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**INNOVATIVE PRACTICES
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ETF, 2003*

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1. A DESCRIPTION OF THE VOCATIONAL AND TECHNICAL EDUCATION SYSTEM

1

1.1 INTRODUCTION

In 1999 the European Training Foundation commissioned the drafting of a report describing the vocational and technical education (VTE) system in Lebanon.¹

In brief, the current structure of vocational and technical education, which has been adapted from the French system, comprises two main areas:

Vocational education, which tends to develop mainly manual skills corresponding to specific trades, is subdivided into three consecutive complementary levels:

1. Certificat d'aptitude professionnelle (CAP)
2. Brevet professionnel (BP)
3. Baccalauréat professionnel (ex-FPM).

Technical education, which mainly tends to develop academic knowledge related to

specific trades/professions, is subdivided into three consecutive complementary levels:

1. Baccalauréat technique (BT)
2. Certificat de technicien supérieur (TS)
3. Licence technique (LT), or licence d'enseignement technique (LET).

In this section, we will present the developments that have occurred since 1999, along with information related in particular to teacher and trainer training activities in the country.

1.1.1 PUBLIC VTE SECTOR

Reorganisation of the ministry

In 2000, a general reorganisation of the various government ministries and agencies was undertaken according to Decree No 247 dated 14 August 2000.

¹ *Aperçu sur l'enseignement professionnel et la formation, Rapport national, Liban 2000, ETF.*

This led to the establishment of the Ministry of Education and Higher Education (MEHE) under which were regrouped the following departments:

- Directorate General of Vocational and Technical Education (DGVTE)
- Directorate General of Education
- Directorate General of Higher Education
- Centre for Educational Research and Development (CERD).

Consequently, the Ministries of Vocational and Technical Education and of Higher Education were removed as separate entities.

Concurrently, the organisational structures of MEHE in general, and DGVTE in particular, are being revised, and it is expected to introduce a few changes in the functions and duties of the different departments and to set up new ones. This long process is progressing and a final draft of the new organisation of MEHE will be presented, when ready, to the Council of Ministers for its review and approval.

Size of the VTE sector

A. Schools

During the academic year 2000/01, there were 40 public schools and 334 private schools spread out across the country as shown in Table 1 below.

The average ratio of students per school in the public VTE sector progressed from 1997 to 2002 as follows: 479, 488, 485, 543, and 564. This can be translated as a 15% increase in the number of students per school over the last five years. In comparison, the average ratio in private VTE schools, which ranged from 157 in 1997 to 168 in 2002, increased by about 6.5% over the same period.

On the other hand, DGVTE is undertaking a programme of expansion of the public VTE sector with the objective of establishing in the coming five years at least 50 new schools.² In this context, seven new schools started operation

Table 1: Number of public and private VTE schools (2000/01)

Region	Number of schools	
	Public	Private
Beirut and Greater Beirut	13	167
Mount Lebanon	4	40
South Lebanon and Nabattieh	10	35
Bekaa	9	22
North Lebanon	4	70
Total number of Schools	40	334
Total number of Students	21,743	56,174
Average ratio of students per school	543	168

during the academic year 2001/02, and seven others in 2002/03.

B. Students

The numbers of intermediate and secondary-level students attending public and private schools in Lebanon during the academic year 2000/01 are shown in Table 2. It is clear that almost 25% of the student population at the secondary level follow the vocational and technical streams. With the current expansion of the public VTE system, it is expected that this ratio will reach the target of 40% of the secondary student population within the next five years.

Annex A gives more details about the distribution of students in public and private schools, by region and by gender. It can be noted that the percentage of females attending public schools is lower than that in private schools. One reason for this can be related to the nature of the majority of the programmes offered by public schools, namely, those oriented towards technical trades (electronics, electricians, mechanics, etc.), compared with those offered by private schools (i.e. 'tertiary' subjects such as commercial sciences, secretarial, nursing, etc.), to attract female students to the latter programmes.

² At present 37 new schools have been approved.

1. A DESCRIPTION OF THE VOCATIONAL AND TECHNICAL EDUCATION SYSTEM

Table 2: Number of intermediate and secondary-level students in Lebanon in the academic year 2000/01

Level	General and higher education	Vocational and technical education			Total	% VTE of total
		Public	Private	Total		
Intermediate ³	180,233	1,871	4,148	6,019	186,252	3.23
Secondary ⁴	101,944	13,342	20,598	33,940	135,884	24.98
Post-secondary ⁵	119,487	6,530	8,001	14,531	134,018	10.84
Short training ⁶	N/A	N/A	23,427	23,427	23,427	100.00
Total	401,664	21,743	56,174	77,917	479,581	16.25

Source: CERD.

In order to better appreciate the growing size of the public VTE sector, Table 3 gives the numbers of students in public VTE schools between 1997 and 2002. A yearly growth of the student population can be noted, and translated as an overall increase of almost 63% between 1997 and 2002.

The deteriorating economic situation in the country, especially for the middle and lower economic levels of society, has pushed more students into public schools. This trend is expected to continue for some years to come.

C. Teachers

During the academic year 2000/01, the total number of teachers in public schools was 4,109. There are two categories of teachers: full-time civil service teachers at DGVTE and contracted teachers.

Other public sector activities

On the other hand, the Ministry of Agriculture⁷ is offering at six technical agricultural schools, to about 620 students, four BT programmes in agriculture. Some 400 students have graduated from these schools since 1990. However, recently the dropout rate has been reported as very high and the officials concerned are looking into introducing changes in the operations of these schools, including the establishment of new programmes (such

as marine biology and food technology) to attract and retain more students. The main problem remains the funding of these initiatives, which is very low at present.

A Vocational Training Centre operating in the premises of DGVTE in Dekwaneh, and reporting to the National Employment Office (linked to the Ministry of Labour), offers a number of vocational courses to the general public. Its trainers are recruited mainly from among the teachers and laboratory technicians in DGVTE. With very reduced budgets, the activities of the centre are restricted to a few courses offered occasionally in the subjects of sanitary installation, metalwork and plumbing. No trainer training programmes have been or are being planned in the centre.

Table 3. Number of students in public VTE schools, 1997–2002

School year	Number of students in public schools	Percentage change compared with previous year (%)
1997/98	16,284	-
1998/99	17,569	+ 7.31
1999/2000	18,448	+ 4.76
2000/01	21,743	+ 15.15
2001/02	26,536	+ 18.06

Source: CERD and DGVTE.

³ VTE students: CAP, BP, SP; GE students: 7–9 levels.

⁴ VTE students: BT; GE students: 1–3 levels.

⁵ VTE students: TS, LT, LET; all university students.

⁶ Offered in private schools only.

⁷ As per Law No 87/7 dated 2.5.1987.

1.1.2 PRIVATE VTE SECTOR

Law No 62/64 dated 30 December 1964 organised the private VTE schools while Decree No 4815 dated 25 June 1966 detailed the conditions of their operations. Officially, a private VTE school is defined as a private enterprise offering theoretical or practical education, directly or by correspondence, and in any way leading to the preparation of learners to practise a profession or vocation in the subjects of industrial and technical maintenance; hostelry or trade or accounting; tourism or agriculture or social services; health or advertising or publishing; or others as being determined by a decree issued by the Council of Ministers.

Degrees offered by private VTE schools

Private VTE schools are not allowed⁸ to issue any diplomas or certificates in relation to any accomplishments in technical education or any certificates of competences in any trade. However, the school director can give an 'attestation' in which are mentioned between others: the school name and address, the student's name and address, the date of registration of the student at school, the specialisation of the student, the date the student left school, and the signature of the school director approved by DGVTE. Based on the above, private schools offer short-term programmes (normally 3 to 12 months, which can be extended to two years in some rare cases). The contents and methods of delivery of these programmes are totally controlled by the schools themselves, without any interference from DGVTE.

At the same time, private schools interested in offering to their students the possibilities of participating in the national official examinations⁹ organised by DGVTE in June/July of each year, should follow the official curricula and related regulations issued by DGVTE. During the academic year 2000/01, the total number of students in private schools was 56,174 (58.3% of them were following official degree

programmes and the rest special school programmes), and the total number of teachers was 6,856.

The private VTE sector is dispersed into small companies and focuses mainly on non-capital intensive training subjects (namely tertiary subjects). This sector flourished through offering an alternative to fill the gap between supply and demand levels at public schools. The sector is divided into two main categories: the first is run by NGOs and is largely subsidised by the government and local and international donors (students' contributions are minimal), and the other category is run by profit-making establishments. In both categories, a large diversity in the quality of programmes offered and the quality of teachers can be noted. The results of the official examinations for the different degrees show clearly the levels of success rates of students of different private schools and the big gap existing between schools with a good performance record and those with a poor one.

DGVTE's control of private schools

All private VTE schools should be controlled¹⁰ by DGVTE as to the methods and delivery of national/civic and physical education, along with safety and health procedures. When offering official degree programmes, DGVTE should also control these schools' implementation of official curricula, technical and pedagogic training, the examination system, teachers' qualifications, etc.

Furthermore, the DGVTE control department should cooperate with the relevant departments at the Ministry of Agriculture for the control of technical agriculture schools.

Practically, with the limited physical and financial capabilities that DGVTE has, the control of private schools is almost non-existent, and that of agriculture schools is carried out by the Ministry of Agriculture.

⁸ As per Decree No 4815 dated 25.6.1966.

⁹ These include the CAP, BP, BT, TS, LT and LET.

¹⁰ As per Decree No 4815 dated 25.6.1966.

1.1.3 PRIVATE SECTOR TRAINING FIRMS

Training of trainers in the private business sector is offered by a small number of consulting firms, as one of several services offered to clients. Some of them prepare, advertise and present to paying participants from the general public, one- or two-day courses on the subject. These tend to concentrate on subjects such as: personal style and instructional strategies, training methods, adult learning, designing training programmes, and presenting and delivering effective training.

Consulting firms offer also training of trainers programmes within companies as 'custom-built courses'. Normally, these are designed based on the results of a needs assessment survey conducted by the consultants. The selection of trainees can also be part of the consultants' assignment.

Before the preparation of the training material, the customer is sometimes asked to approve the curricula. When applying quality procedures, the consulting firms offer a guarantee of satisfaction to the customer through repeating the course if the trainees did not reach the required competence levels. Although this does not happen often, one consulting firm reported that this occurs once a year on average.

On the other hand, some medium-sized¹¹ and large organisations in the private sector, having an established human resources department with a training section, run their own in-house training of trainers' programmes. This is done by company trainers if they exist or through the assistance of training consultants.

Also some sector-based organisations, such as the Association of Banks, offer on a regular basis lectures and seminars dealing with subjects suggested by its members. This is considered as a valuable tool to 'educate' participating staff, but the dissemination of skills and knowledge to

other employees, based on this approach, needs yet to be evaluated.

1.2 PERFORMANCE OF THE VTE SYSTEM

The success rate at the national examinations for the official degrees, as prepared and administered annually by DGVTE, can be considered as one indicator of the performance of the present VTE system. In 2000, 9,616 students successfully passed and graduated, representing about 55% of the total number of candidates. It should be noted, however, that the practice of lowering the examination passing grades in some fields and for some degrees has been widely used in the past to maintain the success rates at 'acceptable' levels.

Studies to estimate the dropout rates of the VTE system at its different levels are soon to be made by DGVTE. Meanwhile, it can be estimated that these rates are rising, and that young people leaving the formal education system are not equipped with any particular skills and competences confirmed by the schools and DGVTE. The current system is not based on any modular structure which can allow such certification of competences.

On the other hand, employers in the private business sector complain that technical schools graduates are not adequately equipped with technical knowledge and managerial skills. That is why employers find themselves compelled to incur excessive costs in order to design and administer the appropriate training programmes to meet their requirements.

1.3 REFORMS UNDERTAKEN BY DGVTE

The World Bank is currently financing a US\$29 million VTE project in Lebanon. Its objective is to improve the performance of the VTE system by making it more demand-driven and responsive to market needs. The activities, which are planned for

¹¹ Over 50 employees.

the next two years or currently under implementation, include:

- institutional strengthening and capacity building, with the formulation of a sector strategy with corresponding policy directives and action plans, the establishment of a Planning, Monitoring and Evaluation Unit within DGVTE, the establishment of an Educational Management Information System, and the setting up of a provisional 15-person strong Professional Support Unit to assist DGVTE in the short and medium-terms;
- improving the relevance and quality of the system, through the conducting of labour market needs assessment studies and consequently the revision and upgrading of offered curricula and the introduction of new specialisations, the upgrading of teachers with a massive training programme covering computer literacy, pedagogic, and technical/specialised subjects, the automation of the official examination system, and the production of teachers' guides and students' manuals;

- rehabilitating all public technical schools and equipping them to approved standards.

On the other hand, the German Cooperation Agreement, implemented by GTZ, is continuing its programme for a deeper implementation of the 'dual training system' in Lebanon. In this regard, it can be noted that after several years from the programme's starting date, few hundred students are following this system, along with tens of industrial firms participating in hosting the trainees.

GTZ is also starting this year a programme of training 'masters' and industry foremen in several technical trades. This training is to be conducted by the *École technique supérieure Amliéh* (ETSA) in cooperation with GTZ and the Association of Lebanese Industrialists.

Finally, a French cooperation programme and a Canadian one are under consideration at present to further support the reform efforts of DGVTE. The French programme deals mainly with training of teachers over a three-year period, while the Canadian programme has not yet been earmarked with specific activities.

2. JOB DESCRIPTION OF TEACHERS AND TRAINERS

2

2.1 THE PUBLIC SECTOR

Teachers in public VTE schools are classified according to the following levels:

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

The above classification of the teaching body in public schools is governed by the level of academic education and years of teaching experience that teachers have at the time of recruitment. Annex C gives the details of this classification, while Decree No 16982 dated 27 July 1964 depicts the rules governing the upper and lower limits of the teaching loads required from each category.

Other categories of personnel involved in the teaching process include:

- general supervisors,
- day supervisors,
- night supervisors,
- technical education inspectors,
- pedagogic advisers,
- workshop instructors,
- secondary education teachers.

As to the personnel acting within the teaching institutions, and who have an influence on the teaching activities, they include: school director, head of theoretical studies, head of practical studies, and vocational guidance officer. At many schools, the above persons also offer courses on a part-time basis. However, some of these supporting and monitoring positions have not been filled for decades. These include the positions of technical education inspector and vocational guidance officer.

Finally, the Central Inspection Board is staffed with pedagogic inspectors who oversee the regular activities of administration staff and teachers at schools and investigate irregularities.

2.2 THE PRIVATE SECTOR

In the private sector, the jobs of trainers in organisations are sometimes well defined according to specific criteria. Annex B gives examples of these job descriptions. In Lebanon, these jobs are unfortunately neither numerous nor common in

organisations. This is related to the size of the economic actors, which are almost at 90% classified as small and medium-sized enterprises.¹²

In Lebanese consulting firms, the classification of some consultants as 'trainers' is an internal affair based on the firm's established operational standards if they exist and on the duties and functions required from these persons. Nominated 'trainers', working on a full-time basis for consulting firms, are normally multifunctional within the organisation's portfolio of offered services.

¹² In Lebanon, these are firms employing less than 25 employees.

3. CONDITIONS OF EMPLOYMENT OF TEACHERS AND TRAINERS

3

3.1 THE PUBLIC SECTOR

3.1.1 NUMBER OF TEACHERS

The number of full-time teachers (civil servants) in public schools is shown in Table 4.

Table 4. Teachers (civil servants) in public VTE schools, 2000/01

Grade	Position	Number
2	Associate professor	7
3	Lecturer in technical education, Lecturer in Secondary education, Technical adviser	656
4	Lecturer in vocational education, Assistant lecturer in vocational education, Teacher, Drawing teacher.	305
Total		968

Source: DGVTE.

The number of teachers in public schools has increased over the last years, with younger teachers being recruited. Unfortunately, no reliable statistics indicating the age groups of teachers could be found. The reported general impressions were, nevertheless, indicating an ageing population of public-sector teachers. Table 5 shows their total numbers and the average ratios of teachers per public school.

CERD reported that during the academic year 2000/01, female teachers represented 36.6 % of the total number of teachers. Contracted teachers¹³ can be recruited from among public service employees or from the private sector. They should teach the core subjects in their specialisation.

¹³ As per Decree No 4158 dated 13.10.1993.

Table 5. Total number of teachers in public VTE schools, 1997–2001

	1997/98	1998/99	1999/2000	2000/01
Total number of teachers	2,957	3,298	3,624	4,109
Number of public VTE schools	34	36	38	40
Ratio of teachers per school	87	91.6	95.4	102.7

Source: CERD.

Table 6: Number of contracts given to contracted teachers in public VTE schools

Academic year	1998/99	1999/2000	2000/01	2001/02
Number of contracts	3,245	3,766	4,218	5,729

Source: DGVTE.

Contracts are issued annually for a one-year duration, and teachers can offer their services in several public VTE schools. This is reflected in the number of contracts signed on an annual basis, as shown in Table 6.

3.1.2 STATUS OF TEACHERS

In public VTE schools, civil service teachers follow the civil service employment regulations (through an official examination organised for this purpose), with some special considerations regarding the number of teaching hours required from them according to their employment level and years of teaching experience. These employees are paid according to the scale of pay of public servants and depending on their level and grade. Seniority is the usual way for career advancement between grades and levels. (Table 7 shows the levels and grades of public service teachers at DGVTE).

At the same time, a large number of contracted teachers are recruited to cover teaching loads in public schools. Their recruitment is based on the recommendations of school directors or the Director General of VTE, if and where the candidate satisfies the conditions laid down by decree.

Table 7. Levels and grades of public service teachers at DGVTE¹⁴

Public service levels	Sub-levels	
	First grade	Second grade
2	Professor in higher technical education	Associate professor in higher technical education
3	Assistant professor in higher technical education	Lecturer in technical education: technical adviser
	<i>or</i>	<i>or</i>
	Technical education supervisor	Lecturer in technical education: Lecturer in secondary education
4	Lecturer in vocational education: Drawing teacher	Assistant lecturer in vocational education: Instructor
	<i>or</i>	
	Lecturer in vocational education	

¹⁴ As per Decree No 16982 dated 27.7.1964.

3. CONDITIONS OF EMPLOYMENT OF TEACHERS AND TRAINERS

Those teachers are called upon in two cases: to teach new offered specialisations and to top up the needs in existing ones.

On the other hand, vocational and technical trainers and teachers are not organised in a union that offers its participants the possibilities of professional development. Similarly, there are no institutes or centres that offer certified training courses to VTE teachers and trainers on a regular basis. This is translated practically in the fact that teachers' qualifications on entry into the system are their most important and only assets to carry them through their careers.

3.1.3 TEACHERS' TASKS AND ACTIVITIES

Apart from preparing and conducting theoretical and/or practical courses, the following tasks are sometimes requested from teachers at public VTE schools: (a) to take part in the preparation, administration and correction of tests and official examinations; and (b) to take part in technical and pedagogical research studies, and in the revision and development of curricula and programmes.

Most of the teachers are single-subject teachers, employing traditional teacher-centred techniques in delivering their prepared material to students. Chalk and blackboard are the commonly used tools, while multimedia are seldom used in the few properly equipped schools by knowledgeable teachers for the teaching of information and communication technology courses.

The maximum number of teaching hours required by public service employees acting as full-time teachers in public schools varies with the academic level of the teacher and the years of service. In summary, these can be as low as eight hours and as high as 36 hours weekly.

On the other hand, the maximum number of teaching hours that can be offered by civil service employees acting as contracted teachers in the public sector

range from 160 hours yearly for those considered capable of teaching at higher education levels, to 240 to 300 hours yearly for others, depending on their position and academic qualifications.

As to the maximum number of teaching hours that can be offered by contracted teachers (not civil service employees) in the public sector, they range from 360 hours yearly for those considered capable of teaching at higher education levels, to 600 hours yearly for others.

Teachers' qualifications

Official decrees and ministerial notices specify the recruitment and academic qualifications of teachers. Annexes C and D present the required qualifications for the full-time civil service teachers and for contracted teachers, while Annexes E and F show, respectively, the classification of contracted teachers in public VTE institutes¹⁵ and schools.

In the academic year 2001/02, contracted teachers possessed the academic qualifications as shown in Table 8.

Although the majority of teachers in public VTE schools are contracted teachers, having supposedly broad working experience and, hence, providing a good

Table 8. Classification of contracted teachers with DGVTE according to their academic qualifications, 2001/02

Degree	Percentage of total
Doctorate	7.75
Master	2.25
Bachelor/Licence/DES	51.00
LET/LT/TD	21.00
TS	5.5
BT	6.00
BP/Others	4.00
Experienced but without academic qualifications	2.50
Total	100.00

Source: DGVTE.

¹⁵ An institute offers programs beyond the BT degree, while a school offers a BT degree or below.

vehicle for the transfer of market technologies to students, a number of current problem areas in VTE are seen as persistent, including the constant pressure for upgrading programmes from the teaching staff and the slow responses of the curricula review and development process, as well as the constant complaints from industry that VTE programmes are too theoretical and not relevant to the needs of the market.

3.2 THE PRIVATE SECTOR

3.2.1 NUMBER OF TEACHERS

The total number of teachers in private schools during the year 2001/02 was 6,856. Similarly, no information could be found regarding the age distribution of these teachers. However, it can be safely assumed that the age groups tend to be younger than those in the public sector. Table 9 gives the distribution of private-school teachers by region, gender and function. The number of teachers in private schools has slightly increased over the last few years. Table 10 shows their total numbers and the average ratios of teachers per private school.

3.2.2 STATUS OF TEACHERS/TRAINERS

Very few teachers in private VTE sector are full-time employees at their

schools. They tend, generally, to be contracted on the basis of delivered courses. These part-timers are furthermore divided into two categories: the dedicated teachers with a full-time work load, consisting of a number of part-time contracts signed with different technical schools; and, the professionals (such as engineers and medical doctors) supplementing their normal employment income with few hours of part-time teaching at technical schools.

Private-school teachers vary very widely in terms of their remuneration. Hourly rates depend on the level of the teacher and the level of the school. In general, the rates vary from the levels offered in public schools to several-fold better.

On the other hand, 'trainers' in the private business sector are normally enterprise employees or consultants hired by enterprises to offer specific, normally short-term, courses to employees. Sometimes in private companies employees/trainers are offered extra financial incentives when assuming the role of trainer.

3.2.3 TRAINERS' TASKS AND ACTIVITIES

In some training departments in the private business sector, trainers are expected to undertake the duties and responsibilities

Table 9. Number of teachers in private schools, 2000/01

Region	Gender			Function		
	Male	Female	Total	Administration	Teaching	Administration and teaching
Beirut	765	477	1,242	98	1,114	30
Greater Beirut	1,478	1,027	2,505	213	2,247	45
Mount Lebanon	341	332	673	70	601	2
Bekaa	201	166	367	37	327	3
North Lebanon	699	720	1,419	119	1,294	6
Nabattieh	62	55	117	14	103	0
South Lebanon	337	196	533	51	475	7
Total	3,883	2,973	6,856	602	6,161	93
<i>Percentage</i>	56.64	43.36	100.00	8.78	89.87	1.35

Source: CERD.

3. CONDITIONS OF EMPLOYMENT OF TEACHERS AND TRAINERS

Table 10. Total number of teachers in private VTE schools, 1997–2001

	1997/98	1998/99	1999/2000	2000/01
Total number of teachers	6,088	6,534	7,053	6,856
Number of private VTE schools	319	329	337	334
Ratio of teachers per school	19.1	19.9	20.9	20.5

Source: CERD.

shown in Section 2 above, and to prepare 'training manuals' sometimes in several languages (English, French and Arabic). They are expected to have a number of competences and to transfer them to the different groups of trainees. In one case, these required competences included: drive for results, understanding the business, problem-solving and decision-making, customer focus, innovation, team work, adaptability, leading and developing people, and cultural awareness.

Trainers' qualifications – The case of an international hotel chain

A large spectrum of trainers' qualifications can be found on the market. Specific company policies, size of operations, affiliation with larger organisations, management style, quality control procedures, etc., are some of the factors influencing the choice of desired qualifications by private companies. To highlight one example, we present here the case of an international hotel chain. The criteria used in the recruitment of new trainers from the body of the hotel employees are reported as: organisation skills; down-to-earth/ humble profile; language proficiency; young age (less than 25 years old). No training background as trainers is required. The selection process of each trainer uses a screening procedure reducing the number of candidates in one instance, from 13 to 8 to 2 to 1.

3.3 EVALUATION OF TRAINING PROGRAMMES

3.3.1 THE PUBLIC SECTOR

The school director, the heads of theoretical and practical studies, and the pedagogic inspectors supposedly evaluate teachers in the public VTE schools. However, a clear evaluation system does not exist and evaluations, if made, are subject to the individual evaluator's discretion. Consequently, punitive actions are seldom taken against ill-performing full-time teachers.

Starting with the academic year 2002/03, the performance of the contracted teachers will be evaluated based on several criteria and a classification relying on a point system will be used. The considered criteria include: the weekly and yearly distribution of the teaching plan, the course preparation, teacher absenteeism, teacher's ability to maintain discipline in class, the overall evaluation of class work, and finally the level of education of the teacher.

The results of the evaluation should lead to one of three types of recommendation: to renew the contract, to give the teacher a further chance and then renew his/her contract, or not to renew the contract.

3.3.2 THE PRIVATE SECTOR

Consulting firms sometimes circulate evaluation sheets to participants, at the end of an offered course, inviting them to fill them in. The actions resulting from such operations are supposed to be reflected, if

necessary, as improvements in the preparation and delivery of further-training courses. The seriousness of such operations depends to a large extent on the consulting firms and on their commitment to provide continuously improved services.

On the other hand, some consulting firms, when asked by private business employers, conduct deep analyses of the learning process of trained employees and evaluate the effects of newly acquired competences on their daily jobs. This is a rarely occurring activity, and is not usually supported financially by employers.

4. TEACHER AND TRAINER TRAINING INSTITUTIONS

4

4.1 MISSIONS

There are no technical or higher education institutes in Lebanon offering a degree or qualification in trainer training in any field. There are however three institutes (two in the public sector and one in the private sector) offering the *licence d'enseignement technique* (LET) degree, which allows its holder to teach at technical schools.

- training VTE public and private school teachers and upgrading their skills and competences;
- undertaking pedagogic studies for the development and improvement of VTE teaching methods.

IPNET operates in two independent sites in the Greater Beirut Area (one within the Dekwaneh technical education complex, and the other within the Bir Hassan complex).

4.2 PUBLIC INSTITUTIONS

The *Institut pédagogique national de l'enseignement technique* (IPNET) was created by Decree No 15742 dated 11 March 1964 and, later on, organised according to Decree No 10207 dated 7 May 1975 (Annex G describes the organisation of IPNET). Its role includes:

- preparing candidates to become teachers in VTE public and private schools;

The juridical framework of IPNET has not changed since its establishment and both sites are run similarly to any other technical institute in the public VTE sector. The two IPNETs are offering courses and degrees other than the LET. These include: *licence technique* (LT) and *technicien supérieur* (TS) degrees in several fields. This situation, which started during the long years of internal unrest in the country, provided then a practical solution to the problem of availability of public technical schools in some regions. However, the

practice continued for almost a decade after the end of the military hostilities, mainly for 'political' reasons.

4.2.1 STRUCTURE

As mentioned above, IPNET has two sites within the Greater Beirut Region, one at Dekwaneh and the other one at Bir Hassan. They both have several laboratories, workshops, multimedia rooms, classrooms, seminar facilities, and offices. However, the status and equipment levels remain below the desired targets. In recent years, the idea of shifting the teaching of technical subjects to neighbouring technical schools was contemplated. This, along with a shortage of funds, has negatively affected the equipping of the two IPNET sites. This matter remains pending at present.

Administrative arrangements at the two IPNET sites are considered by DGVTE and IPNET management as not very effective in implementing educational and training needs. Suggestions offered by IPNET management to resolve this situation included the reorganisation of the institutes from the current structure requiring a director and two supervisors (one for theoretical work and the other for practical work) to a structure with subject-related divisions each headed by a supervisor overseeing both theoretical and practical teaching aspects. This matter is awaiting a decision by the DGVTE management.

4.2.2 SERVICES OFFERED

The LET degree is offered at the IPNET as a two-year programme of studies following the obtaining of the TS degree. The offered subjects of specialisation and the corresponding number of students during the academic year 2001/02 are shown in Table 11. As for the coming academic year 2002/03, it was decided not to take first-year students for all LET specialisations at both IPNET sites.

Table 11. Specialisations and number of LET students at IPNET, 2001/02

IPNET	Subject	Number of LET students
Bir Hassan	Accounting and auditing	46
	Hotel management	117
Dekwaneh	Electrics	18
	Auto mechanics	38
	Electronics	28
	Industrial electronics	117
	Hotel management	20
Total		384

Source: CERD.

Over the last few years, the number of LET students at the two IPNET sites varied considerably. Tables 12 and 13 illustrate those variations.

As to the number of IPNET graduates with LET degree, these are shown in Tables 14 and 15.

Since 1990, the two IPNETs have offered LET degrees in the following subjects: information management, mechanics, civil engineering, electrics, electronics, certified accounting, hotel management, production mechanics, auto mechanics, air conditioning, machines mechanics, telecommunications. Some of these were continued for over a decade, while others lasted only a few years.

The selection process of the specialisations to be offered relies supposedly on the demand for VTE teachers, as estimated by IPNET and DGVTE management. This process, however, does not rely at present on any market surveys or needs-assessment studies, but rather on the personal evaluation of the officials concerned.

On the other hand, several teacher training sessions were organised during the last decade at the two IPNET sites. We have identified at least four sessions that were

4. TEACHER AND TRAINER TRAINING INSTITUTIONS

Table 12. LET students at IPNET-Bir Hassan, 1996–2002

Year	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
Number of students	33	20	5	25	11	10

Source: DGVTE.

Table 13. LET students at IPNET-Dekwaneh, 1996–2002

Year	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
Number of students	326	307	321	174	227	150

Source: DGVTE.

Table 14. LET graduates from IPNET- Bir Hassan, 1996 –2002

Year	1996	1997	1998	1999	2000	2001	2002
Graduates	48	25	-	25	11	69	27

Source: CERD.

Table 15. LET graduates from IPNET- Dekwaneh, 1996–2002

Year	1996	1997	1998	1999	2000	2001	2002
Graduates	81	77	39	83	28	41	71

Source: CERD.

offered at IPNET-Bir Hassan (in November 1991, December 1998, March 1999, and September 2001). These sessions can be classified into two categories.

1. Those related to training newly selected public service employees to work as VTE teachers. This pre-service training included the pedagogic aspects of VTE teaching and the civil service regulations within the Ministry of Education. For example, for the 1998 session the subjects and their duration per group of participants were: pedagogic psychology, 20 hours; educational methods and techniques, 20 hours; civil service regulations, 10 hours; work-safety principles, 10 hours; principles of information technology, 20 hours; and research and course preparation, a minimum of 20 hours per participant. The sessions of 1991 and 1999 dealt with similar subjects.

2. Those related to upgrading the skills and knowledge of teachers. This was the objective of the 2001 sessions, especially the new programmes and curricula that were then introduced to the VTE system required corresponding teacher training efforts. These sessions were offered to teachers from both public and private schools.

Participants in these sessions include: 53 persons in 1992, 88 in 1998 and 178 in 2001.

As for IPNET-Dekwaneh, we have noted that in-service training courses were offered yearly to selected groups of teachers from 1993 to 1998. The courses offered were:

- French language – 1993
- Workshop management and study of systems (automation, computer-aided

design, civil engineering, electronics) – 1994

- Use of digital machines and automation – 1995, 1996 and 1976
- Summer University (in cooperation with the French technical assistance programme) in the subjects of production, automation, electronic didactic systems, computer-aided design, auto mechanics, materials and structures, micro controls, air conditioning, and language laboratory – 1995, 1996, 1997 and 1998
- Computer programming – 1998.

In addition to the above, several conferences and seminars were organised in 1996.

The lack of external funds, which were supporting these activities, was the main reason for their interruption.

Many of the above training sessions were conducted as traditional classes within IPNET facilities, that is, presentations by trainers followed by group discussions. Multimedia tools were very rarely used. The evaluation of participants concentrated on their attendance at the sessions and a 'participation' certificate they were awarded at the end of each programme.

Conversely, no surveys or studies have been conducted until now investigating the needs and wishes of teachers for specific pedagogic or technical training programmes. Nevertheless, the IPNET and DGVTE managements are aware of the need for such studies, but the current lack of funds is preventing them from taking any appropriate actions in this direction.

4.2.3 STAFF

IPNET-Bir Hassan has five permanent teachers, while at IPNET-Dekwaneh, there are 18 permanent teachers with the following academic qualifications: DEA (2), Engineering (1), Master (1), and LET (14).

IPNET- Bir Hassan had contracted, during the academic year 2001/02, the services of 52 teachers with the following academic qualifications: Ph.D. (16), two degrees – Engineering and/Licence (13), Engineering (13), and Licence degrees (11). While IPNET-Dekwaneh had contracted, during the same year, the services of 88 teachers with the following academic qualifications: Ph.D. (13), DEA (9), Engineering (22), Master (2), LET (17), and Licence degrees (25).

Moreover, IPNET-Bir Hassan has four administrative and support staff members. The same holds true at IPNET-Dekwaneh.

4.3 PRIVATE INSTITUTIONS

Sector-based institutions

The mission of these institutions is to upgrade the skills and level of knowledge of their members' employees and to introduce new concepts and operational methods and techniques aimed at developing in them the required competences.

Consulting and training private companies

There are no consulting companies exclusively specialised in training the trainers in Lebanon. This activity is normally found as part of a larger portfolio of courses and services offered by few companies.

4.3.1 STRUCTURE

Several private companies have well-established and structured human resources (HR) departments. A training section can sometimes be found within these HR departments. We have identified several of these in the banking, hotel, health, and manufacturing sectors.

On the other hand, no particular trainer-training structures (division, department, section, etc.) could be identified within consulting firms in the country.

4.3.2 SERVICES OFFERED

Sector-based institutions

Two sector-based organisations were identified as being involved in trainer-training activities: the Association of Banks in Lebanon and the *Institut des sciences paramédicales*.

The training department at the Association of Banks in Lebanon, with the close cooperation of general and human resource managers in the banking sector, undertakes labour force needs analysis in the sector and offers the most advanced training techniques and methods to satisfy these needs. A yearly training programme, in the form of a series of conferences, seminars and workshops, has been drawn up based on the recommendation of member banks. Subjects cover the areas of risk management, credit operations, international operations, auditing, accounting and costing, legal and regulatory framework, economic and financial environment, market trends and innovations, management and administration skills, marketing and sales, and developing personal skills. Under this latter topic, a three-day trainer training workshop is offered on a regular basis. Its objectives are 'to equip participants with the necessary know-how to identify training needs, design adequate training programmes, develop effective training methods, and present and deliver effective and attractive training activities'.¹⁶

The *Institut des sciences paramédicales* offers the LET degree in three specialisations: (a) nursing; (b) X-ray techniques; and (c) medical laboratories. Physiotherapy was also offered until interrupted in 1999. The institute started its activities in 1993. It has graduated to date 360 students with LET degrees.

The LET programme, consisting of about 915 contact hours, is offered on the basis of one day per week (about 10 contact hours). Students work in hospitals during the rest of the week. The curricula consist of three parts: general subjects (methodological research, pedagogy, applied laws – 50 contact hours in total); professional subjects (hospital management, general and health economics, emergency and reanimation medicine, preventive medicine, senior patient treatment and handling techniques – 165 contact hours in total); and practical subjects (thesis study – 100 hours; and training sessions – 600 hours). They have about 11 teachers (six medical doctors, etc. including lawyers, business administrators, pedagogy specialists).

The institute also organises in-house training for the staff of its parent hospital (Hôpital Notre Dame du Liban). These sessions include: training all hospital employees in patient-handling techniques; and upgrading the skills of nursing aids.

Consulting and training private companies

There are about 15 consulting companies offering trainer-training courses in Lebanon. These include: the International Management and Training Institute of the YMCA, CSP Middle East, MEIRC Training and Consulting, International Consulting and Training Network, Lebanese Management Association, Team International, Naji Bejjani Training System. These firms are of different sizes, offering a range of training and consulting services, in Lebanon and sometimes abroad.

As an example of a trainer-training course offered by consulting firms, the case at CSP is taken. This course is offered on a regular basis to fee-paying general

¹⁶ www.abl.org.lb

participants. The course objectives include: improving the skills of managers/trainers/supervisors in implementing training of employees; learning the dynamics and skills of teaching small groups of adults; and, improving trainers' interpersonal skills, particularly those affecting the trainer/trainee relationship.

The outline of such a course includes the following:

- Designing a training project: methodologies, designing and developing training courses, teaching methods in adult training, choosing teaching methods, and project definition (training needs, objectives, content, methods and form of assessment).
- Delivering a topic and assessing understanding of: (a) principles of effective communication; (b) tuning in to a group; and (c) adult needs and motivations during training stages of learning.
- Leading and managing a group: conducting a training course; training and trainees' behaviour; trainer styles and their impact on the group; trainer/trainee relationships adapting to various reactions and behaviours; and, managing tricky situations.
- Teaching methods: delegates will practise leading and conducting a training course during the programme; and the programme utilises a balance of theory, practice, simulation and methodology, thus making maximum use of delegates' own experiences to reinforce learning.

Apart from these publicly offered courses, consulting companies organise purpose-built courses within interested organisations. These are normally based on the specific identified needs for training as evaluated by the consultant or the customer.

In general, there are no regular and reliable sources of information describing the different teacher and trainer training programmes on offer or that can be organised upon request. With the absence of an organised structure grouping the training providers, the problems of

identifying a trainer for a particular programme become tedious and discouraging for many training managers and decision-makers.

4.3.3 STAFF

Sector-based institutions

Recruitment of trainers in the private sector is done from candidates holding higher education degrees in the subject of interest. Established training sections/departments are small in size, with rarely more than one or two resident 'trainers'. A high reliance on consultants/trainers for specific training requirements was noted across the market.

Private consulting and training companies

The size of consulting firms offering trainer training courses tend to be generally small, with the exception of two or three companies that are involved in a number of consulting fields and have several regional offices. Full-time trainers are not employed in large numbers, and normally cover the regular load of activities. When new time-based business opportunities arise, consulting firms revert to the recruitment of freelance consultants and university lecturers to support the regular trainers. Few freelancers exist in the country.

4.4 HIGHER EDUCATION INSTITUTIONS

There are several public and private universities offering, through their Education Departments, teaching diplomas (TD) for potential secondary school-level teachers. Those include: the Lebanese University, the American University of Beirut, the Lebanese American University, St Joseph University. Teachers holding the TD are employed by VTE schools to teach general subjects such as languages, mathematics, physics, chemistry.

In some of these institutions, programmes for regularly upgrading the level of the faculty can be found. For instance, at the Lebanese American University the Teacher

4. TEACHER AND TRAINER TRAINING INSTITUTIONS

Training Institute¹⁷ was established. Its main objective is to meet the unique curricula and reform needs of schools throughout the country.

Based on the concept that 'today's teachers are expected to play a variety of roles in the classroom: educators, monitors, guides, counsellors, coaches and disciplinarians', and that 'teachers must continually educate themselves, learning about new advances in education, new technologies and new ways to encourage their students to reach their full potential', the institute meets the above demands by offering three types of training.

1. General training, including: training new teachers for the different levels and

disciplines; updating in-service teachers; and, preparing teachers to work as part of a team in applying effective interdisciplinary curricula.

2. Specialised training for updating teachers in the subject matter of their specialisation.
3. Oriented training consisting of training teachers to integrate current trends into the educational reality in its multiple magnitude. It specifically includes: character and citizenship education; environment and health education; and, conflict resolution, classroom management and global education.

Other universities follow different structures but all leading to upgrading the skills and knowledge of their teachers.

17 www.lau.edu.lb

5. PRE-SERVICE TEACHER TRAINING

5

5.1 THE PUBLIC SECTOR

5.1.1 LET CURRICULA

The revision of LET curricula is undertaken from time to time at the request and instructions of the Director General of VTE. His decision is normally based on the feedback received from IPNET directors and teachers, and VTE public and private schools.

Specialised curricula committees are nominated and entrusted with these tasks. The members of these committees comprise teachers mainly from public VTE schools, including IPNET teachers, along with a few teachers from private VTE schools and other individuals specialised in the subject matter of the curriculum under review. Once the proposed revisions have been made, and the approval of a review committee received, the new curricula become available for implementation after their introduction to the relevant teaching staff.

Two LET curricula (those for hotel management and chartered accounting) were revised lately by DGVTE curricula committees. Two other curricula (those for auto-mechanics and heating and refrigeration) are due to be revised shortly, while six remaining curricula will remain unchanged for the near future. These are: production mechanics, electrics, communication electronics, medical laboratories, X-ray techniques, and nursing.

To illustrate the contents of the courses offered, the table of contents of the curricula of Chartered Accounting is shown in Annex H, as an example.

5.1.2 VTE CURRICULA

The majority of current VTE curricula do not provide appropriate qualifications in line with the modern market economy. They are geared towards narrow specialisations, and have a centralised and descriptive character leaving little room for innovative approaches and methodologies.

Correspondingly, LET teachers are being educated to use such curricula, and teach according to this highly formalised and didactic styles of subject-based teaching.

The relationship between theoretical and practical learning is still not satisfactory, as the latter is organised, essentially, as practical work experience rather than as learning through practice.

5.1.3 SELECTION OF LET STUDENTS

Candidates to be considered for admission to IPNET should have either an official secondary-level degree – BT or Lebanese Baccalaureate Part 2 – or a TS degree in the specialisation of the intended LET field. The first group follows a four-year programme while the second follows a two-year programme.

The selection process, based on the acceptance by the Director General of VTE of the proposed lists of candidates prepared by the IPNET Director, takes into consideration the academic record of the candidates and sometimes special ‘political’ considerations.

5.1.4 SYSTEM OF OFFICIAL EXAMINATIONS

LET students sit, at the end of the final year, the official national examinations. These are administered as written examinations as well as practical demonstrations of technical skills.

The examination subjects are specific to the specialisation of each LET degree, rarely with common subjects across specialisations. They do not all follow a unified system of evaluation of students’ skills and competences.

As an example, students taking the examinations for the LET in communication electronics will be tested in the following subjects (the numbers in brackets indicate the grade ‘multiplier’ towards the final grade of the exams): English language (6);

pedagogic psychology and teaching methods (6); economy and finance (6); information technology (6); electronics (14); electrics (8); communications (10); industrial electronics (8); microprocessors (8); colour TV (6); test of professional qualification (10); and practical exercises (12).

In comparison, the examination subjects for LET in production mechanics are: design and mechanical construction (1); execution designs of production (1); and practical exercises (1). This is coupled with the average of the student grades over years 2, 3 and 4 at IPNET (2) and obligatory passing grades for the test of professional qualification and the end-of-study project.

5.2 THE PRIVATE SECTOR

5.2.1 PRIVATE VTE CURRICULA

Apart from the official degree-related curricula that are offered in the public VTE schools, private VTE schools can offer new degree-related programmes (not offered in public schools). The procedure to do so requires these schools to prepare the relevant curricula to be sent to DGVTE for review and comments. If accepted, DGVTE will be under the obligation to integrate these subjects in the official examination system and to certify corresponding degrees.

There are several programmes that are being offered at present exclusively by private schools, although the tendency, over time, is for public schools to pick up these subjects, if found interesting, and expand with them their range of offered areas of specialisations. The case at LET level of the specialisations in three paramedical fields¹⁸ is a good illustration of this system.

However, IPNETs are not seen to be part of the cycle for the preparation of suitable teachers for these new subject areas; a fact which leaves private schools with only

¹⁸ Nursing, X-ray techniques, and medical laboratories.

5. PRE-SERVICE TEACHER TRAINING

one option for the recruitment of teachers: the business and professional world. This is resulting in a growing teaching body in

these private schools having limited pedagogic skills.

6. IN-SERVICE TEACHER AND TRAINER TRAINING

6

6.1 THE PUBLIC SECTOR

In-service teacher-training programmes are organised from time-to-time upon the written instructions of the Minister of Education and Higher Education, based on the suggestions of the Director General of VTE. They are normally initiated for one of the following reasons: (a) the introduction of a new curriculum or a revision of existing curricula; and/or (b) the availability of external sources of finance tagged for that purpose, within bilateral and international donor organisations.

Needs-assessment surveys and studies have not been conducted in the past by the public authorities concerned for the purpose of preparing the training programmes. Decisions on programme content, schedules and details of courses are left to IPNET management, if IPNET is responsible for the training tasks, or to the consulting firm hired to provide the above services.

Trainers assigned to training duties are chosen from among IPNET teachers, VTE

public and private teachers, and/or private consultants identified for that purpose. There are no formal procedures for choosing the most appropriate candidates; the process relies on the personal evaluation of candidates by IPNET directors, consulting firm management, or any other persons assigned to the task. Apart from the basic requirements of a minimum academic background and practical experience characterising the candidates, their ability to teach or to transform the trainees into learners is not considered.

A report describing the training programme is always prepared. It consists of a description of the administrative and logistic arrangements undertaken, the numbers, names and attendance of trainees and trainers, and other related matters. The analysis of the resulting teaching and learning processes, and their effects on the trainees are not mentioned. Furthermore, no follow-up is made on the results of the training activities on the population of learners.

6.2 THE PRIVATE SECTOR

The *École technique supérieure Amlieh* (ETSA), as the implementation arm of GTZ in the subject of teacher and trainer training since 1997, offers several training and further education short- and long-term courses, targeting teachers and instructors holding degrees from technical schools and having previous work experience. The stated goals of the courses are to offer participants the following skills:¹⁹ 'to apply the know-how and experience acquired in their specialised field; to use new teaching and educational methods and media, and to deal with questions of environment protection and safety at the work-place'.

The contents of the courses include: (a) design, calculation, work preparation, and workshop planning and organisation; (b) the planning and delivery of training; and (c) the preparation and use of multimedia techniques. The short-term courses last from one to four weeks while the long-term courses last from two to four months. The languages of instruction, according to each case, include: Arabic, French, English and German. The short- and long-term courses are offered in the following subjects: metal technology, welding techniques, electrical engineering, electronics, auto mechanics, auto electrics, refrigeration technology, heating and sanitary engineering, control techniques, interior design, architectural drawing, photovoltaic, and information technology. Training is concluded with the award of a certificate of attendance co-signed by ETSA, GTZ, and DGVTE.

This type of training was offered over the last three years to about 200 teachers from DGVTE. Others who also benefited from these activities include 20 trainers from Egypt and Yemen. In parallel to this, ETSA also offers a number of seminars for upgrading the skills of trainers in technical and pedagogic fields, with the financial and technical support of GTZ.

Teachers/trainers who took part in preparing and delivering these courses were not systematically evaluated and graded. An ETSA official stated that 'if a trainer is not found suitable, we will not renew his contract for a new term. But nobody till now was found unsuitable'.

On the other hand, a project of cooperation between IPNET and ETSA for the intention of LET students is currently being discussed; IPNET would provide pedagogic training and ETSA technical training.

ETSA teachers are offered, under an agreement with GTZ, regular refresher courses in Germany. Most teachers go there at least once every five years. Costs (including the trainee's regular salary) are covered by GTZ, except for the air ticket. The length of the courses varies between four and eight weeks.

Finally, starting from autumn 2002, a programme of training of industry skilled workers is planned at ETSA. The first group of about 36 persons, chosen in cooperation with the Association of Lebanese Industrialists and GTZ, will attend training sessions over a period of 18 months (on the basis of nine hours a week). The subjects covered by these 600-hour courses include: metal techniques, auto-mechanics and electrical techniques. The courses are based on the dual system of training, with students alternating between the training centre and their factories.

6.2.1 CONSULTING FIRMS

Several consulting firms offer trainer-training courses in Lebanon and sometimes abroad. The objectives of such courses tend to follow similar lines: to offer participants an overview of the knowledge, skills and techniques necessary to become effective training professionals, to practise

¹⁹ 'Training and Further Education of Workshop Teachers and Instructors', Programme 2000/02, ETSA.

the critical tasks of the training function, and to obtain updated knowledge and understanding of the latest and most successful training and development techniques.

The subjects of a five-day programme offered by the Lebanese Management Association²⁰ are mentioned as an illustration of the contents of these courses. These are:

- the training function in context;
- functions of training and development of professionals;
- assessment of training needs:
 - manpower planning considerations;
 - career development considerations;
 - assessment methodology (individual, departmental, organisational);
 - designing and conducting a training needs' analysis;
- management development;
- career development:
 - assessment of potential;
 - conducting and counselling;
- performance appraisal;
- designing and completing an individual development programme;
- on-the-job training;
- designing training programmes;
- use of visual aids and handouts to learning;
- learning reinforcement methods;
- evaluation and validation of training;
- training follow-up;
- way to prepare and make an effective presentation.

The same subjects, with slight variations, can be found in the majority of courses offered on the market.

6.2.2 UNIVERSITIES

Faculties or departments of education at some local universities offer to secondary-level teachers a number of courses and seminars on a regular basis. The Department of Education at the American University of Beirut is one of them. They organise two in-service training workshops a year.²¹ Some 360 teachers from public and private secondary-level schools (academic and VTE schools) participated in the 2002 spring session.

A two-day conference on science and mathematics education has also been organised in May of each year since 1996. *Inter alia*, many pedagogic subjects and innovative techniques are presented and discussed by teachers. These conferences are becoming quite popular, with 450 participants registered in the 2002 conference.

Distance learning is still not established in Lebanon. At least one project in this direction is being planned by the Hariri Canadian University and is expected to be launched during 2003. Such initiatives, when properly designed and managed, are considered, in spite of the high cost of development of material, as attractive innovations in teacher training since they have the advantages of being of relatively low delivery cost per trainee whilst covering a large scale of applications.

²⁰ 'A Five-day Training Programme on: Training the Trainer', Lebanese Management Association.

²¹ Subjects of 2002 summer session, offered in English or Arabic, included: cooperative learning techniques, integration of data-collection, technology and Internet in teaching, assessment and evaluation in teaching, classroom management, implementing new curricula, using Cabri in geometry learning and teaching, etc.

7. FUNDING TEACHER TRAINING IN THE PUBLIC SECTOR

7

7.1 THE PUBLIC BUDGET

The public budget normally covers the salaries and other financial benefits due to civil service employees (including teachers) and to contracted personnel at all public VTE schools, including the two IPNETs. The operational and maintenance costs of running the schools are covered by a retained portion of the registration fees paid by students at the beginning of the year (approximately US\$100 per person). The school management team has an accountable autonomy in managing internal expenditure with this very small budget.

On the other hand, the yearly budget of DGVTE has a specific section entitled 'IPNET Expenses' which was introduced a few years ago. It has, however, had no funds allocated to it for several years now. In other words, teacher training activities did not enjoy any special considerations in the public budget for a long time; thus reflecting its relative importance in the mind of decision-makers.

Nevertheless, it is always possible to acquire funding for IPNET training and other activities from a general clause in the budget dealing with 'DGVTE Expenses'. Actually this is how the different training sessions offered at IPNET were financed in the past.

The public budget for DGVTE is divided into three main parts. Part 1 covers administrative and operational expenses, Part 2 (A) covers expenses for the procurement of equipment and services required by public schools, and Part 2 (B) is dedicated to the 'Loi Programme' allowing investments in civil structures, goods and equipment, and technical services for existing and new schools. The budget for the fiscal year 2002 was as indicated in the table below.

Training activities are included in the expenses for Part 1. In 2002 they amounted to LBP 211.6 million (approx. US\$ 0.14 million).

Table 16. Public budget for DGVTE, 2002

Section of budget for fiscal year 2002	Amount in Lebanese pounds (million)	Amount in US dollars approx. (million)
Part 1	49,375.03	32.92
Part 2 (A)	345.52	0.02
Part 2 (B)	5,000.00	3.33

7.2 EXTERNAL FUNDS

The financial support provided by foreign funds, be it through bilateral or international agreements, is very much appreciated, since it offers the possibility of financing activities that would otherwise be unachievable based on the government budget. These activities include: supplying technical assistance for trainer training, and building institutional capacity at IPNET. It includes also equipping the institutes and rehabilitating their facilities where necessary.

Currently the ongoing teacher-training activities, funded by foreign grants and loans, include the following:

- *German GTZ-ETSA Programme.* This seven-year project for the training of trainers started in December 1998. It is divided into two three-year phases and a follow-up phase of one year. The total budget is DM 5.5 million. An agreement in this regard was signed between ETSA and IPNET. At present, more than 50 dual-system teachers have been trained under this programme.
- *French Cooperation Programme.* An agreement is under consideration for a grant from the French government for

establishing a continuous training centre for VTE teachers at IPNET. The budget is €1.5 million, and its execution period is three years. The programme should provide in-service training for teachers in Lebanon, the training of selected trainers in France and technical support by resident and visiting French experts. The Technical Cooperation Unit at the French Embassy in Beirut has organised for many years now a 'Summer University'. It took place for several years at IPNET-Dekwaneh. Currently the *Institut universitaire de technologie* in Saida is organising this activity.

- *World Bank Project.* Under its Component 2, the World Bank Vocational and Technical Education Project deals with the relevance, responsiveness and quality of training in the VTE system. Pre-service and in-service teacher training takes up a major part of this effort. The overall project budget was reduced due to a restructuring exercise carried out in summer 2001. This caused a sharp reduction in the budget available for the training activities (from US\$4.87 million to about US\$1.3 million). These activities should however still affect all existing full-time teachers at public VTE schools along with a number of part-time and private school teachers. It is expected that the relevant consultant contracts for these activities will be awarded by the end of 2002 or the beginning of 2003, and the actual training will take place during 2003.
- *Canadian Cooperation Programme.* The programme of cooperation is currently still under discussion between the representatives of the two governments. However, a section dealing with teacher training is included in the list of activities that will be supported by the government of Quebec.

8. QUALITY AND RELEVANCE OF THE TEACHER AND TRAINER TRAINING SYSTEM

8

8.1 STRENGTHS AND WEAKNESSES OF THE TEACHER AND TRAINER TRAINING SYSTEM

Many strengths and positive potentials describe the current teacher- and trainer-training system in Lebanon. These include: dedicated trainers, albeit small in number; the successful coverage by public and private training providers on the local market; the existence or establishment of training departments in large business organisations; the expansion of private training providers to other countries in the region and beyond; and their capability to provide training in several languages, including Arabic, English and French.

However, studies, such as the one conducted at the Lebanese American University concerning one sector of the

VTE labour market (the tourism sector),²² mentions the following findings:

- serious imbalance between the number of school graduates each year and the actual needs of the market;
- poor quality of trainers, especially at technical schools;
- high cost of continuous training: employers regard training as a cost not as an investment;
- a serious lack of professional human resource and training managers;
- a lack of specialised centres for continuous training;
- generally negative social attitudes towards technical and vocational training;
- lack of effective training processes in both public- and private sector training institutions.

²² 'Assessment and Identification of Training Needs in the Tourism Cluster in Lebanon', Human Resource Institute, Lebanese American University, October 1999.

Furthermore, several human resources and training managers complained that the quality of training provided by a few consulting firms are of less than expected quality. The following remarks were made.

- Training is too commercialised, lacking in sophistication and quality.
- Training material, in most cases, is not effective; it is most of the time produced through a cut-and-paste exercise.
- Trainers are mostly local university professors who lack the skills to deliver vocational and technical training and/or who prepare and develop the training material with more emphasis on theory than on practice.
- Whenever foreign trainers are recruited for a training assignment, especially for those coming from developed economies, the cost of the training becomes exorbitantly high, affecting the sustainability of a long and repetitive programme.
- In many cases, the problem lies at the other end; many business organisations do not undertake professional needs assessment exercises and end up wasting training resources.

These same remarks, which can be heard across the different sectors of the labour market in Lebanon, indicate that there are inherent weaknesses in the teacher- and trainer-training system in the country. The weaknesses can be classified into several levels: national, institutional, local and individual.

- The near total absence of an overall strategy, sound policies, and sustainable funding systems are items that describe current weaknesses at the national level.
- Institutionally, weaknesses are detected in the relevance of current activities to labour market needs, the lack of identifiable occupational standards, the poor integration of school- and

workplace-based training, and the shortage of qualified trainers.

- At the local level, at schools, institutions and training departments, the low levels of equipping with modern didactic and technological tools, the absence of pedagogic research and the possibilities of development of teaching and learning techniques, the lack of clear career paths for teachers and trainers, and corresponding reward systems, are noted weaknesses.
- Finally, at the individual level, it can be seen that teachers and trainers in VTE are usually poorly paid and their profession has an under-appreciated status. Many of them are, unfortunately, not well acquainted with the real world of work, and they lack the needed competences required in a rapidly evolving economy.

It can be noted that, in general, current conditions for innovation in VET systems are not always the most favourable; as a consequence, the system and the institutions are less innovative than they could be or, in some cases, should be. The main factors that contribute to this state of affairs include:

- The conditions of the innovation processes (especially government-directed innovations) should clearly be improved. These should include: policy design, ratification and implementation.
- It should be noted also that the role played by VTE schools and institutions should be expanded to include additional types of training activities, including: apprenticeships, evening courses, distance education, and a double-shift system during the day. The level of planned equipping²³ of public technical schools in the coming years and the availability of the teaching staff will permit such actions. Units, such as the Planning, Monitoring and Evaluation Unit²⁴ and the curricula development

²³ Over US\$40 million are available from international donors, such as the World Bank, the Islamic Development Fund, German and French cooperation programs and others, for this purpose.

²⁴ One of the activities currently financed by the World bank VTE Project is the establishment of a Planning, Monitoring and Evaluation Unit within DGVTE. A consulting firm is preparing the terms of reference for the suggested unit personnel and its operational procedures. It will provide also the necessary training of staff when assigned to their new duties.

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committees can provide useful institutional support for such developments.

The opportunities currently available to public VTE decision-makers, to develop the VTE sector with the assistance, financial and technical, of international donors, could turn, in due time, a number of weaknesses into strengths. This will certainly require a proper and timely implementation of the designed development programmes.

8.2 RELEVANCE OF THE TRAINING CURRICULA DESIGN METHOD

A continuous effort has been exerted over the last six or seven years to 'upgrade' the curricula of all the subjects offered by IPNET for the LET degree. The methodology relies heavily on the efforts of a few teachers, grouped by subject, in officially designed committees. The participation of both public and private VTE sectors is noticeable, though the number of public-sector reviewers is much larger than that from the private sector. Pedagogic inspectors are sometimes included in these committees.

Before its final adoption by DGVTE and consequently IPNET, draft curricula are circulated to relevant 'practitioners' in both public and private schools for their review and comments. These actions are intended to secure a larger participative approach in the process and consequently to respond to the needs of schools.

However, non-participants – and there are always some – have constantly criticised the adopted curricula, sometimes because of their content, their overstress on theoretical versus practical courses, or the distribution of the material loads over the resident years of a degree.

The curricula are prepared with the objective of guiding teachers in the preparation and delivery of courses in classrooms and school workshops. They

do not reflect the need and methods to prepare students for a lifelong learning process.

On the other hand, the contents of training courses prepared and offered by consulting firms, to participants in publicly offered sessions or to chosen trainees within business organisations, include a variety of topics that follow generally the concepts listed below.²⁵

- The design of a training project: methodologies for developing training projects, designing and developing training courses, teaching methods in adult training, choosing teaching methods, and project definition (training needs, objectives, content, methods and assessment).
- The delivery of a topic and assessment of understanding: principles of effective communication, tuning in to a group, and, adult needs and motivations during stages of learning.
- Leading and managing a group: conducting a training course, training and trainees' behaviour, trainers' styles and their impact on the group, trainer/trainee relationships adapting to various reactions and behaviour, and managing tricky situations.

These concepts find appreciative audiences in the private business sector, confirmed by the successful track records of consulting firms in this area.

8.3 TEACHERS' BACKGROUND AND COMPETENCES

As discussed above, teachers in the public VTE schools represent a group of 'heterogeneous' individuals in the sense that large differences in their academic qualifications and practical work experiences can be identified. A large proportion of them are part-timers who are 'lecturing' for a few hours a week at one or several schools. The current recruitment and evaluation systems do not consider the

²⁵ CSP brochures.

teachers' levels of competence.²⁶ It is left up to individuals – to their motivation and competence – to provide their students with the necessary skills and knowledge that will allow them to successfully pass the national examinations. Such a situation is producing suspected results, that is, graduates and dropouts equipped with below-acceptance competence levels.

The situation at private VTE operators is similar to the above, especially when students follow official-degree programmes. Better outcomes are probably obtained when students follow short-course programmes. However, this largely depends on the individual private institutions and the level of 'professionalism' they integrate in their operations.

As for consulting firms, trainers belong to differing age groups according to each firm's recruitment policies. Some of them recruit young highly educated individuals, while others seek middle-aged persons with proper education and practical working experience. For a proper VTE training, we feel that the second group will be more equipped to offer acquired competences to trainees. One exception might be in the case of information and communication technologies, for which, knowledge and skills in using the latest hardware and software can be better provided by young computer 'wizards'.

The level of 'professionalism' of VTE teachers is a matter of great concern to stakeholders in both public and private sectors. Unfortunately, very few VTE teachers can rightfully claim to have achieved a high level of performance in their vocation. A number of factors contribute to this situation, including: the low salaries paid to teachers forcing them to seek a second job in order to make both ends meet each month; the deep national economic crisis that is preventing public and private VTE institutions from offering proper training opportunities to their

teachers; the rapid introduction of information and communication technologies in modern life and their slow assimilation by middle-aged teachers; the lack of vision and will of many teachers to invest in upgrading their skills and level of knowledge; and the lack of a strategy and related action plans by VTE institutions to organise the training of teachers in a continuous way.

VTE teachers do not have many opportunities to engage in postgraduate studies or to carry out research on the methodology of technical education. The lack of teachers' professional development associations does not help to improve this situation.

At the same time, no plans to evaluate the needs for training of existing teachers in the public sector are being drawn up at present. This, however, should be the basis for all training activities (pre-service, in-service and retraining) to be implemented in the future.

8.4 TYPES OF PEDAGOGIC APPROACH USED

The pedagogic approaches used in teacher and trainer training are diverse, but largely remain traditionally devoid of any innovative techniques that would allow trainees to acquire and practise competences needed in their careers. The current system in VTE schools does not permit willing teachers to 'deviate' from a set programme and a related methodology of delivery. Pedagogic innovation is not practically encouraged at these schools.

8.5 TRAINING PROCESSES USED

Consulting firms offering trainer-training programmes use a number of training techniques, modelled according to their evaluation of the requirements of each

²⁶ These should include the following: clearness and appropriateness of the objectives set; completeness and suitability of the lessons' plan; use of audiovisual aids; realisation of teaching stages; rhythm of the teaching process; application of teaching methods; teacher/student relations; explicitness and clarity; classroom discipline; knowledge of the subject area and scientific accuracy; suitability and correct application of evaluation methods; intelligibility and expressive ability; overall appearance and behaviour; and correct assessment of potentials.

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case. These techniques include the following: (a) presentations by local consultants and visiting experts/practitioners; (b) individuals and exercises; behaviour modelling and role-playing; video feedback; (c) group discussions and reporting; case studies and project work; (d) management games; (e) self-analysis questionnaires and feedback instruments; (f) individual and department action plans; simulations leading to real-life outcomes; (g) web-based training; etc. It is seen that offered courses try to utilise a balance of theory, practice, simulation and methodology. The aim is to maximise the course participants' use of their own experiences and to reinforce the learning process. This full range of training techniques is generally lacking in VTE teacher- training institutions. Only few of them are used in the delivery of the set curricula.

On the other hand, training methodologies used by consulting firms vary from firm to firm, but follow in general the following guidelines: needs assessment phase, trainees screening phase, programme design phase, programme delivery phase, and performance evaluation phase. An example of how one consulting firm²⁷ implements each of these phases is presented in Annex I.

8.6 EFFECTIVENESS OF MANAGEMENT AND ORGANISATION OF TEACHER AND TRAINER TRAINING

The management of the two IPNETs is organised according to the model of public VTE schools, that is, they have a 'management team' headed by the school director, with a head of theoretical studies and a head of practical studies. IPNET directors feel that this organisation should be changed to the following structure: in addition to the school director, the management team would include heads of divisions, each one dealing with a particular subject or group of subjects with the responsibility for organising both theoretical and practical studies. It is

claimed that this new organisation would allow more concentration on and efficient management of the teaching process, along with the necessary time and effort by division heads for the development and upgrading of courses.

Management traditions within VET institutions do not provide an ideal environment for innovation. There is a lack of active human resource management, of teaching staff, and a lack of performance-related financial incentives that encourage quality and continuing training and updating of teachers. A well-balanced level of autonomy of VET institutions is needed in the context of a redistribution of responsibilities between the various actors (administrators, teaching staff, students/learners).

On the other hand, in the private business sector, several large organisations have human resources departments, including training sections. The effectiveness of training organised internally, with in-house resources and/or hired external consultants depends to a large extent on the support received by senior management. In Lebanon, this is a serious issue since business organisations tend to be family-owned and managed by the senior members of these families. This leads sometimes to the barriers of 'old-fashioned' styles of management and the lack of appreciation of the value of continuous training of employees. With the succession of younger well-educated persons to senior management positions, a more positive approach to training and its corresponding financial requirements has been noted.

Furthermore, the management of training of teachers and trainers system in the country lacks the facility of having a system where service providers can easily be identified, their offered services publicised, and their track records investigated. Such a facility will contribute to the improvement in the quality of activities offered by the present training providers because of the competitiveness in the market, and will lead to attracting more private-sector 'customers', who are unable to locate the required trainers for specific requirements.

²⁷ 'Directory of Services', International Consulting and Training Network.

9. STRATEGIC ORIENTATION AND DEVELOPMENT OF TEACHER AND TRAINER TRAINING STRATEGY

9

9.1 AN OVERVIEW OF THE PRESENT TEACHER AND TRAINER TRAINING SYSTEM

The teacher- and trainer-training system in Lebanon faces a number of challenges that are largely similar to those found in VTE sectors in developing countries. This situation has a number of rooted problems at different levels: at the level of the individuals (teachers and trainers), the level of training concepts (teaching versus learning), and the level of deliverables (programmes and curricula).

Lebanese vocational and technical teachers and trainers generally receive modest salaries, particularly in the public sector. They try to increase their low income by taking several jobs (sometimes unrelated to their vocation). They are often over-worked and do not spend time and effort in acquainting themselves with the new pedagogical and technical trends in

their fields. This is leading them in general to shy away from the desired practising teaching as a profession; they consider their work rather as routine duties in a low-paying job.

Furthermore, pre-service training of teachers and trainers concentrates on the methodologies of teaching skills and transferring knowledge to trainees. VTE teaching institutions have not yet adopted the new concepts of transforming the teacher into an organiser of the student's learning environment. Teachers are therefore seen preparing course contents in a descriptive format and delivering them with chalk on a blackboard or a set of distributed handouts. Their main objective is to equip their students with the necessary information to successfully pass tests and official examinations. Producing technicians with the qualifications needed in the labour market does not in practice rank high as their primary function.

At the same time, the balance of theoretical versus practical content of VTE curricula is a subject of continuous debate among stakeholders. Its ultimate test lies in the acceptability and employability of graduates in the world of work. Once in the field, fresh graduates are seen as lacking knowledge of work processes and of how learning affects the job. Overall, the level of satisfaction among employers is not very high, and calls for aligning the programmes with the needs of the labour market are constantly heard.

The current VTE teaching and training system, with its non-modular programmes, and its main evaluation tools being a set of national official examinations, is failing to deliver its intended products. Dropout rates are high and entrants to the labour market (with or without an official degree) face a 'reality shock'. Their stock of supposed skills and competences very often need to be reconstituted through in-service training at the workplace. Their wages are not high, reflecting negatively on their social status. An analysis of the cost-benefit effectiveness of the VTE system, albeit never done, is expected to produce poor results.

9.1.1 GOVERNMENT STRATEGY

In early 2002, the Ministry of Education and Higher Education undertook, upon the request of the World Bank,²⁸ the drafting of a VTE sector strategy framework for Lebanon. The process was widely participative in its approach. Stakeholders from the public and private sectors were invited to offer their points of view and comments.

The main sections of the strategy framework dealing with training of teachers and trainers are listed below.

- 'Instructional quality will be ensured through introducing quality teachers and

trainers to the system with relevant practical work experience.

- VTE will adopt structured workplace training to allow for competences to be developed and assessed in the workplace to the extent deemed appropriate for accreditation by industry and MEHE...
- Equal access to and opportunity to everyone to succeed in VTE, training and consequently employment will be ensured to all those needing VTE training and teaching.
- Emphasis will be on the establishment and development of national standards for VTE graduates, teachers, facilities, curricula, inputs and outputs.
- Training programmes and training curricula will be made more flexible and responsive to the requirements of changing social status, employment and employability requirements and technology. Standards for accreditation of training and transferring trainees to regular technical programmes will be developed.
- Training as an ongoing process providing national manpower with flexibility needed to adapt to advances in technology, will be strongly supported.
- Short-term training programmes for unskilled adults and youths not enrolled in schools will be adapted in order to establish a pre-service vocational preparation.
- In-service training in both private and public sectors will be activated and developed.
- The establishment of National Training Centres will be introduced to the system to serve education, industries, communities and the national economy.'

A consulting firm will soon be entrusted with the task of fully developing the strategy, drawing up relevant policies and setting up corresponding action plans. It is hoped that this exercise, when completed, will find an effective support with decision-makers at DGVTE, and that the

²⁸ The Project Appraisal Document of the World Bank VTE Project for Lebanon describes this activity as follows: 'DGVTE Strategy Development: Preparation of a VTE strategy designed to respond to the long-term economic development of the country. It would address the role of DGVTE in relation to the VTE system: its organisation, administration, budget and resources. It would also explore different education alternatives, such as the modular training system and accelerated training, to encourage students to enroll in VTE, and upgrading of teaching staff to improve quality of training...'.

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implementation plans of the different programmes, and especially those related to the upgrading of the skills and competence levels of teachers, will be quickly activated.

9.1.2 PILOT PROJECTS

The process of upgrading the skills and knowledge of public VTE teachers should go beyond a series of rare and formal training sessions at IPNET, to include teamwork activities at schools, the development and implementation of new curricula, the use of new pedagogical methods, and a close working relationship with the labour market. Pilot projects to test the different models of implementation should be established and evaluated, and success should be retained and disseminated across the system.

International cooperation programmes can be very effective and instrumental in establishing Resources Centres at IPNET. These should be properly equipped with pedagogic tools such as teaching aids, course support documentation, and multimedia equipment and software. In this respect, it is suggested that the government should purchase national licenses of the different education software and disseminate them to all teachers. These actions should be coupled with extensive training programmes on the use of these software programmes.

Nowadays, there are no pilot projects being implemented that can be considered innovative in their approach to teacher and trainer training. However, as it has been shown earlier, several funding agencies are proposing a number of projects, in which teacher and trainer training components are included. In particular, the World Bank project is implementing the establishment of an Educational Management Information System at DGVTE. This system, which should be operational in 2003, will open the door to the use of information and communication technologies in the training process, and a range of websites and networks will be

established for a better and continuous in-service training of teachers.

9.1.3 STRATEGIC ORIENTATIONS

This study has shown that there is a need to transform IPNET to become a continuous training provider, and to widen its range of services to include the provision of in-service training to private VTE teachers and technical trainers from the labour market. This will bring to IPNET the current experiences of the labour market, and will enrich its 'practical' courses. IPNET should become a 'centre of excellence' in which the current technologies and those expected to be introduced soon in the market are mastered and transferred to teachers in the public and private VTE schools.

In parallel to this, it is suggested to establish a virtual training market place in which private training providers (schools and consulting firms) display their services and capabilities on one hand, and, on the other, training seekers (students and the private business community) announce their needs. Participation in such a facility should be also encouraged at the regional level. Such facilities will allow training providers to expand their customer base, and through the competitive nature of the market place, improve on their services. On the other hand, training seekers will find it a good tool to choose easily the proper training course.

Furthermore, it is recommended to establish a Lebanese Training Syndicate grouping all training providers²⁹ (public and private schools, consulting firms, human resources departments in the private sector, individual consultants). Its objectives would include: disseminating information about its members to potential customers locally and regionally; advertising and marketing products and programmes offered by its members; facilitating trainer training activities for its members; linking up with similar international organisations seeking

²⁹ Ministries of Education and of Labour, other concerned public sector departments, social partners, training staff, consulting firms, business associations, etc.

affiliation and technical support, when necessary; to lobbying and supporting any government initiatives towards introducing new legislation about training (pre-service and in-service); and certifying accredited training programmes.

Concurrently, a regional comparative study on the training practices of VTE teachers and trainers is urgently required. It would allow the earmarking and adoption of tested quality systems and procedures. Its results would assist policy-makers in appreciating the full extent of the strengths and weaknesses of the teacher and trainer training system.

9.2 CONCLUSIONS

The planned actions intended to be implemented by the government (and in particular, the Ministry of Education and Higher Education) seem to direct teacher and trainer training in the right direction. Among others, it is worth mentioning:

- the establishment of a VTE sector strategy, including teacher training strategies;
- the decision to stop hiring new contracted teachers and the rehabilitation efforts towards existing ones (though a big effort should be

exerted here to screen the competent teachers, in terms of their pedagogic and subject-competence levels, prior to integrating them into the body of public sector teachers);

- the plans for the introduction and dissemination of information and communication technologies-based educational methods and techniques (multimedia, simulation techniques, web-based teaching and learning processes, etc);
- the setting up of permanent cooperation processes between stakeholders.

The description of the teacher and trainer training system in Lebanon would be probably found to share many similar characteristics with other countries in the region, leading to the conclusion that some sort of regional cooperation and coordination mechanisms could be established. Effort, time and costs would be reduced and quicker results obtained as a result.

The current regional experiences, as reported by several Lebanese organisations providing training, could be expanded and organised in a coordinated manner. We believe that Lebanon is well equipped to act as a 'regional centre' for such coordination.

ANNEXES

ANNEX A: NUMBER OF STUDENTS IN VTE PUBLIC AND PRIVATE SCHOOLS

Table A.1: Number of students in public VTE schools, 2000/01

Region	Student numbers	% of total	Gender			
			Male	%	Female	%
Beirut	2,365	10.88	1,725	72.94	640	27.06
Greater Beirut	5,620	25.85	3,676	65.41	1,944	34.59
Mount Lebanon	1,353	6.22	878	64.85	475	35.15
Northern Lebanon	3,520	16.19	2,262	64.26	1,258	35.74
Bekaa	4,668	21.47	2,811	60.22	1,857	39.78
Southern Lebanon	2,708	12.45	1,724	63.69	984	36.31
Nabattieh	1,509	6.94	824	54.60	685	45.40
Total	21,743	100.00	13,900	63.93	7,843	36.07

Source: CERD.

Table A.2: Number of students in public and private schools, 2000/01

Region	Student numbers (public + private)	% of total	Gender			
			Male	%	Female	%
Beirut	12,363	15.87	7,431	60.10	4,932	39.90
Greater Beirut	29,534	37.90	16,473	55.77	13,061	44.23
Mount Lebanon	7,159	9.19	3,194	44.61	3,965	55.39
Northern Lebanon	12,513	16.06	7,005	55.98	5,508	44.02
Bekaa	7,353	9.44	3,917	53.27	3,436	46.73
Southern Lebanon	6,820	8.75	3,924	57.54	2,896	42.46
Nabattieh	2,175	2.79	1,049	48.23	1,126	51.77
Total	77,917	100.00	42,993	55.18	34,924	44.82

Source: CERD.

ANNEX B: SAMPLES OF TRAINER JOB DESCRIPTIONS IN THE PRIVATE SECTOR

Sample 1: Position guidelines for in-house training coordinator in the hotel industry

Purpose

To plan, implement and review departmental training.

Relations

- Reports directly to the head of department/outlet manager.
- Reports indirectly to the training manager.

Duties and responsibilities

- Carries out departmental orientation for all new employees to the required standards.
- Prepares, implements and follows up initial training plans for new employees.
- Conducts on-the-job skills training for all new employees and existing employees where appropriate.
- Reviews the departmental training programme in conjunction with the head of department.
- Ensures that all employees in the department are attending scheduled training programmes where appropriate.
- Coordinates and prepares a standards manual for the department and updates it where necessary.
- Completes and maintains an individual training programme and a timely report to the training department.
- Submits monthly the training programme and timely reports to the training department.
- Communicates all training activities to the department head, and displays a monthly training calendar in a prominent place.
- Liaises with the hotel training manager regarding all training activities.
- Attends meetings organised for departmental training coordinators.

Sample 2: Position guidelines for in-house training coordinator in the hotel industry

Purpose

Under the general guidelines and supervision of the general manager and his/her delegate, and within the limits of established company policies and procedures, oversees, directs and provides career development for all employee levels in the hotel.

Relations

- Reports directly to the general manager or his/her delegate.
- Interacts with individuals outside the hotel including, but not limited to, clients, training association members, competitors and other members of the local community.
- Coordinates functions and activities with the personnel administration manager and other department heads as appropriate.

Duties and responsibilities

- Identifies and analyses the training and development needs in the hotel and prioritises such needs in line with the hotel's business plan.
- Assists department heads and departmental training coordinators to prepare training and development plans for their departments.
- Develops and implements formal training plans for training department personnel.
- Develops annual hotel training and development plans.
- Takes part in the preparation of the hotel's strategic and marketing plans.
- Plans, organises and evaluates training and development activities for executive- and assistant-level employees, through external consultants, retreats, cross-exposure periods, self-study programmes and goals programmes.
- Organises and conducts employee orientation in line with corporate standards.
- Conducts and evaluates off-the-job training as required.
- Makes recommendations for developing and implementing various training and development programmes to meet identified needs and to ensure guest service and quality.
- Makes recommendations in the selection of department trainers and provides the training for their department.
- Identifies, coordinates and evaluates all internal and external cross-exposure training, completed within the hotel and with other hotels.
- Delivers briefings of internal programmes to the executive committee and keeps them informed about training and development issues.
- Carries out monthly departmental standards reviews with each department training coordinator in line with agreed standards.
- Evaluates all training and development activities executed both internally and externally in conjunction with department heads and other relevant parties.
- Establishes and maintains records of training for all off-the-job courses.
- Prepares monthly training reports for the hotel's general manager and regional training manager.
- Compiles the hotel training budget and monitors expenditure on a monthly basis.
- Works in association with the personnel manager to conduct such functions as interviewing, hiring, coaching and counselling, and assists with other personnel functions as required.
- Maintains standard hotel training equipment and training library resources.
- Establishes and maintains links with schools, colleges and/or universities, coordinates work-experience placements and talks as appropriate.
- Contributes towards the health and safety committee, ensuring legal requirements in terms of training are adhered to.

- Participates in the hotel's incentive programmes by providing support through training and recognition.
- Monitors present and future trends in the training and development field and makes recommendations.
- Establishes and maintains effective employee relations.
- Contributes towards other hotel activities as appropriate.
- Performs related duties and special projects as assigned.

Sample 3: Position guidelines for continuous training coordinator in a hospital (nursing section)

Competences

- Holds an M.Sc. in nursing.
- Has organisational capacities.
- Is motivated towards training.
- Has leadership qualities.
- Is available.

Functions

- Prepares training plans with defined priorities.
- Receives, gives an orientation and assists in the integration of new recruits.
- Establishes procedures for the evaluation of training.
- Develops further training actions, based on the evaluation results.
- Negotiates with training providers possible training activities locally and abroad.

Activities

- Assesses training needs of the nursing staff.
- Analyses training needs.
- Prioritises training needs.
- Elaborates plans for training.
- Determines objectives.
- Validates the training programme with concerned committee.
- Chooses trainees, determine numbers and categories.
- Fixes venue and duration.
- Estimates costs.
- Chooses trainers.
- Verifies training methods and tools.
- Evaluates results.
- Establishes personal training files and follows up the development of trainees.
- Develops and takes part in research activities in relation to nursing fields.

Sample 4: Position guidelines for training in an industrial organisation

Functions

- Conducts and coordinate training activities.
- Researches, writes and creates new training materials.
- Develops, analyses and evaluates training needs and requirements.
- Develops class courseware and delivery methods.
- Consults with staff to keep training information up-to-date.
- Writes reports, memoranda, correspondence, newsletters, bulletins and records.
- Develops training plans and schedules.
- Arranges classes, seminars, conferences and workshops for employees.

- Implements training.
- Evaluates and updates training programmes to keep up-to-date with new techniques.
- Demonstrates continuous efforts to improve operations, decrease turnaround times, streamline work processes, and works cooperatively and jointly to provide quality seamless customer service.

Skills

Knowledge of

- the principles, training methods, and techniques used in adult education,
- group dynamics and human behaviour,
- problems related to employees working in industrial environments.

Ability to

- plan, organise, and coordinate the execution of training programmes,
- communicate orally with employees and other groups of trainees in face-to-face, one-to-one situations,
- instruct others in a classroom setting,
- work cooperatively with other employees,
- use graphic instruction such as drawings, layouts or other visual aids,
- operate a variety of office equipment.

ANNEX C: QUALIFICATIONS OF CIVIL SERVICE TEACHERS IN PUBLIC VTE SCHOOLS³⁰

Position	Main qualifications	Alternative qualifications
Professor in Higher Technical Education	PhD + TD in Sciences	PhD in Engineering + 5 years teaching in Higher Educ. or 10 years in Tech. Educ.
Associate Professor in Higher Technical Education	PhD + TD/LET in subject	PhD in Engineering + 2 years teaching in Higher Educ. or 5 years in Tech. Educ. Or two Engineering degrees (2 nd based on 1 st) + 8 years professional experience Or two Engineering degrees (2 nd based on 1 st) + 5 years teaching in Tech. Educ.
	or Engineering Degree + LET in subject + 5 years teaching in Tech. Educ.	University degree + LET in subject + 5 years teaching in Tech. Educ.
Assistant Professor in Higher Technical Education	PhD + TD/LET in subject	PhD in Engineering Or two Engineering degrees (2 nd based on 1 st) + 5 years professional experience Or two Engineering degrees (2 nd based on 1 st) + 2 years teaching in Tech. Educ.
	or Engineering Degree + LET in subject + 3 years teaching in Tech. Educ.	Engineering Degree + 7 years teaching in Tech. Educ. Or LET + 8 years teaching in Tech. Educ. Or Engineering Degree or University Degree in subject + 10 years in Public Sector at Grade 3 (sub 2) in teaching at DGVTE
Lecturer in Technical Education	LET in subject + commitment to teach for 10 years	-
Lecturer in Vocational Education	TS in subject or equivalent (Candidates should be Grade 4 (sub 1))	-
Drawing Teacher	BT in subject or equivalent	-
Assistant Vocational Education Lecturer	BT in subject or equivalent + 2 years experience	BP + 5 years experience in subject Or 10 years experience in subject

³⁰ As per Decree No 16984 dated 27.7.1964.

ANNEX D: QUALIFICATIONS OF THE FIVE CATEGORIES OF CONTRACTED TEACHERS IN PUBLIC VTE SCHOOLS

Category	Qualifications of Contracted Teachers (Any of the listed qualifications is acceptable to be admitted at the indicated category)			
	1	Ph.D. in Engineering	Ph.D. in Sciences	M.D. with Specialisation
PhD in subject		Ph.D. in Law or Economic Sciences or Administrative Sciences	Engineering Degree + LET	/
2	Engineering Degree	MD	DEA or Master's in subject	TD
	Dentistry Diploma	Veterinary Diploma	Pharmacy Diploma	Licence in Economic Sciences or Administrative Sciences
	Teaching Diploma or LET + Diploma of Specialisation	-	-	-
3	LET	Teaching Diploma or University Licence from UL or equivalent	Master's Degree	Licence in applied sciences
	Physical Education Licence	-	-	-
4	TS	Licence in applied sciences	University degree	Pilot certificate
	Nursing Certificate	-	-	-
5	BT	FPA	Nursing Certificate	Physical education certificate
	BP + 6 years experience in carpentry, masonry, welding or make up	10 years' experience in carpentry, masonry or welding	10 years' experience in shorthand or administrative work	Artists' diploma

ANNEX E: CLASSIFICATION OF CONTRACTED TEACHERS AT PUBLIC VTE INSTITUTES

Category of Qualification	Group 1	Group 2	Group 3
1	Teaching for 2 years in technical schools	No prior experience	/
2	Teaching for 4 years in technical schools or higher education or 4 years working experience for engineers and medical doctors and pharmacists + 2 years teaching in technical schools or higher education	Teaching for 2 years in technical schools or higher education or 2 years working experience for engineers and medical doctors and pharmacists	No prior experience
3	Teaching for 5 years in technical schools or higher education	Teaching for 3 years in technical or secondary education schools	No prior experience
4	-	Teaching for 8 years or Experience for 10 years + 4 years of teaching experience	Teaching for 4 years or Experience for 5 years
5	-	Teaching for 8 years	No prior experience in teaching

ANNEX F: CLASSIFICATION OF CONTRACTED TEACHERS AT PUBLIC VTE SCHOOLS

Category of Qualification	Group 1	Group 2	Group 3
1	Teaching for 2 years in technical schools	No prior experience	/
2	Teaching for 4 years in technical or secondary education schools or 4 years working experience for engineers and medical doctors and pharmacists + 2 years teaching	Teaching for 2 years in technical or secondary education schools or 2 years working experience for engineers and medical doctors and pharmacists	No prior experience
3	Teaching for 5 years in technical or secondary education schools	Teaching for 3 years in technical or secondary education schools	No prior experience
4	Teaching for 8 years in technical schools	Teaching for 5 years or Experience for 5 years + 2 years of teaching experience	No prior experience
5	-	Teaching for 8 years	No prior experience in teaching

ANNEX G: ORGANISATION OF IPNET³¹

Mission

The preparation of teachers in VTE for its two levels (Technical Education and Higher Technical Education).

Training teachers at all levels.

Degrees offered

TS in Technical Education

Prerequisites and duration:

- two years + training session
- BT in subject or equivalent, or Lebanese Baccalaureate (Part 2) in subject.

LET

Prerequisites and duration:

- Engineering Degree in subject – Training session for four to six months, or
- University Degree in subject – Training session for four to six months, or
- BT in subject – four-year courses, or
- Lebanese Baccalaureate (Part 2) in subject – four-year courses, or
- TS or Licence in Applied Sciences in subject – exceptionally, duration to be decided by Minister based on DGVTE suggestions.

Number of students in first year

Decision by Minister based on DGVTE suggestions.

Work commitment of graduates

Graduates commit to teach at DGVTE for 10 years after graduation.

If graduate is not offered a teaching position after one year following graduation, his commitment is considered void.

Financial aid to students

Students can be offered monthly financial grants to compensate for their full-time commitment to learning.

Numbers and values of grants are decided by DGVTE.

Training of public and private VTE teachers

Training sessions can be conducted by IPNET according to the following:

- for teachers of TS courses, as decided by DGVTE (Minister can request CERD to participate technically and pedagogically in organising these sessions);
- for teachers of BT and lower courses, teaching sessions are conducted in collaboration between IPNET and CERD.

³¹ As per Decree No 10207 dated 7.5.1975.

Research activities

IPNET can be requested to conduct educational research activities in the offered subjects in VTE or its processes and methods of application.

A pre-set programme of research activities should be established in collaboration with DGVTE and CERD, after the approval of the Minister.

ANNEX H: TABLE OF CONTENTS OF LET CURRICULUM OF CHARTERED ACCOUNTING

	MATIERE	1 ^{ère} année		2 ^{ème} année	
		Durée	Page	Durée	Page
Matières générales	Communication en 1 ^{ère} langue étrangère	120	3-11	60	3-11
	Communication en 2 ^{ème} langue étrangère	60	8-18	60	51
	Mathématiques générales	120	21	60	55
	Psychopédagogie	60	24	60	24
	Droit	60	30	60	61
TOTAL		420		300	
Matières de spécialisation	Mathématiques financières	60	34	60	65
	Fondements économiques	60	36	-	-
	Statistiques	60	38	60	67
	Principes d'administration	60	40	-	-
	Informatique appliquée	120	43	60	69
	Comptabilité générale	180	45	-	-
	Marketing	60	48	-	-
	Informatique bureautique	-	-	60	73
	Aspects humains des organisations	-	-	60	76
	Management et qualité	-	-	60	78
	Marketing et vente	-	-	60	81
	Comptabilité analytique	-	-	120	83
	Comptabilité des sociétés	-	-	120	87
	Comptabilité bancaire	-	-	60	91
Recherche opérationnelle	-	-	60	94	
TOTAL		600		780	
TOTAL		1 020		1 080	

Source: DGVTE.

ANNEX I: EXAMPLE OF AN IN-SERVICE TRAINING PROGRAMME IMPLEMENTED BY CONSULTING FIRMS

An example of how one consulting firm³² implements each of the phases of a training programme designed and delivered within customer premises is given below.

- *Needs assessment*: design interview questions and needs assessment questionnaire; schedule time required to interview and assess selected personnel; conduct the interviews; analyse results and report to senior management.
- *Screening and placement*: design tests, based on needs assessment findings where needed; personal assessment of each potential trainee by interview; Proctor tests; analyse results and report to senior management.
- *Programme design*: preparation of programme content, materials and resources, including translation where required.

³² 'Directory of Services', International Consulting and Training Network.

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- *Programme training*: provision of training; use, where appropriate, manuals, student handouts, case studies, simulations, role-playing; distribution of certificates of attendance and other materials to participants.
- *Performance evaluation*: formal feedback (use of pre- and post-tests); informal feedback (use of performance appraisals, on-the-job evaluations based on clearly defined and measurable criteria); formulation and implementation of incentive and reward systems in cooperation with management.

ANNEX J: LIST OF PERSONS VISITED AND FOCUS GROUP PARTICIPANTS

Institution	Persons visited
American University of Beirut	Dr Saouma Boujaoude Professor of Science Education
Lebanese American University	Dr Fouad Awad Director, Human Resources Institute
	Dr Irma Ghosn Director, Centre for Peace and Justice Education
Agence universitaire de la francophonie	Ms Agnes Busnel Director, Campus numérique
Ministry of Education and Higher Education - Directorate General of Vocational and Technical Education	Mr Youssef Dia Director General
	Mr Ahmad Kassem Head of Technical Division
	Mr Adel Ghosn Head of Controls and Examination Division
	Mr Mohammad Kishly Head of Administration Division
	Mr Issam Zein Head of Technical Cooperation Unit
Institut pédagogique national pour l'éducation technique - Bir Hassan site	Mr Maurice Risk Technical Division
	Mr Mohamad Houdaib Director
Institut pédagogique national pour l'éducation technique - Dekwaneh site	Mr Antoine Diab School Director
	Mr Georges Nahra Head of Practical Studies
	Mr Taniouss Kassis Head of Theoretical Studies

Institution	Persons visited
École technique supérieure Amlieh	Mr Faysal Hamdan School Director Mr Nisar Chrara Technical Director
Pigier Schools and Institutes	Mr Toufic Tasso Managing Director Ms Tina Ayoub Training Manager
Hôpital Notre Dame du Liban Institut des sciences paramédicales GTZ - Dekwaneh office	Ms Hyam Risk Director Mr Younes Mokdad Programme Coordinator
Ministry of Agriculture - Technical schools Division	Dr Atef Hajj Head of Division
Institut de formation par alternance franco-libanais	Dr Daisy Baddoura Director
YMCA - International Management and Training Institute	Dr Jean El Hajj Managing Director
Entrepreneurial Training Foundation	Dr Majed Joumblat Managing Director Ms Lara El-Khalil Training Coordinator
Meirc Training and Consulting	Ms Lina Assaf Marketing Executive
CSP-Middle East	Dr Raffi Semerdjian Managing Director
International Consulting and Training Network	Ms Cosette Bassil El-Helou Marketing Manager
Naji Bejjani Training System	Ms Zeina Bejjani Account Director
Lebanese Management Association	Mr Atef Jubaili President
Amel Association	Dr Kamel Mohanna President
Banque de la Méditerranée	Dr Mohammad Fheili Training Manager
Six Continents Hotel	Ms Lara Shaaban Regional Training Manager
Hôpital Hôtel-Dieu de France	Ms Nada Genadry Management Attaché Sr Françoise Bakhache Director of Nursing Ms Rima Kadib Training Coordinator
Banque libanaise pour le commerce	Ms Claudine Selouan Head of Training and Development
INDEVCO	Mr Bchara Khachan Manager, Human Resources Department
EU Commission- Beirut	Ms Miriam Pikaar In Charge of Programme

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Institution	Persons visited
<i>Focus group participants</i>	
Lebanese American University	Dr Fouad Awad Director, Human Resources Institute
Meirc Training and Consulting	MsLina Assaf Marketing Executive
CSP-Middle East	Dr Raffi Semerdjian Managing Director
Hôpital Hôtel-Dieu de France	Ms Nada Genadry Management Attaché Ms Rima Kadib Training Coordinator
INDEVCO	Mr Bchara Khachan Manager, Human Resources Department
AVERDA	Ms Hoda Lteif Human Resources Manager
Bankers Assurance	Ms Najwa Grace Tohme
Beirut Riyad Bank	Mr Raymond abu Samra Human Resources Manager
OGERO	Ms Carmen Murr Human Resources Manager

LIST OF ACRONYMS

BP	Brevet professionnel (vocational certificate)
BT	Baccalauréat technique (technical baccalaureate diploma)
CAP	Certificat d'aptitude professionnelle (vocational training certificate)
CERD	Centre for Educational Research and Development
DEA	Diplôme d'études approfondies (in-depth study diploma)
DES	Diplôme d'études spécialisées (specialist study diploma)
DGVTE	Directorate General for Vocational and Technical Education
ETF	European Training Foundation
ETSA	École technique supérieure Amlieh
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit (German Agency for Technical Cooperation)
HR	Human resources
IPNET	Institut pédagogique national pour l'enseignement technique (National Teacher Training Institute for Technical Education)
LAU	Lebanese American University
LET	Licence d'enseignement technique (technical education degree)
LT	Licence technique (technical degree)
MEHE	Ministry of Education and Higher Education
MVTE	Ministry of Vocational and Technical Education
NGO	Non-governmental organisation
PhD	Doctorate in Philosophy
TD	Teaching diploma
TS	Technicien supérieur (advanced technician)
TTT	Teacher and trainer training
VTE	Vocational and technical education

