those in the northern regions and in Grand Tunis.

A larger proportion of principals participated in CPD: 82% of principals participated in a professional network, mentoring or research activity (an average of 130 hours) and 78% took part in courses, conferences or observational visits (an average of 133 hours).

It appears that induction for all new staff is generally well established in vocational training centres in Tunisia. The situation is less clear when it comes to mentoring trainers. Mentoring seems to be largely confined to trainee trainers. Although almost 30% of trainers have received training to be mentors and some 10% say that they are currently receiving mentoring, 60% of principals say that mentoring is not available in their training centres.

There is some evidence of planned and informal collaboration between trainers but more than 50% say that they had not discussed their teaching informally or formally with a colleague over the previous month and 70% had not discussed their teaching with a manager or pedagogue over the same period. This suggests that, for many Tunisian trainers, lesson preparation and reflection upon practice is a solitary business.

According to the survey, about 60% of trainers say that they are deterred from participating in CPD because there is no relevant offering and because there are insufficient incentives. Around 50% say they lack strong support from their training centres. The research suggests that participation in CPD is not closely linked to improvements in individual trainer performance or the development of training centres. Individual trainers are therefore not strongly motivated to participate in the current CPD offering and they are not strongly encouraged or supported to participate by their training centres. It appears that CPD has very little impact on promotion. CPD is not designed to prepare trainers to carry out additional or special responsibilities, such as mentoring, curriculum development or resource development.

Records of participation in CPD are not systematically published, so it is not clear what progress is being made in terms of provision.

Recommendations

In terms of training centre governance, the appropriate authorities, agencies, CPD providers and vocational training centres should cooperate to:

- empower principals and training centre boards to participate in key decisions relating to recruitment, remuneration, performance management and use of budget;
- involve social partners, student and family representatives in the management and development of training centres;
- strengthen the role of principals and training centre management in relation to the development of teaching and curriculum through observation, the organisation of CPD and other methods;
- allow training centres that train trainers to support and coordinate trainers to develop up-to-date instructional materials in a collaborative manner;
- strengthen evaluation practice at training centre level.

With respect to teaching approaches and links to the workplace, the appropriate authorities, CPD providers and vocational training centres should cooperate to:

- allow trainers to be trained and supported to develop more differentiated learning tasks and to use formative assessment to inform teaching and learning;
- empower and support trainers and pedagogical experts to develop and share instructional materials and textbooks;
- fund training centres to acquire up-to-date tools and consumables;
- equip training centres with sufficient and appropriate hardware, software and internet and train trainers to use ICT in lesson design and classroom learning.

With respect to policy and implementation, the Ministry of Vocational Training and Employment and wider stakeholders should:

- bring together different actors, institutions and stakeholders to agree strategies to improve the CPD system for trainers in Tunisia and make it more coherent;
- define more clearly the entitlement to and expectations of CPD in the normative framework;
- define objectives for CPD for vocational trainers in the new National Vocational Training Strategy and publish an action plan;
- strengthen the role of the regional directorates and activate their decision-making process;
- ensure better coordination between the regional structure and training centres to provide the required materials and human resources.

In terms of CPD design, quality assurance and funding, the Ministry of Vocational Training and Employment, the agencies, VET trainers and the principals of training centres should cooperate to:

- conduct better needs analyses and share and use information more effectively when planning and coordinating CPD;
- improve practice and increase expectations in training centres in relation to the evaluation of trainer performance and the impact of CPD on training.

With respect to the volume, mode and character of CPD provision, the appropriate authorities, CPD providers, vocational training centres and agencies should cooperate to:

- increase participation by increasing the volume and variety of the offering;
- have CENAFFIF and other CPD providers review the methodology of their CPD programmes and, where appropriate, introduce modern and varied methodologies;
- develop tools for identifying needs and funding mechanisms for the vocational training of trainers;
- have CENAFFIF (and the other CPD providers) work in partnership with industry and other partners to provide specialised professional CPD, designed to update professional knowledge and skills and work practices.

In terms of professional development delivered in training centres, the Ministry of Vocational Training and Employment, the agencies, VET trainers and the principals of training centres should cooperate to:

- revise the status, compensation, training and recognition offered to mentors;
- consider how mentorship might be used more generally as a form of CPD for VET trainers and principals;
- encourage and support trainers to collaborate, for example, by making time for collaboration and celebrating collaboration.

With respect to the relevance and impact of CPD, the Ministry of Vocational Training and Employment, the agencies, VET trainers and the principals of training centres should cooperate to:

- ensure that training centres receive assistance and training to conduct needs analyses and to produce training plans for individuals and the training centre workforce as a whole that inform CPD-related provision and resourcing at national and training centre level;
- provide more CPD to more trainers, which addresses the issues related to the use of ICT tools and up-to-date technologies;
- enhance needs analyses to ensure that trainers are aware of the full range of relevant CPD.

In terms of recognition and incentivisation, the Ministry of Vocational Training and Employment, the agencies and stakeholders should work together to:

■ link CPD opportunities to improvements in teaching (identified through feedback) and to career development;
■ design CPD, where possible, to prepare trainers and principals to take on enhanced responsibilities and to gain recognition by progressing up the career ladder;
■ publish national aggregated records of participation in CPD.

ACRONYMS

AFMT   Agence de formation dans les métiers du tourisme (Training Agency in Tourism Trades)

ATFP   Agence tunisienne de formation professionnelle (Tunisian Agency of Vocational Training)

AVFA   Agence de la vulgarisation et de la formation agricole (Agricultural Extension and Training Agency)

CENAFFIF Centre national de formation de formateurs et d'ingénierie de formation (National Centre for the Training of Trainers and Training Development)

CPD   Continuing professional development

ETF   European Training Foundation

ICT   Information and communication technology

OECD   Organisation for Economic Cooperation and Development

UGTT   Union générale tunisienne du travail (Tunisian General Labour Union)

UTICA   Union tunisienne de l'industrie, du commerce et de l'artisanat (Union of Industry, Commerce and Artisans)

VET   Vocational education and training

Where to find out more

Website
www.etf.europa.eu

ETF Open Space
https://openspace.etf.europa.eu

Twitter
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Facebook
facebook.com/etfeuropa

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www.youtube.com/user/etfeuropa

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LinkedIn
linkedin.com/company/european-training-foundation

E-mail
info@etf.europa.eu